

Marian Barry

# Success

International English Skills  
for Cambridge IGCSE®

Student's Book

Fourth edition

Completely Cambridge  
Cambridge resources  
Integrated practice, online

**Marian Barry**

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for Cambridge IGCSE®**

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**CAMBRIDGE  
UNIVERSITY PRESS**

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# Contents chart

	UNIT TITLE	UNIT SECTIONS / READING	WRITING	LISTENING 
1	<b>Happiness and success</b>	A What is happiness? 3 B Happy not to be a high-flyer 6 C The price of greatness 9 D Obstacles and challenges 11 E Someone I admire 16	Describing people's character and appearance Developing your writing style	Radio interview: is the sacrifice of personal happiness the 'price of greatness'?
2	<b>You and your community</b>	A Home town 24 B Favourite places 28 C Improving your neighbourhood 31 D Making a difference 32 E Welcoming an exchange visitor 37	Giving information about yourself, your family and your area Welcoming an overseas guest Tone and register	Discussion: using a converted warehouse to benefit local teenagers
3	<b>Sport, fitness and health</b>	A Is sport always fun? 49 B Enjoying sport safely 52 C Motivation through sport 57 D Health, diet and fitness 60	Summarising and note-making	Recorded information at a sports centre
4	<b>Our impact on the planet</b>	A Transport then and now 73 B Nature under threat 78 C A new motorway for Rosville? 83 D Global warming 87	'For and against' arguments Relating to the target audience	Discussion: school survey on car use
5	<b>Entertainment</b>	A Talking about entertainment 97 B Recommendations and reviews 100 C Working in the film industry or theatre 103 D Reading for pleasure 108 E Book and film reviews 110	Film and book reviews	A model discussion about films Discussion: TV violence
6	<b>Travel and the outdoor life</b>	A Holiday time 122 B Outdoor activities 125 C Tourism: The pros and cons 130 D Personal challenges 137	Describing outdoor activities and holiday destinations Developing your writing style	Conversation: a camping holiday
7	<b>Student life</b>	A Challenges of student life 146 B The pressure of exams 151 C Studying effectively 157 D A range of advice 159	Giving advice in an email Tone and register	Conversation: fear of going to college A college counsellor describes her work
8	<b>The search for adventure</b>	A The call of the sea 169 B Adrift on the Pacific 174 C A remarkable rescue 178 D Reacting to the unexpected 185	Writing a narrative composition	Radio interview: how we survived being adrift at sea
9	<b>Animals and our world</b>	A A fresh look at zoos 198 B Animal experimentation 202 C Animals in sport and entertainment 208 D Animals at work 211 E Helping animals in danger 215	Reasoned opinions and arguments	Radio interview: the 'electronic zoo'
10	<b>The world of work</b>	A The rewards of work 227 B Facts and figures 232 C Job stereotypes 234 D Recruitment with a difference 236 E Preparing for work 240	Developing your writing style	A human resources officer describes her work Four work scenarios

SPEAKING / PRONUNCIATION	LANGUAGE STUDY / GRAMMAR SPOTLIGHT	VOCABULARY AND SPELLING	EXAM-STYLE QUESTIONS	ASSESSMENT OBJECTIVE FOCUS
Expressing fears and giving someone confidence	Figurative meanings Apostrophes Present simple and continuous	Spelling patterns: <i>qu</i> and <i>ph</i> Why are words misspelt? Homophones Adjectives to describe people Colour images	Writing: Exercise 5 Exercise 6 Speaking Listening: Exercise 4 (Multiple-choice questions)	R1, W3, S4, S5
Interview: neighbourhood and home life Showing enthusiasm Persuading Role play: Spend, spend, spend	Order of adjectives Borrowed words Gerund or infinitive	Describing a place and its atmosphere Doubling consonants Suffixes: multi-syllable words	Writing: Exercise 5 Exercise 6 Speaking Listening Exercise 2 (Note-making) Reading Exercise 2 (Multiple matching)	R2, W3, W5, L1, S1
Stressing key words Expressing warnings	Headlines Redundant words Passives Verbs with two objects	Compound nouns <i>A five-kilometre walk</i> , etc. Suffixes: words with a final -e	Speaking Reading/Writing: Exercise 4 (Note-making) Reading: Exercise 3 (Summary) Listening: Exercise 6 (Multiple matching)	R3, L1, L3, S4, S5
The letter <i>g</i> Asking for a favour	Connectors Words often confused The future with <i>will</i> and <i>going to</i>	The letter <i>g</i> Euphemisms Ways of walking	Speaking Listening: Exercise 1 (Short extracts) Reading: Exercise 2 (Multiple matching) Writing: Exercise 6	R1, R2, W2, L1, L2, S5
Asking for information Describing films The letters <i>c</i> and <i>ch</i> Strategies for interrupting	<i>So ... that</i> and <i>such ... that</i> <i>Will</i> for prediction The superlative + present perfect	Adjectives to describe films Film vocabulary The letters <i>c</i> and <i>ch</i>	Speaking Writing: Exercise 5 Exercise 6 Reading: Exercise 2 (Multiple matching) Listening: Exercise 3 (Multiple matching)	R1, R2, W3, L1, L2, S4, S5
Shifting stress Expressing blame and guilt	<i>Quite</i> Punctuating direct speech Adverbs of frequency	Adjective collocations Adjective suffixes Adverbs as intensifiers Homophones The weather	Writing: Exercise 5 Exercise 6 Speaking Listening: Exercise 5 (Completing notes)	R1, R2, W3, S1
Interactive skills Silent letters	Problems and advice <i>Should / ought / need / must / had better</i> Punctuation 'Text speak'	The suffixes <i>-ment</i> and <i>-al</i> Silent letters Idioms	Reading: Exercise 1 (Reading) Writing: Exercise 5 Exercise 6 Speaking	R3, R4, W5, S4
Expressing surprise Consoling and commiserating The suffix <i>-tion/-ion</i>	Narrative tenses Reported speech Relative clauses Formation of adverbs The interrupted past continuous	The sea Onomatopoeic words The prefixes <i>mal-</i> and <i>counter-</i> Homonyms The suffix <i>-tion/-ion</i>	Reading: Exercise 2 (Multiple matching) Writing: Exercise 5 Exercise 6 Speaking	R2, W2, W3, S5
Expressing disappointment Regular and irregular plurals	Adding extra emphasis Rhetorical questions The past perfect passive Passives with two objects - revision	Regular and irregular plurals Animal vocabulary Adjectives describing feelings	Reading: Exercise 2 (Multiple matching) Writing: Exercise 5 Exercise 6 Speaking Listening: Exercise 3 (Multiple matching)	R1, W1, W2, W3, L4, S1, S4
Product development meeting and role play Linking sounds	Understanding visual data Amounts and approximations Questioning and criticising statistics Superlatives of long and short adjectives Adverbs of degree	Work-related expressions Similes Suffixes: <i>-able</i> or <i>-ible</i> ? 'Eye' idioms	Writing: Exercise 5 Exercise 6 Speaking	R3, R4, W5, L1, L2, S4, S5

# Overview of Cambridge IGCSE English as a Second Language

## Reading and Writing

Students will take either:

**Paper 1 (Core)** – 1 hour 30 minutes – 60 marks in total – Grades C–G

or **Paper 2 (Extended)** – 2 hours – 80 marks in total – Grades A\*–E

Exercise number	Type of exercise	Description	Total marks	
			Core	Extended
Exercise 1	Reading	Students read a text and answer a series of questions which require single word/phrase answers.	9	13
Exercise 2	Multiple matching	Students read a text and answer a series of questions testing more detailed comprehension. Students match the correct answer to the question.	8	10
Exercise 3	Note-making	Students make brief notes on a text under a supplied heading or headings.	7	9
Exercise 4	Summary	Students write a summary of 80 words (Core) or 100 (Extended) about an aspect or aspects of a text. The text will be a different text from Exercise 3, for both Core and Extended.	12	16
Exercise 5	Writing	Students write 100–150 words (Core) or 150–200 words (Extended) of continuous prose in response to a short stimulus and/or short prompts. The purpose, format and audience are specified.	12	16
Exercise 6	Writing	Students write a report, review or article of 100–150 words (Core) or 150–200 words (Extended) in response to a short stimulus. The purpose, format and audience are specified and will be different to Exercise 5.	12	16

## Listening

Students will take either:

**Paper 3 (Core)** – Approximately 40 minutes – 30 marks in total – Grades C–G

or **Paper 4 (Extended)** – Approximately 50 minutes – 40 marks in total – Grades A\*–E

Exercise number	Type of exercise	Description	Total marks	
			Core	Extended
Exercise 1	Short extracts	Students listen to four short extracts of dialogue or phone messages and answer questions on each. Questions require short answers, no longer than three words each.	8	8
Exercise 2	Note-making	Students listen to a formal talk and complete gaps in notes/sentences.	8	8
Exercise 3	Multiple matching	Students listen to six short, informal monologues and match each speaker to appropriate content.	6	6
Exercise 4	Multiple-choice questions	Students listen to an informal discussion between two speakers and answer 3-option multiple-choice questions.	8	8
Exercise 5 (Extended only)	Completing notes	Students listen to a talk and complete gaps in notes/sentences. Then they listen to a short discussion based on this talk, and complete sentences using no more than three words.	-	10

## Speaking

Approximately 10–15 minutes – 30 marks in total (syllabus 0511) or grades 1–5 (syllabus 0510)

Students take part in a discussion with the teacher on a set topic. After a short warm-up which is not assessed, students are allowed 2–3 minutes to read the speaking test card which has been selected from a range of cards. The cards include prompts to guide the discussion. Students are not allowed to make written notes. The conversation itself should last 6–9 minutes. In syllabus 0510 marks for the Speaking component do not contribute to the overall grade. Instead, students will be marked from 1 (high) to 5 (low).

### Weighting for qualification

Assessment objective	0511	0510
AO1: Reading	30%	35%
AO2: Writing	30%	35%
AO3: Listening	20%	30%
AO4: Speaking	20%	Separately endorsed

### Skill Assessment objectives

AO1: Reading	R1	identify and select relevant information
	R2	understand ideas, opinions and attitudes
	R3	show understanding of the connections between ideas, opinions and attitudes
	R4	understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings
AO2: Writing	W1	communicate information/ideas/opinions clearly, accurately and effectively
	W2	organise ideas into coherent paragraphs using a range of appropriate linking devices
	W3	use a range of grammatical structures and vocabulary accurately and effectively
	W4	show control of punctuation and spelling
	W5	use appropriate register and style/format for the given purpose and audience
AO3: Listening	L1	identify and select relevant information
	L2	understand ideas, opinions and attitudes
	L3	show understanding of the connections between ideas, opinions and attitudes
	L4	understand what is implied but not directly stated, e.g. gist, speaker's purpose, intention and feelings
AO4: Speaking	S1	communicate ideas/opinions clearly, accurately and effectively
	S2	develop responses and link ideas using a range of appropriate linking devices
	S3	use a range of grammatical structures and vocabulary accurately and effectively
	S4	show control of pronunciation and intonation patterns
	S5	engage in a conversation and contribute effectively to help move the conversation forward

The information in this section is taken from the Cambridge syllabus document. Teachers should refer to the appropriate syllabus document for the year that their students are entering for examination to confirm the details. More detailed information about the Cambridge IGCSE English as a Second Language examination, including support available for teachers and students, can be obtained from Cambridge International Examinations, 1 Hills Road, Cambridge CB1 2EU, United Kingdom, and online at [www.cie.org.uk](http://www.cie.org.uk)



Cambridge University Press and Marian Barry would like to thank Garan Holcombe for his advice and input into the material for this fourth edition.

# Introduction

## Dear Student,

In this book you will find all the support and information you need to help you prepare for the Cambridge IGCSE English as a Second Language syllabus.

This *Success International English Skills Student's Book* helps you to develop each skill you will need for success in your course – whether it is note-making, summary writing, reading comprehension, composition writing, listening or speaking. You will learn to communicate effectively and make good sense.

The Cambridge syllabus has two levels, known as Core and Extended. This book covers both levels, but aims to stretch and challenge you to reach a higher level than you perhaps thought possible.

As you use the book, what is expected of you is made very clear. You will always understand what you are doing and why you are doing it. It is a good idea to check the Contents Chart each time you start a new unit. Here, you will see all your learning objectives for the unit. You will also see how what you are going to study relates to what you have already done.

The units are structured to build up the skills gradually, starting with the easier aspects of learning, such as recognising and understanding information. For example, you might have to write an article for a website for teenagers. Before you start, you will be given lots of help with vocabulary and the style to use, so when it is your turn to write independently you'll be able to do so confidently and easily. The Exam focus at the end of each unit explains the skills you have practised. *Success International* is topic-based, and you will be practising your language skills while deepening your understanding of a range of contemporary issues.

Exams can include questions on topics of international relevance. Students often feel unable to talk or write knowledgeably about such topics, but there is no need to feel like this. The book provides the factual information and ideas you might need, as well as helping you to think about them in a straightforward way. As your thinking skills develop, your ability to analyse new ideas naturally increases, so you will feel ready to face the topics you might meet in an exam.

As you progress through each unit of the book, you will enjoy having interesting themes to explore at the same time as improving your language techniques. You will pick up new vocabulary and structures quite painlessly.

Students sometimes have lots of good ideas but struggle to get them down on paper. The exercises in the *Success International English Skills Student's Book* will help you overcome that kind of frustration because each topic is broken down into small bits. This means you can get each part of an exercise clear in your mind before moving on to the next part. In the end, you'll have an overview of a whole topic, and will find you can produce an excellent email or article, or present an impressive talk to your group.

On the subject of talking, this book provides many opportunities for you to share your ideas in English with your group. Discussion is a great way to share ideas with other people, take a concept further or get ready for an interesting listening or reading exercise. Don't forget to use the photographs in the book to stimulate ideas.

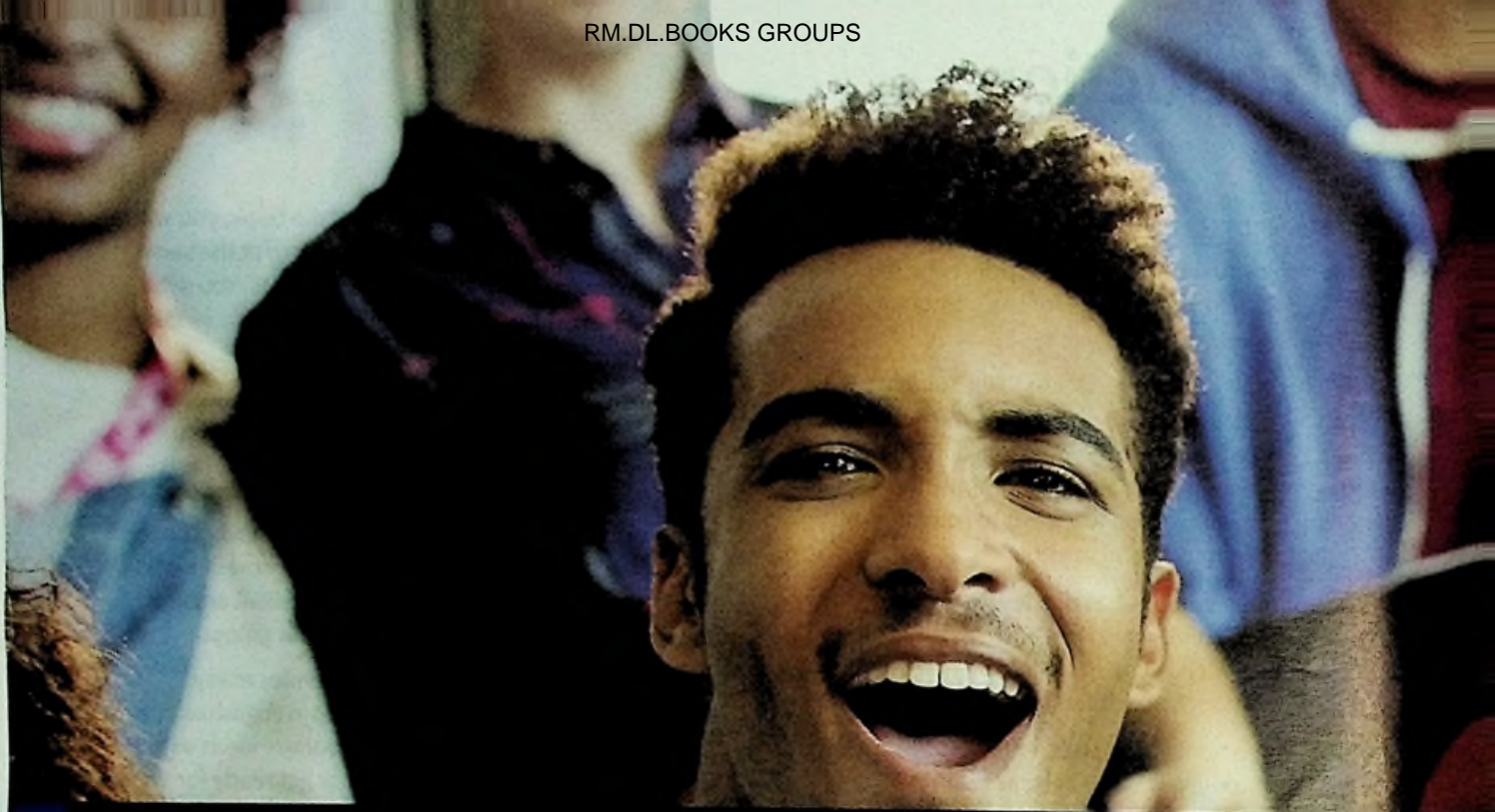
Developing students' ability to express themselves in writing is an important goal of the course. There are several exercises that show the difference between a simple, basic way of writing and a more developed style, which is appropriate for a young adult. Improving your writing style means learning various language and personal skills, but the results are well worth the effort.

During the course, you will be helped to evaluate your progress so you can see what you need to do next to keep extending and developing yourself. I hope you will use the **Advice for Success** at the end of each unit, as this will help you reflect on what you have achieved in the unit. Everyone is different, so mark the Advice for Success according to whether the suggestions are a top priority for you, or interesting but not a top priority. Write down your personal priorities and make sure you follow them through. The Advice for Success also gives ideas for further progress, as well as advice on exam techniques. At the end of each unit there are **Exam-Style Questions** for you to practise.

I have enjoyed writing these books for you.

Kindest regards,

*Marian Barry*



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## Unit 1

# Happiness and success

### *In this unit you will:*

- read about work-life balance and adult literacy
- write a description of someone's character and appearance
- listen to an interview about achievement
- practise showing control of intonation while expressing fears and giving someone confidence
- focus on the following assessment objectives: R1, W3, S4, S5



# A What is happiness?

## 1 Quiz

Complete this online quiz in pairs to find out how happy you are. Don't worry about individual words – just try to understand the main ideas.

- 1 Which statement best describes your feelings about your education?
  - a My talent is not recognised.
  - b I'm very clear about how I like to work.
  - c Other people's approval is very important.
- 2 How do you feel about relationships?
  - a I think people should accept me for who I am.
  - b I know what I have to give, but sometimes I fail.
  - c I try hard to be an ideal son/daughter/friend.
- 3 Which statement best describes your relationship with your closest friend?
  - a Our relationship is so good we never argue.
  - b We do argue, but we make up afterwards.
  - c We like to get every little problem off our chests.
- 4 Which statement best describes your feelings about your home?
  - a It's a place to rest my head.
  - b My heart lifts when I come home.
  - c I feel proud when I tell someone my address.
- 5 You've got a chance to redecorate your bedroom. Do you:
  - a let your parents choose the colour scheme and carpet?
  - b go for whatever makes you feel good?
  - c select something stylish you saw on a website or in a magazine?
- 6 What are your feelings about other people?
  - a I believe people sometimes have a hidden motive.
  - b I give individuals the benefit of the doubt.
  - c I trust people and then feel let down.
- 7 You've been invited to a big party. All your friends will be there. You hate parties. Do you:
  - a tell everyone you're going but don't turn up?
  - b explain your feelings in a light-hearted way?
  - c go anyway and feel miserable?
- 8 You're feeling proud of a new outfit. A 'friend' makes a hurtful remark. Do you:
  - a give a sharp reply/say something nasty back?
  - b ignore it?
  - c promise yourself never to wear it again?
- 9 How do you choose your clothes?
  - a I go for classics.
  - b For comfort and personal taste – favourite colours, cuts and fabrics.
  - c I like to be fashionable.
- 10 What are your feelings about family and personal relationships?
  - a I believe that I have a duty to others.
  - b I'll make sacrifices, but I know my limits.
  - c I believe I must be happy in whatever I do.
- 11 What is the most important part of your home?
  - a Main reception room
  - b Bathroom, kitchen, bedroom or 'den'
  - c Front entrance
- 12 How do you deal with difficult situations?
  - a I avoid situations that might hurt me.
  - b I remove myself from any situation that keeps causing me pain.
  - c I keep going even if a situation is difficult for me.
- 13 How would you describe your life?
  - a I've no time to pursue personal goals.
  - b I've a clear sense of meaning and purpose.
  - c I have too much to do and I feel all over the place.
- 14 Which best describes your friendships?
  - a I'd like to have more.
  - b I choose my friends.
  - c My friends choose me – I'm liked and accepted.
- 15 You're relaxing at home after a hard day when a friend phones. Do you:
  - a get someone to tell her you're out?
  - b get someone to tell her you'll call back?
  - c take the call?

See the end of Unit 1 for quiz scores.



## 2 Discussion

- A** Do you think the happiest people are those who live their life in their own way? Why/Why not? Do we all have a right to happiness?

Explain your ideas to your group.

- B** What makes you happy? Read some comments made by students about what makes them happy:

*'Finding a \$10 note in the pocket of my jeans when I thought I didn't have any money.'*

*'Going to a football match and seeing my side win.'*

*'A surprise long-distance call from a really close friend.'*

Now add your own ideas. Be specific!

- C** Share your ideas around your group.

- D** What can you do when you feel unhappy?

Study these comments:

*'I go to my room and listen to music. Music is an escape for me.'*

*'I talk to my dad and he tells me how he coped in a similar situation.'*

Discuss your ideas with your partner.

## 3 Formal and informal styles

Here is some informal or colloquial language from the quiz and the scores. Match it to the more formal equivalents.

- 1 **A** I feel all over the place.  
 2 **B** We like to get every little problem off our chests.  
 3 **B** You're waiting for life to come and bring you happiness.
- A** I lack a clear sense of my goals in life.  
**B** You aren't taking responsibility for making yourself happy.  
**C** We always tell each other what we are feeling bad about, even if it's something unimportant.

## 4 Spelling patterns and speech sounds

You've just completed a quiz. In English spelling, **q** is always followed by **u**. **Qu** is a spelling pattern. The speech sound is /kw/.

Can you guess the following words, each containing the pattern **qu**? Use your dictionary to check that your spelling is correct.

- 1 The king is married to her. *queen* *quote*  
 2 He started the essay with words from his favourite poem.  
 3 This is the sound a duck makes. *quack*  
 4 A celebration meal which a very large number of people attend. *banquet*

**Ph** is another spelling pattern, and sounds like /f/. It's in **phone**, **photograph** and **phrase**.

What other sounds and spelling patterns do you know?

## 5 Approaches to spelling

Select the strategies you use to help you spell.

- I remember how the word looks on the page (visual recall).
- I use spelling rules.
- I link spelling patterns with speech sounds (e.g. **q+u** is a pattern and sounds like /kw/).

Everyone makes spelling mistakes! You can improve your spelling by using a combination of all these approaches. One useful method, described below, is called 'Look, say, cover, check'.

## 6 Look, say, cover, write, check

This method focuses on each letter group in a word so you won't miss any letters out. It also stops you putting letters into a word that don't belong there – even if they sound as if they do! It can be used with other strategies, such as spelling rules and linking speech sounds to spelling patterns.

### Break into syllables

To help you remember how a word looks, break it into syllables. For example, *quality* has three syllables: qua/li/ty.

*Qualification* has five syllables: qua/li/fi/ca/tion.

Break these words into syllables:

*question*  
*automatic*  
*quarrel*

### Take a mental photograph

Cover the word with a piece of paper. Then move the paper so that you can see the first syllable only. Study the syllable carefully, 'photographing' it in your mind and saying the syllable to yourself. Then move the paper along so that you can see the next syllable. Repeat the process, until you have mentally 'photographed' the complete word.

### Test yourself

Cover up the whole word. Write it from memory. Then check your spelling with the original. If your spelling was correct, write out the word three times from memory to reinforce the visual recall. If you didn't get it right, repeat the whole process until you are sure you can spell the word accurately.

## 7 Tricky words

Here are some words students find hard to spell correctly. Make sure you understand the meaning of each one, using a dictionary if necessary. Can you pronounce it properly? Say it aloud to your partner to check.

### VOCABULARY

cupboard	responsible	wrist
committee	embarrassment	calm
activities		

How well can you spell these tricky words? Use the 'look, say, cover, write, check' method. Remember to break each word into syllables first. When you have mastered the spelling of each word, move on to the next. Finally, use each word in a sentence to show its meaning.

## 8 Why are words misspelt?

**A** Try this exercise in a pair or group of three.

Study each tricky word in exercise 7 again. Do you notice anything about the word that makes it extra hard to spell? Think about these questions.

Is the problem the fact that we do not pronounce some of the letters in the word? These are called **silent letters**.

Is the problem the **ending** of the word? Do we make mistakes because the sound of the ending is different from the correct spelling?

Is the problem the fact that the word is a **plural**? What happens to the word when it changes from singular to plural?

Is the problem the fact that there are **double letters** in the word? Do we make mistakes because we are not sure whether to use a double or single letter?

**B** When you have decided why each word is tricky, make a note.

*Examples:* *Cupboard* is tricky because you can't hear the *p*, so you might forget to put it in.

*Activities* is a tricky word because the singular is *activity*. You might forget to change the ending to *-ies* when you write the plural form.

**C** Write down examples of other words which have silent letters and *-ies* plurals.

*Examples:* *p* is not only silent in *cupboard*. You can't hear it in *receipt*, *raspberry* or *psychology*.

*Dictionary*, *story* and *memory* are other words which have *-ies* plurals. But words like *boy* and *railway* just add *s* to make the plural.

**D** When you have written as much as you feel you can, discuss your results with other pairs or groups.

## 9 How helpful is your dictionary?

Dictionaries give you the meaning of words and help you to spell. Does your dictionary also:

- tell you how to pronounce the word?
- tell you the grammatical class (verb, noun, adverb)?
- tell you if the word belongs to more than one grammatical class (e.g. nouns that can be used as verbs)?
- tell you if a noun is countable or uncountable?
- give you example sentences?
- give you any idiomatic expressions using the word(s)?

If the answer to most of these questions is no, you need a new dictionary! Before you spend a lot of money on a digital or print version, ask your teacher or your classmates for their ideas.

## 10 Getting organised

Have you got a spelling and vocabulary book? If not, start one now. Plan the layout carefully. Use columns, notes on pronunciation, space for translations and example sentences. You'll find it a great aid to memory. It will be an enormous help in understanding the patterns of English.

### **B** Happy not to be a high-flyer

#### 1 Before you read

**A** Compare this description with the photograph.

*Tina's short brown hair is cut in a boyish style. She looks alert, confident and ready for anything.*

Do you agree with the description? Would you change anything?

**B** You are going to read about Tina's way of being happy. Before you read, try to answer these questions.

Where do you think the text comes from?

What do you think the style is going to be - chatty and informal, or formal and serious?

Who do you think the article is written for?

#### Vocabulary check

Make sure you know the meaning of these words from the text.

#### VOCABULARY

priority

insignificant

trivial

## 2 Comprehension check

Now read the article. Then answer the questions that follow.

- 1 Why do Tina's friends think her job isn't good enough for her?
- 2 What does Tina think is the most important part of her life?
- 3 Why is Tina not ambitious?
- 4 Describe Tina's attitude to life.

## 3 Principles of a happy life

Psychologists, analysing the ingredients for living a happy life, have come up with the following *dos* and *don'ts*. Unfortunately, the words *do* and *don't* are missing.

Working with a partner, **skim read** the list quickly to get the main ideas. Write *Do* or *Don't* next to each point.

- don't regret decisions you made in the past.
- don't be angry with your parents.
- don't value status and material possessions more than people.
- don't spend a lot of time envying other people.
- do be realistic about how much you can achieve.
- do choose a job that gives you real satisfaction.

Now discuss your opinions in groups.

# Tina Barry, production assistant at a TV company, is happy standing still on her career ladder

My mum always wanted me to do well at school and to have a high-status job, but that sort of thing isn't a big priority for me. I did have the potential to do well and go to university, but I was just too busy having a good time. My relationships have always been far more important to me than academic or career success.

'My present job basically involves working as an assistant, and friends still insist I could have achieved more in my working life. When I was younger, I did feel I had to set myself goals and attain them within a certain period. I successfully ran my own business for a while, but having kids put life back into perspective.

'There have been times when I could have taken on a lot more responsibility at work, but I imagine that if I had a more senior role at work, another part of my life would have to give, and I'm not prepared to risk that. I'm just not the sort of person who can trample on others to get to the top. I find it satisfying to do a productive job because I like to feel I'm doing something useful, but I'm not into climbing the career ladder now.



'The biggest priorities in my life are my husband, David, and our young children – son Greg and daughter Fleur. If I'm ever fed up after a day at work, I just spend some time playing with the children, and the enjoyment I get from them makes me realise how insignificant and trivial my worries at work can be.

'Occasionally, I'm reminded of how tied down I am – if a friend goes off travelling, for example. But I suppose an important part of happiness is to accept life's limitations, and to learn to enjoy the things that you can do.'

## 4 Finding examples

Work in groups of two or three. **Scan** the text to find examples of how Tina follows the 'principles of a happy life' referred to in exercise 3. (Scanning means looking to 'spot' answers or evidence.)

*Example:*

*Tina says she had the potential to go to university but it wasn't a priority. She was too busy having a good time. This shows she doesn't regret decisions made in the past.*

## 5 Sharing ideas

- A** When your group has finished, check your examples with those of another group. Are there any differences? Make any corrections you need to. Include new, interesting ideas on your own list.
- B** Suggest some 'happiness principles' to share with your group. Try to base them on your own experience.

*Examples:*

*Do try to be tolerant of other people.  
Don't be too self-critical.*



## 6 Discussion

Although Tina says she's happy not to be a high-flyer, some people say they get fulfillment from being promoted to highly demanding jobs. Would you be prepared to make any sacrifices in your personal life in order to have a high-flying career? Why/Why not?

## 7 Goal setting

- A** Tina says that, when she was younger, she set herself goals. Is goal setting a good idea? Does it help you achieve things, or should you take each day as it comes? Should you ever change your goals?
- B** Have you any goals of your own? Take a few minutes to think and then write them down. Divide them into daily, medium-term and long-term goals. Share them with others or keep them private if you prefer.

### Examples:

A goal for today is to tidy my bedroom.

A medium-term goal is to improve my fitness by swimming twice a week.

A long-term goal is to travel the world.

Daily goal \_\_\_\_\_

Medium-term goal \_\_\_\_\_

Long-term goal \_\_\_\_\_

## 8 Figurative meanings

Tina says, 'I'm just not the sort of person who can *trample* on others to get to the top.'

The literal meaning of *trample* is to tread heavily on something in a way that damages it.

**Example:** They trampled over the garden, ruining the new plants.

Tina uses *trample* figuratively, meaning that she would not behave in a way that would hurt the feelings of others.

In each of the following sentences, one word is used figuratively. Underline the word, and then discuss its meaning with your partner. Finally, write sentences of your own to illustrate the meanings. Don't forget to use a dictionary when you need to.

- I spent the day wrestling with our financial problems.
- My heart lifts when I come home.

- We're fighting the authorities who want to close our village school.
- His face broke into a smile when he heard the news.
- I'm tired of battling with staff who refuse to accept different working conditions.
- After his wife's death, he buried himself in his work.
- She's crippled by shyness.

The English language is full of figurative uses of words. Reading and listening to authentic English will develop your awareness. Work towards including examples in your own vocabulary.

## 9 Homophones

Tina says that she doesn't want a more senior role at work. *Role* here means job.

*Role* has the same sound as *roll*, but each word has a different spelling and meaning. *Roll* can refer to a bread roll, or be used as a verb, meaning movement, e.g. *roll the ball along the ground*. Words with the same sound but different spellings are called **homophones**.

The following sentences are based on students' writing. Choose the correct homophone in each case. Can you explain the meaning of the incorrect one?

- There's no plaice / place like home.
- I was in terrible pane / pain when I broke my arm.
- You need peace / piece and quiet for your work.
- I read the hole / whole book in one evening.
- We're not aloud / allowed to stay out late.
- We have a pear / pair tree in the garden.
- The wind farms will be a horrible site / sight.
- Their / There are six people in my family.
- I answered four / for questions.
- He's got a saw / sore throat.

## 10 More homophones

Work in small groups to try to find a homophone for each of these words.

- |         |         |
|---------|---------|
| 1 steal | 6 bear  |
| 2 male  | 7 tail  |
| 3 your  | 8 sale  |
| 4 week  | 9 poor  |
| 5 hour  | 10 wail |

Now put each word into a sentence to show its meaning.

## C The price of greatness

### 1 Before you listen

Name someone who you think deserves to go down in history for their work or achievements. Why do you think this person should be admired? Try to be specific.

*Example: Marie Curie – because her discoveries led to the development of X-rays and successful treatments for cancer.*

Make a few notes.

What do you know of their background and personal life? If you don't know very much, what picture do you have in your mind of them? Do you imagine a happy home life or one dominated by struggle and conflict? Why/Why not? Write down your ideas.

Share your ideas with the rest of the group.



### 2 Vocabulary check

Match the words which you are going to hear with their definitions. You will hear the first six in an interview.

- |   |             |   |   |
|---|-------------|---|---|
| 1 | genius      | A | something that makes it difficult for you to do what you want |
| 2 | inner drive | B | very interested   |
| 3 | genetic     | C | reach an extremely high standard                              |

- |   |                      |   |  |
|---|----------------------|---|--|
| 4 | setback              | D | unhappy feelings, anxiety, depression                            |
| 5 | excel                | E | (a person of) exceptional ability                                |
| 6 | psychological unease | F | a permanent feeling that life has been unfair to you, personally |
| 7 | embittered           | G | inherited through your parents                                   |
| 8 | intrigued            | H | a strong determination to achieve                                |

### 3 Listening: Radio interview CD 1, Track 2

Listen to this radio interview and choose the best answer for each question.

- According to Steve, the disadvantages suffered by great achievers when they were children:
  - made it more difficult for them to reach their potential.
  - drove them to excel.
  - made the public more sympathetic to their achievements.
  - embittered them for life.
- The interviewer's attitude to the information that suffering is a significant factor in great achievement is
  - doubtful.
  - amused.
  - horrified.
  - intrigued.
- What, according to Steve, did great achievers need when they were children?
  - understanding
  - companionship
  - solitude
  - training
- Steve's message to ordinary children who are hoping to fulfil their potential is:
  - discouraging – you'll probably never make it as a real superstar.
  - supportive – everyone should develop his/her abilities.
  - cautious – try to achieve but take care not to get depressed.
  - excited – there's a wonderful future ahead of you.

## 4 Post-listening discussion

- A** According to the speaker, the greatest thinkers had unhappy lives. Does this surprise you at all? Why/Why not?
- B** Do you agree that being very successful is '5% talent and the rest hard work'? Explain your views.

## 5 Apostrophes (1)

These sentences come from the script of the radio interview. Why are the apostrophes used, do you think? Discuss your ideas with your partner.

- 1 Steve's been reading an absolutely wonderful book.
- 2 You can't just pick out one or two factors.
- 3 It's a very complex web.
- 4 They've probably suffered from depression.
- 5 I wouldn't say you ought to stop trying to achieve your potential.
- 6 You mightn't be the next superstar.

### Pronunciation

Practise saying the contracted forms to your partner. Try to make the contraction smooth and natural-sounding.

## 6 Apostrophes (2)

With a partner, study the exact position of the apostrophes in these sentences.

- 1 Someone's stolen the doctor's bag.
- 2 He got a parents' guide to zoos.
- 3 All the passengers' luggage goes in the hold.
- 4 There are no men's toilets on this floor.
- 5 Give me Brendan's shoes.
- 6 I spoke to the children's favourite teacher.
- 7 Can I introduce Maria's husband?

What conclusions can you come to about using apostrophes? Write down your ideas.

## 7 Correcting sentences

Now correct the following sentences by adding apostrophes where they are necessary.

- 1 The teachers listened to Carols views.
- 2 Theyve bought a new car.

- 3 I went to my mothers office.
- 4 Please dont touch the babies clothes.
- 5 Its hard to explain the programmes success.
- 6 She works in the womens ward of the hospital.
- 7 Hes training to be a ladies hairdresser.
- 8 Youll find her in the teachers workroom - all the staff go there.
- 9 He mightve become the next Einstein.
- 10 She couldnt understand why her cat had lost its appetite.

Practise saying the sentences aloud to your partner.

## 8 Speculating about a photograph

Study this photograph with a partner. Read how three students have described the person in it. Which comments do you most agree with? Try to explain why.



- A** *He looks big and heavy-set. He's got a warm, humorous expression. He could be a farmer or a sailor.*
- B** *He has a pleasant expression and friendly smile. He looks confident and also trustworthy. He could be a lawyer or a businessman.*
- C** *He's fair-skinned with swept-back hair. He's rather sensitive-looking. He could be an artist or a ballet dancer.*

The photograph is of Alexander Garcia, a high-flying entrepreneur who started his own business selling mobile phones at 17, and became a multimillionaire at the age of 21. He has decided to share his business skills and help others start small businesses. He particularly supports applications from people who want to start a business in an area of high unemployment.

## 9 Describing personal qualities

Here are some comments about Alex that internet users have posted on a website about entrepreneurs.

Study them with a partner. Make sure you understand each one.

*When he's deciding whether to invest in a business idea he gets negative comments, such as 'It's not worth it, Alex, that project is a waste of money. The applicant is too uneducated to do well.' But he doesn't think like that. He believes everyone deserves a chance to succeed.*

*He has invested in small businesses with no guarantee of success, but he says that it was worth it because now, all over the world, people are running a business they are proud of.*

*He thinks there are still huge economic problems and lots of poverty. But he reminds us that if we make the world a fairer place, everyone will benefit.*

*When he hears about an exciting project he's filled with enthusiasm. He relies on friends saying 'Wait a minute Alex, you've got to do this or do that to avoid disaster.'*

*He believes that encouraging people to believe in their future is vital. Even if others think he is too optimistic, he just has to do what he thinks is right.*

*His work involves constant travel, which can be exhausting, and his work does not always go well. What has kept him going is having good friends who share his values.*

After reading people's comments about Alex's life, do you think it is right to draw the following conclusions about him? Scan the text again if you need to. Answer yes or no.

He has:

- 1 the courage to take risks.
- 2 benefited from positive advice.
- 3 bad memories he cannot forget.
- 4 accepted stress as part of his life.
- 5 support from people around him.
- 6 trouble trusting others.
- 7 self-belief.
- 8 a positive outlook.

9 determination.

10 difficulty adjusting to change.

## 10 Discussion

- 1 Alex might be successful, but is he happy? What are your views?
- 2 Is there anything about Alex's approach to life you would choose for yourself? Try to explain why.
- 3 Do you think Alex is a good example to younger people? Could he be a role model (a person who inspires others to copy them)? Why/Why not?
- 4 Does Alex share any qualities with your own personal heroes or heroines?

## 11 Drafting a paragraph

Write a paragraph of about 75 words describing the kind of person you think Alex is. Try to give reasons for your opinions.

When you've finished writing, show your paragraph to a partner. Does he/she think you should change anything? Do you agree? Make a second draft, putting in the changes you both agreed on.

## D Obstacles and challenges

### 1 Expressing fears and giving someone confidence

In pairs, read the following dialogue.

A: I've got to recite a poem in front of the whole school.

B: How do you feel about it?

A: To tell you the truth, I'm a bit worried about it.

B: Don't worry. You'll be fine. Everyone thinks you're great!

When people want to express fears, they use these expressions. Select the one(s) that sound most fearful.

- I feel sick every time I think about it.
- To tell you the truth, I'm a bit scared about it.
- I'm not really sure I can cope.
- To be honest, I'm not sure I'll be able to do it.
- The thought of it bothers me.
- I'm terrified!

Here are some expressions you can use to give someone confidence. Which do you prefer?

- There's nothing to worry about. You'll do a wonderful job.*
- You'll be fine. Nothing can go wrong.*
- Things will be all right. We're all supporting you.*
- Don't get too upset. It'll all go well.*

### Practice

Practise expressing fears and giving someone confidence in pairs. A should explain what he/she has to do. B should give reassurance. Then swap over. Base your dialogues on these situations:

- a fear of taking an exam
- a fear of competing in a race
- a fear of giving a talk in front of the school
- a fear of going to the dentist.

## 2 Pre-reading discussion

You are going to read about Monica, a woman who didn't learn to read until she was an adult. Discuss the following questions.

- 1 What everyday problems do you think not being able to read would present?
- 2 Why might someone who was unable to read not try to get help to learn?

- 3 What effect do you think not being able to read might have on him/her?

## 3 Vocabulary check

Make sure you know the meaning of these words from the text. Use a dictionary if necessary.

### VOCABULARY

bullied

illiterate

volunteer

## 4 Reading: Textual organisation

Read the text carefully and match each paragraph with one of these headings.

- A Effects on Sally's education
- B Hiding the problem
- C Unhappy school days
- D Qualifying as a parent-educator
- E Sally's birth
- F Monica's work today
- G Learning to read

# Facing Fears

Monica Chand's childhood memories are of crippling stomach aches each morning before school, of missing lessons through illness and falling so far behind that she understood little but did not dare to ask for help, and of silent misery as children bullied her. She says, 'I spent all those years feeling I had failed at school, but now I think school failed me, and when I had Sally, 17 years ago, I was determined it would not be the same for her.' She is sitting in her tidy flat in south London. Sally, her teenage daughter, joins us. She is shy at first, but soon begins to exchange memories with her mother.

Monica is describing how it feels to be unable to read and write, to be illiterate in a world where just about everything we do, and how we are judged, depends on our literacy skills. Few people, she says,

realise what it means to be unable to read a road sign, safety instructions or the contents of a food packet, when every form you have to fill in, every note you need to write, is an impossible task.

Monica remembers it very clearly: 'I felt so conscious of not being able to join in the life other people were living.' Few understand what people do to disguise their inability to read and write.

Monica explains, 'I would have the names of places I wanted to go to written down, and then I'd show this and ask someone to help, explaining that I'd left my glasses at home or some such story. I'd carry a book or newspaper around and pretend to read it. You get good at fooling other people, but you can't fool yourself. It makes the world a scary place.'

20

25

30

Her husband, Ravi, who died earlier this year, was unaware of her secret. She says, 'I'd just ask him to do the things I couldn't cope with and he accepted that. But it really came home to me when Sally was born. I felt very insecure as a mother, and as she grew up everyone around me was saying, 'You must read to her.' I felt so stupid because I couldn't.' Even then she did not tell Ravi, although she smiles now and says, 'I think he must have known in his heart of hearts, but he was such a sweet man he never let on. I made sure he did the reading with Sally – I'd say I had to cook dinner and that it was a good way for them to be close.' Sally remembers, 'Sometimes Mum would sit with us and seem to join in. I never realised she wasn't actually reading.'

Things changed when Sally went to primary school and Monica became a volunteer, working in the school helping children without being paid. One morning the headteacher said they wanted to offer her a paid job as a helper. 'I just froze. I knew that would involve reading and writing – the things I'd avoided so far. But the headteacher had recognised my problem. She took me under her wing and did reading with me every day so that I could take the job. As I learnt, she put me in with older children and I realised I could read and write. It was like a miracle.'

That was the beginning. When the present headteacher took over he set up a parents' group and Monica was part of it. He asked them to write a book for parents teaching their children. Monica says, 'My first reaction was, "Ooh, I can't do that," but then I realised I could

contribute. And I wanted to because I realised there were other parents like me.' By now she was doing a training course to become a parent-educator. 'The day I got my certificate – the first in my life – Sally and I went out for a really nice meal to celebrate.'

These struggles are in the past. Monica works in several schools and has just returned from a conference in Cyprus where she gave a presentation on involving parents in reading. She also has a highly successful blog, which gets thousands of hits from users who post comments about her inspirational ideas. She says, 'Learning to read has made the world a different place. Suddenly I feel there are so many things I can do. But the most important thing is that Sally hasn't been held back.'

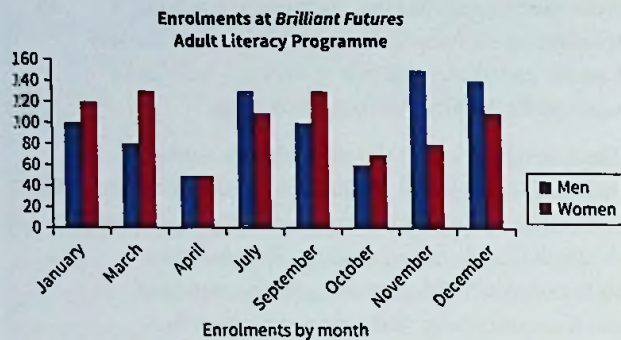
Sally pulls a face. 'Mum was very pushy about studying and homework. She'd find fault with everything because she was so keen I should do well.' But Monica is unapologetic. 'Perhaps I pushed harder than other parents because I knew what failing feels like, and I suppose I was living my life through her. But we were both bursting with pride the day she did really well in her GCSEs. I was in tears in front of everyone at school because I was so proud.' Sally is no less proud. She is sitting on the arm of the sofa near her mother, listening, and her smile is warm. She says, 'I think it was brave of Mum. She's also shown me how important it is to take opportunities when they come. If she hadn't done that, she wouldn't have become the person she is now, with a great future.'

## 5 Comprehension check

- 1 Why did Monica dislike school? Give **two** reasons.
- 2 How did she hide from other people the fact that she couldn't read? Give **two** examples.
- 3 **i** Explain how Monica felt when she was offered paid work by the headteacher.  
**ii** Why do you think the headteacher wanted to employ Monica, despite her problems with reading?

- 4 Is the writer's attitude to Monica positive or negative? Give **two** details from the text to support your views.
- 5 Select the correct statements about Sally.
  - Her mother put pressure on her to achieve at school.
  - She is proud of her mother.
  - Sally noticed her mother's problems during bedtime stories.
  - Sally is confident about meeting challenges.

Look at the chart which shows the enrolments on an adult literacy programme.



- How many women were enrolled in January?
- How many men were enrolled in July?
- In which month were the numbers of enrolments for men and women equal?
- In which months did the enrolment for women exceed\* that of men?
- Which was the best month for enrolments for men?

\* exceed = be more than

## ✓6 Vocabulary: Odd one out

The following groups of adjectives each contain a word that doesn't describe Monica. Cross it out.

- Monica as a child:  
anxious   confident   tense   sensitive
- Monica as a young mother:  
private   insecure   angry   gentle
- Monica now:  
fulfilled   shy   understanding   honest

## ✓7 Post-reading discussion

- Monica accepted the challenge of learning to read as an adult. Why are challenges important? What challenges do you have in your own life?
- Monica says 'I suppose I was living my life through her' (paragraph 7). What bad effects might living your life through another person have?
- Some people feel they will be happy if they have success, achievement, material things. Other people claim happiness comes from inside you. Where does Monica's happiness come from? Try to explain your views.

Read the information in the International Overview and look at the pie chart.

- What percentage of the world population are unable to read and write?
- What are the possible consequences of being illiterate, in UNESCO's view?
- How far do you think literacy is important to the progress of a country?
- Do you have any idea of the literacy rates in your own country? If you don't know, how could you find out?

## ✓8 Describing people

'He was such a sweet man' (paragraph 3). Monica only uses one adjective to describe her husband, Ravi. Do you think

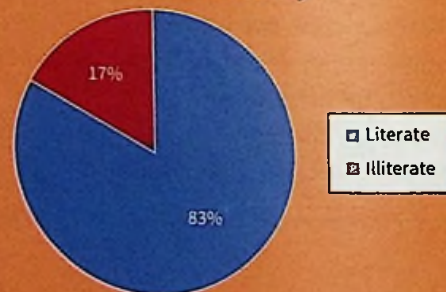
Nearly 17% of the world's population is illiterate. Two-thirds of illiterate adults are women.

Globally, 122 million young people are illiterate.

UNESCO believes education is the best means of breaking the connection between illiteracy and poverty, unemployment and ill-health. Currently, UNESCO is operating global literacy programmes specifically targeting the education of young people and girls.



World literacy



this is enough? Does she manage to give us a sense of what he was like from just that one word?

The writer tells us that as Sally listens to her mother, 'her smile is warm' (paragraph 7). What does that adjective suggest about the nature of Sally's relationship with her mother? What kind of person does Sally seem to be be?

### ✓9 Using a wide range of adjectives

When you are trying to describe the impression a person makes, you can refer to their appearance and their character.

You can use:

- specific single adjectives: *sensitive, charming*
- adjective compounds (adjective + noun + -ed): *broad-shouldered, fair-skinned, good-natured*
- compounds with -looking: *serious-looking* (instead of saying 'He looked as if he were a serious person.')

Compounds with -looking usually refer to a person's inner qualities: *capable-looking, studious-looking, miserable-looking*. *Good-looking* is an exception.



### 10 Adjective collocations

Study the adjectives in the box. Divide them into four groups, under the four headings. Work with a partner and use a dictionary to help you. Find translations if you need to.

Appearance    Hair    Voice    Character

VOCABULARY		
deep	husky	tolerant
wavy	shy	absent-minded
mean	placid	quiet
grating	ambitious	self-centred
straight	slim	dreamy

VOCABULARY		
quiet	well-dressed	overweight
self-centred	considerate	curly
dreamy	outgoing	skinny
plump	gentle	bad-tempered
altruistic	elegant	domineering
high-pitched	scruffy	frizzy
generous	argumentative	humorous

### 11 Positive and negative

You might not mind being called *slim*, but you probably wouldn't like to be called *skinny*! *Slim* has a positive connotation, whereas *skinny* is negative.

Study your word groups in exercise 11 again. Tick (✓) the words you think are definitely positive, and mark with a cross (X) the ones you think are definitely negative.

### ✓12 Negative prefixes

Make the character traits below into their opposites by adding one of these prefixes:

dis-    im-    in-    ir-    un-

VOCABULARY		
responsible	secure	efficient
loyal	trustworthy	happy
mature	reliable	honest

Now put the words into sentences to show their meanings.

### 13 Colour

Colour is a big part of people's appearance. You could write 'He had black hair and blue eyes'. However, your writing will get a better response if you say what shade of blue and what kind of black you mean.





Using an image from the natural world helps identify an exact shade of colour and produces more vivid writing.

**Examples:**

*Her eyes were sapphire-blue.*

*His hair was jet-black.*

*She was wearing a raspberry-pink fleece.*

Write sentences about people's appearance using these colour images.

#### VOCABULARY

chestnut-brown

chocolate-brown

cherry-red

rose-pink

strawberry-blonde

emerald-green

lime-green

jet-black

sky-blue

lemon-yellow

### Being creative

Make up some other associations of your own by linking colours to natural objects. Think about the people and colours around you.

**Examples:**

*He's wearing a leaf-green jacket.*

*She was carrying a banana-yellow shopping bag.*

## 14 Developing your writing style

Look at this description: *He was a responsible, loyal, outgoing, deep-voiced man.* How could we improve the style of this sentence?

One way of doing it is to use phrases beginning *with ...* and clauses beginning with *which/that ...*: *He was a responsible, loyal man, with a deep voice that his many friends loved.*

Underline the use of *with ...* and *which/that ...* in the following descriptions.

*He had straight, dark-yellow hair and milky blue eyes that made him seem dreamy and peaceful.* (Anne Tyler, *The Ladder of Years*)

*She was a tall, fragile-looking woman in a pretty blue hat that matched her eyes.* (Barbara Pym, *An Unsuitable Attachment*)

*He was a tall, melancholy man with curly hair, rather romantic-looking in his long, sewer-man's boots.* (George Orwell, *Down and Out in Paris and London*)

Conjunctions such as *but* introduce a contrast:

*He had grown to be a large-boned man, but his face was still childishly rounded, with the wide eyes, the*

*downy cheeks, the delicate lips of a schoolboy.*  
(Anne Tyler, *Dinner at the Homesick Restaurant*)

## 15 Conveying character traits

Study this example again:

*He had straight, dark-yellow hair and milky blue eyes that made him seem dreamy and peaceful.*

Now look at this explanation of the way the writer achieves her effect. Do you agree with it?

We get a clear picture of the impression this man makes because of the writer's carefully chosen adjectives. She describes his eyes vividly as 'milky blue'. Milk is associated with innocence and childhood. Using an unusual expression like 'milky blue' emphasises the gentle, trusting qualities of the man. Choosing adjectives such as 'dreamy' and 'peaceful' strengthens the impression the man gives of being accepting and placid.

Choose one of the other examples from section 15 and try to write about it in the same way.

## 16 Writing your own description

Choose a friend to describe. Don't try to describe everything about him/her. Concentrate on a few special characteristics that convey your friend's uniqueness. For example, he/she may have sparkling eyes. Try to link physical characteristics to character traits.

Remember, use adjectives and colour images selectively. Don't overdo them. Make sure to use clauses.

Write about 75 words.

### Feedback

Read your description aloud to your group. Listen carefully to the feedback. (Criticisms should be positive!) Are there any changes you would like to make after hearing the comments?

## E Someone I admire

### 1 Example description

Read this article, which was sent to a teenage magazine that had a feature called 'Special Friends'.

How did the writer meet Simon? As you read, underline any words you don't understand.

## My special friend



I'd like to describe my friend Simon. Simon is a mix of honesty and reserve. He's slight and studious-looking, and his dark-brown eyes are hidden behind a large pair of black-framed glasses. Simon is neat and particular - he even organises his downloads alphabetically!

One thing Simon isn't particular about is the way he dresses. He buys his clothes from second-hand shops, and for this reason the other students used to say he was scruffy. I knew Simon didn't like that but he didn't say anything about it. He used to be painfully shy and found it embarrassing to say what he thought about things. But one day he decided he wasn't going to let his shyness get the better of him any more. He decided to open up and speak his mind. I really admire Simon for doing that.

Simon is trustworthy and straightforward. When I was worried about an operation I was going to have, he talked with me about my fears. This helped me find the confidence to ask the doctors for a proper explanation of what was going to happen. I learnt from Simon that it is better to face what is scaring you than hide from it.

I know I'm a lucky person because in Simon I have a good friend I can always rely on.

## Comprehension check

- 1 What impression does Simon make?
- 2 Why was he unhappy at school?
- 3 How do you know Simon is a determined person?
- 4 Why does the writer value Simon's friendship?

## Format

A good description shows what the person is like by giving:

- key details about appearance
- examples of behaviour
- reasons why this person is unusual or valued.

Underline the key phrases that provide insight into Simon as a person and as a friend.

What comments can you make about the structure of the sentences? Think about clauses, descriptive vocabulary and reasons.

## Beginnings and endings

What sentence is used to begin the article?

How is the article brought to a conclusion?

## 2 Comparing two styles

The following description was written by a student, Manos, as a first draft. What would you like to change to improve the style?

I am 16-years-old and I would like to describe my father. My father is a nice man. You can talk to him. He will not get angry. My friends like him. He's tall and big and not very fat. He is about normal size. He's got brown eyes, black hair and a nice face. His black hair has some white hairs in it. He makes a lot of things at home. He made a cabinet for me. It is for my DVDs. The cabinet is made from pine. I like my cabinet very much. It is very nice. I look after it all the time. He has made me a good desk. The desk is for my computer. He always wears a grey suit to work. He doesn't like his suit. It is not comfortable for him. He always likes jeans. He wears jeans a lot.

Manos showed his work to his partner. They discussed how he could improve his style. Are the changes an improvement, do you think? Why/Why not?

My father's a friendly, approachable person who is popular with all my friends. He's a genial-looking, tall man of medium build with dark brown eyes and coal-black hair, streaked with grey. He's very practical and confident with his hands. He made me a pine cabinet for my DVDs, which I treasure, and an attractive computer desk. He has to dress formally for work in a smart suit, but he prefers casual dress and feels most comfortable in jeans.

### 3 Rewriting to improve style

Try to improve the style of the following text:

My friend is a good person. Her eyes are big. They are green. They are nice eyes. She has short hair. It is very, very short. The colour is blonde. She smiles a lot. She has a nice smile. She shows her white teeth. Her clothes are nice. Her style of her clothes is different from other people. She looks at other people's clothes. She can see their character from their clothes. She is a very good student. Her work is always good. She gets high marks. She is kind. She helps me do my work too.

When you have finished, compare your draft with someone else's. What differences can you find, and what similarities?

### 4 Writing from notes

- A** Have you heard of Joseph Lister? Write down any facts you know about him.
- B** Now try to write the following description of Joseph Lister in full. You will need to change some words and add others.
- I want / describe Joseph Lister. He be / surgeon who / be born / 1827. In those days / many patients die / after operations because their wounds / become / badly infect. Lister wonder if / bacteria / air / which make / meat decay / also make / wounds septic.
- Lister decide / clean / everything which touch / patient's wounds / carbolic acid. Carbolic acid / destroy / all germs. As a result / these precautions / patients recover quickly / operations. The rate / infection / fall dramatically.
- Lister develop / safe, antiseptic operations / which be / major medical advance. He receive / many awards / his work. I admire him because / he be dedicated / unselfish. He take / great personal risks / make this discovery. Surgery / use to be / highly dangerous. People be / terrify / surgeon's knife. Lister change / all that. Modern surgery be / lifesaver.

#### VOCABULARY

**bacteria:** organisms that cause disease

**septic:** badly infected

**decay:** go bad, rot

**precautions:** actions taken to avoid danger

#### GRAMMAR SPOTLIGHT

##### Present simple and continuous

One of the uses of the present simple is to describe facts that are usually or always true:

*I avoid situations that might hurt me.*

*I choose my friends.*

Look at the quiz in section A1 and underline five more examples of the present simple.

The present continuous is used to talk about things that are happening at this moment:

*Monica is describing how it feels to be unable to read and write.*

*She is sitting in her flat in south London.*

Look at the final paragraph of the text in section D4 and underline three more examples of the present continuous.

Some verbs do not usually take the continuous form:

*I don't understand. Can you explain that again?*

Verbs like this include: *believe, belong, contain, know, like, love, mean, own, prefer, seem, suppose, understand, want, wish.*

Complete these sentences using the correct present tense of the verb in brackets.

- That's strange - Josh \_\_\_\_\_ with his friend Ken. He never normally \_\_\_\_\_ with anyone. (*argue*)
- You \_\_\_\_\_ very quiet this morning. Are you OK? (*seem*)
- Tanya is very generous. Helping other people \_\_\_\_\_ her happy. (*make*)

## Exam-style questions

### Writing

#### Reading & Writing, Exercise 5

1 A famous person who was born and grew up in your town has died recently. The local council wants to erect a memorial to him or her, and has asked people to suggest suitable memorials. Write an email to the newspaper in which you:

- say why the town should remember this person and feel proud
- describe the kind of memorial you would like to see erected
- make suggestions for other ways to celebrate the life of this person.

Write about 100–150 words

**Core [12 marks]**

#### Reading and Writing, Exercise 5

2 A website for teenagers has asked its users to write an article describing someone they are close to. In your article, you should:

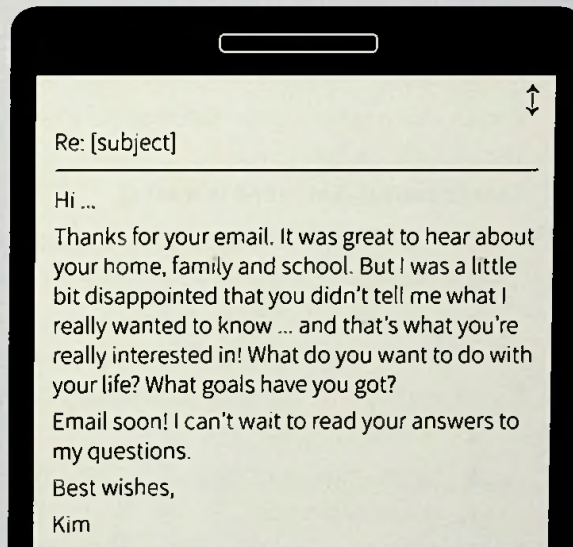
- describe the person's special qualities
- give examples of his/her behaviour
- explain why the relationship is important to you.

Write about 150–200 words.

**Extended [16 marks]**

#### Reading & Writing, Exercise 5

3 You have joined a penfriend organisation. You receive this email from your new penfriend.



Write an email in reply to Kim, describing your approach to life and your personal goals. Write about 100–150 words.

**Core [12 marks]**

## Speaking

### 1 Becoming happier

Many young people say they are unhappy and feel negative about their lives. Why do you think this is? How could they develop a more positive approach? Try to explain your views.

You might consider such things as:

- the opportunity to enrich your life by doing more things that bring pleasure
- the advantages (or disadvantages) of planning your life and setting goals
- the value of role models in inspiring young people
- the idea that voluntary work with disadvantaged people makes us feel grateful for what we have.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

### 2 The importance of people's names

Our first or given name is often very important to people. Discuss this topic with the assessor. You could use the following ideas to help develop the conversation:

- Why your parents gave you your name
- Names that are popular in your culture and any special meanings they have
- Whether the name people have affects their personality and the way people treat them
- The advantages and disadvantages of nicknames
- The idea that calling everyone by their first name is a good thing.

You are free to consider any other related ideas of your own.

## Listening CD 1, Track 3

### Listening, Exercise 4

You will hear Victor, a radio presenter, asking Carlos Gomez, a teenage blogger, some questions about his hobby as part of a radio feature on developing potential in young people. Listen to their conversation and choose the correct answer for each question. You will hear the interview twice.

#### Core [8 marks], Extended [8 marks]

- 1 The main reason Carlos started his blog was because:
  - a teenage blogs are very interesting to read
  - b he thought he had the skills to write a blog
  - c other blogs mainly reflected the interests of teenage boys.
- 2 When choosing to write about inventors, Carlos concentrates on:
  - a teenage boy inventors
  - b little-known inventors
  - c famous inventors.
- 3 One of the boys reading his blog changed from:
  - a playing computer games to reading
  - b watching action movies to reading
  - c posting comments on social media to reading.

- 4 His book review section is popular with:
- a people of all ages
  - b booksellers
  - c shopkeepers.
- 5 Carlos's attitude to the artwork in the *Wonderworld* series is:
- a admiring
  - b strange
  - c unimpressed.
- 6 We know the *Wonderworld* series is very popular at his school because:
- a students have bought the original artwork
  - b many students are waiting for a copy
  - c students want to buy sets of the *Wonderworld* series.
- 7 Carlos updates his blog on a regular basis because:
- a he does not want to disappoint his regular readers
  - b he has free time in the evening and at lunchtime
  - c he always has fresh news to share with users.
- 8 His advice for those who want to write a blog is to:
- a have an attractive visual presentation
  - b make it enjoyable for readers
  - c have good grammar and spelling.

### ADVICE FOR SUCCESS

The Advice for Success section is for you to help yourself. Mark the Advice for Success according to whether the suggestions are a top priority for you, or interesting but not a top priority. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea as seen in the table below.

See point 6 for an example of how to improve your English outside the classroom.

- 1 Use a special combination of visual recall (look, say, cover, write, check method), speech sounds, spelling patterns and spelling rules to learn new spellings.
  - 2 When you learn a language, it helps to have a good memory. Improve your memory by:
    - highlighting key ideas.
    - studying new vocabulary regularly and memorising it.
    - reading through your class notes frequently.
  - 3 Find time each week to organise your course notes, to make it easy to find work from previous lessons. The work you do builds on what you have done before. This means you'll often have to look back at notes you made earlier.
  - 4 Draft your written work two or three times. If you can't think of what to write, get something down on paper anyway. Show your written work to a friend. Listen to advice about improvements you could make.
  - 5 Be prepared to work in groups and to be an active participant, but take responsibility for working alone at times too.
- drawing pictures to illustrate words or concepts
  - linking new words to words you already know.
  - using new words and phrases in your speech and writing.
  - learning something by heart because it means something special to you (e.g. a poem or pop song).

6 Practising your English outside class will help your progress. Here are some ways to do this:

- Get an English-speaking penfriend.
- Watch or listen to English programmes, films, videos, pop songs, video-sharing sites, etc.
- Make an arrangement with a friend who also wants to learn English, and practise speaking together once or twice a week.
- Read widely in English: books, magazines, newspapers, websites, blogs etc.

**Exam techniques**

7 When you describe a person, remember that a physical description is not usually enough to fully answer the question. You may also have to describe character and give reasons, examples and evidence to support your views.

Fun things to do	Method	Dates I did this
Practise English outside class.	Find a song on a video-sharing site with lyrics (song words) turned on. Listen to it lots!	22 Sept 24 Sept
Practise English outside class—higher level.	Listen to a song with friend again. Try to sing along with lyrics turned off! Turn the lyrics back on.	7 Jan 14 Jan
Watch an English film.	Find my favourite film on the internet. Watch it with a friend this weekend.	10 Nov 1 Dec 15 Jan
Watch an English film—higher level	Ask a friend to watch a film with me. Freeze a frame. Try to speak the words as if we were the characters in film!	2 March 12 March 5 April 3 May

**Exam focus**

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:*

- ❑ You have produced answers on detailed reading texts, made notes and used them to write connected paragraphs.
- ❑ You have listened to two radio interviews and answered multiple-choice questions.
- ❑ You have learnt skills and language structures for writing emails and articles in which you describe a person's appearance and qualities.
- ❑ You have developed skills for informal conversations and more formal discussions.

**Quiz scores**

**Unit 1, exercise 1: Are you living the life you want?**

**Mostly As**

To be happy you've first got to do something! You can't just sit there and wait for happiness to come to you. You're spending too much time trying to stop anything from going wrong. Take a few risks, try some new things and see what happens.

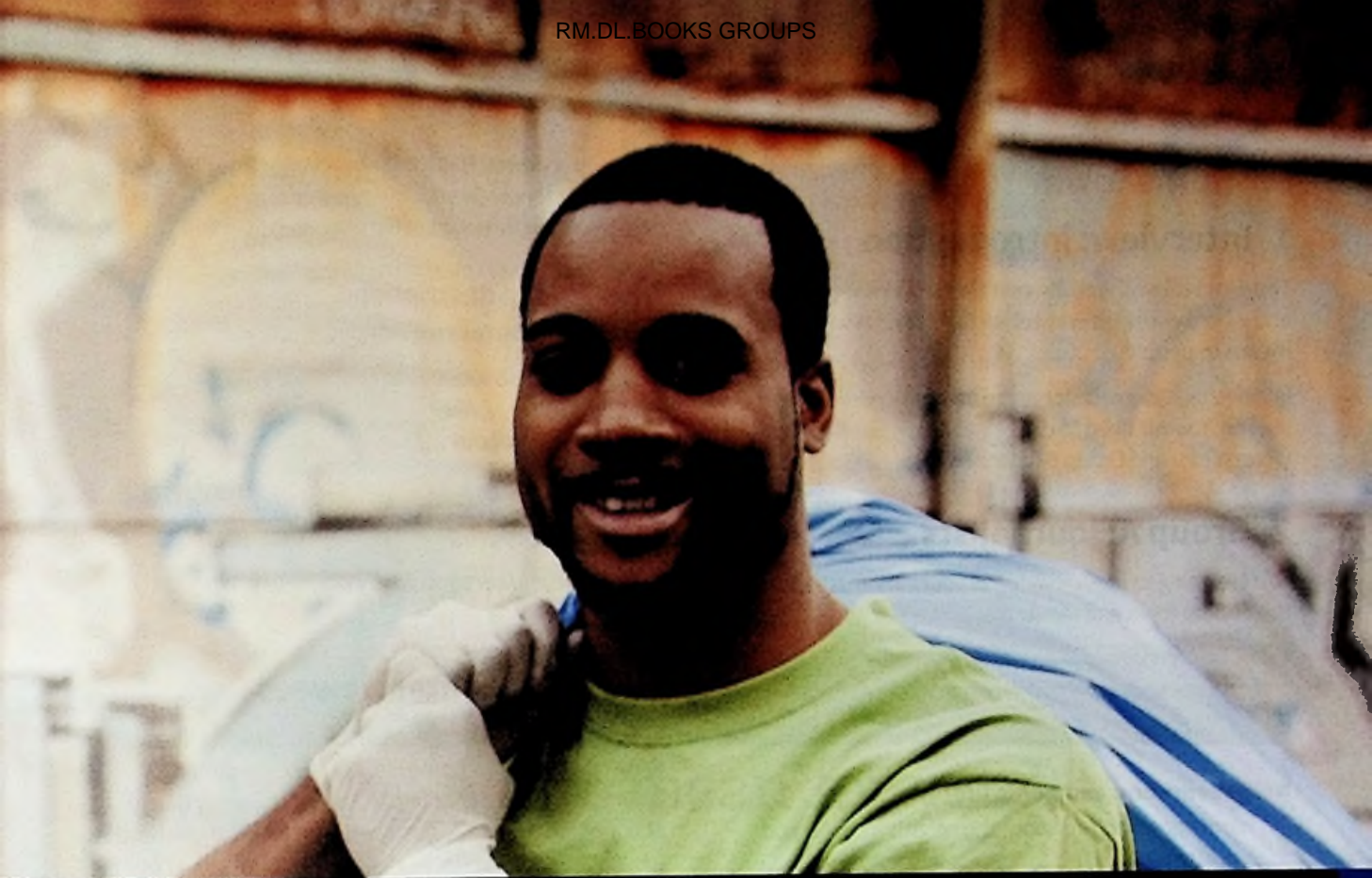
**Mostly Bs**

Congratulations! You're probably as happy as a person can be. You've a strong sense of what you want, and

you're prepared to live in a way that suits you, even though it may be unfashionable or present the wrong image. You try to strike a fair balance between your needs and those of others. You're at home with yourself, know your strengths and limitations and don't allow your failures or the failures of others to get you down.

**Mostly Cs**

You are trying hard to achieve happiness. What you don't realise is that happiness isn't an achievement but an attitude. You're trying to do what you think will make you happy but you may be disappointed because you're taking your values from outside. You often feel guilty about what you think you have done wrong. Try being more tolerant of yourself and of others.



## Unit 2

# You and your community

### *In this unit you will:*

- read about a scientist's new life in the US and a woman who started a charity
- understand the main ideas, opinions and attitudes in a text
- write an email welcoming an overseas guest
- listen to a discussion about helping local teenagers
- practise communicating effectively while persuading someone and showing enthusiasm
- focus on the following assessment objectives: R2, W3, W5, L1, S1



# A Home town

## 1 Interview: introduction

The 'Home Town' website celebrates where we come from and where we live. It was set up to find out what home means to people.

Imagine that you write for or are being interviewed by the site. You will need to divide into two groups: Group A (Journalists) and Group B (Interviewees).

## 2 Group A: journalists

You are going to interview one of your classmates about their home town and family life.

Ask your interviewee for personal anecdotes, their opinions and attitudes.

Select any points you would like to raise in the interview.

### Neighbourhood and home life

- some good points about the neighbourhood and its atmosphere
- a favourite family activity
- a happy family memory
- a special quality of his/her parents
- a value he/she has learnt from his/her family.

### Personal information

- his/her pet hates
- a challenge or problem he/she is proud of overcoming
- the strangest experience he/she has ever had
- his/her personal goals.

What else would you like to find out? Add any other points to the lists.

### Being flexible

Have alternative questions prepared in case your interviewee doesn't answer the first questions you ask him/her.

#### Examples:

*How does your family usually celebrate holidays / religious festivals / other special occasions?*

*What are your brothers and sisters like? What do you quarrel about?*

*Tell me about your own bad habits (!)*

If your interviewee has left home, change your questions to the past tense. Or your interviewee may prefer to talk about his/her life now. Let him/her decide.

### Getting good descriptions

Remember to use open questions.

#### Examples:

*What is/are your ... like?*

*What do you ... about ...?*

*How do/does ...?*

*Tell me about ...*

*Tell me more about ...*

Explore the answers you get by asking (e.g. *Why, In what way?*)

## 3 Group B: interviewees

Before being interviewed, spend a few quiet minutes thinking about your home life. Visualise the street you live in, your house, your family; things you enjoy doing at home, what you like about where you live. If you have moved away from your home town, you can talk about the way you live now. You decide.

### Dealing with personal questions

You have the right to avoid answering a question if you prefer. You can say things like:

*That's personal. I'd rather not say, if you don't mind.*

or

*I can't answer that.*

### Being flexible

If you are flexible when answering questions, it will help the interviewer. For example, you can say: *I'd rather not answer that but I can tell you about my ...*

You can adapt a question by saying:

*I'm afraid I don't know much about that, but I can tell you about my ...*

### Getting more time

If you need more time to think, you can say:

*Let me think about that for a moment.*

or

*Well, let me see.*

## 4 Honest feedback

Did you both feel the interview was successful? Why/Why not?

Remember, interviewing and being interviewed are real skills which even professionals have to develop. Don't be afraid to say what you would change next time round.

After the feedback, it is useful to record your decisions like this:

*Next time I take part in an interview, I'll ...*

As you read, number the following events in the order in which they happened.

- a He went cycling around Leyland.
- b He studied at university.
- c He worked at a cancer research centre.
- d He learnt more about fishing from his uncle.
- e He got a job with a pharmaceuticals company.
- f He went to live in the United States.

## 5 Reading

You are going to read about Chris Brown, a biochemist from England, who now lives in Seattle on America's Pacific coast.

Home town

# What does home mean for you?



British research scientist Dr Chris Brown on his new life in America and what he misses about home.

Chris lives a long way away from the small terraced house in Leyland, in the north-west of England, where he grew up – thousands of miles away, in fact. He now lives in the vibrant city of Seattle, where he works as a biochemist in a pharmaceuticals company. Like many newcomers, Chris still misses his home town.

Chris says, 'Even though there is so much I love about America, I still miss seeing my family and friends back home. I Skype my parents every weekend – it's a good way to keep in touch. My parents are very sociable. When I Skype Mum and Dad, I'll often have a word with a friend who has just dropped in for a bite to eat.'

### Happy memories

In his mind, Leyland stands for the carefree days of his childhood. He remembers playing with his sister and other children in the street after school. And he recalls sunny afternoons in the local park, building dens in the woods or fishing with a child's fishing rod in a muddy river:

'I was quite adventurous from a young age (I loved exploring the surrounding countryside on my bike.) I was never really sporty, though, and (didn't mind being alone sometimes, which is maybe why I've always liked fishing.) One summer, when I was 16, (I was allowed to travel to Ireland on the ferry on my own,) to stay with my Uncle Pete. He

## Home town

lived near a lake and took me out fishing in a rowing boat. It was magical to be on water that was like polished glass. The only sounds to be heard were the birds calling to one another. He taught me a lot too – you have to be patient, for example, to be a good angler, and have the right equipment as well.'

### Starting a new life



'After I finished my postgraduate studies, I applied for a job at a cutting-edge cancer research centre here in Seattle, which has an international reputation for finding fantastic new treatments for cancer. Amazingly, I got it! But it was hard at first to get used to a new culture. Life in America was more different from England than I'd expected. People found my British accent amusing, which was a surprise. I'm always being asked to repeat things I've said, but it isn't rudeness – they're just being curious. My work here has worked out well, but I still feel homesick at times for the little things, like my mum's home-made Irish stew.'

'When I was feeling low, my parents always encouraged me to give it time, not to give up. My mum left Ireland when she was a teenager to train as a nurse, and my dad left school at 14 to work in a factory, although he got more qualifications later. They persevered to achieve what they wanted, but they really love having fun and enjoying themselves, too.'

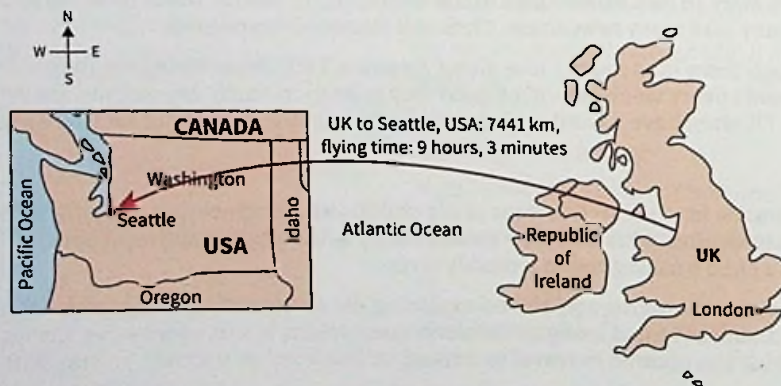
'Gradually, I've made good friends here in Seattle. I have inspiring work colleagues who have mentored me. In my neighborhood, the warmth of the people reminds me of home. They invite me round for barbecues or on hiking trips – they've been really kind.'

### It's not all work

'I've lived in Seattle for nearly two years now and I've recently moved to a new job with even better career prospects and research opportunities. Seattle is also a great city for the arts, which I love, and for the outdoors. There are fascinating exhibitions and concerts right on my doorstep. If I want fresh air, I can be out of the city in no time, doing my favorite hobby – hiking in the foothills of Mount Rainier!

'Will I live permanently in Seattle? Well, I'm considering it, but it's still early days. I'm not absolutely sure yet.'

\* US spelling



## 6 Discussion

In general, what do you think of the journalist's interview skills? Have you gained insight into what influenced Chris and the decisions he has made in his life? Why/Why not?

## 7 Detailed comprehension

Use skimming, scanning and detailed reading techniques to answer these questions.

- What evidence is there that Chris enjoyed being independent when he was younger? Give **two** details.
- People in Seattle find Chris's accent strange, but he does not mind having to repeat himself. What does this tell us about his personality? Give **two** details.
- Choose the best summary of Chris's current relationship with his parents:
  - He is close to them but is able to live his own life.
  - He relies heavily on them for emotional support.
  - He feels contacting them is a duty, not a pleasure.
- Which statement best expresses Chris's view of his leisure opportunities?
  - He has no time to get outside the city to enjoy nature.
  - The mix of indoor and outdoor activities suits him well.
  - Hiking in the mountains is his preferred way to relax.
- How would you describe the tone of Chris's response to the interviewer?
  - He sounds enthusiastic and positive – he is enjoying his new experiences.
  - He sounds neutral – he does not mind where he lives or works.
  - He sounds disappointed – America has not met his expectations.

Give **one** or **two** details from the text to support your choice.
- How far, according to the map, did Chris travel when he came to the USA?
  - In which direction did he travel, east or west?
  - Over which ocean did his route take him?
  - What are the major cities near Seattle?
  - Where is Ireland in relation to England?

- What were the benefits to Chris's career of his move to Seattle?

- Make at least four brief points.
- Now write a paragraph of about 40 words based on your points. Write in full sentences. Try to use logical connectors to make your paragraph flow.

## Vocabulary

Find words in the text that mean the same as:

- drugs, medicines
- without worries
- small shelters made of branches and leaves
- a boat that takes passengers across a river, lake or sea
- a person who fishes for a hobby
- very modern
- unhappy because you are living away from home
- didn't give up
- advised, guided
- the countryside and nature.

## 8 Describing Chris

From what Chris says, what kind of person do you think he is? Choose the appropriate adjectives, checking in a dictionary if necessary.

### VOCABULARY

thoughtful	courageous	adventurous
academic	sociable	curious
lazy	sporty	impatient
open-minded		

## 9 Describing Chris's friends and family

Look at the adjectives in the box. Can you match the adjectives that have a similar meaning? Use a dictionary to check the meaning of any unfamiliar words. When you have matched the words, decide why they can all be used to describe Chris's family and friends. Look for clues in the text.

## VOCABULARY

<b>lively</b>	<b>down-to-Earth</b>	<b>supportive</b>
<b>close-knit</b>	<b>ordinary</b>	<b>dynamic</b>
<b>active</b>	<b>welcoming</b>	<b>fun-loving</b>
<b>hospitable</b>		

## 10 Colloquial words and phrases

Chris uses some colloquialisms (informal words and expressions). You can often guess their meaning by analysing the context in which they are used. For example, he says that 'I'll often *have a word* with a friend who has just *dropped in for a bite to eat*.'

Do you think *have a word* is likely to mean a formal conversation or a friendly chat? Has someone who has *dropped in* arranged the visit in advance? Would you expect *a bite to eat* to be a large meal or a snack?

Match these colloquialisms from the text with the more formal expressions.

- |                     |  |
|---------------------|--|
| 1 the little things | A too soon to know                       |
| 2 on my doorstep    | B very quickly                           |
| 3 in no time        | C matters that are small but significant |
| 4 early days        | D very near to where I live              |

## 11 Translation

What colloquialisms do you use in your own language? Can you think of any direct equivalents in your language for the colloquial expressions in the text in exercise 10?

## 12 Discussion

- A** Chris describes his parents in this way: '*They persevered to achieve what they wanted, but they really love having fun and enjoying themselves too.*' Could Chris himself be described like this? Why/Why not? How far do you think children acquire their parents' characteristics?
- B** Chris attributes a lot of his present success to his close-knit family. How far do you think early family life influences your chances of success later on? Apart from your family, where else can you find support and encouragement to help you achieve your goals?

- C** What do you think of Chris? Do you admire him? Why/Why not? In your own culture, can you think of someone you find inspiring? Share your ideas with your partner.

## 13 Idioms

Can you work out the meaning of the following common sayings about family life from their context?

- I gave the job to my nephew rather than my neighbour's boy. After all, *blood is thicker than water*.
- She gave the police evidence against him, even though he was *her own flesh and blood*.
- When we lost all our money in business, we felt lucky that we had still got *a roof over our heads*.

## B Favourite places



### 1 Discussion

Most of us have places that we especially like to visit. When you want relaxation and pleasure, where do you go? Do you head for wide, open spaces? Or, do you prefer urban environments?

### 2 Reading and vocabulary

Readers of a student website were asked to write about their favourite places.

Read about the way one student likes to spend her time. What does she do? Does the place sound inviting? Would you like to go there? Why/Why not?

When I've got some free time, I love visiting our local market. It's a large, outdoor market by the seafront. It's always busy. Even if I'm not going to buy anything, I really like the atmosphere, people of all ages and the cheerful sounds of stallholders calling to each other.

I'm usually tempted by the brightly coloured fruit, displayed so carefully, and impressed by the gorgeous cloth on sale. As the market is quite near the seafront, you can't escape the strong, fishy odours that mix with the smells of herbs, plants and vegetables. There's a secondhand stall I browse through, too, unable to resist the chance of finding something valuable. I once bought a wonderful old Chinese candlestick for just 50 cents! When I'm at the market I forget all about my everyday problems. I just relax, unwind and enjoy the sights and scenes around me.

### Smells

*sweet fresh smoky*

### Sounds

*cheerful sound of talk and laughter peaceful  
not a sound noisy silent sound of birds calling*

### Colours

*colourful bright shining rich gorgeous soft*

### Atmosphere

*tranquil safe warm and friendly lively cosy  
comfortable appealing relaxing brightly lit  
mysterious*

### Where is it?

*off the beaten track right in the centre of town  
only five minutes away isolated  
hard to get to but worth the effort*

### Expressing feelings

*When I'm there I ...*

- ... feel close to my family or friends / like the solitude / enjoy my own company.*
- ... relax and unwind / forget my everyday problems.*
- ... feel excited/happy/secure.*
- ... experience the beauty of nature / enjoy the wonderful things people have created.*

## 4 Reading aloud

Without writing your name on the paper, drop what you have written into a box. The papers can then be shuffled and you can take turns in selecting one and reading it aloud to your group.

## 5 Showing enthusiasm CD 1, Track 4

Listen to the following descriptions of places. Notice how the most important words that show strong, definite feelings are stressed.

- 1 What an **amazing** place! It would make a **great** change from life in the city.
- 2 What a **lovely** place! I'm sure I'd appreciate the special **atmosphere**.
- 3 What **fun**! It would be a **superb** place to relax on holiday.

Read the text again and underline the descriptive phrases. Then group them according to:

- Size and location.
- Atmosphere.
- Smells.
- Sounds.
- Colours.
- Emotions.
- Opinions.

## 3 Writing

Now close your eyes and imagine yourself in a favourite place of your own. Are you alone, or with family or friends? What are you doing? Take in all the sights, colours, sounds and smells of the place. Think about the way you feel when you go there.

When you're ready, try to write down your ideas on paper. Be prepared to make one or two drafts before you get the description just right. Use a dictionary to help. Don't forget to explain why this is one of your favourite places.

### Descriptive phrases

To help complete your writing, choose from the descriptive words and phrases here. Check with a dictionary that the words you have chosen are appropriate for what you are describing.

- 4 How **fascinating!** My friends and I **love** wildlife. We **must** go there.
- 5 How **interesting!** Now I'll see it through **new eyes!**

Practise saying the sentences to your partner. Make sure you sound enthusiastic. Stress the important words that show your attitude.

## 6 Order of adjectives

When adjectives are put before a noun, they follow a particular order:

opinion, size, age, colour, origin, material, purpose

Look at this sentence from the text in exercise 2:

*I once bought a **wonderful old Chinese** candlestick for just 50 cents!*

Opinion goes before age and age goes before origin.

Put the following adjectives into the correct order. Use the information above to help you.

- 1 I've lost a bag. (*sports canvas red*)
- 2 We stayed in a house. (*three-bedroomed Swedish beautiful*)
- 3 The new boss is a woman. (*friendly Egyptian middle-aged*)
- 4 I want to buy a jacket. (*leather good-quality black*)
- 5 I've bought a coat. (*warm winter woollen*)
- 6 Thieves stole a teapot. (*oriental silver priceless*)
- 7 Kieran got a case for her new tablet. (*inexpensive grey smart*)

## 7 Developing your writing style

Using too many adjectives before a noun is confusing. Three is usually enough. You can 'break up' a long description by adding a clause instead.

**Examples:**

- 1 Adjectives + noun + **with** (extra details):  
*He decided to wear a cool white cotton shirt **with short sleeves.***
- 2 Adjectives + noun + **made of** (material):  
*He was wearing an amazing, long, purple cloak **made of velvet and silk.***

(Note that commas are sometimes used between adjectives in longer sequences.)

- 3 Adjective + noun + **which** (a variety of information):  
*She was wearing an Italian gold watch, **which looked very expensive.***  
*He has a reliable old scooter, **which he doesn't mind lending to people.***

### Practice

Combine each group of sentences into one longer sentence. Use the correct adjective order and a clause where appropriate. When you've finished, compare your answers with a partner's.

- 1 He gave her a box. The box was made of wood. It had a picture of a famous story on the lid. It was Russian. It was an unusual box.
- 2 She was wearing a brown suit. It was wool. It looked too warm for the weather.
- 3 The television is portable. It's white. It's Japanese. It has 100 channels.
- 4 It's a frying pan. It's copper. It's heavy. It's French. It has a lid.
- 5 Someone's taken my mug. It has my name on it. It's blue. It's a ceramic mug. It's used for coffee.
- 6 He has lost a coat. It's polyester. It's a school coat. It has his name on the inside.
- 7 Rosanna decided to wear a long dress. It was green and white. It was made of silk. She had bought it in America.

## C Improving your neighbourhood

### 1 Discussion



- A** Have you ever campaigned to make your neighbourhood a better place to live in? What did you do? Were you successful? How proud do you feel of your achievement?
- B** How would you like to improve your neighbourhood for teenagers? Discuss your ideas in your groups.

## 2 Before you listen: Vocabulary check

You are going to listen to a discussion between two officials, John and Pamela, about the best way to convert a disused warehouse for the benefit of local teenagers.

Before you listen, make sure you know the meaning of these words and phrases:

### VOCABULARY

<b>maintenance</b>	<b>voluntary</b>	<b>drain on resources</b>
<b>budget</b>	<b>wear and tear</b>	<b>premises</b>
<b>facilities</b>		

## 3 Listening for gist CD 1, Track 5

Listen to the conversation for general meaning first, and find answers to the three questions.

- 1 What facility does the woman want?
- 2 What facility does the man want?
- 3 What does Pamela say that shows she is changing her mind?

## 4 Detailed listening CD 1, Track 5

Now listen for detail and choose the correct ending for each statement.

- 1 Pamela has already:
  - a thrown away inappropriate applications
  - b decided which applications are worth considering
  - c contacted people whose ideas she preferred.
- 2 Pamela feels a study centre would:
  - a be inexpensive to operate
  - b be cheap to run but unpopular
  - c only be used at weekends.
- 3 John thinks the public library is:
  - a very popular with students
  - b very busy but well-staffed
  - c well-resourced and efficient.

- 4 Pamela believes leaving school with good qualifications is:
  - a more important for teenagers than good social facilities
  - b a guarantee of entry to a good job or further study
  - c less relevant for modern teenagers than it was in the past.
- 5 John thinks a youth club would be:
  - a a place where all students could make friends
  - b fair to both academic and less academic students
  - c a way to help teenagers prepare well for the future.
- 6 John mentions the way teenagers raised money for charity in order to show:
  - a that they are capable of good behaviour and self-discipline
  - b that they are capable of understanding the needs of disabled people
  - c that they are capable of obeying the instructions given by a supervisor.
- 7 John thinks it would be possible to pay a supervisor a salary for:
  - a more than one year
  - b six or seven months
  - c up to one year.
- 8 Pamela agrees to the youth club because:
  - a so many local people want one
  - b she knows a capable supervisor will be in charge
  - c there have been so many teenage tragedies.

## 5 Follow-up

In general, whose views do you sympathise with – John's or Pamela's? Why?

### Inference

When we use inference, we draw a conclusion based on the information we have, even if the information is incomplete or not directly stated.

Look back at question 3 in the previous exercise. You had to use **inference** to answer it correctly. Why? Try to explain your thinking.

### More about inference

We are told that Pamela and John are 'officials' but do not know any more than that. We could infer more information from how they talk to each other.



Which statement do you think best expresses their working relationship?

- a John is Pamela's boss.
- b Pamela is John's boss.
- c They are both on equal terms.

Try to explain your choice, by referring to details you heard.

### Idioms

People sometimes say: *I'm digging my heels in* or *I'm sticking to my guns* when they refuse to change their minds, despite pressure. Could these idioms be applied to John or Pamela? Why?/Why not?

## 6 Persuading: Stress and intonation CD 1, Track 5

In their discussion, John and Pamela use the following polite phrases to persuade each other to listen to their point-of-view. Listen again and make a note of each one as you hear it. Notice how the words in **bold** letters are stressed. Do the phrases generally have a rising or a falling pattern?

- Do you **really** think it's a good idea ...?
- (That) sounds all right in **theory**, but in **practice** ...
- I take your **point**, but ...
- (That's) all very well, **but** ...
- That's true, **but** ...
- Look at it **this** way ...

Practise saying these phrases aloud to each other. How could you complete each one?

## 7 Role play: Spend, spend, spend

Your family has won \$20 000 in a competition. You all took part in the competition, so you're having a family conference to discuss how to spend the money.

In groups of three or four, choose from the roles below. Your aim is to persuade the family that your ideas for spending the money are best. Use the phrases from exercise 6 to show you're listening to what they have to say, but that you want to express a different opinion.

### Mum

You think it is important to spend the money on something sensible and practical, which will bring lasting benefits.

You want to spend it on new furniture, curtains, carpets and a new washing machine.

### Dad

You want to save the money for the future. Eventually, the family will need money to move house, for the children's education or for retirement. It is silly to rush into spending the money without being sure of the best way to use it. A good investment account will earn high interest on the savings, so the money will be worth more in the future.

### Daughter

You want the family to build a swimming pool in the garden. There is no swimming pool near your home and you are a keen swimmer. It would be a good way for the whole family to get exercise and to cool off after school/work in the summer.

### Son

You think the money should be used for an exciting holiday of a lifetime that would be impossible to afford otherwise. You want the family to have a safari holiday in Kenya. You've always wanted to see wildlife in its own habitat, and everyone would learn so much from it.

## D Making a difference

### 1 Pre-reading discussion

Some people can't stand the idea of going into hospital, even if they need treatment. Why do you think this might be?

Have you ever visited a friend in hospital? Did you bring a gift? What was it?

How did your friend feel about being in hospital?

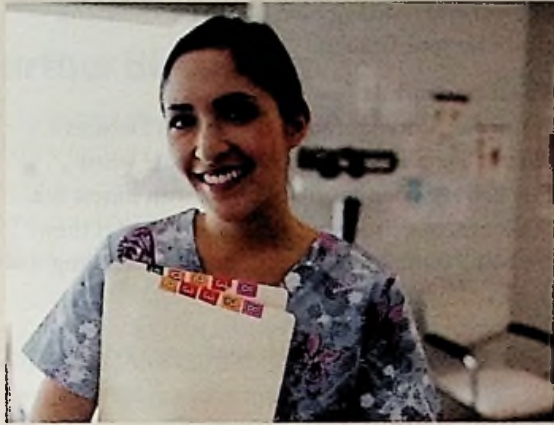
What did you notice about the hospital atmosphere? Did the patients seem relaxed and comforted? Share your ideas with your group.

### 2 Reading for gist

You are going to read about Dolores who has worked to improve the experience of teenagers and children having treatment at her local hospital.

Read the article for general meaning. Has Dolores been successful?

# The woman who put comfort into caring



## Discovering a need

Dolores Albertino is proof that sometimes finding yourself in the wrong job can have wonderful consequences. Several years ago, the former nurse and mother of two teenage sons returned to work at her local community hospital, but this time as a receptionist. 'The trouble is I was absolutely rubbish at the job,' says Dolores with a smile. Phones went unanswered, and she never did master the computer, but that was because she spent time away from her desk chatting to and comforting the parents of sick children and the children themselves. 'I found it very frustrating that a child would ask for a simple thing, such as ice cream, but because it was not meal time, they could not have it. I also knew that the families could benefit from meeting each other but, because of confidentiality, I could not pass on anyone's details.'

## 20 Making it happen

Dolores had never imagined starting a charity, but when she spoke to one of the doctors about these problems, he offered to help. He suggested putting together a plan and said he would support her. She got the help of two families whose children were ill and they spent hours sitting around her kitchen table filling in charity forms. 'It was incredibly hard work, but I've never regretted it,' she says. To date, Dolores, the 'hopeless' receptionist, has raised millions of dollars. 'I am very practical,' she

says. 'I rolled up my sleeves and made it happen.' She believes the key reason the charity has been successful is that 'Everyone knows where every penny is going. The money does not disappear into one big pot.'

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## A nice place to be

Since the project began, the atmosphere of the children's unit has changed beyond recognition. Children asked for a place to play outdoors so Dolores developed a neglected area in the hospital grounds and transformed it into a beautiful garden and play space. After children said that they didn't like walking down the sterile corridor to the ward, the corridor was given a makeover, too, with magical mosaics designed by the patients. There is now a common room for teenagers, equipped with trendy furniture, internet access and a fridge full of snacks and fresh juices.

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Parents, who are often very apprehensive when their children develop a health problem, were not forgotten either. The formerly drab ward

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kitchen has been spruced up and parents can help themselves to coffee, tea, chocolate biscuits and crisps. Dolores also organises family liaison groups so parents can give each other mutual support. 'The children need their parents or grandparents to be rocks – you see them looking into their eyes for help and support.' The whole community has worked to make the dream come true. Getting local schools to raise funds has been surprisingly easy. The community has also pulled together by organising street parties, sponsored walks, sky dives, car washes, picnics and concerts. Joanna, the mother of 16-year-old Antoine, who is receiving treatment

at the hospital, says, 'Dolores is not working to a template. You see her listening, talking to the medics and getting on with it. The charity brings comfort and much-needed fun to the children's unit. Everyone benefits.'

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#### It's all worthwhile

Seeing her work spread nationwide is Dolores's dream. 'People everywhere will donate when they can see good results. Coping with illness is a challenge, but children should not feel as if they are being punished because a doctor is sending them to hospital.'

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### 3 Vocabulary

Match these words from the text with their definitions.

- |                   |   |
|-------------------|---|
| 1 confidentiality | A managing to deal with a difficult situation |
| 2 neglected       | B treated harshly for doing something wrong   |
| 3 sterile         | C clinical, not homely                        |
| 4 apprehensive    | D dull, lacking colour                        |
| 5 drab            | E nervous, worried                            |
| 6 template        | F not passing on private information          |
| 7 coping          | G ignored, lacking necessary attention        |
| 8 punished        | H a pattern to follow                         |
| 9 spruced up      | I to make a place clean and fresh             |

Can you guess the meaning of the words *ward* (line 47) and *liaison* (line 50) from the contexts?

### 4 Post-reading discussion

Share your views on the following questions in your groups.

#### Tone

How do you think people reading the magazine article would feel at the end? Would they feel:

- a saddened (It is depressing to think of children having health problems.)  
or  
b positive? (The story is an example of human kindness and strength of purpose.)

#### Author's main aim

Do you think the MAIN aim of the article is to:

- a explain how to develop medical techniques for treating children?  
b tell the reader what caring for sick children is like from a nurse's viewpoint?  
c explain why sick children and their families need comfort, and how to achieve this?  
d convey the viewpoints of everyone involved in caring for sick children?

#### Structure

Which is the best description of the structure of the article?

- a It is a mixture of long and short sentences. There are several short paragraphs as well as long ones.  
b The sentences are mainly long and complex. The article is composed of a few long paragraphs.

#### Style

Is the style chatty, technical, formal or neutral?

### 5 Comprehension check

- 1 What evidence is there that Dolores was not effective as a receptionist? Give **two** examples.
- 2 Why did Dolores want to make changes at the children's unit? Give **two** details.
- 3 How has she helped the children and teenagers? Give **two** details.
- 4 How has she helped parents? Give **two** examples.

- 5 What have schools and the local community done to help? Give **two** examples.
- 6 In about 70 words, describe Dolores's attitude and say why she has been successful at fundraising.

## 6 Further discussion

- A Dolores says children and teenagers need the support of their families when they are ill. Do you think support from their friends is just as important as family support?
- B Dolores has raised money to make a stay in hospital more comforting for patients and their families. Some people might say the money would be better spent on the latest medical technology, not a play space or furniture. What are your views?
- C Have you ever taken part in fundraising for charity? Explain what you did and why. If you have not taken part in fundraising, would you consider doing so? What sort of charity would you choose to support? Discuss your ideas in your groups.
- D Some people claim that money for health care should be provided by the government and not by charities. What are the advantages and disadvantages of using charities to support health care?

## 7 Colloquial language in context

With a partner, study these colloquial expressions from the text. Try to work out their meaning from the context.

- 1 I was *absolutely rubbish* at the job.
- 2 I *rolled up my sleeves* and made it happen.
- 3 The money does not disappear into *one big pot*.
- 4 The corridor has been given a *makeover*.
- 5 The children need their parents, or grandparents, to be *rocks*.

Try to find another colloquialism in the text and decide on its meaning.

## 8 Spelling: Doubling consonants when adding suffixes

Suffixes are word endings, such as:

-ed -ing -er -est -ish -y -able

Adding a suffix can change a verb tense, make a comparative or superlative form and change nouns into adjectives.

Look at these verbs from the magazine article with their endings:

*sitting chatting meeting worked sending*

Notice how the final consonant of *sit* and *chat* has been doubled, but not those in the other verbs. Can you say why?

The rule for adding suffixes to one-syllable words is:

double the final consonant if the word ends in one vowel + one consonant.

**Examples:**

<i>cut</i>	<i>cutting</i>
<i>sun</i>	<i>sunny</i>
<i>spot</i>	<i>spotty</i>
<i>red</i>	<i>reddish</i>
<i>big</i>	<i>bigger</i>
<i>wet</i>	<i>wetter</i>

Exceptions are one-syllable words which end with **w, x** or **y**.

**Examples:**

<i>buy</i>	<i>buying</i>
<i>few</i>	<i>fewer</i>
<i>box</i>	<i>boxing</i>

We do NOT double the consonant if a one-syllable word ends in either two vowels + one consonant, or one vowel + two consonants.

**Examples:**

<i>need</i>	<i>needing</i>	<i>needed</i>	
<i>wait</i>	<i>waiting</i>	<i>waited</i>	
<i>adapt</i>	<i>adapting</i>	<i>adapted</i>	<i>adaptable</i>
<i>doubt</i>	<i>doubting</i>	<i>doubted</i>	
<i>talk</i>	<i>talking</i>	<i>talked</i>	

### Practice

Look carefully at the one-syllable words in the sentences below. Check the pattern of the ending (one vowel + one consonant, one vowel + two consonants, or two vowels + one consonant). Add suitable suffixes to complete the words, doubling the final consonant where necessary.

- 1 When I arrived home I could hear the phone ring \_\_\_\_\_.
- 2 Yesterday was the hot \_\_\_\_\_ day of the year.

- 3 Ibrahim has stop \_\_\_\_\_ smoking.
- 4 We really enjoy \_\_\_\_\_ our day out yesterday.
- 5 That's the sad \_\_\_\_\_ news I have ever heard.
- 6 Let's visit the new shop \_\_\_\_\_ centre.
- 7 Stop chat \_\_\_\_\_ and do some work!
- 8 The baby is already walk \_\_\_\_\_
- 9 We are send \_\_\_\_\_ our son to boarding school.
- 10 I bought these apples because they were much cheap \_\_\_\_\_ than the other ones.
- 11 Zena got tired of wait \_\_\_\_\_ and left.
- 12 He is always ask \_\_\_\_\_ for money.
- 13 Don't go look \_\_\_\_\_ for trouble.
- 14 Our school has a new swim \_\_\_\_\_ pool.

### 9 Adding suffixes to multi-syllable words

There are some longer words in the article, which double the final consonant when adding a suffix:

*Forgotten*      *regretted*

Others do not:    *offered*      *listening*

Do you know why?

The rule for adding suffixes to words of two or more syllables is:

double the final consonant if the last syllable is stressed and it ends in one vowel and one consonant.

*Examples:*

*forget*      *forgetting*      *forgotten*  
*prefer*      *preferring*      *preferred*

So, we do NOT double the final consonant if the stress is on the first syllable:

*offer*      *offering*      *offered*  
*listen*      *listening*      *listened*

Or if the last syllable contains TWO vowels before the consonant, or one vowel and two consonants:

*explain*      *explained*  
*return*      *returned*

### Practice

Add suitable suffixes to complete the words in these sentences, doubling the final consonant if necessary.

- 1 Theo regret \_\_\_\_\_ leaving his job, but it was too late.
- 2 Smoking is not permit \_\_\_\_\_
- 3 The accident occur \_\_\_\_\_ last night in thick fog.
- 4 I reason \_\_\_\_\_ with him about his aggressive behaviour.
- 5 He has commit \_\_\_\_\_ a serious crime.
- 6 The earthquake happen \_\_\_\_\_ in the evening.
- 7 She explain \_\_\_\_\_ the begin \_\_\_\_\_ of the story to them.
- 8 I've always prefer \_\_\_\_\_ travelling by train.

### 10 Look, say, cover, write, check

Understanding how grammar and pronunciation work helps you understand English spelling. Learn these commonly misspelt words through the 'look, say, cover, write, check' method. Ask a friend to test you when you are confident you have learnt them correctly.

VOCABULARY		
beginning	swimming	travelled
preferred	shopping	dropped
occurred	happening	development
occurrence	happened	permitted

### 11 Words from different languages

*Liaison* is a French word that has come into English. English has a fascinating history of borrowing words from a vast number of languages. Many words came from invaders, colonisers, migrants and international trade.

With your partner, try to match the common 'loan' words in the box below with their language of origin. Use a dictionary to check the meaning of unfamiliar words.

**VOCABULARY**

<b>athlete</b>	<b>bungalow</b>	<b>patio</b>
<b>tea</b>	<b>caravan</b>	<b>villa</b>
<b>cuisine</b>	<b>chocolate</b>	<b>ski</b>
<b>sofa</b>	<b>opera</b>	<b>karate</b>

- Arabic
- Aztec
- Chinese
- French
- Greek
- Hindi
- Italian
- Japanese
- Latin
- Norwegian
- Persian
- Spanish

Can you guess why the word might have come from that language? Think about the climate, way of life, food, etc.

Check your pronunciation of the words with your partner. Finally, use each word in a sentence of your own.

**Comparing languages**

What English words do you use in your own language? What words in your language come from other languages? Share your knowledge with your group.

**E Welcoming an exchange visitor**

**1 Reassuring your guest**

In order to learn more about other cultures, many young people take part in exchange visits with students of their own age. They take turns going overseas to stay with each other's families. By doing so, they improve their understanding of another culture and way of life, improve their skills in another language and have a pleasant holiday at the same time.

Imagine that your family is going to take part in an exchange visit. Your guest, who you have not met before, and who is about your age, is coming from overseas to stay with you for three weeks. How do you think he/she might be feeling? Nervous, excited, worried?



In an email, how could you put your guest at ease and make your home and your local area sound inviting? Make a few notes under the following headings.

- Positive things about my home and family
- Enjoyable things to do together
- Exciting places to visit

What aspects of your home life or area would you NOT want to draw attention to (if any)? Why?

**Beginnings and endings**

Below are some common phrases used to begin an end an email. Complete them using the words from the box.

it from forward to forget for

**Beginnings**

- a It was great \_\_\_\_\_ get your last email.
- b Thanks \_\_\_\_\_ your email.
- c Just a quick email \_\_\_\_\_ let you know ...

**Endings**

- d That's \_\_\_\_\_ for now.
- e Looking \_\_\_\_\_ to hearing from you.
- f Don't \_\_\_\_\_ to email soon.

## 2 Example email

Now read this example email. Underline the phrases used to welcome the visitor.

New Message

To: \_\_\_\_\_ From: \_\_\_\_\_

Hi Jacob,


I'm really pleased you're coming to stay with us soon. My family consists of my mum, dad and my younger sister Betty and my pet cat Rufus. We're an easy-going, ordinary family and my parents are very approachable. They let us do more or less what we like as long as we tell them about it first.

We live in a three-bedroomed house with a small front and back garden. It's about ten minutes' walk away from the town centre, which has modern shops, three cinemas, clubs and a weekly market. We also have a great new swimming pool in town, so bring your swimming things! If you enjoy history, I'll show you our museum. It has some fascinating information about the history of my town.

I've made a list of the most interesting things to do and see in the area. I heard you are keen on watching football so I've booked two tickets to see a big match while you're here. I got my driving licence last month and dad has promised to let me use the car. We can explore the countryside and perhaps even camp for a night or two. The wildlife and countryside won't be as spectacular as Kenya but it's very peaceful and we might even see some wild ponies.

I can't wait to meet you, Jacob! Have a safe journey here.

Best wishes,  
William



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## Comprehension

- 1 What is William's family like?
- 2 What kind of environment does he live in?
- 3 What has he planned for Jacob's visit?

## Format

- 1 Do you think the email sounds welcoming? Why/why not? Underline the phrases that show the writer has considered the feelings of his guest. Does he give reasons for the plans he is making? What are they?
- 2 Does William mention the exchange visit straight away or does he begin his email in a more indirect way? Do you think his approach is a good one? Why/Why not?
- 3 The email has three main paragraphs. Do the paragraphs flow into each other?
- 4 Underline the opening and closing sentences of the email. Are they appropriate? Why/Why not?
- 5 Overall, the email is fairly short. Do you get a good enough picture of what the holiday is going to be like for Jacob? Why/Why not?

## 3 Finding a suitable tone

In pairs, read the following sentences taken from students' emails. If you were the recipient, which would make you feel at ease? Which might worry you? Put a tick against the sentences you like and a cross against the others.

As you work, discuss how any inappropriate expressions could be made more suitable. Correct any structural errors.

- 1 It'll be lovely to see you.
- 2 We're all looking forward to meeting you.
- 3 The food here will be rather distasteful for you.
- 4 At least when you are in the house try to behave with respect to my parents.
- 5 You'll be very welcome.
- 6 My friend, you can come and enjoy it but my family is very strict.
- 7 You'll soon feel at home.
- 8 The place itself is safety, you do not need to be afraid when walking, in case of thieves.

- 9 I would like to tell you that my parents are very good and they don't like people who drink too much.
- 10 Mostly, we will visit our countryside every day because here that is the only worth visiting place.
- 11 Mum and Dad always listen to our problems before giving their own point-of-view.
- 12 My family are selfishness and want someone to do things for them but I know such a thing will not inconvenient your visit to me.
- 13 We're going to have a wonderful time together.
- 14 We can go cycling through our beautiful countryside and have great parties on the beach.
- 15 As I already told you, this is a very small place, so don't think about hotels, theatres, cinemas and so on.
- 16 We can promise you the best time of your life.

### Rewriting

Choose three of the sentences above that don't sound right, and rewrite them to make a more appropriate impression. Try them out on a partner. Does he/she agree that they sound more inviting?

## 4 Correcting mistakes

This email is from Jacob, who is writing to thank William for his holiday. Can you find the mistakes and correct them? The mistakes are to do with:

- prepositions
- missing words
- tenses
- punctuation
- spelling
- paragraphing
- vocabulary
- articles
- grammar.

There are also two sentences in the letter that are inappropriate in tone. You'll need to rewrite them.

Finally, rewrite the whole email correctly.



## 5 Sentence completion

Nobody has a perfect home life. But we don't want to sound too negative when talking about it. When giving someone an impression of life at home, try balancing any negative ideas with more positive ones.

Try to complete these sentences positively:

- 1 Even though he is a nuisance at times, my little brother ...
- 2 Despite being too dangerous for swimming, our local river ...
- 3 Although we're a long way from the bright lights of the city, ...
- 4 My parents are a tiny bit strict yet ...
- 5 You'll probably find our way of life just a little strange at first, but ...
- 6 We don't have a perfect house, but ...



## Reassurance

When British people are trying to reassure someone about something, they sometimes use expressions like 'a tiny bit awkward', 'just a little bit difficult'. What do you say in your language?

## 6 Surprise party: Tone and register

You recently arranged a surprise party for your parents' wedding anniversary. You went to a lot of trouble to make the party a success. Unfortunately, your cousin was ill and unable to attend.

Which of the following would you say to your cousin? Why?

- 1 Where were you? Everyone expected you to come.
- 2 Why didn't you arrive? You should have been there.
- 3 It was such a shame you couldn't make it.
- 4 You disappointed us very much.

## 7 Writing

Your cousin went to live abroad with her family when she was only two or three years old. Her parents have asked if she can stay with your family for a holiday. You have never actually met before. Write an email to your cousin in which you:

- introduce yourself
- describe your family and background
- tell her about enjoyable things to do together
- describe interesting places to visit.

Write about 150 words.

## 8 Reordering

The following email describes a surprise party. It is written to a relative who missed the celebration. First, reorder the sentences and put them into paragraphs and then decide on the correct sequence of paragraphs. What overall impression do you think the email will make on the recipient?

New Message

To:  From:

Dear Ella,

a As you know, Mum and Dad didn't know anything about it.

b Just before the end, Uncle Steve let off lots of fireworks in the garden.

c She had decorated the house beautifully.

d Perhaps the DVD I'm sending you of the occasion will be a little compensation.

e However, everyone understood that you were still feeling weak after the operation.

f So you can imagine their surprise when, instead of going to the Blue Fountain, we arrived at Auntie Susan's house.

g Hope you feel better soon.

h No one looked tired or seemed inclined to go early.

i It was a great shame you couldn't come.

j Although most of the guests must have been over 50, the party went on until the early hours.

k Despite the fact that we all missed you, we had a lovely day.

l This was a wonderful way to round off the occasion.

m Once again, I know how disappointed you were not to be there.

n Just a short email to let you know about Mum and Dad's anniversary party.

o They assumed I was taking them to a restaurant to celebrate.

Lots of love,  
Krystyna

The world's most widely spoken languages, by numbers of native speakers and as a second language, are Mandarin Chinese, English, Spanish, Hindi and Arabic.

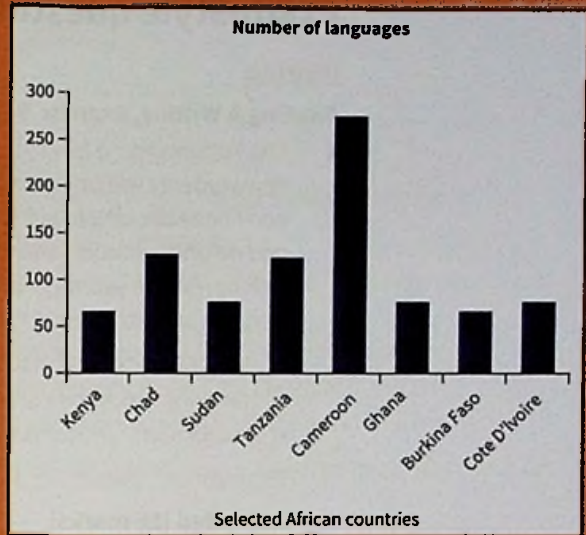
Linguists say that more than 6000 languages exist, though some are spoken by relatively few people. Sadly, hundreds of minority languages throughout the world are dying from lack of use. In Europe, for example, Breton, Scottish Gaelic and Romani are examples of languages in danger, while Karaim, a Turkic language of Lithuania, has fewer than 50 speakers left.

Experts predict this decline will continue and that, by the year 2030, there will be fewer than 3000 languages spoken in the world.

What do you think might cause people to stop speaking a particular language?

The chart shows the numbers of languages spoken in selected African countries.

- 1 In which of these African countries are more than 100 languages spoken?



- 2 Does the information in the chart surprise you? Why/Why not?
- 3 What could help preserve endangered languages?

## GRAMMAR SPOTLIGHT

### Gerund or infinitive?

- A** Certain verbs are followed by an infinitive:

*I was allowed to travel to Ireland.*

*I'm always being asked to repeat things.*

Can you find another example in paragraph 6 of the text in **section A5**?

Verbs like these include: *allow, ask, want, would like, promise, warn, remind, expect, decide, make, agree, refuse, offer, help, encourage, manage, tend.*

- B** Certain verbs are followed by a gerund (-ing form):

*I didn't mind being alone.*

Can you find another example in paragraph 4 of the text in **section A5**?

Verbs like these include: *finish, hate, avoid, like, dislike, love, risk, imagine, deny, postpone, recall, enjoy, imagine, mind, miss, suggest.*

- C** There are a few verbs that can take either the gerund or the infinitive, depending on the meaning:  
*He remembers playing with his sister.*  
BUT  
*Remember to take your dictionary with you.*  
Verbs like these include: *remember, forget, need, try, stop, go on.*  
Discuss the difference in meaning between:  
*Her neighbour was in a hurry and didn't stop to talk.*  
*Her neighbour didn't stop talking.*
- D** The gerund is used after certain expressions, such as *can't stand, spend/waste time*:  
*Some people can't stand going into hospital.*  
*She spent time chatting to the parents of sick children.*
- E** The gerund, because it is like a noun, can be used as the subject of a sentence:  
*Getting local schools to raise funds has been easy.*  
Can you find two more examples like this in the last paragraph of the text in **section D2**?

## Exam-style questions

### Writing

#### Reading & Writing, Exercise 5

- 1 The following note from your headteacher appears in your student e-newsletter: *Some new students will be joining us next term. They and their families are new to this area and I have decided to put together a 'Welcome pack' telling them about the school and neighbourhood. I would like to include articles about local places which you enjoy visiting. Please submit your articles by 10th December.*

Write an article aimed at the new students. In the article you should:

- describe one local place of interest
- say why you enjoy visiting it (e.g. the atmosphere, scenery.)
- explain why you think the new students will enjoy it, too.

Write about 150–200 words.

#### Extended [16 marks]

#### Reading and Writing, Exercise 5

- 2 You recently took part in a project to clean up your neighbourhood and improve your local park. Write an email to your friend saying what you achieved. In your email you should

- say what you enjoyed about the project
- describe how the improvements will benefit local people
- encourage your friend to get involved in a similar project.

Write about 100–150 words.

#### Core [12 marks]

#### Reading & Writing, Exercise 5

- 3 You recently took part in a fundraising activity in your community to raise money for charity. Write an email to a friend in which you:

- describe the aims of the charity
- explain how you raised funds for the charity
- encourage them to take part in a fundraising activity.

Write about 150–200 words.

#### Extended [16 marks]

#### Reading & Writing, Exercise 5

- 4 Your school recently held a Community Day, aimed at elderly people who wanted to improve their skills with computers and the internet. Write an article for your school newsletter in which you:

- describe how you helped
- explain how you think elderly people benefited from the day
- explain what you think you learnt from helping.

Write about 100–150 words.

#### Core [12 marks]

## Speaking

### 1 Building a community

A community can be defined as a group of people that shares similar values and common interests. Some people say the happiest societies are built on a solid community foundation. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- how you feel about the community you belong to
- whether a strong community really makes people happier, more neighbourly and reduces crime
- the advantages and disadvantages of belonging to online communities
- whether some communities are restrictive and limit personal freedom
- whether globalisation has a positive or negative impact on community life.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

### 2 Improving neighbourhoods

Neighbourhoods can be very diverse. While some are comfortable for residents of all ages, others lack basic amenities. There are a number of things that can be done to improve such neighbourhoods. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- how noise, litter or pollution could be reduced
- how places of entertainment could be developed
- whether wireless internet access in cafés and similar places would be helpful
- the value of parks and pleasant, open spaces for everyone to enjoy
- the importance of public transport facilities.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

## Listening CD 1, Track 6

### Listening, Exercise 2

You will hear a talk given by a student on a local radio programme. She is telling listeners about Riverside, the community where she lives.

Listen to the talk and complete the details below. Write **one** or **two** words only in each gap.

You will hear the interview twice.

**Core [8 marks], Extended [8 marks]**

**Name:** Neeta

**Occupation:** Student

**(a) Family origins:** ancestors came to Australia from ..... in the early 20th century

**Community:** Riverside

**Why Neeta likes living in Riverside:** It has a strong sense of community.

People are friendly. When she goes shopping, even for small items **(b)** such as a ..... or a loaf of bread, she always has to stop and talk with people she meets. The residents are caring. When her younger brother had an accident, **(c)** a neighbour comforted him and ..... his knee.

**How her family participates in community life:**

Neeta belongs to an art club. **(d)** Her brother enjoys the ..... and is a member of a hiking group. Her father is in an angling club. Her mother is a member of a community choir which raises money **(e)** for ..... at the local hospital by giving fundraising concerts. Her grandmother keeps fit by attending a Tai Chi class and then has **(f)** tea with friends. She has known .....

**Economic changes in the community**

Newcomers have injected new life into Riverside, and started businesses, including a dressmaking service.

For the wedding anniversary of her parents, the dressmaker made:

**(g)** a ..... dress for her mother and a silk shirt for her father.

**Neeta believes Riverside provides:**

**(h)** the sense of belonging that people require to feel ..... and able to put down permanent roots.

**Reading**

**Reading & Writing, Exercise 2**

You are going to read a magazine article about four people sharing their ideas about a place which is special to them. For questions 1-10, tick the people A-D. The people may be chosen more than once.

**Extended [10 marks].**

Which person:

**1** occasionally buys things?

Person A

Person B

Person C

Person D

**2** enjoys hospitality?

Person A

Person B

Person C

Person D

- 3** has a persuasive manner?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 4** likes the community associations?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 5** is optimistic about the future?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 6** is reluctant to leave?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 7** enjoys relaxing close to nature?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 8** enjoys the lack of a pressurised schedule?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 9** feels guilty sometimes?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |
- 10** wears a uniform?
- |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|
| Person A | <input type="checkbox"/> | Person B | <input type="checkbox"/> |
| Person C | <input type="checkbox"/> | Person D | <input type="checkbox"/> |

**A Anh**

When I turn the key in the door of my shoe shop, I am in my favourite place. I stand in the middle of the shop floor for a few seconds, marvelling at the rows of stylish shoes in gorgeous colours. I used to sell my shoes in the market and I enjoyed the cheerful community atmosphere, but when I began to make a decent profit, I moved to this modern mall out of town. The mall is so good for my business. It compensates for the fact that I have to spend a long time getting there. I think some of the customers are put off by the price of the shoes, but I tell them that, though the shoes might be expensive, they cost nothing to try on! That bit of encouragement works very well and business is good! When the last customer leaves, it's time for me to go home, too, but I like to linger for a while, enjoying the tranquility that comes at the end of a good day's business.

**B Roberto**

My sister, Elsie, and I love going to our uncle's farm in the school holidays. We live in a small city flat so we particularly love the space and freedom on the farm. When we are there, we relax, unwind and forget all about schoolwork, busy timetables and exams. It's lovely waking up to the sound of the cows and sheep on the farm and feeling the whole day is ahead of me. I can't wait to get out of bed and get going. Even though the farm is isolated and there isn't any internet access, we find so many things to do, like riding on the quad bikes, swimming in the river or having a picnic in the woods. Sometimes we help my uncle with the farm work. Elsie loves looking after the cows, and I help with the sheep. We have delicious food, too. My aunt is a fabulous cook and fills the fridge with snacks and fresh juices and encourages us to help ourselves.

**C Hayley**

My favourite place is a cosy café with a roof-top terrace – not everyone knows about it. I go there at weekends and sit outside, surrounded by plants and sweet-smelling flowers, throwing a few crumbs from my cake to the birds, and enjoying the fresh air. At the café, I feel part of a simpler, more natural world. The owner is an artist and helps other local artists make a living by letting them display their paintings for sale. The pictures are of the most unspoilt places in our community, like the beaches and woods. They remind me of happy times spent collecting shells or splashing in the sea, but the pictures are too expensive for me to buy. There are some artistic cards on sale, though, and I can afford one of them from time to time. I know my friends would like the café, too, but I usually go alone and enjoy my own company for a change. I do sometimes feel it is maybe a little selfish of me not to share such an appealing place with them.

**D Xing**

I got my job in the Science Research Institute only a few months ago, just after leaving college, and I love it. People think a laboratory is a dull, sterile environment but to me it is a magical place, full of possibilities. As soon as I arrive, I put on my lab coat and feel very purposeful. I spend a lot of time doing experiments to develop a new kind of treatment for sick children. We have made good progress and the outcome is hopeful. If we actually developed a complete cure, it would be a dream come true. The working atmosphere in the team is warm and friendly. Some team members are much more experienced than me, but they never mind answering my questions or considering my suggestions for different ways to do things. We're not serious or working hard all the time, of course. We often stop to laugh, especially when my colleague Tim tells one of his jokes!

**ADVICE FOR SUCCESS**

The Advice for Success is for you to help yourself. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Listen to people speaking English as often as you can. Notice the words they use to express their feelings in different situations (breaking bad news, making a complaint, expressing pleasure or annoyance). Also pay attention to the intonation patterns people use to show feelings. Try to imitate these patterns. By listening to radio plays and watching films and TV programmes, you will improve your ability to understand tone, register and intonation.
- 2 Spelling and the grammatical system go hand-in-hand. Understanding how words are spelt will help you understand more about grammar and vice versa. Knowledge of grammar will expand your range of strategies for word building (turning nouns

into adjectives and so on) and for identifying the logic of irregular-looking spellings.

- 3 **Proofread** your work for mistakes. You can do this during the writing process, when you feel like a break from composing, and at the end. Use a spell-checker when proofreading. Use a dictionary, too – it is your friend. The more you use it, the quicker and more efficient with it you will become.
- 4 Download language-learning apps onto your smartphone. There are lots to choose from.
- 5 Some kinds of dictionary are a brilliant source of information about the history of the English language. Have fun browsing through a good dictionary, investigating 'borrowings' from other languages.

**Exam techniques**

- 6 Reading comprehension questions don't always have to be answered in your own words. You can answer some questions by using words from the text.

**Exam focus**

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:*

- You have produced answers on detailed reading texts and written short summaries.
- You have listened to two radio interviews and answered questions.
- You have learnt skills and language structures for writing detailed articles and emails in which you describe people's appearance and qualities.
- You have participated in a role play and a variety of discussions.





## Unit 3

# Sport, fitness and health

*in this unit you will:*

- read about a project to help disadvantaged young people and a digital artist who changed her lifestyle
- practise writing summaries and making notes
- listen to recorded information at a sports centre
- practise stressing key words and expressing warnings directly in conversation
- focus on the following assessment objectives: R3, L1, L3, S4, S5

## A Is sport always fun?

### 1 Note-making and summaries: Sharing ideas

In this unit you will be learning how to make notes and write summaries. To help you, the skills will be broken into small stages.

In some exercises, you will be asked to read a text, make notes on it, and then join your notes into a connected summary. Note-making practice is treated as one of the stages in learning to write a summary.

#### Making notes

With a partner, select the aspects of note-making you find most challenging:

- reading quickly and absorbing a lot of information
- deciding what to select from the text
- finding some words and phrases of similar meaning, where possible
- presenting notes clearly so they can be followed by someone who has not seen the original text.

In an exam, your notes don't have to be in your own words. However, it's a good idea to try to find some words and phrases of similar meaning rather than copying out chunks of texts.

#### Summarising

Unlike notes, summaries must be written in full sentences. In exam situations, you may have to write a summary based on the notes you completed and must use your own words wherever possible.

How difficult do you find:

- connecting ideas grammatically and in your own words?
- keeping to a strict word limit?

### 2 Discussion

Which sports on your school curriculum do you particularly like? Why?

### 3 Quiz

Work with a partner to complete the quiz about what you have learnt from doing sport at school or college. (If you've left school, look back at your experiences.)



#### Sport at school has taught me ...

		MYSELF	MY PARTNER
1	to enjoy healthy competition	<input type="checkbox"/>	<input type="checkbox"/>
2	self-confidence	<input type="checkbox"/>	<input type="checkbox"/>
3	self-discipline	<input type="checkbox"/>	<input type="checkbox"/>
4	to enjoy team work	<input type="checkbox"/>	<input type="checkbox"/>
5	to improve my concentration and coordination	<input type="checkbox"/>	<input type="checkbox"/>
6	how enjoyable exercise is	<input type="checkbox"/>	<input type="checkbox"/>
7	to think positively about carrying on with sport in adult life	<input type="checkbox"/>	<input type="checkbox"/>
8	ways to relax and unwind when I feel tense	<input type="checkbox"/>	<input type="checkbox"/>
9	how to approach sport safely (e.g. using the right clothing and equipment)	<input type="checkbox"/>	<input type="checkbox"/>
10	to appreciate fair play and the need for rules.	<input type="checkbox"/>	<input type="checkbox"/>

## 4 Is sport always fun?

These comments were posted by students on a school chatroom. How far do you agree with the students' views about sport at school? Work with your partner and rank them from 0 (disagree totally) to 3 (agree completely).

	MYSELF	MY PARTNER
1 'I hate sport at school. It's so competitive and only fit children can do well.'	<input type="checkbox"/>	<input type="checkbox"/>
2 'I don't mind things we can do at our own pace like swimming or gymnastics, but I hate being forced to take part in races.'	<input type="checkbox"/>	<input type="checkbox"/>
3 'It's usually too hot or too cold to enjoy being outside.'	<input type="checkbox"/>	<input type="checkbox"/>
4 'I dread the time when we get picked for the team. I'm always the last one to be selected.'	<input type="checkbox"/>	<input type="checkbox"/>
5 'There's so much standing around on the playing field waiting for something to happen. Sport is just boring!'	<input type="checkbox"/>	<input type="checkbox"/>
6 'At my school we're forced to do the traditional sports our parents did. Why can't we do more up-to-date activities?'	<input type="checkbox"/>	<input type="checkbox"/>

### 5 Pre-reading discussion

'Sports day' in many schools is a competitive event in which all children take part. Parents may attend to watch their children perform. Do you have a similar event in your school? Do you enjoy it? Why/Why not?

### 6 Predicting content

You are going to read an article in which the writer criticises the sports day at her son's primary school

(a school for children aged 5–11). Pick the points you expect the writer to criticise:

- the value of the prizes
- the competitive aspect of the day
- the bad effect competitive sport has on some children
- the skills of the teachers
- her child's poor performance
- the time of year 'sports day' is held
- the fact that 'sports day' takes time away from academic subjects
- the young age of the children taking part.



### 7 Developing reading skills

Now read the article as fast as possible. When you read, try to absorb as much information as you can. Read easy sentences quickly and the more difficult sentences slowly. When reading, make a mental note of the key ideas in each part of the text. Think, 'How would I summarise this text in one or two sentences?'. When you read a word you don't know, either work out its meaning from context or use a dictionary. **You don't need to understand every word to understand the general meaning a text.**

### 8 Comprehension check

Try to answer these questions without looking at the text:

- 1 What symptoms do children who are afraid of sports day show?
- 2 Where was the 'sports day' held?
- 3 Why do some of the children who like running still find 'sports day' traumatic?

- 4 What does the writer feel for young children who are upset by 'sports day'?
- 5 How did the children feel about the team games played after the races?
- 6 What alternative to 'sports day' does the writer suggest?

- B The reasons why sports days are still a part of school life
- C An alternative to the traditional 'sports day'
- D The explanation for the children's illnesses and fears
- E The physical symptoms that fear of 'sports day' produces.

One afternoon in the last week of term, I saw three children from my son's school in tears being comforted by teachers. That morning, my 11-year-old had stomach pains and had been retching into a bowl. Talking to other mothers, I heard about other children with stomach ache or difficulty sleeping the night before. 5

What caused so much distress? Sports day – not sports day at a highly competitive independent school, but at a large village primary. For the children who can fly like the wind, it causes no problem. For those who are poorly coordinated, overweight or just not good at sport, it is a nightmare. Even for those who enjoy running, but who fall halfway down the track in front of the entire school and their parents, it can prove a disaster. 15

Why do we put our children through this annual torment? Some may say competition is character-building; or it's taking part that's important, not winning; or that it's a tradition of school life. I just felt immense pity for those children in tears or in pain. 20

Team games at the end of the 'sports' produced some close races, enormous enthusiasm, lots of shouting – and were fun to watch. More importantly, the children who were not so fast, nimble on their feet or skillful with the ball were hidden a little from everyone's gaze. Some of them also had the thrill of being on the winning side. 25

I wish that sports day could be abandoned and replaced with some other summer event. Perhaps an afternoon of team games, with a few races for those who want them, would be less stressful for the children and a lot more fun to watch. 30

## 9 Checking predictions

How many of the points you selected in exercise 6 were mentioned in the article?

What did the writer say that you did not predict?

## 10 Choosing a headline

The title or headline of a text gives an idea of what the text is going to be about.

Which of these headlines do you prefer for the article you have just read? Explain your choice.

It is time that sports were banned from the school curriculum

Sports day torment

It is essential that protests are made about the unfair ways young children are treated on their school sports day

Mum \*slams sports day

Sports day: How one school has upset many of its pupils

\*slam = criticise severely

## 11 Note-making practice

Here is an exam-style note-making question, based on the article about 'sports day':

Read the newspaper article about a school sports day. Then write a set of notes based on the article, using the headings below.

- Reasons for having a sports day
- The negative effects of 'sports day'
- 'Sports day': possible improvements

### Finding the main ideas

Match the following main ideas to the relevant paragraphs (1–5) of the article:

- A How team games produced a positive atmosphere on 'sports day'

## Underlining relevant parts of the text

Re-read the article and underline the parts which are relevant to the question. Compare your underlined sections with your partner's. Do you both agree on what is relevant?

## Making notes and checking your work

Make notes under the headings given. Use or adapt words and phrases from the text, but don't just copy out large parts of the original. You do not need to write complete sentences.

In pairs or threes, compare your notes.

- 1 Check the **content**:  
Do you need to add anything or leave anything out? Is there any repetition?
- 2 Check the **language**:  
Have you managed to avoid copying out large chunks of the text? Are your notes clear and concise?
- 3 Check the **presentation**:  
Have you written the correct points under the correct headings?

52

## 12 Comparing two summaries

Summarising requires you to write in full sentences. The following two summaries, based on the article, were written by students. Analyse them by answering these questions:

- 1 Which summary copies directly from the text?
- 2 Which summary uses the student's own words as far as possible?
- 3 Which summary uses two linking words incorrectly?
- 4 The summaries have one mistake in common. What is it?
- 5 Which summary seems to show the best overall understanding of the text? Why?

### Summary 1

*Many reasons are given for having a sports day, such as the competition is character-building, or it's the taking part that is important, not the winning, or that it's a tradition of school life. Moreover, sports days can be a nightmare for those who are poorly coordinated, overweight or just not good at sport. Despite for those children who enjoy running but fall down on the track in front of the entire school it can prove a disaster. It is said that 'sports day'*

*should be abandoned and replaced by an afternoon of team games with a few races for those who want them but I think that would spoil a nice summer event.*

### Summary 2

*Sports days at school are said to be valuable because they're a school custom, the competition is healthy, it develops character and the main point of the event is the enjoyment of playing. However, sports days can be traumatic, especially if the pupils are not slim, agile or capable at sport. Even the confident, athletic ones can be very upset if they fall over before a large audience. An afternoon of team games, with a few races for those who are interested, should be offered in the summer instead of 'sports day'. I believe most parents would prefer this to a competitive sports day.*

## B Enjoying sport safely

### 1 Compound nouns

Like *sports day*, many compound nouns are a combination of two nouns (or a gerund plus a noun, e.g. *running shoes*). By avoiding the need for a preposition, as in 'a day of sports' or 'shoes for running', compound nouns can help you write more concisely.

Some of these words can follow the word *sports* to make common compound nouns.

Write *sports* in the spaces as appropriate:

- |                 |                  |
|-----------------|------------------|
| _____ bag       | _____ equipment  |
| _____ car       | _____ hobby      |
| _____ child     | _____ instructor |
| _____ centre    | _____ man        |
| _____ club      | _____ person     |
| _____ drink     | _____ time       |
| _____ enjoyment | _____ woman.     |

### Practice

Form compound nouns by writing suitable words from the box alongside these words. In each case more than one combination is possible.

- |                |               |
|----------------|---------------|
| swimming _____ | skating _____ |
| football _____ | leisure _____ |

hockey \_\_\_\_\_ cricket \_\_\_\_\_

fitness \_\_\_\_\_

What other compound nouns do you know? Make a list with a partner.

VOCABULARY		
match	programme	stick
bat	centre	field
costume	rink	pool
shorts	boots	shirt
players	hat	
team	trunks	

## 2 Pre-listening discussion

Do you ever go to a sports centre? What facilities do you use? Do you enjoy it? Why/Why not?

If you don't go to a sports centre, would you like to visit one? Why/Why not? What facilities do you think you would see there?

## 3 Listening to a recorded announcement CD 1, Track 7

You are going to hear some recorded information about facilities available at a sports centre. Listen first for general meaning and try to complete the list of compound nouns, putting one word in each space:

- 1 open-air swimming \_\_\_\_\_
- 2 coin- \_\_\_\_\_ locker system
- 3 \_\_\_\_\_ rooms
- 4 \_\_\_\_\_ court
- 5 \_\_\_\_\_ tennis
- 6 cheap-rate \_\_\_\_\_
- 7 sports centre \_\_\_\_\_
- 8 application \_\_\_\_\_
- 9 reception \_\_\_\_\_
- 10 keep-fit \_\_\_\_\_

Now listen again and complete the diary. How much does membership of the sports centre cost?

## Sports Centre Diary

### Monday

- A.M. 9–11 Swimming in the open-air pool  
 (i) Need \_\_\_\_\_  
 P.M. (ii) Sports centre \_\_\_\_\_

### Tuesday

- A.M. 10–11.30 Badminton court open  
 (iii) Bring \_\_\_\_\_  
 P.M. Open for schools only

### Wednesday

- A.M. 9–11.30 Table tennis  
 (iv) Ask supervisor for \_\_\_\_\_  
 P.M. (v) Gym \_\_\_\_\_  
 (vi) Must wear \_\_\_\_\_

### Thursday

- A.M. (vii) Collect application form from \_\_\_\_\_  
 P.M. (vii) Senior citizens' \_\_\_\_\_

## 4 Marking the main stress CD 1, Track 8

John and Ella are watching Poland and Finland play football. Ella is unsure about some things. Listen to the dialogue while you read. Why is the main stress marked in this way?

- Ella:* Is Poland playing in the **blue** and **green**?
- John:* No, Poland's playing in the **yellow** and green.
- Ella:* Did you say **Finland** was in the yellow and green?
- John:* No, I said **Poland** was in the yellow and green.
- Ella:* Is Poland playing **France** this season?
- John:* Poland plays France **every** season.
- Ella:* Did Poland win a **few** of their matches last season?
- John:* They won **all** their matches last season!

Now practise reading the dialogue in pairs, marking the main stress as indicated. Why is a different word stressed in each answer?

## Practice

With a partner, decide where the main stress falls in the following dialogue and mark it. Then practise the dialogue together.

- A: Were you surprised about Kelly's behaviour on the field last night?  
 B: I'm never surprised about Kelly's behaviour!  
 A: Did you think the referee acted fairly?  
 B: No one thought the referee acted fairly.  
 A: Is anybody from your family going to see the game tomorrow?  
 B: Everybody's going to see the game tomorrow.  
 A: Do you think the match will be as exciting?  
 B: I don't think any match could be as exciting.

## 5 Analysing headlines

To save space in headlines, and to be dramatic, newspapers invent unusual word combinations, like **TRAGEDY BOAT**. Such 'compound nouns', although very creative, can be difficult to understand, especially when several nouns are strung together:

### BOMB HOTEL HORROR PROBE

Underline the key words in the following newspaper report. Make sure you understand the meaning of *collision* and *compensation*.

### Crash woman rejects deal

A female student, who was seriously injured when she was involved in a collision with a Kuranda bus in October, today rejected the compensation offered by Kuranda Bus Company.

How does the headline convey the key elements of the story? What compound noun is used? Do you think this is an invented compound or one in normal use?

### Verb tenses

As in many headlines, the present simple tense is used. Why is this, when the report describes the rejection in the past tense?

## Vocabulary

Why do you think the headline refers to *crash* and *deal*, when the report uses *collision* and *compensation*?

## Articles

The report refers to *a collision* and *the compensation*. Why does the headline not use the articles?

## 6 Expanding headlines

Read the following headlines and answer the questions.

### COMA BABY HOPE: US SURGEON TO OPERATE

- 1 Read *coma baby hope* backwards. Does this provide clues to understanding?
- 2 How is the future expressed? Why?
- 3 Why is the colon used?
- 4 Try to rewrite the headline as a complete sentence.

### TRAIN BLAZE: CHILD FOUND 'UNHURT'

- 5 Why is the compound *train blaze* used rather than 'big fire on train'?
- 6 How is the passive voice of the present perfect tense conveyed in the headline?
- 7 Why is 'unhurt' in inverted commas, do you think?
- 8 Rewrite the headline as a complete sentence.

## 7 Noun or verb?

The following short words are common in newspaper headlines. Sometimes they are used as nouns, and sometimes as verbs. Choose one word from the box to complete each pair of headlines:

### VOCABULARY

aid  
arm

cut  
head

jail  
vow

- 1 a REFUGEES TO GET FRESH \_\_\_\_\_  
b CHARITY SHOPS \_\_\_\_\_ HOMELESS
- 2 a JUDGE TO \_\_\_\_\_ MURDER INQUIRY  
b CRASH VICTIM DIES OF \_\_\_\_\_ INJURIES
- 3 a BABY'S \_\_\_\_\_ SAVED IN MIRACLE OP  
b POLICE CHIEF \_\_\_\_\_ S CITY POLICE
- 4 a FATHER \_\_\_\_\_ S REVENGE ON KILLER  
b PRESIDENT BREAKS ELECTION \_\_\_\_\_
- 5 a GOVERNMENT TO \_\_\_\_\_ WORKING HOURS  
b MORE EDUCATION \_\_\_\_\_ S ON WAY
- 6 a JUDGE \_\_\_\_\_ S TRAIN ROBBER  
b CONDITIONS IN WOMEN'S \_\_\_\_\_ S 'SHOCKING'

## 8 Comparing languages

How does newspaper language in your country compare with English? What are the similarities and differences?

## 9 Discussion



What do you think has happened to the footballer in the picture?

How can you get hurt when you play sport? If you are hurt, what should you do?

Have you ever suffered an injury whilst taking part in sport? How did it happen? What helped you recover?

## 10 Rewording

When you write summaries, you need to use your own words without altering the meaning. For example:

*If you carry out weight training, you would be well-advised to do this in a gym under expert supervision.*

could become:

*You should do weight training in a gym under the care of a qualified supervisor.*

In groups of two or three, try to rewrite the following sentences about sports injuries, using your own words where you can. Can you also make the sentences more concise?

- 1 Many severe injuries to the body give rise to bleeding, swelling and pain.
- 2 In the first 24 hours, ice (or, alternatively, a packet of frozen peas) should only be used for short periods of no more than ten minutes at a time.
- 3 Ice should never, whatever the reason, be applied directly to the skin because there is a real danger of burns.
- 4 In the early stages, when there is a great deal of uncomfortable swelling and pain, you would be well-advised to rest the injured area.
- 5 Nevertheless, you must begin gentle movement and careful exercise of the injured part as soon as it is possible for you to do so.
- 6 Where possible, it is important that any exercise of the injured area is carried out under the careful supervision of a professional physiotherapist, and you can ask such a person to supervise any exercise.
- 7 Your doctor may prescribe painkillers or anti-inflammatory tablets or another kind of suitable medication to reduce the swelling and pain when your injury is painful for you, or it is noticed that the swelling is marked.

## 11 Writing a short summary

Read the introduction to a leaflet entitled 'Avoiding Sports Injuries'. In your own words, write a paragraph of about 45 words explaining how you can avoid getting injured when you play sport. Approach the task in a methodical way, as you did earlier in the unit.

When you have finished, ask a partner to check that you have:

- kept to the question set
- used your own words where possible
- left out unnecessary words and details
- left out opinions of your own
- connected the summary grammatically
- kept to the word limit.



# Avoiding sports injuries

Active sports are becoming ever more popular. Whether for relaxation and as a way of reducing stress, for weight control, or to improve health and fitness, greater numbers of people of all ages are taking part in various active sporting pursuits.

However, as more people take part, sports injuries are becoming more common. Fortunately, these injuries are seldom too serious, and if treated properly and promptly, get better quickly – never to return. Nevertheless, if you are planning to start a fitness programme, you need to be aware of the ways injuries can be prevented in the first place.

You need systematic and sensible physical preparation to get fit for sport. Besides training for strength and stamina, you should ensure that you get proper rest. It is essential never to try to train when you are tired, as tiredness itself can cause injury. It is also vital to use an appropriate technique when doing sport. Not only is it obviously very helpful in achieving success in your chosen sport, but it can also greatly reduce the chance of sustaining an injury.

Protective equipment, such as helmets, gum shields, shin pads and other items, including comfortable and supportive footwear, will improve your performance and help prevent unnecessary injury.

## 12 Expressing warnings

Warnings in spoken language are expressed more directly than in written language.

In pairs, read the following mini-conversations giving warnings about the possible dangers of sport and physical exercise:

- 1 A: I've just started to play cricket.  
B: Take care to use protective shin pads. They can stop you getting a nasty injury.  
A: Thanks. I'll remember that.
- 2 A: My brother is only three but he wants to learn to swim.  
B: Make sure he wears armbands, even in shallow water.  
A: You're right. I'm glad you told me.
- 3 A: We're going sailing in Hinton Bay on Saturday.  
B: Watch out for rocks in that area. You can easily run aground.  
A: That's true. I'll tell the others too.

### Warnings

*Take care to / Be careful to (take precautions)*

*Make sure you (take precautions)*

*Watch out for / Look out for (unseen danger)*

### Responses

*Thanks. I'll remember that/I'll do that.*

*That's true. I'm glad you told me.*

*You're right. I will.*

### Practice

Create mini-conversations with a partner around the situations below, using the following pattern.

**Student A:** Talk about plans.

**Student B:** Give a warning.

**Student A:** Show you've understood the warning.

- 1 start jogging / need good running shoes to protect feet
- 2 lift weights at the gym for first time / proper supervision from instructor
- 3 hill walking alone / tell someone where you are going
- 4 swimming in sea on holiday / jellyfish sting you
- 5 mountain biking in a new area / lots of rain recently, ground muddy and slippery

## C Motivation through sport

### 1 Pre-reading discussion

Would you enjoy teaching other young people how to play your favourite sport? Would you be good at it? What do you think are the qualities of a good sports coach?

### 2 Predicting content

You are going to read an article on the 'Second Chance' website about a sports project that brings together young people from different countries who have dropped out of school. The project teaches them about sports and communication skills. What information might you expect the article to include? Complete the list.

- Why communication skills are linked with sports

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 3 Vocabulary check

Before you read the article, try to match these words with their meanings.

- |   |               |   |  |
|---|---------------|---|--|
| 1 | truancy       | A | face-to-face argument                                |
| 2 | top           | B | non-attendance at school without permission          |
| 3 | confrontation | C | people of the same age as each other.                |
| 4 | context       | D | piece of clothing worn on the upper part of the body |
| 5 | peers         | E | conditions and circumstances                         |

### 4 Developing reading skills

Read the article as quickly as possible. Concentrate on the general meaning rather than trying to understand every word. Remember to read more complex passages slowly.

### 5 True/false comprehension

Scan the text and decide if the following statements are true or false.

- 1 The minimum age for joining the project is 17.
- 2 Young people from any country can participate.
- 3 The main aim of the project is to teach young people new sports.
- 4 Participants have all had personal problems.

## Second Chance

All 70 participants at the four-day course run by the European Association of Second Chance Schools (E2C) are 16- to 25-year-olds from disadvantaged backgrounds. They have no qualifications and all have had a mixture of difficulties – family problems, truancy and crime.

The participants are from Italy, France, Sweden, Germany, England and Ireland, and they have gathered at the South Leeds Sports Stadium in England to learn organisational and communication skills. The focus of the project is to help the young people acquire these skills through sport: first by learning how to play a variety of games, and then by learning how to coach each other in racket skills, athletics, netball, cricket or football.

The sessions are run by professional coaches who show the groups the basic skills of each sport and then demonstrate how to teach others the same skills.

#### Hands-on experience

Seventeen-year-old Nadia is a typical participant. She won't talk about her past except to say she had 'the usual' problems. Nevertheless, professional coach Riley says she has done particularly well at teaching football, learning to project her voice and taking command of the group with firm and clear requests. Nadia says, 'I'm enjoying the project as I'm learning new skills. When I go home, I'm going to get qualifications so I can get a job working with children.'

On the badminton courts, a group of youngsters from Spoleto, in northern Italy, is shown how to grip the rackets and practise with easy-to-control balls. The tutor accompanying them, Stefania Rosati, watches carefully to see how her students cope. 'They are enjoying the experience of being here as most of them haven't been abroad before. One of the most useful things for them is learning more self-discipline.' In the Italians' second session, pairs of them are asked to coach the rest of their group. Badminton coach Brian Harrison is impressed. 'Some are well-coordinated and find it easy, while others are finding it hard, but no one is getting impatient – they are working together,' he says.



### Time to get tough

But it isn't all so positive. During the next session, one of the boys loses interest in being coached by his peers and wanders off. The participants leading the session ignore his behaviour in order to avoid a confrontation. Afterwards, though, they discuss it and suggest ways it could have been tackled sensitively and effectively. They also discuss other difficult situations, such as what to say to a participant who turns up in a fashionable top instead of the correct sportswear.

### Barriers begin to disappear

Meeting other nationalities at the events is an important element of the programme that the participants enjoy. Although nationalities are not mixed for the coaching sessions, the sporting context gives the youngsters an opportunity to see how other cultures differ. Phillippe Marco, a tutor from Marseille, whose group are all originally from North African countries, says, 'They love discussing ideas with young people from other countries. It is opening their minds, and they are able to explain their beliefs to others. The sport and social events are helping to break down barriers.'

### Confiding in a diary

The youngsters are given diaries to record their thoughts and experiences every day. Their comments reveal their enjoyment of meeting people from different backgrounds but with similar problems. 'All of us had challenges and barriers. I think we worked well as a team to overcome them,' and 'I have learnt there is more to sport than the obvious activities,' are typical of the responses.

One Swedish tutor sums up the experience of many of his colleagues with a report on a girl who attended the project: 'Before, she had been quite self-centred. During the course she has stopped focusing on herself and has really enjoyed everything.'

- 5 † Participants learn how to coach each other in the skills.
- 6 † The project gives people an opportunity to compare cultures.
- 7 † There is an emphasis on competition and trying to win.
- 8 † Nationalities are kept separate for coaching.
- 9 † The participants write their thoughts in a daily journal.

## 6 Checking predictions

How much of what you expected to read about was actually mentioned in the article?

## 7 Writing a headline

With a partner, write a headline for the article. Look back at the guidelines earlier in the unit to help you.

## 8 Post-reading discussion

- 1 The participants are given diaries to record their thoughts and feelings. Why do you think they were asked to do this?
- 2 What are your feelings about this kind of social project? Do you think the positive effects it has on young people will make a permanent difference to them? Or, do you think the benefits will be forgotten when they return to their normal lives?

## 9 Making notes

Write a set of notes based on the article about the sports project, using the headings below. (Look back at exercise 11 Note-making practice if you need to.)

- Aims of the project
- What participants learn
- Reasons the project is popular

When you've finished, ask your partner to check the following:

**Content:** Is it all relevant? Should anything be left out?

**Language:** Is your language clear and precise?

**Presentation:** Have you put the right points under the right headings?

## 10 Correcting a connected summary

Study this exam-style question:

**Read the article about the European Association of Second Chance Schools and then write a summary describing the aims of the project, what the participants learn to do and the reasons why they enjoy taking part. Write about 100 words, and use your own words as far as possible.**

Here is one student's attempt to answer the question. Some of the information in the answer is unnecessary, making the answer too long. Cross out the unnecessary information.

The aim of the European Association of Second Chance Schools project is to encourage young people from European countries, who have not succeeded at school, to improve their ability to communicate and organise themselves. Sport is used as the medium for this. I think this is a very unusual idea and we should start a project like this in my country. Participants are taught a range of skills needed for a variety of sports and then they are expected to coach each other. Phillippe Marco came from Marseille in France with his students and he explained that his group liked telling the others about their views and beliefs, which might be the first time they have had the chance to talk to people who listen properly to them. Participants also have to learn self-discipline, to take trouble doing things, even if they don't feel like it, and to cope with troublesome behaviour from some of the others. They enjoy learning new skills, teamwork, sharing cultures, and discovering that they are not alone with their problems. One 17-year-old girl whose name is Nadia explained, 'I'm enjoying the project ... . When I go home, I'm going to get qualifications so I can get a job working with children.'

## 11 Rewriting a summary

Now rewrite the summary. Make sure you use a range of linking words to connect the text. Keep within the approximate word limit.

## 12 Expressions of measurement

The article says that participants go on *a four-day course*. This is a concise way of saying that the course lasts for four days. One of the participants is described as *17-year-old Nadia*, which is a more concise way of saying Nadia is 17 years old. Similarly, we can say that a hotel that has been awarded three stars for quality is *a three-star hotel*, or a walk that is five kilometres long is *a five-kilometre walk*. Notice how the plural *s* is not used in the hyphenated words.

### Practice

Rewrite each of these sentences using a number + noun form:

- 1 She uses a fitness video that lasts for fifty minutes.
- 2 He made a cut that was six inches long.

- 3 Ali got a contract worth a thousand dollars.
- 4 They ordered a meal that consisted of six courses.
- 5 I need a coin worth one pound for the locker.
- 6 The drive to work takes ten minutes.
- 7 Tanya gave birth to a baby weighing seven pounds.
- 8 I'd like a bag of sugar weighing two kilograms.

### 13 Vocabulary: Using fewer words

In the article, the word used for 'people taking part in the course' is *participants*.

The following words are also taken from the article. With a partner, choose the correct one to replace the words in italics in the sentences:

VOCABULARY		
obvious	abroad	overcome
challenge	ignore	

- 1 Learning to paddle the canoe was a *difficult and testing task* for Mario.
- 2 If you can *manage to control* your fear, bungee jumping is a thrilling experience.
- 3 If they behave like that again, you should *take no notice* of them.
- 4 The answer to the problem is *easy to see*.
- 5 Natasha's ambition is to go to *another country* to study.

Now put each word into a sentence of your own.

### 14 Redundant words

In the sentence, *The children stood patiently in a round circle and listened to the coach*, **round** is unnecessary because a circle is always round. It is common for people to repeat themselves in conversation, but when we write we should aim to be concise and avoid 'redundant' words.

With a partner, decide which words are redundant in the following sentences and cross them out:

- 1 When did you first begin to learn basketball?
- 2 Aysha bought new summer sandals for the children's feet.
- 3 He has some priceless old antiques in his house which are so valuable that it is impossible to say how much they are worth.

- 4 We received an unexpected shock on our return from holiday.
- 5 She was upset that the vase was broken as it was very unique.
- 6 Rosalie wasn't very helpful when I asked for some scissors to cut with.
- 7 He had to repeat himself many times, saying the words over and over again, before he was understood.
- 8 Since starting to play squash, Jeff has been unhealthily obsessed with winning every game.

Work with a partner to test your knowledge of approaches to sport, health and fitness across the world.

- 1 The global 'rule' for the number of hours of sports practice required to reach world class standard is:  
1000 3000 10000 15000 20000
- 2 In Ireland, pupils aged 5-12 can expect to do 37 hours per year of PE (physical education). How many hours can a pupil in the same age group expect to do in France?  
35 60 88 108 135
- 3 In which country can you expect to have the longest lifespan in good health?  
Switzerland Argentina Japan Sweden
- 4 In which country can every child receive a nutritionally balanced free school lunch providing a third of the daily calories needed?  
India Australia Finland Spain

## D Health, diet and fitness

### 1 Pre-reading discussion

Sport itself cannot make you fit. You have to get fit for sport. A healthy diet is an important part of getting and staying fit.

Discuss with your partner what, if anything, you do to make sure you eat a balanced, healthy diet.

## 2 Predicting content

You are going to read a magazine article about Shalimar, a digital artist, who changed her lifestyle habits. Use the title, picture and introductory paragraph to help you predict the particular things she might mention in the article.

Write four points.

### Audience awareness

Who do you think this article is **mainly** aimed at – the medical profession, children, professional sports players, general public, digital artists or elderly people?

What kind of language and style do you expect the writer to use? Do you expect to find a chatty style with lots of phrasal verbs? Or will the article be formal and use many specialised terms?

### Writer's intention

What do you think the writer's intention is?

- to make people identify with Shalimar and change unhealthy habits
- to make people try harder to keep to fitness programmes
- to promote a particular diet and fitness programme.

## 3 Vocabulary check

The following words connected with food and fitness are used in the article. Can you explain their meaning?

VOCABULARY		
nibble	snack on	packed lunches
sluggish		

## 4 Reading

As you read, tick off these points:

- what makes Shalimar accept she is unfit
- unhealthy work patterns
- after-work habits

- success on the programme
- new routines
- Shalimar today.

# Now Feeling on Top of the World



Digital artist Shalimar was so busy building her own online gaming company she never noticed she was getting unfit – until the day she couldn't run for a bus.

Shalimar Lee was late for work one morning and, as her usual number 14 bus came around the corner, she sped up. As she climbed aboard, her heart was beating so fast she could hardly speak to the driver. She thought she might be going to collapse. This finally made her face the fact that she was seriously unfit and she did not like it.

'I used to be very fit and played tennis and basketball at school. But when I went to university I gave up sport completely. Don't ask me why! After completing my degree, I got a great opportunity as a digital artist. Within a few years I had started my own computer games company. I gave everything to my job, but I paid a price and that was my health. The bus incident proved my problems had got out of hand and suddenly I couldn't stand it.'

For Shalimar, however, the idea of going on a fitness regime was inconceivable. 'I simply didn't think I had the time. Even when I wasn't at work, I was thinking of new story lines for my games, researching, or updating my blog.' Her online games, which are internationally known, centre around a family of penguins, and Shalimar has already achieved the status of a minor celebrity in the blogosphere.

30 'I got so immersed in work, I never took a meal break and worked ridiculously long hours. I would sip high-energy drinks all day long and nibble biscuits. When I got home, I'd slump in front of the TV, and, rather than cook a proper meal, I snacked on toast and chocolate spread. There was never anything much in the fridge anyway.' Not surprisingly, she didn't sleep well and would wake up feeling as if she needed another eight hours: 'I felt sluggish all the time, but I couldn't imagine how to change things.'

No one ever mentioned that Shalimar seemed exhausted. No one, that is, until her mum decided to pluck up the courage. 'I was visiting my family one weekend. Mum waited until I was relaxed after lunch and then plunged in. She had read that a new gym in the neighbourhood was starting up a fitness programme which not only included exercise, but offered information on developing a healthy lifestyle. Mum persuaded me that we should both give the programme a try.' Shalimar wasn't exactly thrilled but felt she ought to go. After the very first class, she was hooked.

'I got fitter immediately. The exercises were good fun. Gabrielle, our instructor, was so motivational and gave us loads of encouragement. She also told us about easy ways to replace bad habits with healthy ones, such as getting off the bus a stop earlier, and making time to shop for fresh ingredients. I used to leave feeling on top of the world.'

Shalimar explains that the programme focuses on making small changes that you can fit into your lifestyle. This, she feels, is the key to its success: 'I'm strict with myself now. However busy I am, I make up my packed lunch every day and leave the office to eat it in a park down the road.' Her office is on the fourth floor and she now uses the stairs as much as possible instead of the lift. She also avoids fizzy drinks and drinks tea or water instead. 'I didn't need to go crazy to get healthy. Just a few simple, sensible changes have made all the difference.'

It's hard to believe Shalimar was ever so unfit she couldn't run for a bus. 'I'm still busy but I don't feel exhausted anymore. I'm sure eating properly has also given my brain a boost because I find it so much easier to conjure up new ideas for my games. I've got rid of my old habits for good and they are never coming back!'

Shalimar's business is also going from strength to strength. Her new computer game about a cute baby giraffe is about to be launched onto the market. 'The team and I are so excited. I think this is going to be our most successful product yet.'

## 5 Post-reading discussion

- A** In your culture, how do you define a healthy lifestyle?
- B** We know Shalimar's mum needed to *pluck up the courage* in order to persuade her daughter to change her habits and join the fitness programme. Why did she need courage to raise this topic with her own daughter?
- C** Shalimar explains that the programme succeeds because it helps you make small changes that you can fit into your lifestyle. Do you agree that this approach would really work, or do you think bigger changes are necessary for people who are unfit because of unhealthy habits? What motivates **you** to have a healthy lifestyle?

- D** Shalimar feels a healthy diet has given her brain a boost. What evidence does she have? Do you feel nutritious food can make such a big difference to brain functioning?

Discuss your ideas in your group.

## 6 Writing a summary

Write a summary, based on the article, contrasting Shalimar's lifestyle before she began the fitness programme with her lifestyle now. Explain why she feels the fitness programme was particularly suitable for her. Try to use your own words as far as possible. Write about 100 words and not more than 120 words.

## Approach

Approach your summary methodically: check key words in the question, underline relevant parts of the text, write notes in your own words and then connect them into a summary. You may need to make a few drafts before your summary is 'polished'.

When you have finished, compare your version with your partner's, and check that you have:

- included the relevant points
- put the points in the correct order
- left out unnecessary details
- left out your own personal opinions and ideas
- used suitable connectors/linking devices
- written grammatically correct English
- used the appropriate number of words.

## 7 Vocabulary: Phrasal verbs

The following phrasal verbs were used in the article. Can you use them in an appropriate form in these sentences

VOCABULARY		
give up	start up	plunge in
pluck up	conjure up	make up

- 1 He's trying to \_\_\_\_\_ an after-school judo club for children in the village.
- 2 She knew mentioning the topic would be unpopular but she decided to \_\_\_\_\_ anyway.
- 3 Antonio decided to \_\_\_\_\_ doing overtime and see more of his family.
- 4 He \_\_\_\_\_ the courage and asked Jane to marry him.
- 5 Although she didn't have much food in the fridge, Sally was able to \_\_\_\_\_ a delicious meal.
- 6 They \_\_\_\_\_ food parcels for people whose homes had been damaged in the flood.

## 8 Spelling: Adding suffixes to words with a final -e

In the text about Shalimar you saw these words with suffixes:

*completing* (*complete* + *-ing*)

*encouragement* (*encourage* + *-ment*)

Notice how the final *-e* of *complete* is dropped before the suffix, but the *-e* is kept in the word *encouragement*.

Can you explain why?

A final *-e* in a word is usually dropped when adding a suffix beginning with a vowel.

**Examples:**

<i>dance</i>	<i>dancing</i>
<i>educate</i>	<i>education</i>

The *-e* is usually kept when the suffix begins with a consonant.

**Examples:**

<i>hope</i>	<i>hopeful</i>
<i>care</i>	<i>careless</i>
<i>improve</i>	<i>improvement</i>

There are some **important exceptions** to the above rule.

The *-e* is usually kept before the suffix *-able*.

**Examples:**

<i>notice</i>	<i>noticeable</i>
---------------	-------------------

The *-e* is usually kept when it ends with two vowels before the suffix.

**Examples:**

<i>see</i>	<i>seeing</i>
<i>canoe</i>	<i>canoeist</i>

## Practice

Read this newspaper report about the teaching of traditional dance in schools. Applying the rules for adding suffixes to words with a final *-e*, add the correct suffixes to the words in brackets.

Choose from the following suffixes:

VOCABULARY			
-ative	-ing	-ion	-ish
-ment	-tion	-ity	-ivity

More and more pupils are learning dance as part of their physical (educate) programme. It is a wonderful way of (have) fun and an (excite) way of keeping fit. Dance allows all pupils a chance to express their (create). Even the youngest pupils can learn simple (move) to music which act



as an (introduce) to more complex traditional dance. Older pupils who lack (motivate) when it comes to competitive sport find traditional dance very (stimulate). Secondary school teachers say (participate) in such an enjoyable activity needs no (encourage).

Schools (achieve) a high standard may be selected for the Schools Dance Festival held each year. The Festival is a wonderful (celebrate) of traditional dance. Last year, the (style) costumes, great (diverse) of dances, (imagine) approaches and wonderful music made the evening particularly special.

### Discussion

Do you (or would you) enjoy watching or taking part in traditional dances? Explain your views.

## 9 Word building

Working with a partner, choose a suitable suffix from the box to add to each of the ten words below. Sometimes more than one is possible.

### VOCABULARY

-ing	-ly	-ness
-ion	-ment	

- 1 time
- 2 concentrate
- 3 refine
- 4 exercise
- 5 welcome
- 6 involve
- 7 ache
- 8 state
- 9 unique
- 10 aware.

Make sure your spelling is correct by checking with the rules for keeping or dropping the final -e.

Give each new word a grammar label (*noun, verb, adjective, etc.*). Refer to a dictionary if necessary.

Now use each word you have made in a sentence of your own.



## 10 Look, say, cover, write, check

Use the 'look, say, cover, write, check' method to learn these words, which are among those most frequently misspelt:

amaze	amazing	amazement	
argue	arguing	argument	
become	becoming		
excite	exciting	excitable	excitement
welcome	welcoming		
shine	shining		
invite	inviting	invitation	
surprise	surprising		
imagine	imaginary	imaginative	imagining
immediate	immediately		



### GRAMMAR SPOTLIGHT

#### Passives

**A** Passives are often used when we are reporting news, or explaining how something works:

*A female student was seriously injured.* (section B5)

*The sessions are run by professional coaches.*

(section C4)

Find three examples of passives in the text in section C10.

**B** Verbs like *give*, *offer*, *lend* and *send* can have two objects, a person and a thing:

*We sent Julio a birthday card.*

When we use these verbs in the passive, we usually start with the person:

*Marianne was offered a place at Oxford University.*

NOT *A place at Oxford University was offered to Marianne.*

There is an example of this in paragraph 8 of the article in section D4. Can you find it?

## Exam-style questions

### Speaking

#### 1 Fitness and exercise

In some countries many people suffer from a lack of exercise. Why is this happening, do you think? What can be done to raise people's awareness of the importance of staying fit? Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- ways to develop a more energetic lifestyle in general, such as walking or cycling rather than using buses or cars
- the increased consumption of snack foods, such as crisps and chocolate bars which are eaten quickly and do not satisfy hunger for long
- the fact that playing computer games, surfing the internet or watching TV can result in a lack of exercise
- the fact that in some countries children have less freedom to play outside than in the past
- the fact that increased use of washing machines and vacuum cleaners is reducing effort spent on keeping houses clean and comfortable.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

#### 2 Professional sport

Sport is popular all over the world and it is also big business. Top sports players are paid very large sums of money and are heavily in demand. Discuss this topic with the assessor.

You may wish to consider points such as:

- whether you personally enjoy watching professional sports games and matches
- the skills and abilities professional sports players require to become the best in their sport
- whether there should be stricter penalties for sports people who take drugs or cheat at sport
- the idea that international sports competitions create unpleasant rivalries that divide countries, rather than bring people of different nationalities together
- the view that professional sports people should not get involved in advertising commercial products.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

### Notes and summary writing

#### Reading & Writing, Exercise 4

- 1 Read the information from a health webpage about sleep and young people. Write a summary outlining why young people need more sleep than adults and the negative effects of lack of sleep on teenagers.

Your summary should be about 100 words long. You should use your own words as far as possible.

**Extended [16 marks]**

## Sleep – are you getting enough?



According to recent studies, children and teenagers get less sleep than they need. Lifestyle changes may be to blame, including staying up late to play online games or use social media.

Clinical studies showed that many modern teenagers are getting just over six hours' sleep, rather than the nine hours they need. Using technological tools, scientists have measured the impact loss of sleep has on young people. Their findings suggest a lack of sleep can cause worrying changes in a teenager's brain structure.

Throughout the night, everyone enters different stages of sleep. There are stages of light sleep, stages of dreaming sleep, called 'REM', and stages of deep or 'slow wave' sleep. The sleep researchers discovered that young people's sleep is different in quality from adult sleep because they need to spend 40% of their time asleep in slow wave sleep. The slow wave stage is the time when the brain carries out its development and healing functions which are essential for health.

Teenagers' brains are not fully formed and they need to be asleep for

long enough to get enough slow wave sleep. In contrast, adults spend only 4% of their time in slow wave sleep and more time in the lighter stages.

Dr Avi Salem, a sleep researcher whose work has been published internationally, has spent many years studying the effects of lack of sleep on teenagers and has come to some very significant conclusions. For example, using performance tests, Dr Salem and his team of researchers found that the 15-year-old volunteers who had insufficient sleep definitely performed less well on tests of mental ability, often only reaching the standard of a 13-year-old.

MRI brain scans show that sleep loss decreases the body's ability to extract sugar efficiently from the bloodstream, which makes the brain less active. The brain is therefore less able to learn because it cannot take in and understand information properly. One result of inadequate amounts of sleep on teenagers is that they find it more difficult to concentrate on and fulfil a goal that has been set for them. They also find it harder to imagine the possible consequences and negative effects of behaving in silly, destructive or impulsive ways.

Dr Salem explains the role of sleep in helping language learning. If a teenager is studying a foreign language during the daytime, his or her brain needs sufficient slow wave sleep to encode new words that were studied earlier into the long-term memory. This process is required for the retention and recall of new language. Without enough slow wave sleep new words are forgotten.

Sleep has always been important and there are many references in literature that praise the unique qualities of sleep. However, there is now more scientific evidence to support this and to prove just how much sleep matters.

Many adults manage on too little sleep and seem to find ways to cope, but when it comes to young people whose brains are still developing, can we afford to take the risk?

**Reading & Writing, Exercise 3**

2 Read the following article about people's fear of swimming and then complete the notes.

# Healthy Living UK: Fear of Swimming

To what extent can you force children to cope with situations they find scary?

A concerned parent writes:

How seriously should you take a child's fear of the water? My son has a weekly swimming lesson at school which, for us, has become a nightmare scenario. His initial reluctance to swim has developed into a fear that seems little short of a phobia. We feel very strongly that it is important that he learns to swim, but each week, as the day of the lesson dawns, our son gets into a real state, which is emotionally exhausting for all of us. Should we give in to his extreme unwillingness to swim or, as we have been doing, force him to go ahead with his lessons?

**A professor of child psychiatry replies:**

This little boy's fear of water is a very natural and healthy response, but on the other hand, children are much safer if they are able to swim.

A lot of children find group swimming lessons difficult to cope with for various reasons. School pools can be cold and noisy, with lots of people shouting and splashing, which is very off-putting for someone who doesn't feel in control of the situation. So it is easy to see why this could be a nasty experience.

Fear or dislike of group lessons is understandable, given the situation, so these parents first need to teach their son to like water, probably in a pool that is warm rather than cold (presumably he doesn't have a problem in the bath, so the fear is probably not of water itself).

Choose a smallish, quiet pool, where the water is warm. Take it slowly and base it around having fun rather than focusing on getting on with swimming. He should get used to going underwater – it is much easier to start swimming while submerged.

His parents should not continue exposing him to repeated traumatic experiences, which are clearly so frightening for him, so they should speak to the teachers and see if they can take him out of his lessons until he feels that he is ready to rejoin the class. It really is not helpful to force him: his parents should work on

his unwillingness to swim outside the context of school and build up his confidence and skills.

**A tutor at a swimming school replies:**

I would suggest that this little boy would benefit from one-to-one tuition.

Obviously something is happening in school – maybe someone has ducked him or splashed him in the pool and he doesn't like it. His parents should try to find out if something specific has happened to cause this problem.

In a situation like this, pushing him won't help at all, but they mustn't give up on him either. Solo lessons should help. Perhaps the parents should take him swimming at the weekend and make sure it is fun, or get a teacher just for him.

It might be a good idea to leave the school lessons for a while. At the pool, they should forget the swimming aspect and just encourage him to enjoy the water.

At the swimming school we get a lot of adults who have been put off at a young age by being ducked or splashed, being taught to swim with a rope tied around the waist or a pole pushing them, and so, perhaps unsurprisingly, they have given up. Of course, there are people with a real fear of water, but they are more unusual.

We find that the main thing is helping individuals to become accustomed to getting their face wet. Bearing this in mind, perhaps bathtime would be a good time for the boy's parents to try this. They should also get him to put his mouth in the water and blow bubbles, and pour water over his head, starting at the back so that it is not too startling. A lot of people really hate getting their heads wet, but if he can overcome the problem in a non-threatening environment such as the bath, he will be off to a good start.

At the pool, wearing good goggles might make a difference to him. It really is worth investing in a decent pair.

At our children's weeks, I advise parents of children who are petrified of water not to put the pressure on and to be happy with whatever their children can actually achieve in the water.

You are going to give a talk to your school sports club about the fear of swimming. Prepare some notes to use as the basis for your talk, using these headings:

**a** Why some children fear learning to swim:

- *Fear of water is a natural response*
- \_\_\_\_\_
- \_\_\_\_\_

**b** Ways of overcoming a fear of swimming:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**c** How some adults were put off learning to swim:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Extended [9 marks].

#### Reading & Writing, Exercise 4

**3** Read the following magazine article about raw food diets:

Write a summary outlining the advantages and disadvantages of a raw food diet. Your summary should be about 80 words long. Use your own words as far as possible.

Core [12 marks]

## Healthy Living UK

### Does a raw food diet make us healthier

When 17-year-old Ali told his friends he was giving up eating cooked food, they were stunned. Ali, a keen Kung Fu fighter, who is hoping to turn professional, is convinced that following a raw food diet, based on vegetables and fruit, is the key that will unlock sporting success.

Ali's sports coach is enthusiastic about the raw food diet. 'Raw food contains enzymes,' explains Mario Pina,

who has written the successful book 'How to Achieve the Body of a Top Athlete.' 'If enzymes are preserved, we improve strength and stamina.' Ali is thrilled with his new eating habits: 'I find my recovery rate after training is shorter now,' he insists.

What do the experts think? Is a raw food diet really the way forward? I decided to contact Professor Benos, an international expert on nutrition. 'There is no scientific

evidence that eliminating cooked food from the diet is beneficial,' said the professor. Enzymes are produced by the body to aid digestion, whether the food is cooked or raw.' However, Professor Benos acknowledges that eating a raw food diet may have some positive effects: 'A raw food diet is high in fresh food, which is richer in nutrients than some kinds of processed food. The diet also encourages more chewing and takes longer to digest so it is more satisfying. As a result we do not eat more than we need.'

On the other hand, Professor Benos has serious concerns about only eating raw foods: 'We may consume too much

fruit. Fruit contains a lot of natural sugars that cause dental erosion. Milk is eliminated (pasteurised milk is heated to high temperatures) so our intake of calcium is less, and we may fail to get enough iron and zinc.'

On balance, Professor Benos believes a raw food diet should be avoided. He says, 'The strongest evidence is that the healthiest diet has a wide range of both cooked and raw food, from all the food groups. A raw food diet may do no real harm over the short term, but I believe you should return to normal eating after a few weeks.'

### Listening CD 1, Track 9

#### Listening, Exercise 3

You will hear six people talking about sport. For each of the speakers 1–6, choose from the list, A–G, which opinion each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter, which you do not need to use.

#### Core [6 marks], Extended [6 marks].

You will hear the full recording twice.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Speaker 1 | <input type="checkbox"/> Speaker 2 |
| <input type="checkbox"/> Speaker 3 | <input type="checkbox"/> Speaker 4 |
| <input type="checkbox"/> Speaker 5 | <input type="checkbox"/> Speaker 6 |

- A** Sport can prepare you for adult life.  
**B** Young people's experience of sport should be light-hearted.  
**C** The essence of sport is competition.  
**D** To be successful in sport, you need to start young.  
**E** Competitive sport should be introduced by the age of ten.  
**F** Sport should be a bigger part of the school curriculum.  
**G** Sportspeople make good role models.

### ADVICE FOR SUCCESS

The Advice for Success is for you to help yourself. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

#### 1 Before you start to read

Many students say they find it hard to 'get into' reading at length. These strategies will help you get into reading more easily:

Ask yourself:

- What is this text likely to be about?
- What do I already know about the topic?
- Who is this written for? (young people, the general public, children, specialists in a profession, people with a particular hobby?)

This will orientate you with regard to the likely style (technical, formal, chatty) and structure

(long sentences and paragraphs, or short, simpler sentences and paragraphs) involved.

Think about the author's main aim (to advise, warn, give technical information, entertain and give opinions). This will help you see the difference between the main points and background information.

Skimming headlines, subheadings and photos, diagrams or charts will also help to give you a quick idea of what the text is about.

- 2 Most students would like to read faster but still absorb what they read. **Adjust your reading speed to your reading needs.** You can skim-read sentences that are easy to understand, or less relevant. Slow down (as much as you need to) over the parts that are more complex, or which contain key points.

Highlight important parts of the text (onscreen or with a highlighter pen).

After you have finished reading, ask yourself:

- What were the main points of this text?

Make a short list. Check your list against the original text.

- 3 **Summarising** is a practical skill that you can make use of in all parts of the curriculum. Remember—when you summarise plots of films, sporting events and social occasions, you are practising this skill. As you become better at it, feel proud of the progress you make. Summarising is challenging, but don't be afraid of it.

### Exam techniques

- 4 Exam summary questions are usually 'guided'. You are asked, for example, to outline the advantages

and disadvantages / trace the history of / explain the importance of something. You should:

- a underline key words in the question
  - b look carefully at any headline, pictures, charts or subheadings to get a general idea of what the text is about before you start to read
  - c read quickly, focusing on the hardest parts of the text
  - d underline or highlight key words and phrases
  - e make a rough draft of the key words and phrases in connected prose. Use your own words as far as possible
  - f count the words. Make corrections to the grammar and spelling as required
  - g write a final draft using the word limit in the question as a guide
  - h proofread your summary for mistakes.
- 5 For **note-making questions**, in examination, use the above method as far as d.
- Present your notes clearly, under the headings and bullet points provided. Write one point for each bullet. Full sentences are not needed.
- Although a word limit is not given, your notes must be concise.
- 6 Where the note-making and summary exercises are based on the same text, you should write your notes using this strategy.
- The summary you write will be based on the notes you have already made. The summary should be in full sentences, using your own words as far as possible, to show that you have a good range of vocabulary.

## Exam focus

***This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:***

- You have practised reading and making notes from a range of texts.
- You have read and summarised a variety of texts.
- You have listened to an announcement and made notes. You have also listened to different speakers and selected the correct answer to multiple-matching questions.
- You have practised the correct stress and intonation for an informal conversation.
- You have taken part in more formal discussions.



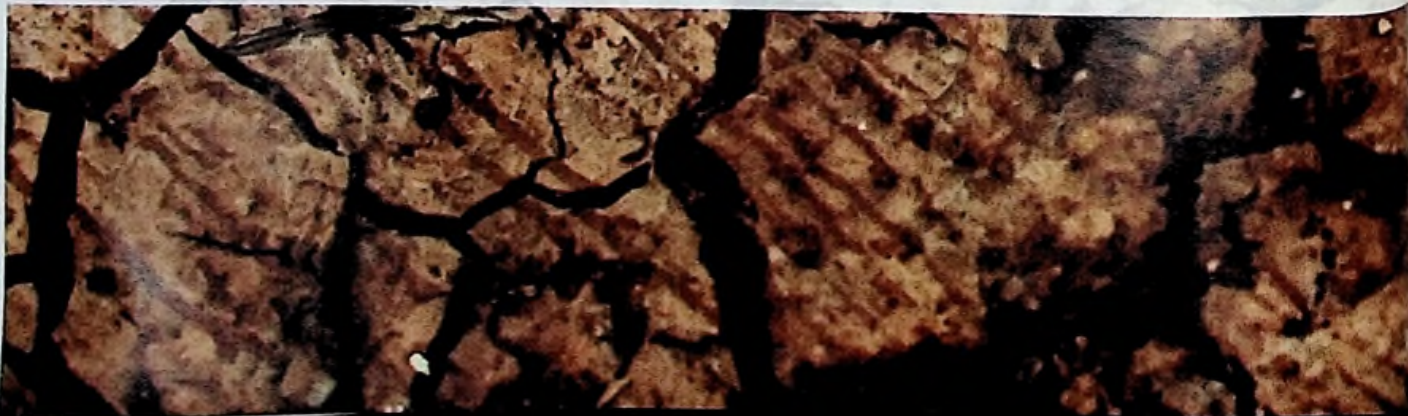


## Unit 4

# Our impact on the planet

### *In this unit you will:*

- read about the first railways and a sponsored cycle ride
- write a 'for' and 'against' argument
- listen to a discussion about car use
- practise asking someone for a favour
- explore climate change
- focus on the following assessment objectives: R1, R2, W2, L1, L2, S5



# A Transport then and now

## 1 Pre-reading discussion

- A Apart from the car, what is the preferred mode of transport in your country? Do you feel it is a safe and comfortable form of transport? Give reasons for your views.
- B What do you like and dislike about travelling by train? If you have never been on a train journey, would you like to go on one? Why/Why not?

## Brainstorming

You are going to read about how the arrival of the railways in the 19th century changed people's lives. How do you

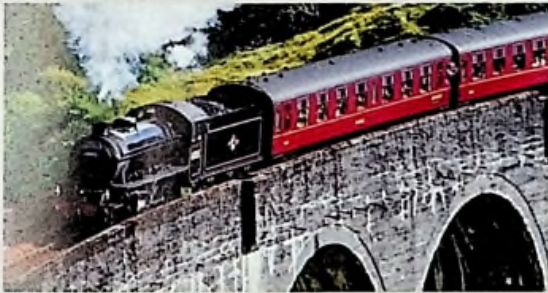
think people at that time might have felt about the idea of such a different, and strange, form of transport? What would they have wanted to know? What do you think they worried about? Brainstorm your ideas, and then share them in your group.

## 2 Vocabulary check

Before you read, check the meaning of these words.

VOCABULARY		
passenger	rigorously	novelty
suspicious	immobilised	

# Early train travel



Trains and railway stations are such a common sight now, it is hard to believe that at one time they did not exist. Before the passenger train was developed, the only ways to travel – if people travelled at all – were on foot, by boat, on horseback or camel, or by horse-drawn carriages or carts.

The earliest railways consisted of wagons pulled along rails by horses and were used for transporting raw materials and goods. The invention of the steam engine changed things dramatically, and, in 1830, the Liverpool and Manchester Railway was opened in the north of England, the world's first passenger railway as we know it. The Railway Age had begun.

**People's objections**  
The first railways were fiercely opposed by many people who feared that train travel was harmful to health. Some members of the medical profession,

in particular, believed passengers might die from heart attacks caused by the extreme speed. There were also widespread fears that noisy trains would destroy the beauty and gentle pace of life in the countryside. Furthermore, farmers opposed the idea of railways cutting through their farmland, as they believed that the smoke and steam would destroy crops and scare their animals.

### Safety concerns

There were many accidents on the first railways, which further increased people's distrust. When an accident happened, it made front-page news because people were eager to have their suspicions confirmed. As a result, people's fears of travelling by train grew even more intense. Those who were brave enough to travel on trains registered numerous complaints about lost luggage, delays and breakdowns. A letter of complaint written to a national newspaper and signed by many well-known and respected public figures, led to the government agreeing to improve standards.

When there was evidence that safety concerns were being addressed, train travel became increasingly popular. A standardised clock giving the same time across the country was introduced to coordinate timetables and to avoid near misses

45 on the tracks. Regulations controlling the building of the tracks, bridges and tunnels were improved, and trains were rigorously checked by specially trained railway engineers. If a problem was found, then the train was immobilised until it was judged  
50 to be safe.

Although the travelling public could never be given a guarantee of total safety, the accident rate declined. Moreover, people gradually became reassured that train travel was not likely to  
55 cause health problems. People of all ages and across all sections of society slowly began to experience the excitement and novelty of travelling by train.

Wider horizons

Before the Industrial Revolution, villages and towns were much smaller, and most people worked in the village or town where they were born. Train travel increased opportunities because local people could travel easily to take up a wider variety of jobs in different parts of the country. This also gave them  
60 a chance to learn new skills and find out about a different way of life. 65

Finally, railway construction itself generated many new kinds of employment. Although the workers who maintained the tracks were on low wages, getting a job as a skilled railway engineer was highly  
70 prized as it meant a good salary and prospects.

3 Reading

- a Read the article about early train travel. Does it include any of the ideas you thought of and shared in your group?
- b Scan the text to find the answer to these questions.

Which group of people:

- 1 feared that train travel could cause deaths in passengers?
- 2 worried that the trains would affect the way they earned a living?
- 3 put pressure on the government to make changes?
- 4 had the power to stop a train from operating?
- 5 found that a wider range of jobs and lifestyles were available?
- 6 carried out underpaid but essential building and maintenance work?

4 Making notes

Make brief notes on the text using the headings and bullet points below.

Fears of effects on rural life:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Safety improvements:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Impact on employment:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5 Post-reading task

- 1 What was the **main** benefit of the train to people in the 19th century? What was the **main** disadvantage?
- 2 Imagine that you are living about 150 years ago. What facts could you tell someone who is afraid of travelling by train to reassure them that train travel is safe?  
*Example: There is no evidence that travelling by train causes heart attacks.*
- 3 Some people today are afraid of flying. Do you think it would help them to know how people used to feel about train travel?

6 Language study: Logical reasoning

- A Study these sentences from the article with a partner. Underline the words you think are used to express reasoning.

When an accident happened, it made front-page news because people were eager to have their suspicions confirmed. As a result, people's fears of travelling by train grew even more intense.

The writer uses *because* to express reason and *as a result* to express consequence. Can you replace *because* and *as a result* with words of similar meaning? Use commas if necessary.

- B** Here is another sentence from the text. Study it carefully and underline the words that express a logical connection. Notice where commas are used.

*If a problem was found, (then) the train was immobilised until it was judged to be safe.*

- C** Which word in the following sentence is an alternative to *In addition*?

*Furthermore, farmers opposed the idea of railways cutting through their farmland, as they believed that the smoke and steam would destroy crops and scare their animals.*

## 7 Completing a text

Read this extract from a newspaper published in 1865 about the problems experienced by train passengers. With a partner, try to fill the gaps with words expressing reasoning and logical connection.

Many of our readers are increasingly concerned about those passengers who, with no apology, bring live chickens, ducks and even lambs with them on train journeys, \_\_\_\_\_ these animals seriously disturb the comfort of others on the journey. \_\_\_\_\_ there have been reports of animals escaping from the compartment and getting out onto the track, which compromises everyone's safety.

Due to the disruption caused by the selfishness of others, the number of passenger complaints has risen and the number of train tickets sold has fallen significantly, especially on market days.

\_\_\_\_\_, train travel is likely to become even more expensive in future \_\_\_\_\_ the train companies cannot afford to operate trains at low capacity.

## 8 Spelling and pronunciation: The letter *g*

The letter *g* is a hard sound in words like *glass*, *great* and *peg*. The phonetic symbol is /g/.

*gu* in words like *guard* and *guest* is also pronounced /g/. (In a few words, like *extinguish*, *gu* is pronounced /gw/.)

Notice how *g* is pronounced in *Egypt*, *giant* and *generous*. This is sometimes called 'soft *g*' and the phonetic symbol is /d<sub>ʒ</sub>/. What other words do you know that have this sound?

### Recognition CD 1, Track 10

Many of the words in the following list are taken from the information you have read. Listen to the words on the recording. Mark them *g* if you think the *g* sound is hard, pronounced /g/. Mark them *s* if the *g* sound is soft, pronounced /d<sub>ʒ</sub>/.

- |              |              |                |
|--------------|--------------|----------------|
| 1 engineer   | 5 passengers | 9 regulations  |
| 2 rigorously | 6 guarantee  | 10 registered  |
| 3 challenge  | 7 oxygen     | 11 significant |
| 4 figure     | 8 apology    | 12 ageing      |

### Practice

/g/ and /d<sub>ʒ</sub>/ are voiced sounds. If you place your fingers on the spot where your vocal cords are and say the sounds, you will feel your vocal cords vibrate. Practise saying the words in the list clearly to your partner. Does he/she think you are pronouncing the words correctly?

## 9 Spelling patterns

Did you notice how all the /d<sub>ʒ</sub>/ sounds in exercise 8 were followed by the letters *e*, *i* or *y*? Look back at the word list and circle this spelling pattern for each soft-*g* word.

But hard-*g* sounds are also sometimes followed by *e* or *i*, as in the words *get*, *tiger* and *girl*.

## 10 Vocabulary

Choose a word from the list in exercise 8 to match each of the following sentences:

- She should offer one for breaking your vase.
- We breathe in this gas.
- He or she is trained to repair machines.
- The people who pay to travel on a plane, train or boat.
- It's worthwhile but sometimes difficult too.

- 6 To promise that something will happen.
- 7 A word with a similar meaning to 'rules'.
- 8 Another word for 'number'.
- 9 The aircraft should be checked in this way if a fault is suspected.

What do you notice about the sounds of the words in 1-5 and 6-9?

## 11 Odd word out

Circle the odd word out in each list. Can you say why it is different?

- A** hygienic general vegetable gymnasium  
surgeon privilege changeable regard  
manager encourage
- B** grateful vague magazine guard Portuguese  
pigeon dialogue angry catalogue guilt guess

## 12 Look, say, cover, write, check

The following words can be problematic to spell. Read them first and check that you understand the meaning of each one. Then use the 'look, say, cover, write, check' method to learn to spell them correctly. (See 1.1 What is happiness? exercise 6)

When you feel you have learnt them properly, ask your partner to test you. All the words are taken from previous exercises.

### VOCABULARY

<b>changeable</b>	<b>luggage</b>	<b>rigorously</b>
<b>passenger</b>	<b>vegetables</b>	<b>catalogue</b>
<b>Portuguese</b>	<b>encourage</b>	<b>guard</b>
<b>privilege</b>	<b>apology</b>	<b>manager</b>

Choose six of the words and put each one into a sentence to show its meaning.

## 13 Before you listen

What form of transport, if any, do you use to:

- get to school or college?
- go shopping?
- visit friends?
- go to places of entertainment?

How satisfied do you feel with the forms of transport you use? Is there any form of transport you would prefer? Try to explain your views.

## Vocabulary check

Before you listen, make sure you know the meaning of these words and expressions.

### VOCABULARY

**get a lift from someone**      **acid rain**      **asthma**



## 14 Listening for gist CD 1, Track 11

You are going to listen to a discussion between two friends, Paolo and Linda, on the results of a survey. The survey was carried out to determine patterns of car usage by pupils in their school. Listen to the discussion first for general meaning.

## 15 Listening and note

### taking CD 1, Track 11

Now listen again and try to complete these notes:

- 1 Average weekly number of car journeys:  
\_\_\_\_\_.
- 2 5% make more than  
\_\_\_\_\_.
- 3 \_\_\_\_\_ admitted using  
a car when it was not necessary.
- 4 The school:
  - a \_\_\_\_\_.
  - b has a train station only 5 minutes away.
- 5 Coming to school by train or bus is:
  - a too expensive.
  - b \_\_\_\_\_ (homes  
aren't near a bus stop or train station).
- 6 Parents' opinions of roads for walking or cycling:  
\_\_\_\_\_.
- 7 Reasons for not wanting own car in future:
  - a effect on the environment.
  - b \_\_\_\_\_.
- 8 When \_\_\_\_\_ they try  
to persuade them to get a small, fuel-efficient type.

## 16 Post-listening discussion

How do the results of the survey compare with your personal usage of the car?

Do you agree with Paolo and Linda that we should encourage people to use other forms of transport rather than the car? How feasible would that be for you and your family? Share your ideas with your group.

## 17 Euphemisms

Paolo says pupils prefer to get lifts instead of walking. He comments that the reason is 'just laziness'. This is a very direct statement. If he were telling the school the results of the survey, he would probably avoid this remark because he could cause offence. He might prefer to use a euphemism like 'pupils prefer to take a relaxed approach to getting where they want to go'.

## Matching

Match the common euphemisms in italics with their meanings:

- 1 Her cardigan *had seen better days*.
  - 2 I need the *bathroom*.
  - 3 Discounts for *senior citizens*.
  - 4 When is *the happy event*?
  - 5 He's *careful with his money*.
  - 6 The house *is in need of some modernisation*.
  - 7 She's *looking the worse for wear*.
  - 8 My grandfather has *passed away*.
- A requires repairs and decoration  
B toilet  
C died  
D very tired, dishevelled  
E old people  
F the birth  
G mean, not generous  
H was shabby, perhaps had holes in it

## 18 Asking for a favour

Study this dialogue:

- Joe: Dad, could you do me a favour? Would you mind giving me a lift to the sports hall? I've got a basketball game.
- Dad: When do you want to go?
- Joe: In about half an hour.
- Dad: Oh, all right.
- Joe: Thanks, Dad. Are you sure it's not too much trouble?
- Dad: No, I need to go out anyway.
- Joe: Well, thanks a lot. That's nice of you.

### Asking for a favour

- Could you do me a favour?*  
*Can I ask you something?*  
*Would you mind giving me a lift?*  
*Could you please ...?*

## Checking

Are you sure it's not too much trouble?  
 Are you sure it's all right with you?  
 Are you sure it's not too inconvenient?  
 Are you certain it's not too much bother?  
 I hope it doesn't put you out.  
 Are you sure it's OK? I don't want to be a nuisance.

## Expressing thanks

Thanks, that's nice of you.  
 Thanks a lot. That really helps me out.  
 Thanks very much. I really appreciate it.

## Practice

Take turns asking for a favour in the following situations.  
 Work in pairs. Try to sound a little tentative.

- 1 You need a lift to the cinema.
- 2 You need to be picked up from a party.
- 3 You need someone to post a letter for you.
- 4 You need someone to take a parcel round to a friend's house.
- 5 You need to borrow a tennis racket.
- 6 You need someone to pick up your jacket from the dry cleaner's.

## B Nature under threat

### 1 Pre-reading discussion

Do you own a bicycle? How often do you cycle and where do you usually go to? If you do not own a bicycle, would you like one?

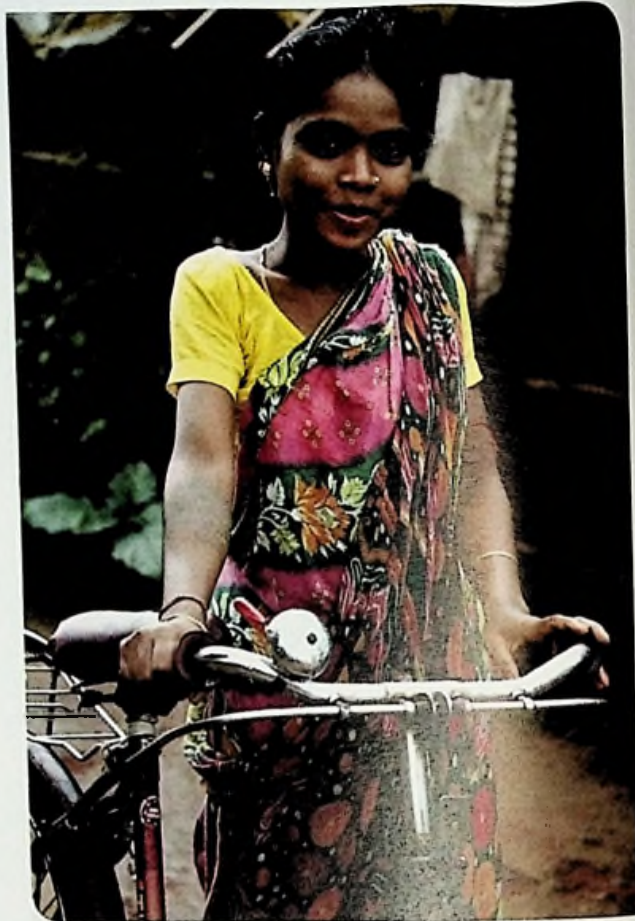
In pairs, work out the advantages and disadvantages of cycling as a form of transport. When you have finished, compare your ideas with those of other pairs and add any new points to your list.

#### Advantages

*It doesn't pollute the environment.*

#### Disadvantages

*You can get knocked off and hurt.*



### 2 Predicting content

You are going to read a leaflet asking people to join a sponsored cycle ride. ('Sponsored' means that the people taking part will have asked 'sponsors' to donate money to charity.)

Look at the title of the leaflet and the pictures. What kind of people do you think will join the ride? What do you think the cycle route will be like?

### 3 Reading for gist

Skim-read the leaflet quickly to get a general idea of the content. There are three reasons the cycle ride is being held. What are they?

# Bike to the future



Registration is now open for *Bike to the future* – Friends of the Earth’s (FoE) annual sponsored cycle ride. So get off the sofa and sign up early for what promises to be another great May day out in the countryside!

*Bike to the future* is the most popular event in Friends of the Earth’s calendar. Year after year, people have written in to tell us how much they’ve enjoyed the route, the warm and friendly atmosphere, and the high spirits of their fellow cyclists!

This year, *Bike to the future* will start near Hampton Court and take its riders through beautiful countryside to Eton. As ever, its gentle and undemanding 30 miles will be lined with refreshment stops, entertainment and lots of surprises. *Bike to the future* is first and foremost a fun day out, but there’s a serious message, too. The route will highlight the threats to the surrounding area from new road schemes – passing through Chobham Common, which is affected by plans to widen the M3, and areas close to where sections of the M25 and M4 are also currently marked out for widening.

These are just a few reminders of the continuing threats to our health and environment from increased traffic and pollution due to unnecessary road schemes. The funds raised from *Bike to the future* will help sustain our campaign to halt unnecessary road schemes in favour of transport options which encourage less, rather than more, travel by road.

So help us get there! Register now for *Bike to the future* to give yourself time to sign up as many sponsors as you can.

## All you need is a bike

The route and all the practical details are taken care of by experts. It will be easy to get to the start and home again – South West Trains are laying on special trains to take you and your bike to the start, and get you back to London from the finish. Marshals will guide you on the route, and first aid will be available for you and your bike if needed.

## Good reasons to get sponsored

Once you’ve sent us your entry form and fee, we’ll send you an official sponsorship form so you can start signing up your friends and workmates. Whether you cycle on your own or in a team, there are loads of prizes for reaching fundraising targets, including *Bike to the future* badges and T-shirts, cycle accessories and even mountain bikes!

There are also prizes for your sponsors. Anyone who sponsors you for £5.00 or more will automatically be entered in a prize draw.

## The more the merrier

You’re welcome to register on your own. However, it can be more fun in a group – and if you get together a team of ten or more, we’ll give you a free *Bike to the future* T-shirt. Your team-mates will also be able to order T-shirts at half price.

The ride ends within sight of Windsor Castle in the village of Eton.





## 4 True/false comprehension: skim reading

Are these statements about the cycle ride true or false? Skim read the text to spot the correct answers.

- 1 This is the first time the sponsored cycle ride has been held. **F**
- 2 The day is primarily for enjoyment. **F**
- 3 The cycle ride celebrates the victory over plans to develop Chobham Common. **F**
- 4 Participants will help plan the route. **F**
- 5 Extra trains to and from London will be provided. **F**
- 6 Medical help will be available. **T**
- 7 Prizes are only available to the teams. **F**
- 8 Participants in teams of ten or more get a discount on the T-shirts. **F**
- 9 The ride finishes at Chobham Common. **F**

## 5 Post-reading discussion

Have you ever taken part in a sponsored charity event, e.g. a swim, a dance or a walk? Tell your partner what it was like.

## 6 Reordering an article

The following text, taken from an article on a school website, puts forward the pros and cons of cycling.

Try to reorder it so that it is in a logical sequence. The first and final sentences are provided. Finally, decide where the new paragraphs should start.

### The pros and cons of cycling

- a Cycling at night is *particularly dangerous*, especially along dark country roads, as a motorist may not see you until it is too late.
- b *In addition*, owning a bike frees you from dependence on your parents to take you to places.
- c However, some of these problems *can be eliminated* if you take sensible precautions, such as using lights at night and wearing reflector strips.
- d *In conclusion, although there are certainly some drawbacks*, I feel that the personal enjoyment and freedom you get from cycling outweigh the disadvantages.

- e Cycling can be *dangerous* on busy roads and you can be seriously hurt if you are knocked off your bike by a motorist.
- f Cycling is an enjoyable, efficient and liberating mode of transport that has many benefits.
- g In the first place, cycling is cheap because second-hand bikes are *not expensive*.
- h Attending a cycling training scheme also enables you to cycle more safely and may help you identify the less polluted routes.
- i *Although* cycling has many advantages, there are some *drawbacks too*.
- j *Moreover*, many roads are polluted by traffic fumes which makes cycling unpleasant and unhealthy.
- k You can also save money by carrying out simple repairs yourself.
- l It also removes the frustrations of waiting around for a bus to turn up.

First sentence:

- f Cycling is an enjoyable, efficient and liberating mode of transport which has many benefits.

Last sentence:

- d *In conclusion, although there are some drawbacks*, I feel that the personal enjoyment and freedom you get from cycling outweigh the disadvantages.

## 7 What makes a good argument?

- A When you have reordered the article correctly, read it through or write it out in full to get a feeling of how the text flows.
- B The text above could be described as 'balanced'. Why, do you think?
- C The last paragraph shows the writer's point of view. Is this a good way of concluding an argument? Why/Why not?
- D A convincing article should help the reader understand the issues. Do you think the article 'The pros and cons of cycling' achieves this? Try to explain how you feel to your group.

## 8 Presenting contrasting ideas in the same paragraph

'The pros and cons of cycling' devotes separate paragraphs to the advantages and disadvantages of cycling. It then

sums up at the end. An alternative to this approach is to consider contrasting ideas in the same paragraph.

The following extract comes from an article about whether cycle helmets should be made compulsory. Circle the word that contrasts one idea with its opposite:

*I recognise that a feeling of freedom is part of the pleasure of cycling. Nevertheless, in my opinion, it is essential that cyclists are made aware of the dangers of not wearing a helmet.*

Now rewrite the extract using a different linking word or phrase. Choose from: *although, however, but, yet, in spite of*. Make changes to the extract if you think it is necessary.

## 9 Presenting more contrasting ideas

Study these incomplete sentences. Notice the use of a contrast word in each one. Then try to complete each sentence in an appropriate way.

- 1 Car accidents continue to increase *despite*
- 2 The government has launched a big safety campaign to encourage cyclists to take a cycling test. *Nevertheless,*
- 3 A new airport is planned for our area *in spite of*
- 4 I have always been a keen supporter of the private car. *However,*
- 5 It seems unfair to stop cars going into the town centre, *yet*
- 6 A good train service would help to reduce our carbon footprint. *On the other hand,*
- 7 Cycling is not encouraged in the town, *although*
- 8 People are frightened of travelling by plane *even though*
- 9 The railway companies tell us train journeys are quick and comfortable, *but*
- 10 I would always travel by sea rather than by air *despite*

## 10 Language study: Linking words

Linking words have a variety of functions in constructing an argument. They can be used to express opinion, show contrast, express consequence and give reasons.

Working in pairs, try to add words or expressions under each of the following headings. Then compare your ideas with the rest of the group.

### Listing

*First of all*

---



---

### Addition

*also*

---



---

### Contrast

*but*

---



---

### Opinion

*We think*

---



---

### Consequence

*so*

---



---

### Reasoning

*because*

---



---

### Emphasis

*Above all*

---



---

### Summing up

*On balance*

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## 11 Brainstorming

Brainstorming is a group work activity you'll be using regularly to help you come up with ideas on a topic. It's important because you can't write a convincing argument unless you have strong ideas to work with. Work in small groups to brainstorm ideas about the topic:

*Should Eaves Wood be cut down to provide a car park for shoppers?*

Imagine that the local council is considering cutting down a small wood near a shopping centre to make a car park for the convenience of shoppers. Write down points for and against the idea. Take five minutes to do this.

POINTS FOR

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---

POINTS AGAINST

---



---

## 12 Text completion

A local student, Roland Chang, heard about the proposal to cut down the wood. He felt very strongly about it so he wrote to his local newspaper. Study his email carefully with a partner. Then try to complete each gap with appropriate linking words from the choices given.

- 1 However / On the other hand / Although / Because
- 2 In addition / In the first place / Nevertheless / But
- 3 to sum up / also / in my view / nevertheless
- 4 On the other hand / At the beginning / Furthermore / Finally
- 5 secondly / not at all / because / such as
- 6 for example / yet / thirdly / so
- 7 In addition / Therefore / Consequently / However
- 8 also / but / thirdly / last but not least
- 9 In the end / In my opinion / On the contrary / For instance
- 10 For example / After all / In fact / On the other hand

New Message

To: \_\_\_\_\_ From: \_\_\_\_\_

Dear Editor,

I was disappointed when I heard of the proposals to cut down Eaves Wood to make a car park for shoppers.

(1) \_\_\_\_\_ I agree that the town is short of car parks, this solution would be insensitive and wrong.

(2) \_\_\_\_\_ the wood is an area of natural beauty. There are many ancient trees of an unusual kind. I often go there for a picnic or just to relax at weekends. The wood is (3) \_\_\_\_\_ a vital habitat for birds, animals and insects. If the trees were cut down, many species would be lost. (4) \_\_\_\_\_, the wood is right in the centre of a heavily polluted part of town. The trees help to make the air cleaner (5) \_\_\_\_\_ they trap dust, smoke and fume particles in their branches and leaves. The council says it is worried about global warming, (6) \_\_\_\_\_ trees help reduce the build-up of gases that contribute to global warming because they feed on carbon dioxide emissions. (7) \_\_\_\_\_ that area (8) \_\_\_\_\_ suffers from high noise levels from passing lorries and the railway line. The trees help reduce the noise levels and have a beneficial effect on the whole environment. (9) \_\_\_\_\_, cutting down the wood would be stupid, greedy and pointless. A car park may well attract shoppers to the town and increase the shopkeepers' trade. (10) \_\_\_\_\_, a unique and beautiful place would be destroyed. I would be very interested in hearing what you other readers think.

Yours faithfully,  
Roland Chang

## 13 Discussion

Do you think the email is too formal, too informal or about right? Try to explain why.

How does Roland show an awareness of his audience in the letter?

Obviously, Roland is opposed to the council's plans. How convincing do you think his argument is? Try to mention particular examples to justify your opinion.

## 14 Words often confused

These words, some of which are taken from Roland's letter, are often confused. Complete each sentence with the correct alternative.

- 1 council/counsel
  - a The \_\_\_\_\_ meets once a month.
  - b The doctor may also \_\_\_\_\_ you about your personal problems.
- 2 affect/effect
  - a The medicine didn't have any \_\_\_\_\_ on my cold.
  - b The new rules \_\_\_\_\_ all aircraft over 30 years old.
- 3 there/they're/their
  - a \_\_\_\_\_ are plenty of pegs for the children's coats and lockers for \_\_\_\_\_ shoes.
  - b They said if \_\_\_\_\_ going to be late, they will let us know.
- 4 lose/loose
  - a You must be careful not to \_\_\_\_\_ your passport.
  - b Since I lost weight, my trousers have been too \_\_\_\_\_.
- 5 alternate/alternative
  - a I have to work on \_\_\_\_\_ weekends.
  - b The last bus had gone so walking home was the only \_\_\_\_\_.
- 6 lightning/lightening
  - a The house was struck by \_\_\_\_\_.
  - b The sun came up, gradually \_\_\_\_\_ the sky.
- 7 practice/practise
  - a He tries to \_\_\_\_\_ the guitar once a day.
  - b We have music \_\_\_\_\_ on Tuesdays.
- 8 past/passed
  - a Have you seen Henry in the \_\_\_\_\_ few days? Yes, I \_\_\_\_\_ him in the street on Saturday.
  - b Luckily, we all \_\_\_\_\_ our maths test.

## C A new motorway for Rosville?

### 1 Pre-reading discussion

Study the photographs and try to describe them. How do you think the people in the cars are feeling? What causes

traffic jams to build up on main roads and motorways? Is there any way of preventing them?



**Brainstorming**

Divide into two groups. Group A should try to list all the advantages of motorways. Group B should aim to list all the disadvantages.

When you have finished, compare your ideas. Can you add any new ideas between you?

**Motorways – for and against**

Advantages

Disadvantages

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

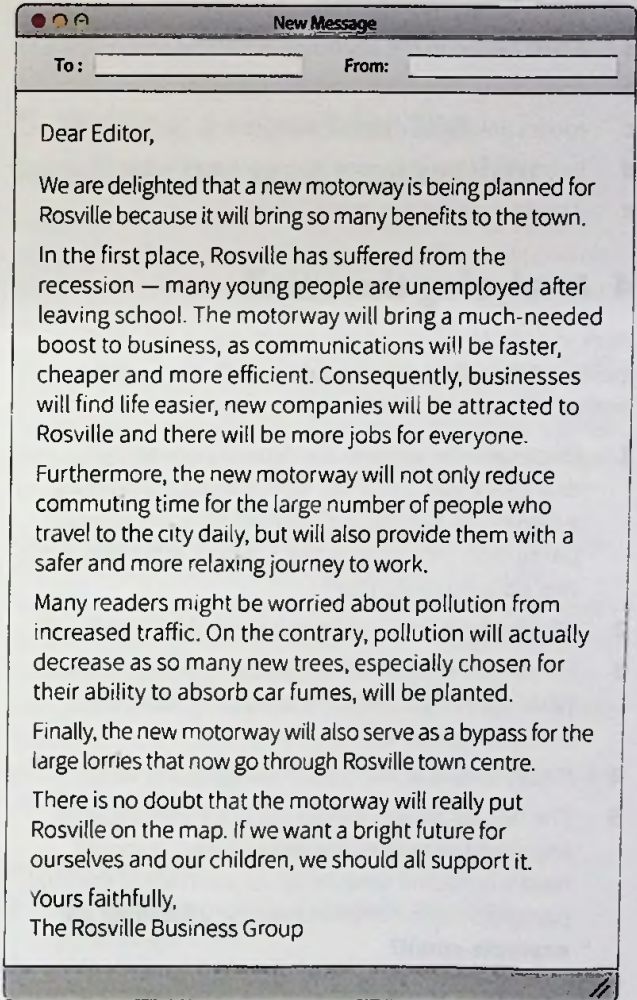
\_\_\_\_\_

\_\_\_\_\_

**2 Reading an example email**

Rosville’s council is supporting government plans to build a new motorway. This will link Rosville to the capital and to some other large cities. Do you think this will be a good development for Rosville? Who is likely to benefit? Who might be against the idea? Try to think of reasons for your opinions.

Now scan the email quickly. Are any of the points you thought of in the discussion noted here?



### 3 Comprehension check

- 1 Where will the text in exercise 2 appear?
- 2 What are the writer's main points in favour of a new motorway?
- 3 How convincing do you find the argument? Give some reasons.

#### Vocabulary

Here are some definitions of words in the email. Try to find the words and underline them.

- a a bad period in the country's economy
- b something that helps and encourages
- c routes linking one place to another
- d to travel between home and work every day
- e a main road built to avoid a town.

### 4 Analysing the email

Work in pairs to answer these questions on the email in exercise 2 **Reading an example email**. They will help you analyse the way the model argument is structured.

- 1 Underline the word in the opening paragraph that expresses emotion. Which word introduces a reason for the feeling? Underline it. An opening paragraph should grab the reader's attention. Does this paragraph do that?
- 2 Which words are used in paragraph 3 for emphasis?
- 3 Paragraph 4 considers an opposing point of view. What is it? Which phrase is used to introduce a contrasting opinion?
- 4 *Finally* is used at the start of paragraph 5. Why?
- 5 The last paragraph should not leave the reader in any doubt as to what the writer thinks. It should have a confident tone. What do you think of the final paragraph of the email in exercise 2 **Reading an example email**?

### 5 Putting forward an opposing viewpoint

The Rosville Nature Society held a meeting to discuss the email from the Rosville Business Group that appeared in the local newspaper. Look at the draft email they wrote in reply. Read the points carefully and make sure you understand each one.

Are any of the points similar to the list of disadvantages of motorways you made earlier?

New Message

To:  From:

DRAFT EMAIL

Dear Editor,

We were horrified to hear of the plans for a new motorway for Rosville and we are sure our feelings are shared by many of your readers. We believe the scheme would destroy the environment and damage wildlife. The motorway itself will cost a great deal of money to build. It would be better to use this money to help local businesses by improving the rail network. Commuters to the city would benefit from a better train service. The idea that the motorway will be more efficient is completely unfounded. The new road will soon attract



extra traffic. The suggestion that planting trees alongside the motorway will eliminate pollution is ludicrous. Trees can help. They cannot make up for the destruction of wildflowers and wildlife. Many of us cycle or walk across the present road to get to school or work. The new motorway that replaces the old road will split the area into two, making it impossible to get to the other side on foot or by bicycle. Please, people of Rosville, don't stand by and watch your environment being destroyed. We urge you to support the Rosville Nature Society campaign by writing to your local councillor.

Yours faithfully,  
The Rosville Nature Society

## 6 Redrafting

Redraft the email so that it flows more smoothly. Remember, you will need linking words to show connection or contrast between ideas. Add words to express personal opinion or emphasis where you think it is appropriate. Finally, make sure you use paragraphs.

When you have finished, show your work to a partner. Does he/she agree that your email now flows more smoothly, has an appropriate tone and sounds more persuasive?

## 7 Relating to your target audience

Your email or article should reflect the interest of those who are going to read it. These people are called your 'target audience'.

Study the extracts A–E. Decide with a partner whether each extract comes from:

- a school magazine
- a letter to a local newspaper
- an e-newsletter for elderly people
- a music and video sharing website
- a report.

Decide whether the target audience in each case is:

- school pupils
- elderly people
- the general public
- the headteacher
- internet users.

- A** *I don't agree with the last post. I absolutely love the words to this song. It really captures the idea of fighting to save a troubled world. The images that go with the music really work for me as well.*
- B** *Most of us already have problems getting to school on time. The proposed cuts to the bus service will make things even worse. I suggest we have an urgent meeting to discuss a plan of action in the Common Room next Wednesday lunchtime.*
- C** *I am writing to express my concern about your suggestion printed in yesterday's Evening News that the greenhouse effect has no scientific basis. Like*

*many of the readers of this newspaper, I have no doubt that the greenhouse effect is a reality that is becoming steadily worse.*

- D** *Like most people of my age, I welcome the news that Redline buses are offering senior citizens free bus passes at weekends. Go to [www.redlineseniorpass.com](http://www.redlineseniorpass.com) for further information.*
- E** *To sum up, our visit to the environmental centre to see bicycles being made from recycled metal and rubber was so worthwhile. If we could have permission for another visit later this term, our class would love to go again.*

## 8 Writing a report for the headteacher on a new facility

Students at your school have recently been provided with an outdoor covered seating area. Students can sit under the covered area at breaktimes, if they wish. The covered area is situated on the far side of the grounds away from the main school buildings. Your headteacher wants to find out what students think of their new facility. He would also like to know if it would be a good idea to construct a similar covered area for the younger students (8–12 years).

Write a report for the headteacher giving your views. You should be calm and objective about the new facility. Your report represents the views of the students, so your personal feelings should not dominate. A report should not be emotional in any way. In the final paragraph you can say clearly whether you think the new facility is a success. You should also say whether a similar facility would be good for the younger children. You can use these ideas and structure to help you.

### Introduction

- 1** My reasons for writing this report: asked for by headteacher.

### Main Paragraphs

Positive points about the facility:

- 1** protection from hot sun / some students concerned about sun damage
- 2** very useful in recent stormy weather / heavy rain / thankful we can go under cover

- 3 small tables are useful for packed lunches / writing
- 4 new friendships made as students from wider range of classes and different ages mix
- 5 peaceful in this part of the school grounds / can hear the birdsong / enjoy nature / relax properly
- 6 return to school refreshed / right mood to study.

Negative Points about the facility:

- 1 some distance from main buildings / quite a long walk (but students now getting more used to it)
- 2 fixed seats – inconvenient for friendship groups / chatting
- 3 not enough recycling bins–litter / insects / smells

### Conclusion

Successful facility. Popularity gradually increasing. Consider adding seats not fixed to ground.

Should younger children have similar facility – yes! Possibly situate it near the water fountain / they get thirsty running around.

## 9 Writing a report on a proposal for the benefit of elderly people

In your neighbourhood, there is a very large open area called *Antalya Place*, which young people use for ball games. The town council is proposing to dig up the area and plant a flower garden with benches for elderly people. Trees will be planted, too. No ball games will be allowed. Your local council has asked for a report which represents the views of the people who will be affected.

Write a report for the council. You should try to be fair and objective about the development, as both groups have a right to enjoy the area in different ways. The final paragraph should show clearly whether or not you would recommend the proposal. Use the following outline to guide you.

### Paragraph one: introduction

#### Points in favour

- 1 flower garden attractive / would brighten up area / flowers and plants provide a habitat for a wide variety of insect life
- 2 some old people lonely / have no meeting place / garden would provide focal point for meeting each other

- 3 trees welcome / provide shade / reduce pollution and noise levels / provide protection against wind.

#### Points against

- 1 young people need opportunity to practise ball games / most live in flats – no gardens or other space nearby
- 2 local football and netball teams are winning matches / will be less successful if cannot practise / morale and team confidence will sink
- 3 young people meet friends, have picnics, watch matches, enjoy themselves here / without this area, boredom and resentment might set in / vandalism might be a problem.

### Final paragraph

Area is very large. Council could dig up one part on far side for small flower garden for the elderly / will still be enough space in main area for games – essential for teenagers.

## 10 Understanding a typical exam-style stimulus

An exam question will often provide a stimulus in the form of comments. Study this example. What does the question ask you to do?

There are proposals to develop a river near your home. A marina would be built, and tourists would be encouraged to come and use the river for boating and fishing. The council has asked you to write a report saying: *What you think of this idea?*

Here are some comments from local people. You can use these for ideas, or use ideas of your own.

*'The development will create jobs, which we need.'*

*'Engine oil and litter from boats will pollute the water.'*

*'The plants that grow in the water will help to absorb pollution. Many of them will die if the river becomes developed.'*

*'The river is in a beautiful, relaxing setting. It's only right to encourage more people to benefit from the tranquility of the area.'*

*'Local people use the plants in the river as raw material for making things, such as reeds for making baskets. We will lose a valuable source of raw material if the river is developed.'*

*'If too much fishing goes on, the river will become over-fished and many species will die out, disrupting the sensitive ecology of the river.'*

*'Our area needs to become more modern and to progress. Developing the river will help us achieve this aim.'*

## 11 Redrafting an exam-style answer

With a partner, study the answer below to the exam-style question in exercise 10. What do you think are the strengths of the answer? What do you feel are the weaknesses? Write them down.

I think it is a good idea to develop the river because it will create jobs, which we need in our area. The river is set in a beautiful, relaxing part of the countryside. It is only right to encourage more people to benefit from the tranquility of the area. Our area needs to become more modern and to progress. Developing the river will help us achieve this aim. The engine oil and litter from boats will pollute the water. The plants that grow in the water help to absorb pollution. Many of them will die if the river becomes developed. Local people use the plants in the river for raw material. We will lose a source of raw material if the river is developed. It will be bad for business. If too much fishing goes on, the river will become over-fished and many species will die out, disrupting the ecological cycle. I would recommend the river should be developed because there are more advantages than disadvantages in doing so. But sometimes I am not sure if it is the right thing to do. Thank you for asking me to write this report and I have done my best.

### Strengths

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### Weaknesses

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Try to redraft the report. Remember to set out your writing clearly with paragraphing and logical connectors. The target audience is the council who wants to consider both the advantages and the disadvantages, so aim to be objective and fair. However, the final paragraph should make it clear what you think is the right thing to do.

When you've finished, compare your version with a partner's. What are the main differences? Does he/she feel you have improved the original draft? How convincing is your argument and how well does it relate to the target audience?



## D Global warming

### 1 Vocabulary check

Complete the gaps in the paragraph with the following expressions. There is one more than you need. Do not use any expression more than once.

#### VOCABULARY

climate change	greenhouse gases
carbon emissions	environmental pollution
global warming	carbon footprint

\_\_\_\_\_ means a continuing rise in the Earth's average temperature. Many scientists think that this is the result of our production of \_\_\_\_\_, such as carbon dioxide, which become trapped and warm the Earth's atmosphere.

A \_\_\_\_\_ measures the total greenhouse gas emissions caused by the activities of a person, group or country. Richer countries have a bigger carbon footprint per person.

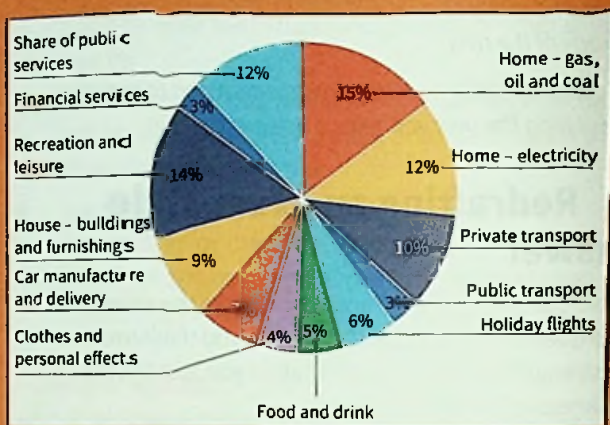
There are fears that global warming is causing \_\_\_\_\_ and so many governments are aiming to reduce their \_\_\_\_\_.



The pie chart shows the carbon footprint of a typical individual living in a More Economically Developed Country (MEDC).

- 1 Which sector has the greatest carbon footprint and which has the smallest?
- 2 Which of the following statements about the chart are true?
  - a Activities at home which use electricity contribute almost one-eighth to the carbon footprint.
  - b Private transport contributes 7% more than public transport to the carbon footprint.
  - c Recreation and leisure activities contribute less to the carbon footprint than holiday flights.
  - d House furnishings and buildings contribute just under 10% to the carbon footprint.

As a country develops, its carbon footprint increases. Can you find out the size of the carbon footprint of your country?



## 2 Pre-reading discussion

- A Read the following statements about climate change. One of them is incorrect. Discuss the ideas with a partner and cross out the incorrect statement.
- 1 Burning fossil fuels, such as oil, coal and gas, produces greenhouse gases, which may contribute to climate change.
  - 2 Wind, waves and sunlight are all renewable sources of energy. These can help reduce climate change.
  - 3 Nuclear energy is radioactive and produces greenhouse gases, which cause climate change.
  - 4 Climate change has caused unpredictable global weather patterns including floods, severe winters, drought and desertification.



- B How might the way of life in your country change if the climate became much warmer and drier, or much wetter and colder? Discuss the possible benefits and disadvantages.
- C Here are some things students are doing to help reduce climate change. Which one idea is not sensible? Cross it out.
- 1 If it is cold, I put on a jumper rather than turn up the heating.
  - 2 We insulate our hot water pipes to keep them warm and more efficient.

- 3 We're installing air conditioning in more rooms in our house, to keep it at an even temperature.
- 4 We changed our light bulbs to the energy-efficient type.
- 5 We are going to put solar panels on our roof so we can use the sun's energy for light and heating.

Have you or your family made any similar changes to help the environment? Share your ideas in your groups.



### 3 Reading for gist

Deepak has written an article for his school magazine on climate change. Before you read, make sure you know the meaning of these words.

#### VOCABULARY

intrigued

resourceful

ingenuity

Now read the article for general understanding.

### 4 Comprehension check

- 1 What has Deepak learnt about his lifestyle choices?
- 2 How have farmers in the Andes survived, despite more severe winters? Give **two** details.
- 3 Why are Bangladeshi farmers using wooden rafts?
- 4 Why is the future of the rice growers more secure?
- 5 What have the club members decided to do to help the environment?
- 6 What does Deepak invite the magazine readers to do?

### 5 Tone and register

The tone and register of this article are more informal than in the texts about the new motorway for Rosville (exercises 2 and 5). Underline any aspects of Deepak's writing that help create this impression. Do you think the tone and register he uses are appropriate for his audience? Why/Why not?



### Friends of the Planet

Although I don't usually write to the school magazine, I have recently joined a school club, 'Friends of the Planet'. I thought you might be intrigued to know more about what we do.

The club members have been researching facts on global warming and putting them in our school blog. Do you know that by flying in a plane for an hour we produce the same carbon emissions as a Bangladeshi citizen produces in a whole year? Earlier this year, my whole family flew to America for a wedding so we definitely increased our carbon footprint. Being in the club has made me think more about the environmental impact of our lifestyle choices.

We have found out lots of other important things at the club, too, such as ways people in different parts of the world are coping with climate change.

In the Andes in Peru, for example, farmers have had to cope with much more severe winters. The bitterly cold weather had been killing the alpaca, a domesticated animal that provides milk, cheese, meat and wool. The farmers could have given up, but they learnt how to build strong shelters for the animals and developed veterinary skills. As a result, the communities are surviving and are even more resourceful than before.

In another part of the world, Bangladeshi farmers have found their own ways to overcome a problem of a different sort: widespread flooding. Using wooden rafts, the farmers developed vegetable gardens that float on water. Isn't that an amazing idea? And it works!

Finally, I want to tell you about Sri Lanka. Sea levels around the Sri Lankan coast were rising due to climate change and, consequently, the rice paddies were being contaminated by salt. It was extremely worrying because rice is the farmers' main crop. However, they experimented with different types of rice and found a strain of rice that can flourish in salty water! How is that for ingenuity!

In the club, we decided that, if other people can make changes, so can we. Therefore, we are going to make one small change every day to our carbon footprint. We will be doing things like using our bikes, recycling rubbish and turning off electrical appliances when we leave the room. It might not sound like much, but we think it will eventually make a real difference.

Would you like to reduce your carbon footprint? Then join us at the club to find out how! We meet at lunchtime on Thursday in Room 12. See you there!

## GRAMMAR SPOTLIGHT

### The future

- A** We use *will* + the infinitive of a verb (without 'to') to talk about events in the future:  
*'Bike to the Future, will start near Hampton Court.*  
*The route will highlight the threats to the surrounding area.*  
 Can you find another example of *will* + verb in the fourth paragraph of the text in section B3?
- B** We use *will* + *be* in passive future sentences:  
*Anyone who sponsors you for \$5.00 or more will automatically be entered in a prize draw.*
- C** The short forms *I'll* and *we'll* are common in informal English:  
*We'll send you an official sponsorship form.*  
 Can you find another example in the penultimate paragraph of the text in section B3?
- D** We use *going to* + verb to talk about things we intend to do:  
*We are going to put solar panels on our roof.*  
 Can you find another example of *going to* + verb in paragraph 7 of the article in section D5.

## Exam-style questions

### Speaking

#### 1 Climate change

Many experts believe climate change may cause serious problems, such as unpredictable weather patterns leading to storms, drought or flooding. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- what you like or dislike about the climate where you live
- the challenges and problems your country might face if the climate became much hotter, colder or wetter
- what people themselves can do to reduce climate change
- what governments can do to reduce problems, such as drought or flooding
- whether there may be political conflicts in future over access to fresh water, rather than resources such as oil.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

#### 2 City living

We now know more about how carbon dioxide emissions can damage our planet. This has an implication for the way we live in cities. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- the idea that cities should be planned so that people can avoid motor transport and cycle or walk to most places
- whether electric cars, water taxis and free cycle hire should be encouraged
- the suggestion that car drivers should be banned from cities on certain days or pay a charge for entering the city
- the idea that one day each week people should not attend school or work, but use modern technology to work or study from home
- the view that large numbers of people moving to live in cities leads to more problems than benefits.

### Listening CD 1, Track 12

#### Listening, Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than three words for each detail. You will hear each recording twice.

#### Core [8 marks], Extended [8 marks].

- 1 a Where does this conversation take place?  
\_\_\_\_\_
- b What two things can you bring on the trip?  
\_\_\_\_\_
- 2 a Which room has the student already been to?  
\_\_\_\_\_
- b Where exactly should the student go to find the room she needs? Give **two** details.  
\_\_\_\_\_

- 3 a What is the title of the play?  
\_\_\_\_\_
- b What can you do if you want to support the work of the theatre group?  
\_\_\_\_\_
- 4 a Apart from visiting the gift shop, what else does the speaker suggest the visitors to the environmental centre will enjoy?  
\_\_\_\_\_
- b How long do they need for the practical activity?  
\_\_\_\_\_

## Reading

### Reading & Writing, Exercise 2

You are going to read an extract from a magazine article, in which four young people share their thoughts on caring for the environment. For questions a–j, choose from the people A–D. The people may be chosen more than once.

**Core [8 marks], Extended [10 marks]**

#### Which person:

- a says nature can be harmed but never destroyed?
- b believes if people destroy the planet, we will have nowhere else to live?
- c felt self-conscious when caring for the environment?
- d says everyone can help reduce their carbon footprint?
- e feels gratitude for the way the planet supports life?
- f claims humans are capable of benefiting from the environment as well as damaging it?
- g envies the freedom animals have to decide on the habitat they prefer?
- h sees nature flourishing even in an urban environment?
- i believes we should take care of nature because nature takes care of us? [Extended]
- j feels a deep sense of belonging in the natural world? [Extended]

#### A Elizabeth

I used to take the wonderful planet we live on for granted but I don't now. I recently read a powerful novel called 'Oxygen', about life in the future where the air is so contaminated with carbon dioxide and other greenhouse gases you can't go outside. When I finished this disturbing book, I stepped out onto my balcony with my mind full of horrible images and a feeling that a natural catastrophe could occur any second. Then I felt the air on my skin and it was as if I had never felt air before. I could not stop breathing in pure oxygen and feeling so thankful. We can't see the air we breathe, yet we can't survive without it. In a million, billion invisible ways, nature is looking after each one of us. When I went back inside, I felt calmer. If you think your carbon footprint does not matter, you should read 'Oxygen'. It will change your life, like it did mine. I never drop litter now, always recycle all my family's rubbish, cycle rather than go by car and keep the air-conditioning to a minimum.

**B Antoine**

If I see litter anywhere, I have to pick it up and dispose of it in an environmentally friendly way. Metal cans, bottles, cartons and plastic bags sometimes get washed up on the banks of our local river. These cause environmental damage to the plants growing in the water and are dangerous to the birds, animals and fish. When I walk past the river on my way to school, I feel an overwhelming urge to get rid of any horrible rubbish. I can't just stand by and see our beautiful environment being destroyed. Once, I took off my shoes and socks and waded into the middle of the river to pull out a supermarket trolley. I wheeled it all the way back to the shop. Even though I could feel the customers looking and secretly laughing at me in my wet and muddy school uniform as I walked in, I knew it was the right thing to do. While I am here on this earth, together with the birds and the trees, the sun and sky, I feel part of it and want to love and cherish it.

**C Mia**

On our last school trip, we stayed on a remote island where we could study wildlife and nature. I fell in love with the wild, unspoilt landscape which is an amazing habitat for plants and animals. All you could hear was birdsong and the wind rustling through the trees. I was heartbroken when we had to return home. I could not bear to think of going back to the bleak reality of waking up and looking out on congested streets, or breathing in carbon emissions from filthy polluting factories on my way to college. I longed to be like the animals who can find new homes when their old homes are destroyed by modern roads and buildings. The strange thing is though, since having that magical experience on the island, I can now see the wonders of nature surrounding me in the city: there is life, colour and greenery everywhere – wild flowers bloom in little bits of soil and the trees are full of nesting birds. Whatever we do to harm nature, I sense it will still be with us, renewing and regenerating the world.

**D Mohamed**

Some people say it is down to government to stop global environmental catastrophes, such as flooding, desertification and drought. Undoubtedly, international governments should meet to stop climate change, but why wait for them? Carbon emissions from human activities have already done a huge amount of damage to animals and humans, and, if the warnings about global warming come true and we destroy the planet, none of us will have anywhere else we can go. Each individual can help save the planet by recycling rubbish and using less water. These actions could have enormous benefits. We can choose renewable sources of energy, too, like wave and wind power. I nagged my family into putting in solar panels so we can use energy from the sun for our showers. It is great for the planet and mum and dad could not help smiling when they got the electricity bill.

**Writing****Reading & Writing, Exercise 6**

- 1 There are plans to build an airport near your town. Here are some comments from local newspaper readers on the topic:

*'There will be many benefits for our economy.'*

*'A new airport will be disastrous for the environment.'*

Write a report for your local newspaper outlining your views on the proposal. The comments may give you some ideas, but you should try to use some ideas of your own. You should write 150–200 words.

**Extended [16 marks]**

**Reading & Writing, Exercise 6**

- 2 Your class has been involved in a nature project. The students helped to create a garden in the school grounds, which included an area for growing vegetables. Your head teacher would like you to write a report explaining the success of the project and suggesting ideas for future projects. Here are some comments from students in your class:

*'We learnt so much about nature.'*

*'It was an interesting project, but it wasn't much fun being out in the cold and rain all day.'*

*'It gave us all a better understanding of where our food actually comes from.'*

*'It was hard physical work and we disagreed about the right way to do things.'*

Write the report for the head teacher. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 100–150 words long.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 3 An article on the following topic appeared in your school magazine recently:

Why should teenagers try to reduce their carbon footprint when new factories and roads cause so much pollution?

You have decided to write an article for the magazine outlining your views. Here are some comments from readers:

*'Making a few personal changes in lifestyle now will make a big change in the long term.'*

*'I don't think teenagers should try to reduce their carbon footprint – it's the responsibility of the government.'*

*'We can't stop the building of factories and roads, but we can make changes to our own lives.'*

*'The future of our country depends on new developments.'*

Write the article for the school magazine. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 100–150 words long.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 4 There is a proposal in your country to raise the legal age for learning to drive a car by three years. The editor of your school magazine has asked you to write an article explaining your views. Here are some comments from your friends:

*'Most car accidents are caused by young people.'*

*'This is a sensible idea. People shouldn't be able to drive a car until they are in their twenties.'*

*'Learning to drive early is essential for independence.'*

*'You can't blame road accidents on young people – look at the way many adults drive!'*

Write the article for the school magazine. The comments above may give you some ideas, and you can also use some ideas of your own. Your article should be 100–150 words long.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 5 You are the organiser of a school club, 'Save the World'. The school recently paid for the club to visit an environmental centre and the headteacher has asked you to write a report saying

whether you think the visit was worthwhile. Here are some comments from students:

**'Seeing old car tyres made into shoes was fascinating.'**

**'The introductory talk was too long, and difficult to follow.'**

Write a report for the headteacher giving your views. The comments may give you some ideas, but you should try to use some ideas of your own. Your report should be 150–200 words long.

**Extended [16 marks]**

## ADVICE FOR SUCCESS

- 1 *Putting forward a clear argument in a report or essay* requires the ability to think of relevant points in the first place. You can improve your understanding of controversial subjects by listening to or watching a current affairs programme once a week. Discuss matters of concern with your family or friends.
  - 2 Take an active part in class discussions and school debates to practise thinking logically and giving your opinions orally. Offer to research a mini topic for your class and present your findings to everyone.
  - 3 Improve your ability to write about controversial topics by reading newspaper and magazine articles that are opinion-based. Examine them carefully to see how the ideas are linked and expanded.
  - 4 Have patience with your writing skills and be prepared to practise them. Show your written work to someone you trust and listen to their comments.
- Exam techniques**
- 5 Use a composition stimulus wisely. It is there to help you understand the rubric and to stimulate your own thoughts. Choose a few points and expand them—don't just copy them out. Give reasons of your own to support your views.
  - 6 Express your ideas clearly and link them coherently with appropriate linking words. Remember to show some audience awareness if you can.
  - 7 *Multiple-matching reading* exercises require careful attention to detail. Students are sometimes tempted to rush these exercises, but it's important to be patient and careful as this is where many marks can be gained.
    - Read the information about where the extract comes from and what it is about before starting to match the answers.
    - Read the text through, paying close attention to detail.
    - Take care when selecting the answer. It may appear at first that more than one answer is possible.
- Don't rush your choices. An answer can seem correct, but, although it is close to the answer required, it may not be close enough.

## Exam focus

***This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:***

- You have learnt to **give reasons and opinions in more formal articles, emails and reports.**
- You have learnt to **structure arguments** so you can write for or against, or present both sides of controversial topics.
- You have **listened to a conversation and taken notes on specific items of information.**
- You have also **listened to announcements and answered questions.**
- You have used a **range of techniques to answer questions on detailed reading texts.**
- You have also **taken notes on texts and used them to write connected paragraphs.**
- You have learnt how to **ask for a favour and have taken part in more formal discussions.**



## Unit 5

# Entertainment

*In this unit you will:*

- read film and book reviews and a text about an Oscar-winning film-maker
- write a review of a film and book
- listen to discussions about films and TV violence
- practise asking for and giving information in a friendly way
- focus on the following assessment objectives: R1, R2, W3, L1, L2, S4, S5

# A Talking about entertainment

## 1 Introduction and discussion

- A** What kinds of entertainment do you like? Using the list, tell your partner about the kinds of entertainment you most enjoy and why:
- listening to music – pop, rap, rock, jazz, R and B, classical, etc.
  - going to the cinema
  - watching films online
  - accessing video-sharing sites, such as YouTube, or elsewhere on the internet
  - reading a novel for pleasure
  - playing computer games
  - going to a concert, gig or other live performance
  - going to the theatre
  - listening to the radio
  - watching TV or a film at home.
- B** Have you ever been involved in entertaining people? For example, have you ever performed on stage or helped produce a play? Explain how you felt about it. If you've never done this, would you like to? Why/Why not?
- C** Have you ever uploaded a video to a video-sharing site? Tell your partner about it.
- D** Would you like a job in the 'entertainment business'? Explain what sort of work, if any, you would like to do. Why would you like to do that kind of work?

## 2 Film vocabulary

As some exercises in this unit will require a working knowledge of film vocabulary, this exercise will help you be better prepared.

Complete the film review by choosing from the words and phrases in the box to fill each space.

VOCABULARY		
box office	scene	performance
cast	plot	genre
played by	characters	film
heroine	directed by	
Oscar	role	

# Mission in Space



'Mission in Space' won a film award, but Selina Summers didn't win a(n) \_\_\_\_\_ for Best Actress despite her superb \_\_\_\_\_ as Helena Page, the brave and intriguing \_\_\_\_\_ who undertakes her first mission on board the space ship *Mission*. Still grieving for the loss of her husband in a car crash, Helena needs to prove to herself that life has a meaning and purpose. Her partner in outer space is Hudson Carr, \_\_\_\_\_ Jasper Hunt, who is entirely convincing in the \_\_\_\_\_ of the experienced older astronaut. The tense \_\_\_\_\_ becomes more frightening when Hudson has a heart attack and Ryan is left to cope entirely alone in a dark and mysterious universe. The final \_\_\_\_\_, however, leaves no one doubting Helena's courage or will to live. The other members of the \_\_\_\_\_ include Carolos Martinez as the voice of Mission Control, and Farley Harrison as the voice of the captain of *Mission*. They are both perfect as the calm but rather cold \_\_\_\_\_ typical of space missions. The film is \_\_\_\_\_ Hugo Bandera, who may be remembered for other \_\_\_\_\_ hits such as 'North Star'. The \_\_\_\_\_ is a welcome addition to the growing science fiction fantasy \_\_\_\_\_.

Make a note of unfamiliar words on your phone, on your computer or in your vocabulary book, with a translation if necessary.

### 3 Film quiz

What we look for when we watch a film is very personal. To help you understand more about your preferences and attitudes to films, complete this quiz:

#### What I want from a film

- 1 How do you choose a film to watch?
  - a recommendation from friends
  - b by looking at film reviews
  - c I choose when I get to the cinema
  - d I've got my favourite actors – I'm prepared to see any film they are acting in.
  
- 2 The following comments are often made about what makes a good film. How far do you agree with them? Mark each comment like this:  
 Agree strongly ✓✓    Agree ✓    Don't agree ✗
  - a A lot of suspense should be an important ingredient.
  - b Fast-moving action is essential.
  - c The plot should contain many surprising twists.
  - d It should be acted by big Hollywood stars.
  - e It should have been made recently.
  - f It should contain many emotional scenes.
  - g It should make a serious point.
  - h It should make you laugh.
  - i It should contain many special effects.
  
- 3 Select the statements you agree with:
  - a There is too much violence in films today.
  - b I prefer films which seem realistic and true to life rather than science fiction or horror movies.
  - c My favourite films are based on true stories.
  - d Seeing the film after you've read the book is usually disappointing.
  - e Too many films come from Hollywood. We should be watching films that are made in our own country.
  - f I'm sick of hearing about films in which evil people commit terrible crimes.

### 4 Pairwork: Asking for information

When you've finished the quiz, swap answers with a partner. Read your partner's answers carefully and pick out a few responses that interest you. Ask for more information in a friendly way, to show you're genuinely interested.

#### Examples:

*May I ask why you think fast-moving action is essential / the plot should contain many surprising twists?*

*Would you mind telling me about your favourite actors / films that have made you laugh / films you've seen that are based on true stories?*

*What I'd like to know is why you prefer films that seem realistic and true to life / you don't like films about evil people.*

*Could you explain in more detail why you think suspense is an important ingredient / films should contain emotional scenes / films should make a serious point / more films should be made in your country?*

Here are some more useful phrases for following up your partner's answers:

*Something else I'd like to know is ...*

*Can you give me an example?*

*What exactly do you mean by ...?*

*Sorry, I don't quite understand why ...*

### 5 Following a model discussion about films CD 1, Track 13

You are going to hear a model conversation in which two students tell their teacher about two films they have enjoyed.

You can follow the conversation while you listen. You will find the audioscript towards the end of the book, after Unit 10. Notice how the teacher asks for information and follows up the students' answers.

Later, when you want to write or talk about a film, you can look again at the conversation for examples of what you can say about a film.

## 6 Aspects of films

Which of these aspects of the films were mentioned by Marta and Navid? Scan the conversation again if you need to.

- characters
- genre
- hero
- message of the film
- plot
- reasons for recommending
- setting
- special effects
- suspense
- soundtrack.

You will need to include some of these aspects of films when speaking or writing about films later in the unit.

## 7 Tenses

The main tense used by Navid and Marta is the present simple.

*Examples:*

*George finds a poisonous snake in the grass.*

*Betty steals a phone from a classmate and hides it in Ama's bag, so Ama gets into trouble.*

Why is this tense used, do you think?

## 8 Comprehension

Read the following statements. Select the points which reflect Navid's view of 'The Way to the Sea':

- a** He thought the main character was very convincing.
- b** It contained some spectacular special effects.
- c** It was interesting but taught him nothing memorable about life.
- d** He found the bleak city settings very atmospheric.

Select the points which reflect Marta's view of 'You After Me':

- e** She identified with the setting.
- f** She found one particular scene very amusing.
- g** She thought the ending was very emotional.
- i** It made her realise how trust can be betrayed.

Do you feel that Navid and Marta's analyses give you an understanding of the background to each film? Why do their reasons and examples manage to convey the qualities of each film?

## 9 Language study: So ... that and such ... that

These forms are often used to give emphasis when we say how we feel.

*So ... that ...* can be used with an adjective without a noun.

*Example:*

*The film was so scary that I was on the edge of my seat.*

*Such ... that ...* is used with an adjective and a noun.

*Example:*

*It's such an escapist film that I forgot all about my exams.*

In both cases you can leave out *that* if you wish to.

### Practice

Join these pairs of sentences using *so ... (that)*.

- 1** I was keen to see the concert. I was prepared to pay a lot for a ticket.
- 2** She was disappointed not to get the role of princess. She cried all day.

Join these pairs of sentences with *such ... (that)*.

- 3** The film took a long time to make. The director ran out of money.
- 4** The story was fascinating. The film company wanted to make a film about it. (*Begin: It was ...*)

## 10 Involving your listener

People can read film reviews for themselves, but when you talk about a film your listener is interested in **your** particular responses to a film.

The following sentences make your responses sound more personal, and will engage your listener more effectively. Working with a partner, discuss how each of the sentences could end. Complete them appropriately, using a past tense.

*Example:*

*The scene where the monster appears is so frightening that I jumped off my seat.*

- 1 The scene where the heroine dies is so sad that \_\_\_\_\_
- 2 It's such an intriguing plot that \_\_\_\_\_
- 3 The scene was so funny that \_\_\_\_\_
- 4 The scene where we find out the true identity of the murderer is so compelling that \_\_\_\_\_
- 5 The hero gives such a convincing performance as a blind man that \_\_\_\_\_
- 6 The gangster scenes are so violent that \_\_\_\_\_

## B Recommendations and reviews

### 1 Discussion



Using electronic devices and the internet to provide entertainment is such a normal part of many people's lives that it seems strange to remember that at one time all entertainment was live.

As technology progresses, it becomes less and less necessary for people to go out to places of entertainment and enjoy a production or performance in the company of others. We can create playlists of our favourite music and listen at any time. Streaming means that we can enjoy films and music concerts whenever we wish. As a result, cinema, theatre and concert audiences in some countries have fallen.

It has been claimed that these developments in entertainment have 'gone too far'. Some people think, for instance, that streaming is a poor substitute for the excitement of going out to the cinema or concert with friends and having fun together. They say we are creating a lonely and passive society. What do you think?

With a partner, try to think of the advantages, disadvantages and dangers of accessing entertainment through personal electronic devices and the internet. Add your ideas to those given.

#### Advantages

*It's convenient.*

#### Disadvantages

*Films are less powerful watched on tablet computers.*

#### Dangers

*People can become more cut off and isolated.*

### 2 Choosing a film

In pairs, read aloud this short dialogue between two friends, Raj and Cara. Raj wants information which will help him decide which film he should watch with his little brother.

- Raj:** I'd like to watch a film with Anil tonight. Have you seen any good ones lately?
- Cara:** What about a historical romance, like 'The Golden Ring'? I saw it last week. It's set in nice countryside. It's got a really nice heroine and the historical costumes are really nice.
- Raj:** Mmm, maybe ... What else is worth watching at the moment?
- Cara:** 'Lost in Time' is a nice children's movie. The animation is very nice.
- Cara:** Uh huh. Can you recommend a thriller?
- Cara:** 'Shadow of the Wolf' is good. The acting is good too.
- Raj:** I'm not sure. It might be too frightening for Anil. Maybe a comedy might be more fun.
- Cara:** 'Crazy Arnie' is a nice comedy. It's got some good dialogue.
- Raj:** Well ... Anil and I like science fiction films because of the special effects. Any ideas?
- Cara:** 'Planet Zero' is a good science fiction film with good special effects.
- Raj:** Well, I'll think it over. Thanks for the help.

### 3 A wider vocabulary

Can you replace *nice* and *good* with more precise, revealing adjectives from the box? Make an intelligent guess about the most likely adjective for that kind of plot

and character. There are more adjectives than you need, so think carefully before making a choice, consulting a dictionary if necessary.

Can you think of any adjectives to add to the groups in the box?

**VOCABULARY**

impressive	amusing	thought-provoking
magnificent	hilarious	engaging
stunning	witty	mesmerising
superb	stylish	convincing
	quirky	
powerful		appealing
enjoyable	sad	likeable
satisfying	poignant	attractive
well-made	memorable	
tough	dramatic	
ruthless	gripping	
violent	breathtaking	
	mysterious	
	disturbing	

## 4 Collocations

A **collocation** is a combination of words which sound natural when used together. For example, the performance of an actor can be described as *convincing*, but we would not describe the setting of a film in this way. Work in small groups, look again at the adjectives in the box, and decide which can be used with the following nouns. Remember that some adjectives can go with more than one noun.

Now compare your lists with those of another group.

## 5 Understanding the style of short reviews

**VOCABULARY**

plot	characters	costumes
setting	special effects	performance

Short reviews are designed to be read quickly. They outline the plot, mention the people involved, often include a key fact about the production, and try to give the reader a sense of the style and themes of the work.

### Matching short texts to statements

Scan these eight short reviews and match them with statements 1–7. There is one more review than you need.

A

#### Man of Tai Chi



*Tiger Chen is the sole student of the elderly Master Yang. While Tiger does well with the physical aspects of his Tai Chi training, Master Yang struggles to teach him the more philosophical side of the discipline. The Master worries about his student, but the ambitious Tiger doesn't listen, becoming determined to demonstrate the effectiveness of his personal style. Trapped by an organised crime gang, Tiger ends up taking part in a fight to the death. 'Man of Tai Chi' is a multilingual narrative and is partly inspired by the life of the well-known stuntman, Tiger Chen.*

B

#### Maleficent

*Maleficent is a beautiful young creature with stunning black wings. She has a perfect life growing up in a forest kingdom, until the day an army of humans threatens her land. Maleficent becomes the protector of her people, but is betrayed. Desperate for revenge, Maleficent places a curse on Aurora, the infant daughter of the new king of the humans. However, Maleficent comes to realise that Aurora holds the key to peace in the kingdom.*

C

### Never Let Me Go

*In the remote countryside, innocent children seem to be enjoying their education at a traditional boarding school, but there is a dark secret: when the children grow up, they will all be forced to donate their organs.*

*Inspired by Kazuo Ishiguro's award-winning novel of the same name, the film 'Never Let Me Go' is not only a thriller but also a philosophical work about the choice we face between challenging our destinies or accepting them.*

G

### 22 Jump Street

*Two police officers go undercover at a college. But instead of chasing real criminals, their task is to look for key words spoken during lectures that might suggest illegal activities. They persevere, however, and uncover information about a criminal gang. Following on from the box office hit '21 Jump Street', this new comedy is a lot more fun than you might have expected.*

D

### Keeping Rosy

*Steve Reeves's low-budget thriller stars Maxine Peake as Charlotte, a bright girl from an ordinary background who does well in a London media agency. But a bad day gets much worse as an extraordinary chain of events leads to her losing her job and taking care of a baby girl, whom she names Rosy.*

H

### Police Story 4: First Strike

*In the latest film in the popular 'Police Story' series, Jackie Chan portrays a Hong Kong police officer who is contracted by the CIA and a Russian intelligence organisation to retrieve a stolen nuclear warhead. From the snow-capped mountains of eastern Europe to a shark-infested water park in Australia, Chan pursues a dishonest CIA agent. Along the way he is attacked, assaulted, framed for murder and forced to defend himself any way he can. Everything within arm's reach becomes a weapon: ladders, brooms, tables, cars, stilts – even sharks!*

102

E

### Ghosts

*It is the eve of the 10th anniversary of her distinguished husband's death, and Helene Alving is about to open an orphanage as a memorial to his life and work. To mark this occasion, her son Oswald has returned from Paris. Helene plans to take the opportunity to reveal the truth to Oswald about his father. Richard Eyre's production of Henrik Ibsen's masterpiece is acclaimed by the critics. The play is running for a strictly limited season at Trafalgar Studios. It has also been nominated for five Olivier Awards.*

F

### Beyond the Edge

*In 1953 Edmund Hillary and Tenzing Norgay conquered Mount Everest. This 3D documentary tells one of the world's greatest adventure stories. Colour footage and photographs taken during the climb help tell the tale of the historic triumph of the modest mountaineer from New Zealand and his expert Nepalese Sherpa. This account conveys both the climbers' heroic trials and the ambition and hope the wider world invested in their mission, at a time when people were starting to believe in a brighter new age.*

- 1 This review indicates that the film includes original material from true life events.
- 2 This review tells the reader this is a live performance.
- 3 This review says that the film was inexpensively made.
- 4 This review suggests the film will make you think about the meaning of life and death.
- 5 This review says that the film has many different settings.
- 6 This review explains that several languages are spoken in the film.
- 7 This review indicates that this film is the sequel to an earlier film.

## 6 Choosing the right word

Film reviews are designed to give readers a general impression of a particular film. For that reason, it is important that a reviewer choose his or her words carefully in order to convey the most important information as effectively as possible.

- 1** Look at the first part of the review of 'Never Let Me Go'. In your opinion, which are the key words?  
*In the remote countryside, children seem to be enjoying their education at a traditional boarding school, but there is a dark secret: when the children grow up, they will all be forced to donate their organs.*
- Highlight the adjective that tells us the school is cut off from the outside world. Circle the adjective that suggests the children do not have experience of life or the terrible things that can happen in the world. Underline the adjective and noun that suggest that the film might be frightening. Circle the verb which lets us know that the children will have no choice about what happens to them.

- 2** Examine this extract from the review of 'First Strike':  
*From the snow-capped mountains of eastern Europe to a shark-infested water park in Australia, Chan pursues a dishonest CIA agent. Along the way he is attacked, assaulted, framed for murder and forced to defend himself any way he can.*

Identify the information that tells us:

- a** the film has very different settings
- b** the CIA agent is not to be trusted
- c** Chan himself isn't responsible for the violence in the film.

## 7 Presenting a film or play to the class

Choose a film or play you enjoyed and give a short talk about it to your class.

Refer back to exercises 5 and 6 to help structure your talk.

Before you begin, make a plan.

### Introduction

Mention the title and genre (and the director and stars if you wish to).

Say why you have chosen to talk about this film or play.

### Plot, characters and setting

Give a brief outline of what happens, who takes part in the action and where it takes place.

### Tenses

Remember that the plot and characters should be described in the present tense.

### Clarity

Plots can be complicated, so keep your description short, giving most attention to the beginning of the plot.

### Conveying the quality of the film or play

Say why you thought the film or play was powerful. Aim to involve your listeners when you describe your reactions (exercise 10). Remember the importance of key words in signalling information (exercise 6).

Some points you may want to consider are:

- the performance of the actors and their suitability for the roles they play
- the use of humour, suspense or special effects (provide examples of scenes)
- the underlying 'message' of the film or play.

### Recommending the film or play

Say why you recommend the film or play. Link your recommendations to your knowledge of your audience. Are they very interested in a particular genre such as science fiction, horror or romance? Does the film or play raise topics that you have discussed in class (jobs, social problems, life in the future)?

### Active listening

Listen attentively to the speaker. After he or she has finished, make one positive comment about what you have heard and then ask at least one question seeking further information.

### Recording your talks

You may like to give your talks in small groups, record them and analyse the results. Check the clarity of each talk. Listen for accuracy in the language – tenses, articles and collocations. How would you correct any mistakes?

## C Working in the film industry or theatre

### 1 Pre-reading discussion

- A** Would you like to work in the film industry or theatre? What sort of work would you find most attractive: acting, designing sets or costumes, writing scripts or directing? Why?





- B** You are going to read about a man who has built up a successful career as an animator. Looking at the pictures, what would you expect the films to be like? Would you like to watch one? Or have you already seen one?
- C** What do you think are the challenges presented in making an animated film using puppets or models?
- D** What kind of personal attributes do you think an animator needs? Select from the list below.
- good at making things
  - imagination
  - good at 3D design
  - ability to pay attention to detail
  - determination
  - a sense of humour
  - enjoys working with technical equipment.
- Does the job of an animator appeal to you? Why/Why not?

## 2 Vocabulary check

Before you read, match the vocabulary in the box with the definitions:

### VOCABULARY

- 1 eccentric:
- 2 villain:
- 3 Plasticine:
- 4 models:
- 5 wire:
- 6 phonemes:

- A objects or figures made out of clay or another material
- B a brand of modelling clay
- C thin metal that can be bent
- D the smallest units of sound in speech
- E a bad or evil person
- F showing unusual behavior

## 3 Reading for gist

Now read the article for general meaning. What did Nick study at the National Film and Television School? How many of the possible attributes listed in D above are mentioned or suggested by the text?

## 4 True/false comprehension

Decide whether the following statements are true or false:

- 1 Nick's father played a large part in helping him develop film-making skills.
- 2 Nick decided early on in his school career that he would take a degree in film-making.
- 3 A teacher at school gave him the confidence to aim for professional film-making.
- 4 The animated film 'A Grand Day Out' took a year to make.
- 5 'The Wrong Trousers' was his first film.
- 6 Matching his characters' speech to their body language takes less time than you would expect.
- 7 Nick talks freely to the interviewer about his next projects.
- 8 If you want to learn this work, you have to be prepared to invest in an expensive camera.
- 9 He has no difficulty limiting the length of his working week.

# Interview with Nick Park

Philip Gray talks to Oscar-winning film-maker and animator, Nick Park, about his career and his amazing animations: Wallace, an eccentric



inventor, and Gromit, his loyal dog.

5 **'Your work is seen by audiences around the world, but what was it that first started off your interest in film-making?'**

10 *'It all started when my parents bought a simple home movie camera, and I discovered that it had an animation button to build up films one frame at a time. As a keen photographer, my father was able to help me with the technical side of camera work, and I worked with Plasticine models right from the start.'*

15 **'At what stage did you realise that your hobby would turn into a full-time career?'**

20 *'I don't remember a great deal of careers advice about the film industry while I was at school. There seemed to be very little information available, and the fact that I didn't tell people about my interest in animation probably explains why I didn't have much advice. I certainly didn't find out that it was possible to take a degree in film-making until much later.'*

25 *'But one of my teachers did find out about my films – my English teacher, Mr Kelly. By watching my films, and encouraging me to show them to the school, he was one of the important influences on my early*

*career. By the time I was 17, one of my earliest films, "Archie's Concrete Nightmare", had been shown on the BBC.'*

**'What happened after school?'**

30

*'After completing a BA degree in communication arts at Sheffield Art School, I went on to study animation at the National Film and Television School, where I started work on the first Wallace and Gromit adventure, "A Grand Day Out". Then I joined the Aardman Animations studio. After four years, "A Grand Day Out" was completed, followed by "Creature Comforts" and "The Wrong Trousers".'*

35

**Nick Park's art of animation**

Nick's characters have been described as having too-close-together eyes and mouths as wide as bananas. Created from a recipe of ordinary materials, such as Plasticine, plus modelling clay, and dental wax, they are formed around a wire frame to give them flexibility.

40

45

Actors' voices are used for the characters. The sets are accurately modeled on actual locations, and the remarkable attention to detail extends down to the pattern of the wallpaper in Gromit's living room.

The speech patterns of each character have to be broken down into phonemes, with each frame matched to a part of a particular word and animated with appropriate body, face and lip movements. No wonder one 30-minute film takes so long to make.

50

55

**'With a production team of nearly 30 people in "The Wrong Trousers", the list of credits reads like any feature film. I have heard you have more exciting films planned, though you may not want to give too much away about them. You are obviously extremely successful. What advice can you offer to our next generation of**

60

**film-makers as they start out on their film-making careers?'**

- 65 'Firstly, I think commitment is essential in this work. Any film-maker must learn to be single-minded for those times when it is all too tempting to do other things. Setting up with expensive equipment doesn't need to be a major problem. I started with a cheap 8 mm cine-camera and one problem to overcome - the price of film.'

'Secondly, without good powers of observation, it is difficult to find sufficient inspiration. Study examples of animation frame by frame to see exactly how they have been created.'

- 75 'Working hours must be very long during production. Can you find time to relax?'

'It's all too easy to spend very long hours on this type of work, as it certainly isn't a nine-to-five job.'

*Filming sessions are hectic, but I do find the time to relax occasionally, and have even managed to keep a few weekends clear just to get out into the countryside.'*



## 5 Vocabulary

Match the words in the list with their definitions:

- 1 frame (line 10)
- 2 influences (line 26)
- 3 wire frame (line 43)
- 4 on location (line 45)
- 5 list of credits (line 55)
- a in a real place
- b names of the people who were involved with a film
- c basic structure made of wire
- d individual picture which is part of a film
- e people who gave him ideas or encouraged him

### Guessing meaning from context

Now try to guess the meanings of these words and phrases from the article:

- 6 powers of observation (line 69)
- 7 a nine-to-five job (line 76)
- 8 hectic (line 77)

Find two other places in the article where the word *frame* is used. Which of the above meanings (1 or 3) does the word have each time?

## 6 Spelling and pronunciation: The letter c

- A** Have you noticed that *c* is pronounced in different ways? Say these words from the text aloud to show the different ways *c* can be pronounced.

*camera advice sufficient*

Can you think of the reason for these differences?

- B** Study the following rules, underlining the letter(s) according to the rule.

*c* is pronounced /k/ before the vowels *a*, *o*, and *u*. This is called 'hard *c*'.

*Examples: camera discovered difficult account*

*c* is also pronounced /k/ before most consonants.

*Examples: actors crackers clues*

*c* is pronounced /s/ before the vowels *e*, *i*, or *y*. This is called 'soft *c*'.

*Examples: receive cinema exciting icy*

Before the letters *ea*, *ia*, *ie*, *ien* or *iou*, *c* is usually pronounced 'sh'. The phonetic symbol is /ʃ/.

*Examples: ocean conscious*

When double *c* comes before *e* or *i*, the first *c* is hard and the second is soft; so the pronunciation is /ks/.

*Examples: accept accident*

### Practice CD 1, Track 14

You are going to listen to a recording of someone saying the following words. Put each of the words into the correct group, according to its sound. Most of the words come from the text.

**Hard c** /k/  
(as in camera)

**Soft c** /s/  
(as in cinema)

**Double c**  
pronounced /ks/  
(as in accent)

**'Sh' sound**  
pronounced /ʃ/  
(as in ocean)

- |               |                  |
|---------------|------------------|
| 1 Oscar       | 13 certainly     |
| 2 career      | 14 influence     |
| 3 eccentric   | 15 communication |
| 4 Wallace     | 16 recipe        |
| 5 scene       | 17 accurately    |
| 6 centimetre  | 18 accident      |
| 7 Plasticine  | 19 particular    |
| 8 action      | 20 face          |
| 9 comedy      | 21 credits       |
| 10 discovered | 22 delicious     |
| 11 efficient  | 23 cine          |
| 12 advice     | 24 sufficient    |

With a partner, listen to each other saying the words aloud. Do you both agree that your pronunciation is correct?

## 7 Using words in context

Make up five sentences using words from the list. Write them down and check your spelling. Then swap sentences with a partner. Read your partner's sentences aloud.

*Examples:*

*Yasmin built up a successful career as a make-up artist.*

*English shows the influence of other languages.*

*The telephone is an efficient means of communication.*

## 8 Spelling and pronunciation: The letters *ch* CD 1, Track 15

*Ch* has three main sounds.

In some words, *ch* is pronounced /k/.

*Examples: chemist technical school Christmas*

In some words, *ch* is pronounced /tʃ/.

*Examples: cheese check teacher rich*

In a few words, *ch* is pronounced /ʃ/.

*Examples: chef machine*

### Practice: odd word out

You are going to listen to a recording of someone saying the following words. Listen to the three groups of words and cross out the odd one out in each group, according to the pronunciation of *ch*. Rewrite the word in the correct sound group.

#### Group A

chemist  
architect  
mechanic  
headache  
chef  
technology

#### Group B

church  
watch  
search  
scheme  
match  
butcher

#### Group C

chauffeur  
chute  
champagne  
sachet  
chocolate  
brochure

With a partner, practise saying each group of words. Do you know the meaning of each word?

## 9 More practice of *c* and *ch* sounds

Read this dialogue with a partner. Check each other's pronunciation.

*Marc:* Our drama club is putting on a production of 'Charlie and the Chocolate Factory' for the end of term.

*Clare:* That sounds exciting.

*Marc:* It is! The club is in charge of everything. We've chosen the actors, written the script, created the costumes, painted the scenery and even designed the brochure advertising it. The teachers weren't involved at all.

*Clare:* Sounds like a recipe for chaos to me!

...e've had one or two headaches but we've  
...trated very hard on getting it right. There  
...e little slip, though. I play an eccentric  
...ter and I have to wear a big moustache.  
...dress rehearsal the moustache fell off just  
...s about to speak!

...mind. I'm certain the audience will  
...ciate all the effort you've put in. How  
...are the tickets?

...ly, it's free but there's a collection at the  
...half the proceeds will go to the school fund  
...e other half will go to *Children in Crisis*, the  
...s charity.

...really hope it's a big success.

### say, cover, write,

...ords that often present spelling  
...u know what they mean? Can you say  
...se the 'look, say, cover, write, check'  
...them.

bicycle	receive
chauffeur	except
conscious	confidence
technology	
conscience	

## ng for pleasure ening discussion

...d that reading for pleasure is now taking  
...entertainment that is presented in a visual  
...u think? Would you rather watch a film  
...? What can you get out of reading novels  
...rovide?

...ake notes of the unique pleasures that

### Examples:

*You can take it at your own pace.*



## 2 Listening for gist CD 1, Track 16

You are going to listen to a radio interview. Jonathan, a librarian, is concerned that young people are giving up reading because of television and videos.

Listen first for the general meaning and try to decide why Jonathan thinks videos are intellectually less stimulating than reading.

### Strategies for interrupting

The interviewer has some difficulty interrupting Jonathan. Select the phrases he uses to try to interrupt:

- Just a minute ...
- With respect ...
- If I could just butt in here, ...
- Excuse me, I'd like to say that ...
- Hang on!
- But surely ...
- If you don't mind my interrupting ...
- If I could get a word in here ...

## 3 Detailed listening CD 1, Track 16

Listen again and answer the questions:

- 1 What are children not getting when they watch TV and films rather than read? Give **two** examples.

- 2 What is the difference, according to Jonathan, between reading a novel and watching a film?
- 3 How, according to Jonathan, are children affected by watching violence on screen?
- 4 How can parents help their children to understand what they read? Give **two** examples.
- Which best summarises the attitude of the interviewer to Jonathan:
- a angry and sarcastic?
  - b bored and impatient?
  - c interested and concerned?

## 4 Post-listening discussion

- A Do you feel reading quality fiction helps intellectual development more than watching films?
- B Do you agree with Jonathan that violence in films and on TV influences behaviour more than violence in respected novels? Try to explain your point-of-view to your group.

## 5 Dialogue: Interrupting each other

Lee and Michelle are having a discussion about violence on television. They keep interrupting each other.

Read the dialogue aloud with a partner. Use a suitable phrase for interrupting each time you see the word *interrupting*:

- Michelle:* I agree with Jonathan that people are copying the violence they see on TV and it's time something was done about it. TV programmes are much more violent than they used to be. The crime rate is getting worse, too. Children are being influenced to think that violence is all right and ...
- Lee:* (*interrupting*) ... Children are very sensible. They can tell the difference between what happens on TV and what goes on in real life. It's rubbish to suggest that people watch a programme and suddenly become more violent. I don't think

violent scenes in books are better or worse than violence on TV. There isn't that much violence on TV anyway.

*Michelle:* (*interrupting*) ... Some of the cartoons they are putting on even for very young children are very violent. They don't help children understand the terrible effects real violence has, or how it can destroy lives. TV makes violence seem exciting and ...

*Lee:* (*interrupting*) ... Violent behaviour comes from your background and the way you're brought up. It has nothing to do with television. TV doesn't make people behave violently. If you see violence in your home or around you in your real life, that's the example you copy.

*Michelle:* (*interrupting*) ... Violent TV programmes will make children who are growing up in bad homes even worse. They're even more likely to commit aggressive acts. Jonathan said parents should help children read more, and I think they should say what their children are allowed to watch, too. They'll know if their children will be affected.

*Lee:* (*interrupting*) ... That would be a complete waste of time. In the first place, children don't want their parents interfering. Surely kids have the right to some privacy about what they choose to read or watch on TV?

*Michelle:* (*interrupting*) ... It's not only children who are influenced. Mentally unstable people, for instance, might not be able to discriminate about what they watch. They might think violence is fun, or even learn how to commit a crime. They find TV incredibly powerful and ...

*Lee:* (*interrupting*) ... Most TV programmes are really boring! I lose interest after five minutes. Not that I want to start reading so-called 'good books' instead. I get enough mental stimulation at school. What I want is more exciting TV and less boring programmes!

**Internet use, TV and cinema across the world**

- A** In which one of these countries do more than 90% of people use the internet?  
Australia Brazil China  
Norway Japan USA
- B** People in these five countries watch, on average, more TV than anywhere else in the world (more than 4 hours per day). In which one of the five do you think people watch the least?  
Italy Poland Spain  
UK USA
- C** Which of the following countries has the most cinema attendances per head of population per year?  
Iceland Singapore USA  
New Zealand Ireland Australia
- D** These are the three countries that produce the most films per year. Can you put them in order?  
USA India Nigeria

**E Book and film reviews****1 Pre-reading tasks**

- A** Do you enjoy reading novels? Do you prefer murder mysteries, romances, historical fiction or some other genre? Do you have a favourite author? What do you like about his/her books? Discuss your ideas with a partner.

- B** Write down the title of a novel you've enjoyed. Imagine you've been asked to write a review of it for your school magazine. You've already learnt a lot about the skills of reviewing from your work on films earlier in the unit. You now need to build on those skills and extend them into book reviewing.
- C** The following questions may help you work out what made the novel memorable. Note down your answers.

**Plot**

Was the plot unusual at all? Was it gripping? Was it interesting but less important than the characters?

**Setting**

What did you like about the setting – historical details, fascinating details of fast-paced city life? How was the atmosphere conveyed through the setting?

**Character(s)**

Did the characters feel 'real'? Did they change during the book and cope with new challenges? Did you identify with any of them? Why? Think of one or more examples in the novel which show this.

**Style**

Did you like the style of the novel? Why?

**Audience**

Remember to think about your target audience. Why would these people enjoy reading the novel?

Keep your notes safely as you will use them later.

**2 Reading a book review**

This book review, and the film review in exercise 3, were written by students for the school magazine. Notice how the writers try to slant the reviews to their audience.

**VOCABULARY**

**aspirations:** hopes

**shortcomings:** personal failings

**compassionate:** feeling pity for others

**corrupting:** causing to become dishonest or immoral

**integrity:** honesty

# Great Expectations

*Reviewed by Gilang Cheung*

Have you ever liked the hero in a novel so much that you wanted everything to turn out all right for him? I felt like this when I read 'Great Expectations', by Charles Dickens. I'd like to recommend it for the school library because I'm sure other students will identify with the main character, too.

Set in 19th-century England, the novel tells the story of a poor orphan called Pip, who secretly helps an escaped prisoner. His good turn has unexpected consequences and he becomes rich beyond his wildest dreams. I won't spoil the story by telling you how the plot twists and turns, but I can guarantee surprises!

In a style I found painfully direct, Pip shares his innermost thoughts and aspirations – even ideas

he later becomes ashamed of. During the course of the novel, Pip changes a lot. He becomes more aware of his shortcomings and more compassionate. He pays a high price for self-knowledge and, like me, I think you'll be moved to tears at the end. 15

One of the things I learnt from reading the novel is how corrupting money is. Pip, for example, no longer cares about keeping promises he made when he was poor. The novel made me think about how loyalty and integrity are more important than wealth. 20

The novel provides a vivid and rewarding insight into 19th-century Britain. Students of English language and literature will find it particularly fascinating. 25

## Comprehension check

- 1 What is the title of the novel and who is the author?
- 2 When and where is the story set?
- 3 Why does Pip become rich?
- 4 How does Pip change during the novel?

- 5 How do we know Gilang identifies emotionally with Pip's suffering?

## 3 Reading a film review

As you read this film review, try to work out the meaning of any unfamiliar words from the context.

# How to Train Your Dragon

*Reviewed by Lotta Svein*



Do you love laughing so much you almost fall off your seat? If so, put the 'How to Train Your Dragon' films at the top of your must-see list.

The first film in this series is set on the Viking island of Berk, and centres around a misfit teenager called Hiccup. Dragons regularly try to attack the island and everyone has to fight them to survive. Hiccup feels ridiculed by others as he is hopeless at fighting, but he wants to be valued by his community and to help. He decides to astonish everyone with his talent for overcoming the worst kind of beast, a Night Fury. However, instead of killing the Night Fury, he feels sorry for the dragon and a gentle friendship begins between Hiccup and the beast, who he names Toothless. 10

The film combines lots of suspense with fun and humour, and the opening scene of the attack by the dragons is truly exhilarating. The friendship scenes between Hiccup and Toothless are so touching that I didn't know whether to laugh or cry! 15



- 20 The film has a serious message, too. It showed me how, by bonding with the dragon instead of fighting, Hiccup finds happiness and peace of mind. His actions demonstrate that real peace lies not in fighting and killing, but in finding a way to live  
25 with the things we used to fear.

Try not to miss 'How to Train Your Dragon'. It's one of the funniest films I've ever seen, and it really makes you think. It is suitable for the whole family, too. Younger brothers and sisters will enjoy the hilarious twists and turns, while older viewers will be fascinated by the film's deeper themes. 30

### Comprehension check

- 1 Why is the environment in which Hiccup is growing up in violent?
- 2 Why is Hiccup unhappy?
- 3 How does Hiccup hope to impress the people of Berk?
- 4 What does Hiccup learn from befriending Toothless?
- 5 Why is the film recommended for everyone?
- 6 The film shows Hiccup becoming open-minded. Do you have any experience of a time when you had to become more open-minded? Have you ever noticed this change happening in other people? Try to give an example.

### 4 Analysing example reviews

- A The opening of each review begins with a question. Do you find this effective?
- B Compare the way the story of the book/film is described in the second paragraph of each review. Underline the phrases which are used to introduce the description. How does Gilang deal briefly with a complicated plot?
- C What reasons do the reviewers give for finding the book or film enjoyable?
- D The fourth paragraphs explain what Gilang and Lotta gained from reading the book/watching the film. Underline the phrases they use. Contrast what each student learnt.
- E Gilang and Lotta recommend 'Great Expectations' and 'How to Train Your Dragon' for different reasons. What are they? How do we know they are aware of their audience?
- F Which review interested you more? Why?

### 5 Useful language for reviews

Here is some typical language used by reviewers of novels. Decide which of the expressions are suitable for reviewing

films or live performances. Select those you would like to use in your own reviews.

#### Style

*It's beautifully written.*

*It's got a style of its own.*

*A poetic style that ...*

*It's on elegant style, which ...*

*It flows beautifully.*

*Its light, chatty style ...*

#### Setting

*It's set in ...*

*It's set against the powerful background of ...*

*The historical details are superb.*

*It's a wonderful re-creation of ...*

*It has a marvellous sense of time and place.*

#### Recommending

*It's worth reading because ...*

*You'll be delighted by ...*

*It's hard to put down.*

*It's a real page-turner.*

*It's a masterpiece.*

*It's the best book I've (ever) read.*

*It's not to be missed.*

*It's a classic.*

*You'll be moved to tears.*

### 6 Criticising a film, book or live performance

If you are writing a review under exam conditions, try to choose a film, book or live performance you found

powerful. However, you might still want to mention what you didn't like.

**Examples:**

*The performances were excellent, but the ending was very depressing.*

*The main character looked too old/young for the part.*

*I liked the jokes but they wouldn't be to everyone's taste.*

*The characters were engaging but the plot was too far-fetched\* at times.*

*The violent ending spoilt the musical for me.*

*The plot was intriguing, but the characters were not really believable.*

\* far-fetched = unbelievable

## 7 Effective openings for book reviews

When writing an opening paragraph, remember that you should:

- immediately involve the reader
- make the reader want to read on
- convey the novel's special qualities
- use a concise style.

In small groups, with these points in mind, read the following opening paragraphs, A–F, of book reviews written by students. Try to rank them from most to least effective. Correct any structural errors as you work. Discuss the reasons for your choices.

- A** *I want to try to explain to you about a very good novel which is also very long and which I recently read called 'In Our Stars'. Extremely, the writer did his best for this book and I couldn't leave any single moment in the book without reading it.*
- B** *I cannot always write to the school magazine but as I have been the one in my class that my teacher has asked me to do this as I have not done it before, I decided to write you about a book I read on holiday in France last week and I think you will really get surprised. I was I nearly fainted. I read a very long book called something like 'Twisters' or something, by Harry and whose other name I forget. It is about a band but then the band gets famous and it is going on for a very long time.*
- C** *Last week I read one of the most powerful and moving books ever, 'The Bellmaker' by Brian Jacques. In the novel, animals are given human personalities*

*and motives. However hard-hearted you are, this compelling tale of how a courageous group of animals band together to defend their kingdom against, Foxwolf, will bring a tear to your eye.*

- D** *If you've been recently bored and willing to read a long book that I read about in someone's blog, I thought it was a true story but when I nearly finished it, I knew it was all made up and it was not true and I was disappointed. I recommend you read this book about Anna. It's a book about how a girl who lives in Alaska runs away from her boarding school into a worst place that she had never thought of before and she is trying not to stay there longer. But it is not a true story. When you finally get to finish this endless book, you will be sad about the people in it.*
- E** *Have you ever wanted to be the hero in a novel? No matter how you reply you'll love reading 'Dark Eye'. The hero is a likeable but naive trainee police cop who is on a hunt for a gang of criminals in New York. The suspense is great and the writing is just perfect.*
- F** *The book I thought was very long and want to explain you for my school website is 'Staying Alive' by Li Chang. I could read it more times too if I had time. I think the book has already sold a billion of them which is very scarce. I want to tell you about Jon (the detective in the book) who is very nice and the strange and unusual things that happened to him after gangsters put him in a cellar and are cruel to him but he is escaping. Jon is very funny and being surprising even when he is nearly dead but at the end he is alive.*

## 8 Writing an opening paragraph

Write the opening paragraph for your own review of a novel you have enjoyed. You may find it helpful to refer to the notes you made for exercise 1.

**Remember:** Aim to convey the 'flavour' of the novel and to make the reader want to find out more. Try to be concise, choose revealing adjectives and avoid unnecessary words.

## 9 Writing a review of a thriller from prompts

Do you enjoy reading novels with exciting plots? If so, then you might enjoy 'The Kidnapping of Suzy Q', by Catherine Sefton.

Try to build up a complete review of it from the following prompts.

- 20 The film has a serious message, too. It showed me how, by bonding with the dragon instead of fighting, Hiccup finds happiness and peace of mind. His actions demonstrate that real peace lies not in fighting and killing, but in finding a way to live  
25 with the things we used to fear.

Try not to miss 'How to Train Your Dragon'. It's one of the funniest films I've ever seen, and it really makes you think. It is suitable for the whole family, too. Younger brothers and sisters will enjoy the hilarious twists and turns, while older viewers will be fascinated by the film's deeper themes. 30

### Comprehension check

- 1 Why is the environment in which Hiccup is growing up in violent?
- 2 Why is Hiccup unhappy?
- 3 How does Hiccup hope to impress the people of Berk?
- 4 What does Hiccup learn from befriending Toothless?
- 5 Why is the film recommended for everyone?
- 6 The film shows Hiccup becoming open-minded. Do you have any experience of a time when you had to become more open-minded? Have you ever noticed this change happening in other people? Try to give an example.

## 4 Analysing example reviews

- A The opening of each review begins with a question. Do you find this effective?
- B Compare the way the story of the book/film is described in the second paragraph of each review. Underline the phrases which are used to introduce the description. How does Gilang deal briefly with a complicated plot?
- C What reasons do the reviewers give for finding the book or film enjoyable?
- D The fourth paragraphs explain what Gilang and Lotta gained from reading the book/watching the film. Underline the phrases they use. Contrast what each student learnt.
- E Gilang and Lotta recommend 'Great Expectations' and 'How to Train Your Dragon' for different reasons. What are they? How do we know they are aware of their audience?
- F Which review interested you more? Why?

## 5 Useful language for reviews

Here is some typical language used by reviewers of novels. Decide which of the expressions are suitable for reviewing

films or live performances. Select those you would like to use in your own reviews.

### Style

*It's beautifully written.*

*It's got a style of its own.*

*A poetic style that ...*

*It's an elegant style, which ...*

*It flows beautifully.*

*Its light, chatty style ...*

### Setting

*It's set in ...*

*It's set against the powerful background of ...*

*The historical details are superb.*

*It's a wonderful re-creation of ...*

*It has a marvellous sense of time and place.*

### Recommending

*It's worth reading because ...*

*You'll be delighted by ...*

*It's hard to put down.*

*It's a real page-turner.*

*It's a masterpiece.*

*It's the best book I've (ever) read.*

*It's not to be missed.*

*It's a classic.*

*You'll be moved to tears.*

## 6 Criticising a film, book or live performance

If you are writing a review under exam conditions, try to choose a film, book or live performance you found

powerful. However, you might still want to mention what you didn't like.

**Examples:**

*The performances were excellent, but the ending was very depressing.*

*The main character looked too old/young for the part.*

*I liked the jokes but they wouldn't be to everyone's taste.*

*The characters were engaging but the plot was too far-fetched\* at times.*

*The violent ending spoilt the musical for me.*

*The plot was intriguing, but the characters were not really believable.*

\* far-fetched = unbelievable

## 7 Effective openings for book reviews

When writing an opening paragraph, remember that you should:

- immediately involve the reader
- make the reader want to read on
- convey the novel's special qualities
- use a concise style.

In small groups, with these points in mind, read the following opening paragraphs, A–F, of book reviews written by students. Try to rank them from most to least effective. Correct any structural errors as you work. Discuss the reasons for your choices.

- A** *I want to try to explain to you about a very good novel which is also very long and which I recently read called 'In Our Stars'. Extremely, the writer did his best for this book and I couldn't leave any single moment in the book without reading it.*
- B** *I cannot always write to the school magazine but as I have been the one in my class that my teacher has asked me to do this as I have not done it before, I decided to write you about a book I read on holiday in France last week and I think you will really get surprised. I was I nearly fainted. I read a very long book called something like 'Twisters' or something, by Harry and whose other name I forget. It is about a band but then the band gets famous and it is going on for a very long time.*
- C** *Last week I read one of the most powerful and moving books ever, 'The Bellmaker' by Brian Jacques. In the novel, animals are given human personalities*

*and motives. However hard-hearted you are, this compelling tale of how a courageous group of animals band together to defend their kingdom against, Foxwolf, will bring a tear to your eye.*

- D** *If you've been recently bored and willing to read a long book that I read about in someone's blog, I thought it was a true story but when I nearly finished it, I knew it was all made up and it was not true and I was disappointed. I recommend you read this book about Anna. It's a book about how a girl who lives in Alaska runs away from her boarding school into a worst place that she had never thought of before and she is trying not to stay there longer. But it is not a true story. When you finally get to finish this endless book, you will be sad about the people in it.*
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## 9 Writing a review of a thriller from prompts

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Try to build up a complete review of it from the following prompts.

### The Kidnapping of Suzy Q

'The Kidnapping of Suzy Q' / Catherine Sefton / be / most thought-provoking / atmospheric novel / have read. It be / set / modern urban Britain / it tell / story / through eyes / courageous heroine Suzy. One day / she be making / ordinary trip / supermarket / buy groceries / when supermarket be / raided. In the confusion / criminals / kidnap Suzy / she be standing in / checkout queue.

The criminals / keep Suzy / captivity. Suzy recount / ordeal / graphic / painful detail. I be / impress / Suzy's courage / determination / refusal / panic / give up. Several incidents / novel / reveal Suzy's ability / cope / when she be threatened / them.

The story make / think / ordinary life / be changed / one incident. It be also / inspiring / make me realise / inner strength / ordinary people can have / cope with / disaster.

The novel be / skilfully written. Catherine Sefton's style be / direct / witty / characters be / strong / convincing. The plot be / intriguing / never predictable. If you like / tense novels / you find this hard / put down.

## 10 Writing a review of a play based on a dialogue

Here is a conversation between two friends about a play called 'Every Move You Make.' Why not read it aloud with a partner? Then try to write a review of the play for your school magazine. Before you begin writing, make a plan of the points you want to include and their order.

**Fatima:** I saw 'Every Move You Make' at the Red Door Theatre last night. I'd definitely recommend it. I was on the edge of my seat for the whole performance.

**Josef:** Is that the one based on a true story?

**Fatima:** Yes. It's on for another three weeks and it's really exciting.

**Josef:** Remind me what it's about.

**Fatima:** Well, Matt, the main character, is this quiet boy with a secret ability. He can unlock any password or security code, however difficult. He wouldn't dream of doing anything wrong himself, but he's kidnapped by a gang who want to use his talent to rob an international bank.

**Josef:** Martin Inez plays Matt, doesn't he? I thought his performance in 'Never Look Down' was really powerful.

**Fatima:** He's great in this, too. His character really wants to be popular and hides his talent because he

doesn't want to seem different. From the first scene, the film is full of suspense because we know the gang is monitoring Matt with hidden electronic devices—his every move is being watched by them.

**Josef:** Sounds like the kind of tense, disturbing drama I like.

**Fatima:** It also makes you realise that even the most ordinary places in the world can be dangerous. We think our passwords are secure but they might not be.

**Josef:** So what happens in the end?

**Fatima:** Matt's character changes during the play. He shows the strength to stand up to the gang. Even though his own life is at risk, he finds a way to outwit the gangsters and save the bank. Finally, the police arrest the gang and Matt is offered a top job with the police to help stop crime.

**Josef:** Maybe our school Theatre Club would enjoy it. I'll mention it and see what the members think.

**Fatima:** Good idea. By the way, there are half price tickets for student groups on Tuesday evening.

### GRAMMAR SPOTLIGHT

#### Will for prediction

We use **will + the infinitive of a verb (without 'to')** to predict responses. This is a useful structure to use in a review:

*This compelling tale ... will bring a tear to your eye (section E7).*

*Younger brothers and sisters will enjoy the hilarious twists and turns (section E3).*

Can you find another example like this in the final paragraph of the text in **section E2**?

Passive forms with **will** are also useful in reviews:

*You'll be delighted by ...*

*Older viewers will be fascinated by the film's deeper themes (section E3).*

Can you find another example like this in the third paragraph of the text in **section E2**?

#### The superlative

The **superlative + present perfect** is often used in recommendations and reviews:

*It's the best book I've ever read.*

Can you find another example in the final paragraph of the text in **section E3**?

## Exam-style questions

### Speaking

#### 1 A film or play I have enjoyed

Tell the assessor about any film or play you have enjoyed recently. Explain what it was about and say why you particularly enjoyed it.

Points to consider are:

- the influence and importance of the main character(s)
- the setting and atmosphere
- why you enjoyed it (e.g. special effects, performance of characters)
- what you learnt from watching the film or play (its 'message').

You are, of course, free to consider any other related ideas of your own. You are not allowed to make any written notes.

#### 2 Live performances

Accessing music on the internet may be cheaper than paying to hear a concert performance. However, many people think going to a live performance is money well spent. Do you agree? Discuss this topic with the assessor.

In your discussion, you could consider such things as:

- the fact that live performances enable you to see a famous performer 'in person'
- the unique atmosphere of some live performances
- the opportunity to see the details of a performance (costumes, setting, etc.) exactly as they really are
- the fact that you can listen to a song or album on a streaming service many times but a live performance is a one-off event
- the fact that some live performances can be disappointing.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

#### 3 Entertainment through the internet

Enjoying entertainment through the internet is incredibly popular, but some people are concerned about the lack of regulation controlling the use of the internet.

Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- whether you use the internet for entertainment
- the benefits and drawbacks of video-sharing sites
- the suggestion that confidential data on the internet are not secure
- the idea that some people get addicted to internet entertainment and become cut off from others as a result
- whether you think governments should have stronger controls over access to the internet.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

## Writing

### Reading & Writing, Exercise 5

- 1 Your class is starting a film club for all students. Your Head of English would like students to submit letters about films they would recommend for the club. Letters will be published in the school newsletter. Write a letter about a film you would recommend for the school film club in which you:

- say what the film is about
- describe the film's qualities
- explain why it is suitable for the film club.

The letter should be about 100–150 words long.

**Core [12 marks]**

### Reading & Writing, Exercise 5

- 2 You and a friend recently made a video and uploaded it to a video-sharing site on the internet.

Write an email to your cousin in which you:

- explain what the video was about
- describe why you decided to upload it
- say how you felt about the experience.

The email should be 150–200 words long.

**Extended [16 marks]**

### Reading & Writing, Exercise 6

- 3 Your school librarian has asked your class to write reviews of novels for the library blog. Write a review of a novel you have read for the blog. Here are some comments from your friends about novels they have read:

*'The characters were believable and interesting'*

*'The setting was difficult to imagine.'*

*'The plot was exciting.'*

*'The ending was a disappointment.'*

Write the review for the website. The comments above may give you some ideas, and you can also use some ideas of your own. Your review should be 100–150 words long.

**Core [12 marks]**

### Reading & Writing, Exercise 6

- 4 You recently went to see a concert or other live performance with some friends from your school. Here are some of your friends' comments about the performance:

*'It was magnificent.'*

*'It was rather slow at times.'*

Write a review for your school magazine giving your views. The comments may give you some ideas, but you should try to use some ideas of your own. Your review should be about 150–200 words.

**Extended [16 marks]**

## Reading

### Reading & Writing, Exercise 2

1 You are going to read an article in which four teenagers share their views on reading in the digital age.

#### Extended [10 marks]

For questions a-j, choose from the people A-D. The people may be chosen more than once.

Who ...

- a has been resisting the demand that they read ebooks?
- b says that we don't have to choose between ebooks and books?
- c tries to put the technology of the book into an historical context?
- d says their approach to reading has changed?
- e was given an ereader as a gift?
- f appreciates the fact that books provide an escape from modern technology?
- g grades the author's writing?
- h writes in books?
- i finds ebooks more affordable?
- j is especially interested in a certain type of non-fiction?

#### Person A Noah

Books and I have a long history together. Ever since I can remember I've had a book with me. I read anything and everything, but my favourite things are novels – I read one a week, at least. But I'll admit that these days the way I read is different. Now I do almost all my reading on my tablet, and I tend to read often and for short periods. What I like about ebooks is that they are so convenient. You can carry hundreds around with you at once in the ereader. When I go on holiday however, I always buy a paperback guidebook. I like to turn down the pages of places I want to go to. I can also make my own notes on places I visit. Some people say that reading on the screen is not the same experience and the internet is a distraction. Well, the internet can be a distraction whether you're reading an ebook or a printed book. People resist change. But we must accept that the ebook is not only the present, but the future

#### Person B Francis

I think my experience with all of this is a bit different to the norm. You see, it's supposed to be the younger generation that's into everything new, and the older one that thinks that life was better in the past. Whoever thinks that is true hasn't met my family! My mum and dad start using new technology as soon as they can get their hands on it. Long before ebooks became popular, my parents were reading them, ignoring the old books on the shelves. They've downloaded thousands of titles on to their tablets, and sit on the sofa, gazing at their screens, faces lit by the bright light of the display. They keep telling me I have to get one. I still haven't given in. I prefer physical books. I like the colours and the feel of them. The only time I read an ebook is when I download one for the reading discussion group I go to after school sometimes. My friends and I like to read the latest bestseller, share our views and give the novelist a mark out of ten. But otherwise, I am a fan of the real book!




**Person C Liam**

Although I like reading, particularly books about history, I'm a very active person. If I sit around for too long with a book in my hand, I have a sudden urge to go for a swim, or play a quick game of football in the park with my mates, anything to burn off some energy. I'm probably not the best person to write about all of this, then, but my take on reading in the digital age is this – what's all the fuss about? We haven't always had the bound book. A long time ago, for example, people used clay tablets, scrolls and parchment. The ebook is just the next stage in the evolution of the technology. It won't end here, there'll be more changes in the future: who knows how we'll be reading in 2050? Personally, I prefer physical books. Not so much because of how it feels to hold one, or anything romantic like that, but just because it's good to pick up a book now and again and get away from apps, social media updates and the blinking lights on my smartphone notifying me of another message.

**Person D Marta**

You can't move for blog posts entitled 'Young People and the Crisis of Reading', and that sort of thing. OK, I know lots of people who don't enjoy reading, but that's got nothing to do with the internet or digital technology. There have always been people who don't like reading. My point is simple – you can like ebooks and books, just as you can enjoy talking to your friends face to face or only on something like WhatsApp. We don't have to decide if we want one but not the other. Ebooks are great for travelling because you can take hundreds of them at once. There is nothing better than reading a printed book in bed – it's a quieter and more relaxing experience than reading on a screen. My parents bought me an ereader a few years ago, as a birthday present. The next day, when they saw me sitting in the garden reading a printed book, they were a bit disappointed. I had to explain to them that the ereader was great, but that I would stop reading physical books just because I had one.

**Listening**  CD 2, Track 1**Listening, Exercise 3**

You will hear six people talking about film making. For each of Speakers 1–6, choose (from the list A–G) which idea each speaker expresses. Write the letter in the box. Use each letter only once. There is one extra letter, which you do not need to use.

Core [6 marks], Extended [6 marks].

You will hear the full recording twice.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Speaker 1 | <input type="checkbox"/> Speaker 2 |
| <input type="checkbox"/> Speaker 3 | <input type="checkbox"/> Speaker 4 |
| <input type="checkbox"/> Speaker 5 | <input type="checkbox"/> Speaker 6 |

- A** I sometimes change my views during the film's development.
- B** Disagreements make the atmosphere during filming unpleasant.
- C** Things have to be returned to normal after filming.
- D** I like to seem confident.
- E** I protect my public image.
- F** Lack of time for the job puts pressure on me.
- G** The audience should believe in the character.

## ADVICE FOR SUCCESS

The Advice for Success is for you to help yourself.

Everyone is different. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Practise your reviewing skills by exchanging views about TV programmes, books and films with your friends. Try to use some of the language you have been learning in this unit and avoid the adjectives *nice* and *good*.
- 2 Read book and film reviews in your own language and English to become more familiar with the language of reviewing.
- 3 Try to read for pleasure in English. Keep a book in your bag or pocket or download one onto your tablet. Allow a couple of hours occasionally to really get into a book. Find authors you enjoy. Book reviews are a useful source of information, and so is exchanging views with friends. Browsing on an online bookstore or in a bookshop which sells English books can give inspiration too.
- 4 Look for magazines in English that reflect your own hobbies and interests.
- 5 Try to enlarge your range of interest. Read about different themes (astronomy, transport, inventions) that you usually pass over. Some libraries carry a wide range of journals and newspapers. Pick up one or two about topics that are new for you.  
Try some poetry if you usually ignore it.
- 6 Watch again a film you have really enjoyed. Analyse why and how it appeals to you. Do this with books, too.

## Exam techniques

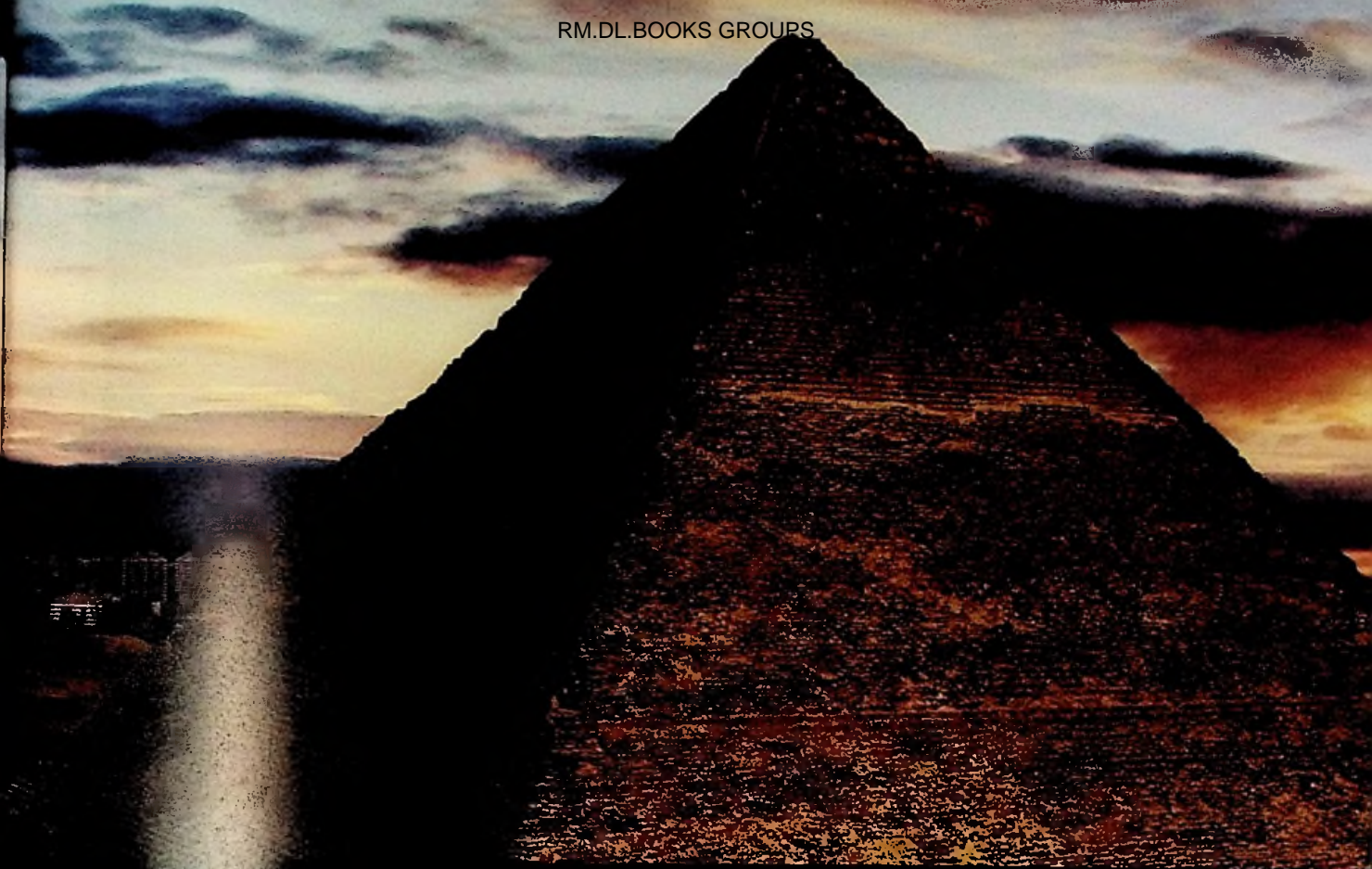
- 7 If you write a review in an exam, choose a novel or film you know well and enjoyed. Don't write about books or films you found disappointing, as it is more difficult to write in enough detail about something which did not engage your interest in the first place. This doesn't mean the book or film has to be perfect. You can pick out its weak points as well as highlight what was powerful.
- 8 Use a broad vocabulary and appropriate structures to express your reactions to a book or film. Give specific details about characters, performance, special effects, etc. Avoid writing very generally: it is much better to use specific examples.
- 9 Don't get too caught up with describing the plot. Plots can be very complicated and it is not necessary to retell the story. Just give an idea of what it is about. Describing the beginning can be enough.
- 10 If you have to review a live performance (e.g. a play, dance or music concert), use the skills you have learnt in this unit to:
  - describe the costumes and special effects if appropriate
  - convey the quality of the performance
  - describe your reactions to the performance
  - describe the atmosphere in the audience
  - say why you would recommend the performance to other people.

## Exam focus

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills.*

*The unit has helped to develop those skills in the following ways:*

- You have used a range of reading techniques to answer questions on complex and less complex texts.
- You have learnt to present a talk about a film, play or live performance and answer questions.
- You have developed a range of skills for writing a review of a novel, film, play or other live performance.
- You have listened to a radio interview and answered comprehension questions.
- You have listened to several speakers and matched statements to a speaker.
- You have learnt conversation strategies, and taken part in structured dialogues and discussions.

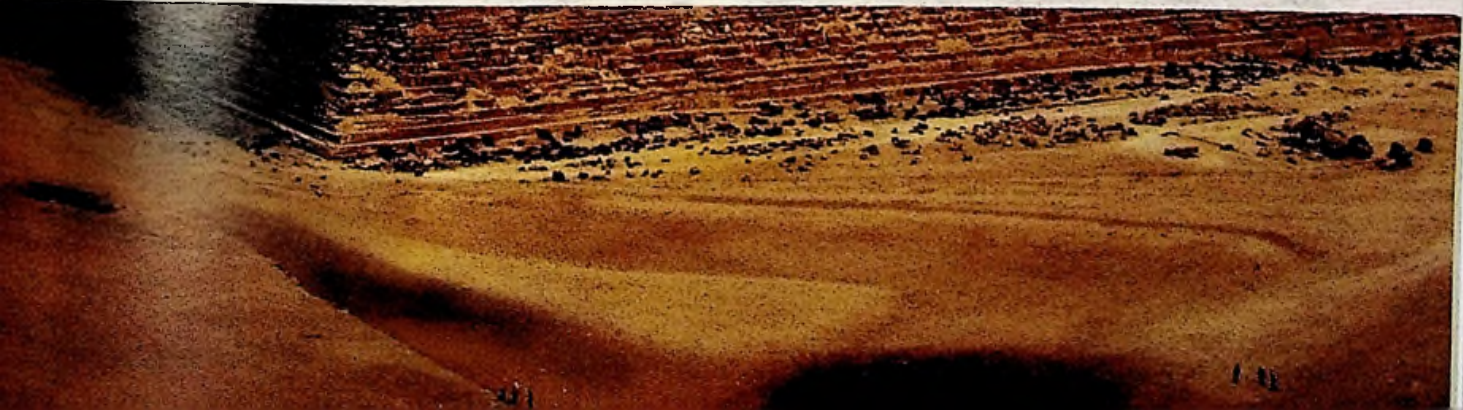


## Unit 6

# Travel and the outdoor life

### *In this unit you will:*

- ❑ read about a summer camp and two Italian islands
- ❑ write a description of an outdoor activities and holiday destinations
- ❑ listen to a conversation about a camping holiday
- ❑ practise expressing blame and guilt clearly and effectively
- ❑ focus on the following assessment objectives: R1, R2, W3, S1



# A Holiday time

## 1 Holiday quiz

What do you really like doing on holiday? With a partner, rate the following points on a scale of 1 (unimportant) to 4 (very important). Add anything else you or your partner like doing.

	MYSELF	MY PARTNER
1 Staying in a comfortable, well-equipped hotel / holiday home	<input type="checkbox"/>	<input type="checkbox"/>
2 Seeing beautiful scenery and new places	<input type="checkbox"/>	<input type="checkbox"/>
3 Making new friends	<input type="checkbox"/>	<input type="checkbox"/>
4 Doing outdoor activities, e.g. hiking, climbing, swimming	<input type="checkbox"/>	<input type="checkbox"/>
5 Learning a new skill, e.g. sailing, cooking, windsurfing	<input type="checkbox"/>	<input type="checkbox"/>
6 Going to theme parks	<input type="checkbox"/>	<input type="checkbox"/>

	MYSELF	MY PARTNER
7 Having time for reading and quiet thought	<input type="checkbox"/>	<input type="checkbox"/>
8 Exploring city attractions, e.g. art galleries, museums	<input type="checkbox"/>	<input type="checkbox"/>
9 Learning more about local culture and customs	<input type="checkbox"/>	<input type="checkbox"/>
10 Lazing on a sunny beach listening to favourite music	<input type="checkbox"/>	<input type="checkbox"/>

Share your ideas in your group. What are the most popular things to do on holiday? What are the least popular?

## 2 Pre-reading discussion

The brochure describes summer camps aimed at students who want to learn English.

Look carefully at the pictures without reading the text. Who can you see? Where are they? What are they doing? How do you think they are feeling? What is the atmosphere like?

# English in Action

Kingswood Camps has a superb reputation for leading the way in integrated language and activity camps. Set in holiday locations that are popular with UK youngsters, all our camps combine quality English teaching with an action-packed programme of sports and activities.



Through mini projects using research and thinking skills, we focus on building confidence and developing the language skills needed in real-life situations.



The programme is filled with fun, excitement and activities. You never have time to be bored at Kingswood Camps!

Our range of daytime and evening activities provide a terrific opportunity for international students to make new friends from Britain and around the world. You can speak English all day while you swim, surf, go climbing or horse riding, try archery, enjoy discos and campfires, and much more ...



Our teachers are hand-picked for their teaching ability and friendly, outgoing personalities. They always take the time to explain things carefully and to bring the language to life. Whether you are at beginner level or already quite fluent, the daily English lessons help you to understand the kind of practical language that is used in everyday situations.



Experience even more by upgrading your stay with a Specialist Holiday. Pick a favourite hobby or try something completely new and, for a supplementary cost, spend a minimum of 15 hours a week focusing on your chosen activity, sharing your passion with like-minded friends. Choose from Stable Club, Surf School, Watersports, Football Academy, Bushcraft and Dance.



From scenic river cruises, trips to historic cities and the bright lights of London, to theme park rollercoasters, famous museums and a spot of shopping, we have exciting excursions covered. One full day and one half day excursion are included in your programme.



All our residential centres offer excellent accommodation and three hot meals per day, including vegetarian options.

Whether you are travelling alone or in a group, you can choose to be met on arrival in the UK. Our special transfer service will then transport you safely to your camp.

#### Contact

Visit our website at [www.kingswood.co.uk/international](http://www.kingswood.co.uk/international) to download our brochure and to find out more. To book, call us on +44 (0)1273 648212 or make a booking online.

#### Parents and legal guardians

It is important to complete and return the Pre-visit Pack as soon as a booking has been made. A booking is *not* confirmed until a completed form is received. If any information changes prior to arrival, please notify us immediately via email or phone.

## Brainstorming

What do you think might be the good points and bad points, in general, of this kind of holiday? In pairs, write down any ideas at all that you can think of. Try to add at least another two or three good and bad points.

### Good points

- *Trying new skills*
- *Experiencing independence away from home*

### Bad points

- *Not enough time to learn a new skill properly*
  - *A busy schedule which leaves little time for yourself*
- When you've finished, share your ideas in your group. Add to your list any new ideas mentioned by your classmates.

## 3 Reading for gist

Read the brochure quickly for general meaning. Don't worry about understanding every word. As you read, underline anything that is factual about Kingswood Camps and circle anything that is opinion.

## 4 Comprehension: Scanning the text

Scan the text to find answers to these questions:

- 1 What is Kingswood Camps well known for?
- 2 How often can campers attend English lessons?
- 3 What can you suggest to a camper who likes horse riding?
- 4 What opportunities are there for visiting other places in the UK?
- 5 How is the safe transfer of campers ensured when they arrive in the UK?
- 6 What should you do if you would like a brochure for Kingswood Camps?
- 7 What do parents need to do to get a confirmed place for their child?

## 5 An eye-catching advert?

Who are the two main target groups this brochure is aimed at? What persuasive techniques are used to influence the target groups?

Consider:

- opinion language
- the choice of photographs (who is in them and what they are doing)
- the layout.

## 6 The best way to learn?

Do you think learning English through the medium of other activities is a good idea? If you are learning a new skill (e.g. water skiing or horse riding), what language would you expect to acquire?

Has this advert convinced you that learning English at a holiday camp is worth doing? Why/Why not?

## 7 Quite

The brochure says that all levels of English are catered for, whether students are '*at beginner level or already quite fluent*'.

*Quite* is a modifier often used before adjectives. It usually means 'moderately' (more than 'a little' but less than 'very'). But it can also mean 'completely', when used with certain adjectives. Which do you think it means in the following sentence?

*'Don't worry, Mrs Chavez. Your daughter will be quite safe at Kingswood Camps.'*

## 8 Shifting stress

The pattern of stress in some words alters when they are used as different parts of speech. For example, the words 'progress' and 'escort' can have different stress depending on whether they are used as nouns or verbs:

*You'll make good **progress** on the course.* (noun)

*You can **progress** to a higher level.* (verb)

*An **escort** will meet you at the airport.* (noun)

*We **escort** students to the camp.* (verb)

### Marking the stress CD 2, Track 2

Mark the stress in the words in italics in the following sentences as you listen:

- 1 The farmers sell their *produce* in the market.
- 2 The factories *produce* spare parts for cars.

- 3 Please *record* all accidents in the accident book.
- 4 His ambition is to break the world *record* for athletics.
- 5 I *object* to people smoking in public places.
- 6 She brought many strange *objects* back from her travels.
- 7 Black and red make a striking *contrast*.
- 8 If you *contrast* his early work with his later work, you will see how much it has changed.
- 9 I can't get a work *permit*.
- 10 The teacher does not *permit* talking in class.
- 11 I bought Dad a birthday *present* yesterday.
- 12 The artist will *present* his work at the next exhibition.

Now practise saying the sentences aloud to a partner. Do you both agree about the stress?

Where does the stress fall when the word is a noun and when it is a verb? Can you work out the rule?

## B Outdoor activities

### 1 Pairwork

What is your favourite outdoor activity? Work in pairs to ask and answer these questions. If you prefer, one of your group can go to the front of the class to reply to the questions.

*What / you like / do / your free time?*

*Where / you do it?*

*What / you feel like / when you do it?*

*What special equipment / you use?*

*How good / you be / at it?*

*How / you feel / after / activity?*

*Why / you recommend it?*

## 2 Reading: Identifying leisure activities

- A Read the following descriptions. What leisure activities are being described? What key phrases help you to decide? Find at least four in each extract.

Match the photographs with the descriptions.







- B** Scan the text to answer these questions. Which activity:
- is very sociable?
  - enables someone to stop thinking?
  - is suitable for someone who likes to appreciate nature?
  - develops strength in the hands?
  - is good for stress?
  - would appeal to someone who finds speed thrilling?

- I like going to quiet places that are uncrowded. Last week, I chose a route where the rough path made it hard to keep the frame straight. I got stuck in a lot of muddy holes, which were almost impossible to pedal my way out of. On the way down, I felt like I was flying. I reached the foot of the mountain in about half an hour. I was exhausted but delighted that I had done it. To enjoy this activity, you need a good, all-round level of fitness before you start.*
- Each time I set myself a goal, which might be to get to the railway station or all around the park without stopping once. All the equipment you need is a good pair of trainers. While I'm doing it, my mind's blank. On the way home, I slow down gradually. I feel satisfied because I've achieved what I set out to do. This is a good activity for someone who enjoys being alone.*
- I often practise in a large sports field near my home. I fit an arrow to the crossbow, pull the string back with all my strength and wait for the 'thunk'! I get another arrow ready without pausing to check the target. My fingers and upper body have become very strong since I took up this activity. If you don't have the speed for ball games, this could be an ideal sport for you.*
- We've got a large outdoor court where you can hire a racket. I sometimes play friendly games with a partner who, like me, likes to play with someone but is not very competitive. I enjoy concentrating on the ball and I like running, so I usually get to most of the shots. I don't feel I am very skilled but I can perform the basic strokes adequately.*
- I always go early in the morning when everything is peaceful. I love listening to the birds and breathing the fresh, clear air. I put on the saddle and bridle and mount by putting my left foot in the stirrup. When I trot, I rise up and down in the stirrups to avoid the 'bumps'. It's an ideal activity if you prefer something non-competitive.*
- I've never felt scared or worried doing this. Even at the age of two or three, I loved going underwater. I also like floating on my back. I feel as though I'm weightless. It's very soothing for the nerves, it is pleasant and it's cheap. Everyone can enjoy this, however unfit or badly coordinated they think they are.*

### 3 Developing your writing style

Most IGCSE students can write a simple description of an outdoor activity they enjoy. However, writing in a way that engages your listener as well as giving facts demands more skill.

Certain language structures can help you.

The **-ing form (gerund)** is often used when describing how much you like something. Remember that *love, like, enjoy, prefer, hate, etc.* are followed by *-ing* forms.

*Examples: I like being in the open air.*

*I enjoy testing my own limits.*

**Clauses** (beginning *which, where, etc.*) can link two ideas and provide extra information.

*Example: There's a large outdoor court where you can hire rackets.*

**Since** can be used to indicate the point in time something began.

*Example: I have been skiing since I was tiny.*

**Like, as, as though, as if** are used to compare one thing to another.

*Examples: After waterskiing my legs feel like jelly.*

*I felt as if I was flying.*

Using **precise adjectives and adverbs** gives your writing more clarity.

*Examples: I felt scared.*

*I can perform the basic strokes adequately.*

### 4 Analysing language structures

Study the extracts in exercise 2. Underline any structures or expressions you would like to use in writing about your own favourite outdoor activity.

### 5 Describing a favourite activity

Write a description of an outdoor activity you enjoy. Use a wide vocabulary and a range of structures.

You need to mention:

- why you like the activity
- the skills and equipment you need (check any technical words)
- when and where you can do it
- any other personal responses to it
- why other people might enjoy it, too.

Write at least 100 words.

### 6 Reading aloud

When you've finished, read out your description to your group. If you like, you can substitute the word *'blank'* instead of naming the activity. Let them guess what you are describing.

### 7 Pre-listening discussion



- A** Have you ever been camping? Talk to your partner about what it was like. If you have never been, look at the picture and tell your partner what you think it would be like.
- B** What qualities do you need to be a good camper? Do you think you have them?
- C** Camping holidays are good fun, but can sometimes be stressful. What might people find stressful or argue with each other about on a camping trip?

### 8 Listening for gist CD 2, Track 3

Paul and Marcus have just come back from their first camping holiday with the youth club. What did they find difficult about the holiday? Note three things.

Overall, do you think they enjoyed the trip despite the difficulties?

## 9 Listening for detail

Now listen for detail and choose the best ending for each statement.

- 1 The boys had difficulty getting the tent up because:
  - a it started to rain when the tent was halfway up
  - b they were in a hurry to go swimming
  - c the instruction leaflet had been forgotten.
- 2 As a result of going on the walk, the boys:
  - a missed the chance of visiting an aircraft museum
  - b missed the chance of visiting a war museum
  - c missed the chance of visiting a historic village
- 3 The boys think Mr Barker was funny because:
  - a he was at least 40-years-old
  - b he wore a woollen hat and specs
  - c he didn't listen to what they wanted to do.
- 4 The boys blame the girls for:
  - a not buying bread for breakfast
  - b not putting food into airtight containers
  - c not taking their turn to put food away.
- 5 The boys' attitude to going on a camping trip in future is:
  - a negative – there are too many discomforts and problems
  - b cautious – OK, but there are risks involved in this kind of trip
  - c enthusiastic – they would look forward to going camping again.

## 10 Post-listening discussion

- A** Paul and Marcus mention the uncomfortable aspects of camping, like *stone-cold showers*. What do you think they might have enjoyed about their trip which they did not mention? Try to think of three things.
- B** If you went camping, where would you prefer to go? In your own country or abroad? Try to explain why.

## 11 Blame

Paul blames himself for forgetting the instruction leaflet. Paul and Marcus blame the girls for some of the things they didn't enjoy on holiday.

Here are some expressions people use to blame each other, admit guilt or tell each other they are not to blame. Pick the ones the boys use. Which expressions sound most critical? When would it be acceptable to use them? When would it be inappropriate?

### Blaming

- *It's your fault.*
- *You're responsible.*
- *I blame you for it.*
- *It was down to you.*

### Admitting guilt/responsibility

- *It's my fault.*
- *I do feel guilty.*
- *I feel bad about it.*
- *I'm responsible.*
- *I should have been more careful.*

### Telling someone they are not to blame

- *Don't blame yourself.*
- *It wasn't your fault.*
- *It was just one of those things.*
- *You shouldn't feel bad about it.*

## 12 Comparing cultures

What do you say in your language when you want to blame someone, admit guilt or tell someone they are not to blame for something? How does it compare with what is acceptable in English?

## 13 Functional language: Writing a dialogue

Imagine you have gone on a picnic and find that one of you forgot to pack the cold drinks. What would you say to each other?

Write out this or a similar dialogue. Remember to refer back to exercise 11 for suitable expressions. Practise the dialogue in pairs. Finally, exchange dialogues with another pair in your group.

## 14 Colloquial expressions: Adjective collocations

On the recording you heard showers described as 'stone cold', bread described as 'rock hard', the night as 'pitch dark' and boots as 'brand new'.

In colloquial language, the meaning of an adjective is often emphasised by the addition of a noun or another adjective before it.

Examples: *stone cold* (noun + adjective)

*icy cold* (adjective + adjective)

Complete the gaps in the following sentences with an adjective or noun from the box. You will need to use one word twice.

### VOCABULARY

crystal	freezing	wide
dirt	sky	
fast	stiff	

- Wasn't Jeremy's talk fascinating?  
I'm afraid I don't agree. In fact, I was bored \_\_\_\_\_.
- The resort was idyllic – a beautiful sandy beach and \_\_\_\_\_ clear water.
- I was scared \_\_\_\_\_ when the plane began to shake.
- No wonder it's \_\_\_\_\_ cold in here. You've left the window \_\_\_\_\_ open.
- Chantal looked so pretty in her \_\_\_\_\_-blue outfit.
- I was exhausted after our long trek back to the campsite. As soon as my head hit the pillow, I was \_\_\_\_\_ asleep.
- Why did you buy so many bananas?  
I couldn't resist it. They were \_\_\_\_\_ cheap.

## 15 More colloquial expressions

Instead of 'getting up very early', you heard Marcus talk about 'getting up at the crack of dawn'.

Complete the following sentences with these colloquial phrases:

### VOCABULARY

a bite to eat	a drop of rain
at the last minute	hear a pin drop
a hair out of place	

- We stopped at a café on the way home to have \_\_\_\_\_, as we hadn't had anything all day.
- The farmers are very worried about their crops. There hasn't been \_\_\_\_\_ for months.
- The library was so quiet that you could \_\_\_\_\_.
- Her appearance is immaculate. She never has \_\_\_\_\_.
- Dan never plans ahead and made all the arrangements for his holiday \_\_\_\_\_.

Now work in pairs to create some sentences of your own with these expressions. You need to use the whole expression – you can't use just part of it.

## 16 Word building: Adjective suffixes

Many adjectives are formed by adding suffixes to nouns, etc. Below are some examples from the recording. Notice the way the spelling changes in some words.

*waterproof* (water + proof)

*fortyish* (forty + ish)

*historic* (histor\y\ + ic)

In groups of two or three, discuss how you could form adjectives from the following words by adding suitable suffixes. In some cases, more than one suffix is possible.

Check your ideas in a dictionary. Then try to create sentences of your own.

### VOCABULARY

bullet	Arab	scene
twenty	Islam	sound
child	boy	pink
irony	panorama	

In written English, inverted commas (also called quotation marks) must be put around all the words someone actually says. You open inverted commas at the beginning of the speech and close them at the end.

Study the following examples of the way direct speech is punctuated. Focus in particular on:

- the use of capital letters
- the position of other punctuation marks (commas, question marks, etc.)
- the correct way to punctuate quoted words within direct speech.

- 1 Melissa said, 'I don't have any money, do you?'
- 2 Mum paused and reached into her bag for her phone. 'Do you want to see our holiday photos? I took some on my phone,' she said.
- 3 'Have another piece of cake,' urged Mum. 'I baked it specially.'
- 4 Costas shouted, 'You tell me, "Don't worry about it," but I can't help worrying.'
- 5 'Look out!' screamed Uju. 'Can't you see that lorry?!'

### Practice

Complete the punctuation in the following conversation. You need to add inverted commas and commas.

*What was the best part of your holiday in America? Naomi asked when she saw Kevin again.*

*Going along Highway One from Los Angeles to San Francisco said Kevin without hesitation. I wouldn't have missed it for the world.*

*What's so special about Highway One? Naomi asked. Isn't it just another dead straight American highway?*

*Well replied Kevin. The road runs between mountains on one side and the Pacific on the other. The views are beautiful. Seagulls fly over the waves. There are great cliffs full of redwood trees. Yes he paused for a moment it's truly magnificent.*

*What was the weather like? Naomi asked. Every time I checked the international weather forecast there was one word hot.*

*In fact Kevin laughed we had stormy weather but when the sun broke through it created fantastic rainbows. We visited a cove where you can hunt for jade. Anything you find is yours and I'd almost given up looking when I found this. He reached into his pocket and pulled out a tiny green fragment. Here he said it's for you.*

## 1 Brainstorming



Tourism is now probably the world's biggest single industry.

Work in groups of three or four and jot down anything you can think of under the following headings. Pool your ideas with other groups and add any new ones.

- A** What are some of the pleasures and drawbacks of being a tourist?

#### Pleasures

- *You can see a different way of life.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Drawbacks

- *Your holiday is too short to get a real understanding of the country.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- B** What are the advantages and disadvantages to the host country of a rise in tourism?

#### Advantages

- *It creates jobs.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Disadvantages**

- *Pollution increases.*
- *Foreign companies take the profits from tourism back to their own countries.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C** How can tourists behave responsibly when they go abroad?

- *They can buy from local traders.*
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2 Tourism with a difference**

*Tourism Concern* is an agency that wants to develop 'sustainable tourism'. This means that tourists try to make sure that tourism benefits the local community. For example, they fly with a local airline and use local accommodation rather than international hotels. What do you think of this idea?

**3 Pre-reading discussion**

- A** You are going to read an article about tourism in Sicily and Sardinia, two islands off the Italian coast. First, describe what you can see in the pictures.
- B** What do you think a holiday on these islands would be like? What do you think you would enjoy? Would you find anything difficult to get used to? Would you like the opportunity to go? Why/Why not?
- C** What do you think foreign visitors expect your own country to be like? Are their perceptions correct, do you think? How do foreign visitors to your country usually behave? If you get a lot of visitors, does the atmosphere in your area change? How? Try to explain your views.

**4 Vocabulary check**

Can you match the following words from the article with their definitions?

- |                              |  |
|------------------------------|--|
| <b>1</b> whiff               | <b>A</b> to shine with a warm, bright light                                  |
| <b>2</b> gilded              | <b>B</b> growing thickly and strongly  |
| <b>3</b> glow incandescently | <b>C</b> strong  |
| <b>4</b> pastures            | <b>D</b> to fly high   |
| <b>5</b> enigmatic           | <b>E</b> covered or decorated with gold                                      |
| <b>6</b> soar                | <b>F</b> grassy fields   |
| <b>7</b> gorges              | <b>G</b> a picture made by arranging small coloured pieces of glass or stone |
| <b>8</b> lush                | <b>H</b> a brief smell   |
| <b>9</b> secluded            | <b>I</b> private, hidden away  |
| <b>10</b> robust             | <b>J</b> mysterious  |
| <b>11</b> mosaic             | <b>K</b> steep, narrow valleys   |

**5 Reading and underlining**

Read the article carefully, underlining the descriptive language as you read.

**6 Comprehension check**

Now try to answer the following questions:

- 1** What, according to the writer, is the main reason that Sicily and Sardinia have remained unspoilt?
- 2** Why is the writer reminded of North Africa? Give **two** examples.
- 3** What has been the result of the combination of Arabic and Italian influences on the architecture?
- 4** Which activities does the writer suggest Sardinia is well-suited to? Give **two** examples.
- 5** Which island, according to the article, would be:
  - a** a good destination for a keen birdwatcher?
  - b** attractive to someone who likes mountain views?
  - c** a good choice for a tourist who prefers traditional, rural accommodation?
  - d** appealing to a tourist who admires ancient Greek architecture?
  - e** of interest to someone who is curious about volcanoes?

- f a good destination for someone who enjoys evidence of prehistory?
- g suitable for a family who want to stay in modern accommodation with childcare facilities?
- 6 Which statement best summarises the author's view? Select the correct statement.
- a Overall, Sicily is a higher quality destination for tourists.
- b Sardinia has the most to offer tourists choosing a holiday.
- c Each island is unique with different benefits for tourists.

## Offshore Italy

**Unspoilt, even wild, the Italian islands of Sicily and Sardinia give an unexpected flavour to holidays in the Mediterranean.**



Sicily – mosaics, ruins and churches

What most of us want is to visit a 'real' country. We want unspoilt landscapes, markets, traditions, cuisine and distinctive architecture. We want people who are welcoming yet different from us.

- 5 Historically, there are two ways in which local character is preserved. The first is a poor economy; the second is physical separation from the mainland – the key reason why Sicily and Sardinia have stayed unspoilt.
- 10 I recently went to Taormina, Sicily's best-known seaside resort. Located on Monte Tauro, Taormina can be reached via funicular\* from its two bays below. Although its streets are traffic-free, they become crowded with holidaymakers in high summer. Even
- 15 with so many people, nothing can take away the magic of this medieval town. After all, what other major holiday resort has a backdrop that includes a world-class Graeco-Roman amphitheatre, wonderful hills and a 3 323-metre volcano, Mount Etna?

Here, in the east of Sicily, there's a link with southern Italy, but move further west and the influence is decidedly more Arabic. By the time you enter the Sicilian capital, Palermo, with its street market similar to a souk and couscous cafés, there's an exciting whiff of North Africa.

In Palermo, this mix of the two traditions has produced some of the most beautifully decorated buildings in this part of the world. There's the Cappella Reale, the chapel that King Roger II built for himself in the 12th century. Entering from the central courtyard, it takes a while for your eyes to adjust to the darkness. But gradually the gilded mosaics which line the walls come alive; while overhead, wonderfully carved ceiling paintings of exotic gardens and hunting scenes glow incandescently against a deep blue sky. The chapel is the supreme jewel of the city, yet a few kilometres away, on the hilltop at Monreale, is a cathedral where the mosaics are equally beautiful.

Sicily may not have as much mountain wildness as Sardinia, but it is a lovely broad landscape with rolling plains and corn-coloured hills. Life is taken at a relatively slow pace and sleepy hilltop towns come to life only for a festival or wedding. In some of this lovely country, farmers are waking up to the possibilities of *agriturismo*, boosting an income by offering hospitality (converted cottages and, sometimes, country food) to enthusiastic tourists.

Visiting Sicily now, it is easy to forget that for nearly 3000 years it was the most fought-over island in

50 the Mediterranean. The ancient Greeks loved it as one of their richest colonies and left behind a marvellous collection of temples to prove it.

Sardinia has some of the most astonishing countryside in Europe. Much of the population is concentrated in its two main towns, Cagliari in the south and Sassari in the north, so in the centre of the island shepherds still herd sheep and goats to remote valleys, visiting pastures used in Roman times. The land is dotted with mysterious stone buildings called *nuraghi*, which were left behind by the Sardinians' prehistoric ancestors.

Eagles and black vultures soar over the mountains, pink flamingos flash their wings by the coast – everywhere you look there are gorges, caves, wild boar, deer and flowers. All this makes Sardinia a terrific destination for fishing, cycling, walking and riding.

Yet, despite extensive areas of wilderness, the island has some of the best resort hotels in all Italy.

One of the most successful of the tourist developments is Forte Village. Set in 55 acres of lush garden with a wide range of sports on offer, there are three hotels to choose from, plus a selection of secluded cottages, entertainment and childminding services. It may not be the 'real' Sardinia, but it's hard to find a better quality holiday resort.

75

\* funicular = a mountain railway where the cars are operated by cable



Sardinia – wild at heart, with glamorous resorts

## 7 Post-reading discussion

The writer says that when tourists go on holiday they want to visit a 'real' country. They:

*'want unspoilt landscapes ... traditions ... [and] people who are welcoming yet different'.*

However, she also mentions the popularity of specially built 'tourist villages' which offer entertainment and childminding services.

Do you think meeting the needs of tourists for comfort can ever be in conflict with protecting a beautiful landscape and ancient traditions? Do tourists expect too much? What are your views?

## 8 Adverbs as intensifiers

We can use adverbs before adjectives to intensify the meaning of the adjective. There are several examples in the text:

*beautifully decorated* (line 32)

*wonderfully carved* (line 39)

*relatively slow* (line 48)

Combining adverbs appropriately with adjectives is a matter of practice. There are no hard and fast rules.

Choose adverbs from the box to complete the sentences below. After you have finished, compare your answers with a partner's. Sometimes more than one answer is possible.

### VOCABULARY

alarmingly	fully	strikingly
badly	painstakingly	surprisingly
dazzlingly	seriously	utterly
faintly	strangely	

- I found the standard of service in the hotel \_\_\_\_\_ bad.
- He has \_\_\_\_\_ recovered from his accident.
- The temple is a(n) \_\_\_\_\_ attractive building.
- The buildings were \_\_\_\_\_ bombed in the war.
- I was \_\_\_\_\_ ill in hospital.
- The beggar was \_\_\_\_\_ destitute.
- You'll need sunglasses as the midday sun is \_\_\_\_\_ bright.



- 8 They expected prices to be high on holiday, but everything was \_\_\_\_\_ cheap.
- 9 The ancient relics in the museum had been \_\_\_\_\_ restored.
- 10 Even after washing, the coffee stain on that white tablecloth is still \_\_\_\_\_ visible.
- 11 We held our breath as the coach went \_\_\_\_\_ fast around steep mountain bends.
- 12 The disco, which was usually very noisy, was \_\_\_\_\_ quiet.

## 9 Imagery in descriptions

Striking images convey a lot of information in a few words.

The writer describes Sicily as 'a lovely, broad landscape with rolling plains and corn-coloured hills'.

Does she describe everything about the Sicilian countryside, or select a few key features? What kind of image does the phrase 'rolling plains and corn-coloured hills' convey?

What kind of images of Sardinia come to your mind when you read that 'shepherds still herd sheep and goats to remote valleys, visiting pastures used in Roman times'?

or

'Eagles and black vultures soar over the mountains, pink flamingos flash their wings by the coast'?

Study the examples carefully and underline key adjectives or images that suggest the area is still wild and untouched by modern life.

## 10 Adjectives: Quality not quantity

It's far better to be selective. How many adjectives have been used before the nouns in the following examples? How successfully do they evoke a particular atmosphere?

*exotic gardens* (line 40)

*sleepy hilltop towns* (line 48)

Choose an example of descriptive writing from the text, which you think contains pleasing images. Comment on it in the same way.

## 11 Comparing two styles

Compare the following two descriptions of the same place. How do the styles of the extracts differ? Which do you prefer? Why?

### Style one

*The village is very, very nice. Tourists like going there but there is not a lot of new development, crowds or traffic or things like that. There are stone houses near the harbour. The buildings are not painted in dark colours. They are painted white or cream. The buildings have blue, grey or brown shutters. There are hills around the village. There are many pine trees on the hills. The view from the top of the hills is very good. You can see the whole area.*



### Style two

*The village is strikingly pretty and unspoilt. The houses, rising up from the harbour, are pale-coloured with painted shutters and made of stone. The village is surrounded by hills covered with pine trees, which provide panoramic views of the area.*

## 12 Developing your writing style

There are a number of ways you can improve your writing style:

- Choose your adjectives with care and use them **precisely**.
- Remember that you can create adjectives by adding **suffixes** to nouns or adjectives, e.g. *panoramic*, *colourful*. (See exercise 16.)
- You can make adjectives more emphatic by using adverbs as **intensifiers**, e.g. *staggeringly*, *exceptionally*. (See exercise 8.)

- Adjective **collocations**, such as *crystal clear*, are another way of adding impact to your descriptions. (See exercise 14.)
- Use **clauses** to link ideas beginning with *which*, *where*, *when* and **phrases** beginning with *made of*, *with*, etc.
- Use **comparisons**: *like*, *as*, *as though*, *as if*.
- All the above techniques will help you to write more **concisely** – using fewer words to greater effect.

## Practice

Now use the ideas in exercise 12 to help you rewrite the following description.

*The town developed around a marketplace. The marketplace is very, very old. It is in the shape of a rectangle. In the town the people live in the way that they used to live hundreds of years ago. They like visitors. They will always help you. You do not need to be afraid of them. They wear clothes that are very simple. They wear long, loose, white cotton robes. The town has many very, very old buildings. The buildings were built in the 13th century. It also has many restaurants. There are many different kinds of restaurants. You can eat nice food. The food is from different cultures.*

## 13 Writing your own description

Think about your last holiday or day out. Try to recall what was distinctive about the experience. Was it the people's way of life? The landscape? The food? The places of interest? Where you stayed? Or a combination of all of these?

What particular images come to your mind? When you are ready, write them down. Don't worry about trying to write neatly or accurately. Just let the words flow out onto the page.

Re-read what you have written and select the best images. Concentrate on those that convey the flavour of the experience. Don't try to describe everything.

Now try to write a description. Use the techniques you have learnt in the unit so far. Write about 100 words.

International tourism around the world is growing steadily.

- 1 From the countries on this list, try to guess the top four international tourist destinations in order of popularity.

Australia	Brazil	China
Egypt	France	India
South Africa	Spain	UK
USA		

- 2 Which country on the list would you most like to visit?
- 3 Which country would you most like to visit if you could choose anywhere in the world? Why?
- 4 Which holiday destinations abroad are popular with people from your country?

Share your ideas with a partner.

## 14 Giving a short talk

*'More tourists = more economic and social benefits'*

Prepare a talk of about five minutes on the above topic for your group.

### Planning the talk

Use the notes you made earlier to help you produce a list of key points under main headings.

Give your talk depth by adding examples of your own. Try to think of specific ways tourism affects your country. What have you noticed yourself about the behaviour of tourists, the effect they have on the environment / local atmosphere?

If you have travelled, you could compare tourism in your country with tourism abroad. What was your own experience of being a tourist in a foreign country like? How were you treated? What did you learn about the treatment of tourists in your own country?

### Presentation

Use your notes to help you give your presentation, but don't just read them out, it will not engage your listeners. Make eye contact, speak clearly, and be prepared to answer questions.

### Being a good listener

Remember, it's polite to show an interest in the speaker. Listen attentively and have at least one question or comment ready to put to the speaker at the end.

## 15 Words from names

The island of Sardinia gave its name to *sardines*. Many words in English are derived from the names of people or places.

Try to match these names to the people in the sentences below. Check the meaning of any unfamiliar words.

### VOCABULARY

Morse	Fahrenheit	Diesel
Volta	Marx	Sandwich
Cardigan	Pasteur	

- Lord \_\_\_\_\_ didn't have time for a proper meal so he devised a way of eating meat between two slices of bread.
- Lord \_\_\_\_\_ was the first person to wear a long-sleeved jacket made of wool.
- Louis \_\_\_\_\_ invented a method of making milk safe to drink.
- Gabriel \_\_\_\_\_ developed a thermometer which showed boiling and freezing points.
- Samuel \_\_\_\_\_ invented a secret code to be used for sending messages.
- Alessandro \_\_\_\_\_ invented the electric battery.
- Karl \_\_\_\_\_ developed the idea of communism.
- Rudolf \_\_\_\_\_ devised a special type of oil-burning engine.

Can suffixes be added to any of the names? Which ones?

Are any words in your own language derived from these names? Compare ideas with your classmates.

## 16 More homophones

Problems with homophones are the root of many spelling errors. Remember that homophones have the same sound but different spellings. (Look back at exercises 9 and 10 in Unit 1.)

Work with a partner to try to find a homophone for each of these words. The words have come from the texts you have read in the unit so far.

### VOCABULARY

real	flower	soar	sail
scene	sea	blue	herd
boar	right	two	deer

Finally, put each homophone into a sentence.

## D Personal challenges

### 1 Reading an example email

Read the email which describes an activity holiday. How good a description do you think it is?

New Message

To: Lucia      From: Kosi

Hi Lucia,

Wow! I've got so much to tell you. The activity holiday was really great. I loved Tasmania. You would too. Do you remember how scared I was before I went? I didn't think I'd find it easy to go away by myself, especially as I'd never done it before, but the group leaders were so kind to me and I never once felt alone.

So we stayed in a converted boarding school in this really beautiful area. I had to share my room with two other girls, but we got on well and we've been Skyping each other since I got back. We were lucky with the weather as well! The guides said it could be unpredictable, but we only had one heavy downpour.

Each day we did different things - there were so many activities to choose from! My favourite was canoeing. Didn't you do that somewhere a couple of years ago? Our instructor was really funny and made us relax. He even made the safety demonstration fun! He took us out on this lovely calm river near the school to practise our techniques and I'm not trying to say that I'm a master canoeist or anything, but I'm pleased with what I learned in a week.

Right, I'd better bring this to an end now - this is a long email for me, isn't it? I just wanted to say that I think you'd love it there, Lucia - the place, the people, all the things you can do, everything. Tell me if you ever think of going because I might come with you!

Email soon.  
Love,  
Kosi

### 2 Comprehension

- Where did Kosi go on holiday?
- How did she feel before she went? Were her feelings justified?

- 3 What was her favourite activity? Why?
- 4 Why does she think Lucia would like the same type of holiday?
- 5 How does she feel overall about the trip?

### 3 Analysing the email

- 1 What is the main topic of each paragraph?
- 2 Analyse the language Kosi uses to describe:
  - the place
  - the activities
  - the instructor
  - her feelings.
- 3 How does she close the email? Consider the last sentence of the final paragraph, and the closing phrase.

### 4 Vocabulary: The weather

The weather, particularly on holiday, is a popular topic of conversation among British people. Decide whether the following statements about the weather are likely to be true or false. Use a dictionary if necessary.



- 1 The weather was showery so we had to water the garden every day.
- 2 The blizzard made driving home easy.
- 3 Early in the morning the grass is wet with dew.
- 4 At home, we switch on the lights at dusk.
- 5 I needed to put on my sunglasses because the sky was overcast.
- 6 The weather was so mild last winter that we hardly wore our coats.



- 7 It's not worth hanging out the washing to dry as it has begun to drizzle.
- 8 The gale blew several trees over.
- 9 Constant low temperatures and hard frosts meant there was no chance of a thaw.
- 10 Farmers are very pleased to have a long period of drought.

### 5 Spelling revision

Some adjectives are formed from nouns by adding *-y*. You need to remember the rules for adding suffixes.

A final *-e* in a word is usually dropped when adding *-y*: ice icy

The rule for one-syllable words is that we double the final consonant if the word ends in one vowel and one consonant.

Examples: sun sunny BUT cloud cloudy

### 6 Writing about the weather

Choose an appropriate noun from the box and change it into an adjective to fill each gap in the postcard. Take care with your spelling.

#### VOCABULARY

storm	frost	chill
mud	mist	fog
haze	rain	



Hi everyone,

We're having a good time here but the weather isn't great. Every day starts \_\_\_\_\_ or even \_\_\_\_\_. This clears up by midday and as you can see, we do get a little \_\_\_\_\_ sunshine. We had a \_\_\_\_\_ day yesterday and the ground was too \_\_\_\_\_ for walking. It's generally \_\_\_\_\_ and I'm glad we brought warm clothes. Our boat trip was cancelled because it was \_\_\_\_\_. We're hoping for calmer weather tomorrow.

Love,  
Ashwin

## 7 Discussion: Voluntary work abroad

Spending time in a developing country as a volunteer in a school, hospital or a charity project is very popular with young people. However, it is sometimes claimed that young, inexperienced students from affluent nations have little to offer the world's poorer countries. They enter a difficult situation with little training or worldly knowledge. They might have ideas that are inappropriate for the country. In addition, they might be very homesick – almost an extra burden on the charity.

How far do you agree with these ideas? Is there any way problems like these could be overcome? Discuss your views with your partner.

## 8 Building a blog from notes

Basima is working in a nursery school in Ecuador. She has started a blog so she can tell her friends back home about her new life. Use the notes to build up a complete blog entry.

At first / be very busy / but now / have time / update my blog. I / enjoy myself here. The weather be warm / sunny / except for / last night / there be / big storm / which turn / paths / into rivers.

The family / I stay with / be very kind. The house be / three-bedroomed / and be quite comfortable. I be very close / my 'sisters' / who tell me off / if I do anything wrong! Each morning I wake up / sound / exotic birds / dart / among trees.

Yesterday I take / bus / through breathtaking countryside / to local city. I go / bustling market. Everywhere / people sell things / but I be not sure / what buy!

I help / look after / young children / nursery school. The children be delightful / and be very polite. The work be demanding / rewarding.

I miss everyone / home / but I feel / grow up quickly / and I be / more confident now.

I going to /upload /photos tomorrow and would love/read your comments.

## 9 Look, say, cover, write, check

The following words are problematic to spell. Most of them come from various exercises in the unit. Use the 'look, say, cover, write, check' method to help you learn them.

### VOCABULARY

Mediterranean	confidence	jewellery
separate	restaurant	accommodation
glamour	separation	jewel

## 10 Discussion: Working as a tour guide

- A Talk to your partner about what you can see in the photograph.



- B Study these comments made by tour guides working in the tourist industry. Discuss each of them with your partner and decide if this work attracts either of you.

1

*It's essential that you like travel and, above all, have a lot of patience with people.*

2

*Although the clients are on holiday, you've got to remember you're not on holiday and you must always be prepared to be responsible.*

3

*Touring a country with a group makes it hard to keep up friendships at home.*

4

*You have to be able to live for two weeks out of a suitcase or rucksack.*

5

*You're with the group 24 hours a day on a tour. There's not much privacy.*

6

*You've got to be well organised and methodical at all times. The arrangements you are in charge of can be very complicated.*

## 11 Reordering a magazine article

The following article was uploaded onto a school website. Reorder the sentences logically and divide the article into three paragraphs. Underline the words and phrases which help you to link the text.

### *Life as a resort rep in Rhodes, by a former pupil*

- a Initially, they relied a lot on me to explain about the banks and shops and to recommend local restaurants and the best sightseeing trips.
- b Finally, I hope this has given you some idea of what life as a resort rep is all about.
- c The work itself is very varied and I have the opportunity to meet new people and see interesting places.
- d I have groups of all ages.
- e In addition, there are many stunning, unspoilt beaches and peaceful villages.
- f It is the first time they have been abroad.
- g Although it gives you the chance to have lots of fun, it's not all glamour.
- h Now, however, they are much more relaxed.
- i However, if any of you are keen to get involved, I would definitely recommend it!
- j It's got an impressive old town and a new town with graceful, modern buildings.
- k In fact, they are more independent than many much younger tourists.
- l First of all, let me give you an idea of what Rhodes is like.
- m Next, I'd like to tell you a bit about my job.
- n At the moment, for example, I'm looking after a group of elderly people.



## GRAMMAR SPOTLIGHT

### Adverbs of frequency

**A** The adverbs of frequency *always, usually, often, seldom, rarely, hardly ever* and *never* show how often something happens.

They usually go immediately before the main verb:

*I always take too many clothes on holiday.*

*You never have time to be bored at Kingswood Camps.*

So if the verb has two parts, the adverb goes before the second verb:

*She had never enjoyed camping.*

**B** The word *sometimes*, another common adverb of frequency, is different because it can go in three positions:

*Sometimes I eat toast for breakfast.*

*I sometimes eat toast for breakfast.*

*I eat toast for breakfast sometimes.*

**C** With the verb 'be', adverbs of frequency go after the verb:

*I am usually hungry after school.*

*Joel was sometimes late for class.*

*Students are always met and escorted by holiday camp staff.*

- 1 Look at extracts 3, 4, 5 and 6 in exercise B. Notice the frequency adverbs and underline them.
- 2 Correct the mistakes in these sentences by putting the adverb in the correct position. **One** sentence is already correct!
  - a I ride always my bike to school.
  - b Angela often goes swimming with her friends.
  - c He prefers usually the buffet-style breakfast.
  - d Visitors to the Taj Mahal seldom are disappointed.
  - e We play sometimes tennis after college.
  - f Lewis hardly ever is on time - it's so annoying!
  - g The children go rarely to the cinema.
  - h She never has been on holiday abroad.

## Exam-style questions

### Writing

#### Reading & Writing, Exercise 5

- 1 A travel company called 'Explore' awarded you first prize in a recent competition. You were given the chance to travel to any of the destinations mentioned in this advertisement. You have just arrived home from your holiday. Write an email to a friend in which you:
- explain why you chose that particular holiday
  - tell your friend about special places of interest you visited
  - say why you would recommend this place to other people.

Your email should be 100–150 words.

**Core [12 marks]**

# EXPLORE

## TRAVEL TO NEW AND UNUSUAL DESTINATIONS!

### Wildlife and Natural History

We visit many of the world's greatest game parks – tracking mountain gorillas in **Uganda** or bushwalking with guides in **Kenya**.

### Wilderness Experience

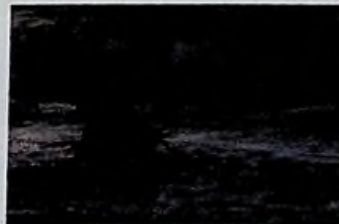
Discover the haunting beauty of the living rainforest in **Borneo** or **Costa Rica**, or experience the powerful mystique of deserts like the **Namib**, **Gobi** or **Sahara**.

### Raft and River Journeys

River journeys can last from a few hours to several days, and range from two-person inflatables on the Dordogne River in **France** to the excitement of an Amazon riverboat in **Brazil**.

#### Reading & Writing, Exercise 5

- 2 You have just returned from a week's activity holiday. Write an account of the holiday for your friend in which you:
- describe the place
  - say what activity/activities you enjoyed
  - explain why you think other people would enjoy such a holiday.



The pictures may give you some ideas, and you should try to use some ideas of your own. Write 150–200 words.

**Extended [16 marks]**



**Reading & Writing, Exercise 5**

- 3** A friend has emailed you complaining that he/she is bored and asking you to recommend a new leisure activity.

Write an email to your friend in which you:

- suggest an interesting leisure activity
- explain why you think he/she would enjoy it
- say if any special equipment or training are required.

Your email should be 150–200 words.

**Extended [16 marks]**

**Speaking****1 Tourism**

Imagine that an area near where you live is being developed in order to attract tourists. The new developments may bring benefits, but some disadvantages, too. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- how tourists might behave and the expectations they might have
- the kind of new jobs that might be created
- other ways tourism could be good for the local economy
- whether new buildings would be put up and the impact this would have
- ways to protect areas of special beauty or fragility.

You are free to consider any other related ideas of your own. Do not make any written notes.

**2 Travel at home and abroad**

Nowadays, many people expect to travel, either for holidays, business or for some other reason. Discuss this topic with the assessor.

Here are some possible ideas for developing the conversation:

- places you have particularly enjoyed visiting in your own country
- the suggestion that foreign travel is better than travelling in one's own country
- the idea that air travel enables family members living abroad to see each other easily
- whether you would find the idea of studying abroad attractive
- the advantages and possible drawbacks of working for a large international company.

You are not allowed to make any written notes.


**3 Spare-time activities**

Hobbies and leisure activities are very important to some people, whereas others have few hobbies or none at all. Discuss this topic with the assessor.

You may wish to talk about:

- the activities you enjoy in your spare time
- an activity that you would like to learn, if you had the chance
- the advantages and drawbacks of hobbies people enjoy outdoors
- the idea that everyone should have a hobby of some kind
- the view that modern teenagers do not persevere with hobbies.

You are, of course, free to use any other related ideas of your own. Do not make any written notes.

**Listening**  CD 2, Tracks 4 and 5**Listening, Exercise 5****Part A**  CD 2, Track 4

You are going to listen to a museum tour guide talk about 'Viking history and culture'. Listen to the talk and complete the notes in Part A. Write one or two words in each gap. You will hear the talk twice.

**Extended [10 marks]****The Vikings****Longships**

Between the 8th and 11th centuries, the Vikings travelled to many regions of the world in wooden longships. Some longships have been dug up from rivers in one piece, as the \_\_\_\_\_ at the bottom of the river bed preserved the wood in good condition.

**Description of a longship**


The longships were light and narrow. The red sail of a warrior longship scared away enemies. The rack along the length of the ship held \_\_\_\_\_.

**Viking weapons**

Viking warriors used iron axes, spears, swords, arrows and crossbows. Children were taught \_\_\_\_\_, as these skills were needed for hunting and fighting.

Before going into battle, warriors put on cloaks and helmets made from bearskins and worked themselves into a \_\_\_\_\_. The word 'berserk' is from an early Norse word meaning bearskin.

The swords were decorated with delicate silver patterns. The warrior valued his sword highly, and it had a special \_\_\_\_\_ written on it. The weapons were buried with warriors when they died. (5 marks)

**Part B**  CD 2, Track 5

Now listen to a conversation between two students about Viking settlers in Iceland and complete the sentences in Part B. Write one or two words only in each gap. You will hear the conversation twice.

Pause 00'30"

Now you will hear the talk again.

**Iceland in the Viking Age**

Between 870 and 930, 1000 Vikings left Norway because they needed \_\_\_\_\_

The first settler built a farm in an area which became the site of Iceland's \_\_\_\_\_

The settlers used iron and \_\_\_\_\_ make weapons and cooking pots.

Exports: natural resources, linen and \_\_\_\_\_

In 930, the settlers set up a yearly \_\_\_\_\_ called the Althing, which discussed the best ways to rule the island. (5 marks)

Now you will hear the talk again.

## ADVICE FOR SUCCESS

The Advice for Success is for you to help yourself. Everyone is different. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Many students have difficulty concentrating on a topic for very long. In the modern world of the internet, smartphones and tablets, sustaining attention on a topic for a long time can be quite hard.

Try to **strengthen your powers of concentration**. Time your ability to concentrate on a topic without getting distracted or having a break. Gradually try to extend the length of time you can do this. If distracting thoughts come, try to bring your mind back to what you are doing. Slowly, you will build up the length of time you can concentrate.

### Exam techniques

- 2 Read a composition question carefully and underline what you have to do. If you are given a detailed stimulus, such as a printed text from a magazine, be extra careful. Make sure you only write what is expected of you.
- 3 Make a very brief **plan** before you begin. Students sometimes panic at the thought of planning because they think it will use up valuable time. However, it is essential if you are to have a clear structure for your writing. If there is no time to write a complete essay, a clear plan should gain some marks.

- 4 Try to **draw on personal experience** in developing ideas for a description. This will make writing come more easily.

Aim to produce a mature style by using some of the techniques you've developed in this unit. Avoid lots of plain, short sentences with the words 'nice' or 'good'. Use clauses, comparisons, unusual adjectives and images to make your descriptions interesting and distinctive.

- 5 Description alone is not enough. You will have to **explain your reasons** for liking something. You usually have to say why you think other people would enjoy whatever it is, too. Try to give clear, interesting reasons that relate sensibly to your topic.

- 6 As always, check through your work for mistakes in spelling, grammar and punctuation.

Make sure you have written in paragraphs. If you haven't, the next best thing is to indicate where they should be. Aim to leave enough time to do this.

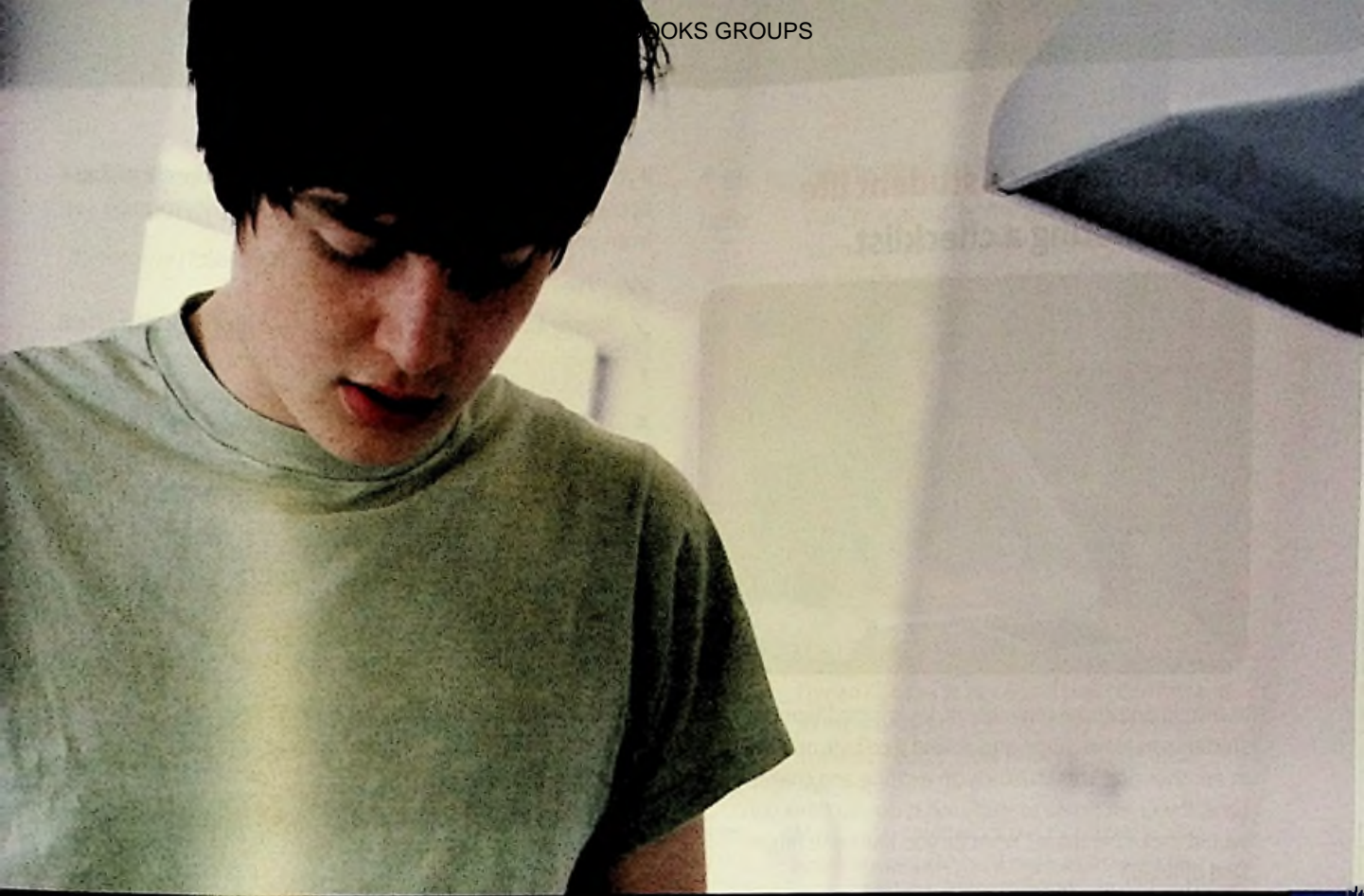
- 7 In an exam, you may be required to scan a **sign, notice, leaflet, article or webpage** for factual detail. Look first for clues to meaning from pictures, headings, etc. Then read the information quickly to get the sense before you try to answer the questions. It's usually possible to 'spot' the information in the text.

*Remember - even if a text gives information about prices, etc., what you will be tested on is your ability to read that information carefully, not your mathematical skills.*

## Exam focus

**This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:**

- You have developed skills for describing places and activities in a more mature style, suitable for emails and articles.
- You have written connected paragraphs based on texts.
- You have used a range of reading techniques to answer questions on complex and less complex texts.
- You have listened to an informal conversation and answered multiple-choice questions.
- You have listened to a formal talk and taken notes.
- You have listened to an informal conversation and taken notes.
- You have developed conversational strategies and developed skills for more formal discussions.
- You have presented a short talk on a topical issue.



## Unit 7

# Student life

### *In this unit you will:*

- ❑ read about exam nerves and an exchange of emails about a problem
- ❑ give advice in an email, using the appropriate tone and register
- ❑ listen to a conversation about college fears and a counsellor talking about her work
- ❑ understand a speaker's opinions and attitudes in a listening exercise
- ❑ examine ways of talking about problems and giving someone advice
- ❑ focus on the following assessment objectives: R3, R4, W5, S4



## A Challenges of student life

### 1 Completing a checklist



In Britain and some other countries it is traditional for students to leave home and attend a college or university in another city. This is usually an exciting and challenging time. If you left home to study, what do you think you would look forward to? What do you think you might find difficult?

Work by yourself. To help focus your thoughts, copy and complete the checklist. Mark the ideas like this:

- ✓✓ *I'd really look forward to this.*
  - ✓ *I wouldn't mind this.*
  - ? *I'm not sure how I'd feel about this.*
  - ✗ *This would definitely worry me. I don't know how I'd cope.*
- having my own place
  - shopping for food and other essentials
  - making sure I eat regularly and sensibly
  - cooking for myself
  - finding new friends
  - organising myself and working alone
  - managing on a budget
  - being more responsible for my own studies
  - deciding how to spend my free time
  - doing my own laundry
  - keeping where I live clean and tidy
  - being more responsible for my own health
  - keeping in touch with my family and friends.

If you have already left home to study, mark the checklist according to what you know about your ability to cope from your actual experience:

- ✓✓ *I've really enjoyed this.*
- ✓ *This has been demanding but I've managed.*
- ? *I'm still learning to cope with this.*
- ✗ *This is a problem for me.*

## 2 Before you listen: Interactive skills

You are going to analyse the way two teenagers talking about starting university interact with each other.

Before you listen, answer these questions:

- What do you think makes a good listener?
- What makes a conversation lively and interesting?
- What makes it dull or boring?
- A good conversation may be likened to a game of table tennis. Why?

### Improving communication

Here are some strategies people use to improve communication. Can you extend the list?

#### Using good body language

Looking and sounding interested. Making eye contact. Smiling and nodding.

#### Asking open questions

*How/What do you feel/think about ...?*

*Why ...?*

*Where ...?*

*Is there anything else ...?*

#### Encouragement

*That's interesting. Tell me more.*

*That surprises me. I've always thought you were a capable student / a confident cook.*

#### Paraphrasing

*You mean ...?*

*What you're trying to say is ...?*

*In other words you feel ...?*

**Asking for more information / clarification**

*Why do you feel like that? Can you explain a bit more?*

*I'm not sure I follow you. Can you give me an example?*

**Reflecting the speaker's feelings / state of mind**

*I can see you're excited / anxious at the thought of starting university / your new independence / developing a new social life.*

**Making suggestions / offering advice**

*Maybe you could ...*

*If I were you I'd ...*

*Your best idea would be to ...*

*Have you considered ...?*

*Why don't you ...?*

### 3 Reading and listening at the same time CD 2, Track 6

Now follow the conversation. As you listen, underline examples of interactive techniques.

**Dora:** I'm really looking forward to having my own room when I start college.

**Peter:** Why do you feel like that?

**Dora:** Well, I've always had to share with my younger sister and she keeps bursting in when I'm trying to have a few moments to myself. She's got another annoying habit, too. She's always borrowing my clothes without asking.

**Peter:** I can see you'll be glad to get some privacy. But won't it be a bore keeping your own place clean and tidy?

**Dora:** No, because I like to keep things in order. How do you feel about going to college?

**Peter:** Actually, I'm a bit nervous about leaving home and coping alone.

**Dora:** That surprises me. You always seem so confident.

**Peter:** People think I am, but I don't think I'll be very good at looking after myself. To be honest, I've never even made myself beans on toast. Mum always does the washing and ironing so I've no experience of that either.

**Dora:** So, what you're really saying is that it's the chores that are bothering you rather than your social life?

**Peter:** Yes, you could say that.

**Dora:** Well, how about learning now? Get your mum to teach you a few easy recipes. You could even have a go at ironing a shirt! Why not do it while you've still got someone around to show you?

**Peter:** Now, that's a good idea. Perhaps I will. Is there anything else about leaving home that you're worried about?

**Dora:** Yes. I'm really hoping to have a good social life. I think I'm good at making friends, and I like parties and going to clubs. But I'm sure money will be a big issue.

**Peter:** I'm not sure I follow you. What do you mean?

**Dora:** I mean I'll have to be careful that I don't spend all my money at once. I'm really impulsive in shops. I don't know what I'm going to do about it.

**Peter:** Maybe you could work out a budget, so you know how much you'll need each week for things like rent and food. It's the opposite for me. My family can't afford to give me a lot of money, so I'll need a part-time job to get through college. There's no way I want to get into debt.

**Dora:** I've heard they need helpers in the college social centre. It might be a good idea to contact them. There are usually some part-time jobs in the restaurant or the office. You get paid and you can get into all the events for nothing. What do you think?

**Peter:** Thanks for the tip. I'll think it over.

### 4 Conversation study

Do you feel the conversation between Peter and Dora sounds friendly? With a partner, try to work out the tone of the conversation. To help you do this, circle an example in the dialogue that illustrates each of these points.

- a** The speaker shows a desire to understand.
- b** The speaker offers advice in a friendly way.
- c** The speaker feels warm and positive towards the other person.
- d** The speaker is using a chatty, informal register.

## 5 Developing your own conversation

Look back at the list you marked in exercise 1 about the challenges of going to college. Think about the reasons you had for your answers. When you're ready, work in pairs to develop a conversation like the one above.

You can base the conversation on starting college, or any other situation you find challenging, such as going away to stay with friends, starting a new school, or going on a group holiday without your family.

Remember:

- Explain your ideas clearly. Give reasons and examples.
- Say things that are true about yourself.
- Be good listeners to each other – interact well.
- Try to offer appropriate advice.
- Don't forget your body language.



## 6 Recording your conversation

Why not record your conversation and listen to it carefully? How well did you interact? Does it sound friendly and supportive? Have you helped each other explain your ideas?

## 7 Comparing languages

You might like to record an informal discussion in your first language and compare the similarities and differences in interactive patterns with those of English. How do these affect the tone of the conversation?

## 8 Reading and discussing a problem email

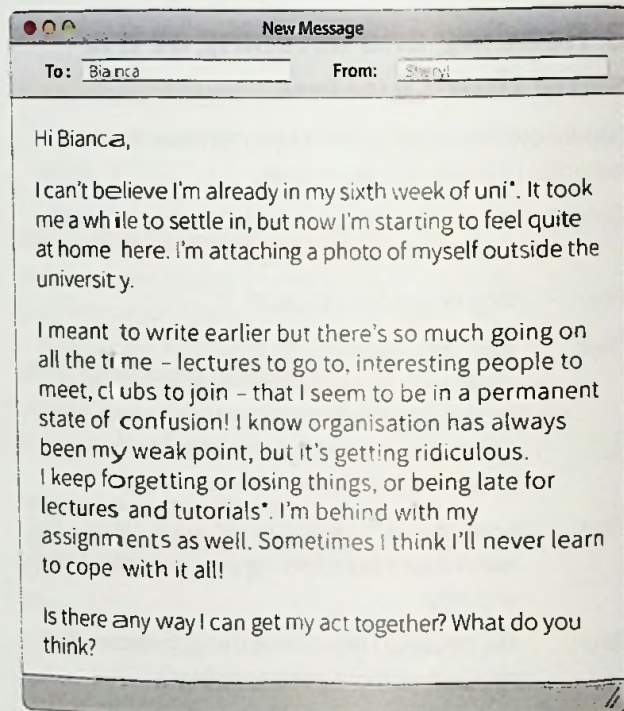
Read this extract from an email written by Sheryl, a young university student, to a friend. What does she enjoy about university? What is she finding difficult? Did you note any of these points yourself in your own discussion?

What advice would you give in reply? Share your ideas with your partner. Use suitable advice phrases, such as:

*She should ...*

*She could consider ...*

*If I were her I'd ...*



\*uni = university

\*tutorial = class where students are taught in a very small group

## 9 Reading an example reply email

With a partner, read Bianca's email of reply. What do you think of the advice offered? How does it compare with your own ideas? Underline the advice phrases as you read.

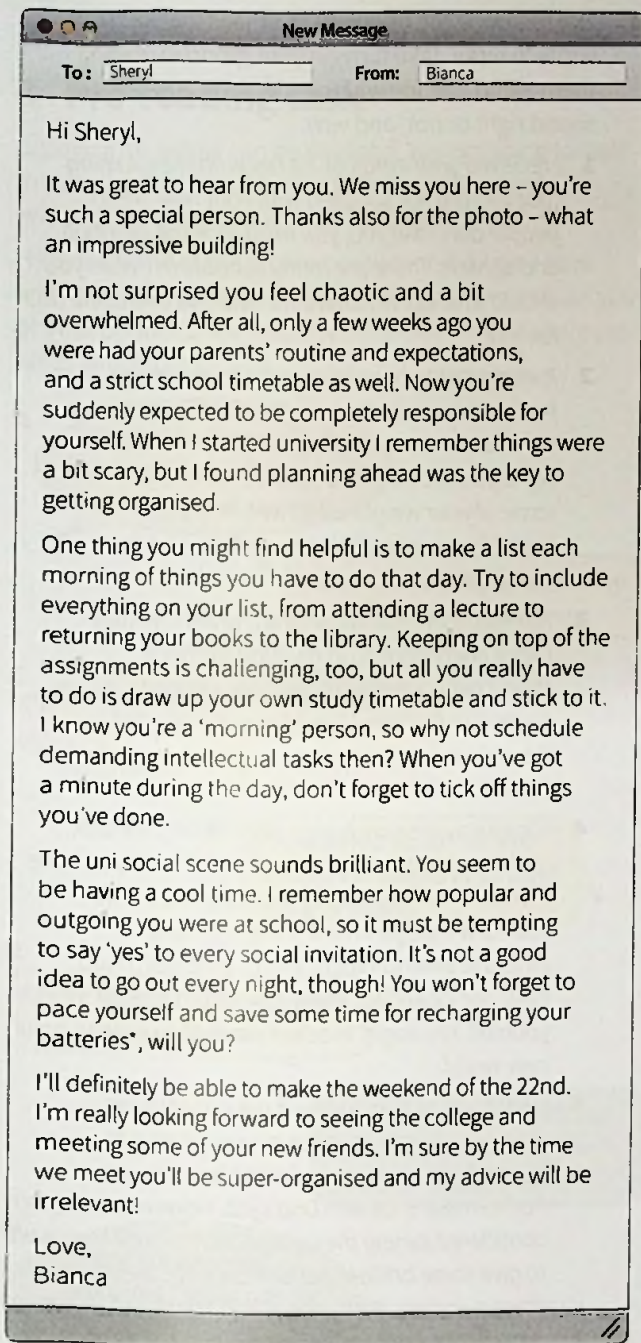
## 10 Analysing the example email

- A** How does Bianca achieve an appropriate tone in the opening of the email? Which details are included to develop the opening more fully?
- B** Paragraph 2 shows that the writer understands why Sheryl feels confused. How does she define the problem for Sheryl? What link does she make with her own experience? How does this affect the tone?
- C** Paragraph 3 offers Sheryl advice on being organised. Bianca doesn't sound bossy or superior – how does she achieve this? How is the advice linked to the writer's knowledge of Sheryl? How does this affect the tone of the email?
- D** Paragraph 4 shows Bianca's attitude to Sheryl's social life. Her recognition of Sheryl's enthusiasm for parties is balanced by a note of caution. How is this expressed? Do you think Sheryl is going to be annoyed when she reads this, or is she likely to accept the advice?
- E** The last paragraph confirms an invitation. How? Does Bianca manage to round off the email appropriately? How?
- F** Circle the words and phrases in the email that create a warm and informal tone and register.

## 11 Advice phrases

Here are some typical advice phrases. Which phrases are stronger (**S**)? Which are more low-key (**LK**)? Select the phrases which appeal to you.

- *You need to ...*
- *You'd better ...*
- *You really should ...*
- *If I were you I'd ...*
- *Why not ...?*
- *Remember ...*
- *You could always ...*
- *You could consider ...*
- *Maybe you could ...*
- *All you have to do is ...*
- *Try to ...*
- *You may like to try ...*
- *How about ...?*
- *You really ought to ...*
- *You absolutely must ...*



\*recharging your batteries = resting after effort



- *Have you ever thought of ...?*
- *Perhaps you need to ...*
- *You know best, but perhaps you could ...*
- *It's a good idea / not a good idea to ...*
- *One thing you might find helpful is ...*

## 12 Expressing problems

The way people express their problems or ask for advice in English varies according to the seriousness of the situation and the formality of the context. Discuss the following statements and questions with a partner and suggest a context in which you might use each one:

- a *I'm frantic.*
- b *I hope an acceptable solution can be found.*
- c *I'm not sure what to do.*
- d *I don't know what to do.*
- e *What do you think would be best?*
- f *I'd like some advice about this, please.*
- g *I'm out of my mind with worry.*
- h *What on earth should I do?*
- i *I would be grateful for any suggestions you can make.*
- J *Do you have any ideas about this?*

### Comparing languages and cultures

How do you express problems in your own language and culture? What might be a problem in your country that isn't one in this country?

## 13 Tone and register in students' emails

- A** Oliver has just moved to a new town and started going to college. Working in groups of three or four, select one of you to read aloud this extract from an email he wrote to a friend at his old school:

*The tutors are very helpful at my new college but it's hard to make friends. I spend all my spare time watching TV. How can I meet some friendly people?*

If you were in Oliver's shoes, how would you be feeling? What would you hope to hear in a reply? Share your ideas in the group.

- B** The following are openings to emails that students wrote in reply. Take turns in your group in reading them aloud. Decide whether the tone and register sound right or not, and why.

- 1 *I received your email of 1st December explaining that you are not satisfied with your new life. If people don't like you, you must face the situation and solve it. There are many suitable activities you should take up, which would help you overcome this feeling.*
- 2 *It was great to hear from you – knowing you had problems really made my day. The way I see it is that you are glued to the TV. All I can say is you should join a sports club and get some of your weight off as well. It will be useful for your health and good exercise for your legs.*
- 3 *You might want to know why I haven't written. I have been working in my grandfather's shop. I get paid even though I'm working for my family. I meet lots of new people and the work is interesting too. What is your ideal career?*
- 4 *I hope you are now happy since writing me that awful email. Why do you feel lonely? Don't you have friends there? You said how boring you are at your new college. I think there are many places of entertainment in that area which you have not looked for. Don't always be sorry for yourself. You ought to adapt yourself to your new world.*
- 5 *I was sorry to hear that you are not enjoying your new college as much as you deserve to. I know how you must be feeling because we had to move a lot with Dad's job. However, have you considered joining the college drama club? You used to give some brilliant performances in the school theatre society. With your acting talent and sociable personality, I'm sure it won't be long before you are striking up new friendships.*

## 14 Rewriting a paragraph

Choose one of the paragraphs you didn't like and rewrite it. When you are ready, read out your new version to the group, explaining the reasons for any alterations you have made.

## B The pressure of exams

### 1 Pre-reading task

Studying for exams can be stressful. You are going to read interviews with three students, their mothers and an education expert, about exam tension.

Here are some of the problems students say they have with exams. Read them through in twos or threes. Can you or your partner(s) suggest any solutions? Finally, share your ideas with other groups.

**A** *Getting bad marks in the mocks\* makes me nervous about the real exams.*

**B** *I don't have time to watch my favourite TV programmes.*

**C** *My parents still expect me to help in the house even though I've got to study.*

**D** *I'm worried about turning up late for exams or getting the day wrong.*

**E** *I hate having to give up sport and seeing my friends.*

**F** *I've fallen behind with my coursework\* and I haven't got time to catch up.*

**G** *There are so many websites I could use for my research, I don't know where to begin.*

**H** *I hate listening to other students comparing answers after a test.*

\*mocks = tests which are set by teachers in preparation for the real exams

\*coursework = work such as projects, assignments and classwork done during the school year; coursework is marked by the teacher but the grades go towards the final exam mark

## 2 Reading for gist

Skim-read the following magazine article. Does the advice given include any of the ideas you thought of? Try to work out the meaning of any unfamiliar words from the context.

### 3 Comprehension check

- Select any statements that are true for Clare:
  - She works best in her bedroom.
  - She leaves the work she is doing for her exams in different rooms.
  - Her mother has tried different approaches to encourage her to study.
  - The expert thinks Clare has found the right balance between studies, her part-time job and her social life.
- Select any statements which are true for Khalid:
  - He doesn't get anxious about exams.
  - He likes listening to music while studying.
  - His mother gave him practical help with his maths.
  - The expert thinks it is wrong for Khalid to give up sport and a social life during his exams.
- Select any statements which are true for Felix:
  - He finds it hard to do homework unless he is very interested in the subject.
  - He was disappointed with his grades for his mocks.
  - His father was happy with his progress until a short time ago.
  - The expert thinks Felix needs to be much more motivated, and to use his parents' help to plan his study programme.
- Which student:
  - seems the least interested in doing homework?
  - mentions being compared to another family member?
  - regrets a late night just before an exam?
  - reduced the time spent on a paid job?
  - only mentions positive influences from parent(s)?
  - seems the least stressed about taking exams?

Find keywords or phrases to justify your choices.

# EXAM TENSION: What can you do?

Pupils of equal ability can end up with vastly differing grades. To find out why, Jay Petersen talked to three teenagers, and asked a behaviour specialist how parents can help.

5

Clare Parry, 16, is taking nine GCSEs.



152

**What homework did you do last night?**

'English and Geography essays, though they should have been in three days ago. I was tired at first but I worked until 2 a.m., mostly on my laptop. I can't work in my bedroom. I like to be with others, so I work in the dining room or on the floor.'

10

**What do you give up during exams?**

'I've been working in a newsagent's every day after school and on Saturdays, and going out every night.'

15

Now I've cut my hours down at work and I only see my friends at weekends.'

**Are exams stressful?**

'Yes! There's so much pressure to revise and then there are exam nerves. It's stressful hearing other people saying what they've done when you haven't learnt it.'

20

**What's the most helpful/irritating thing your parents do?**

'Mum says, "I must have the cleverest daughter in the school, because she never needs to do her homework." And it can be noisy because Dad goes out to work at nights. The most helpful thing is they don't moan about the paper all over the house.'

25

**Is there anything you'd do differently?**

'Although I didn't work for my mocks, I did all right. For GCSEs, I'll make a study timetable and really stick to it.'

30

**Ann Parry says:** 'I've tried nagging and I've tried not. I warn her that unless she gets on with it, she's going to panic. I've put my foot down about her going out during the week - I'm not popular! But she has only one chance and if she doesn't get the right grades, she can't go to sixth-form college.'

35

**Expert advice:** 'It does sound as though Clare is trying to do too much. While her newsagent's job is bringing in money short-term, her long-term prospects for earning are more important. GCSEs require three-four hours' homework daily, and three nights out a week seems quite enough without a job after school (the best time for getting down to study). Rather than laying down the law, Ann should try to get Clare to see this for herself and take more responsibility for her own work patterns. Where Clare does need support and encouragement is in planning what needs to be done by when, and plenty of praise for 'getting on' and completing tasks. I felt that wanting to work in the middle of the family, rather than working in her bedroom, was Clare's way of asking for this kind of constructive daily input.'

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**Khalid Helal**, 17, has seven B- and C-grade GCSEs. He is taking Photography GCSE this summer and Photography, Design and Theatre Studies at A level next year.

**What homework did you do last night?**

'None – but I did loads the night before, finishing a design assignment. It took till one o'clock in the morning.'

**What do you give up during exams?**

'I gave up going out at weekends and stopped my sport – mountain-biking, circuit-training and rowing – so I have put on weight. I did go to a concert the day before my Geography exam – a big mistake! I didn't get back until early the following morning.'

**Are exams stressful?**

'There's pressure from other students as well as the school. If they say they've finished revising, and you haven't started, you don't show you're worried about it, but you are. Music helps – our teachers say it's okay to have it on while you work as long as it's not too loud.'

**What's the most helpful/irritating thing your parents do?**

'Maths was a problem. I'd got a really bad mark in the mocks, so my mum gave me extra work and marked it – she's a science graduate. She bought me loads of revision books too.'

**Is there anything you'd do differently?**

'I should have revised more. My mum didn't push me because she was worried about my dad. He was very ill in hospital the term before the exams and she moved to London to be with him.'

**Kryisia Helal** says: 'I had so much on my mind, the exam period just went by, but I did help with his maths. He gets exam nerves, which is a worry, and always panics afterwards when they compare answers.'

**Expert advice:** '*Khalid did remarkably well in his GCSEs considering the emotional pressure he must have been under with his father so ill. Kryisia did an excellent job of supporting him with his maths by taking a positive interest and being prepared to be involved. She needs to encourage Khalid to keep up with his sport – sport is an excellent way to calm nerves, and a balance of work, exercise and fun is essential. Khalid should be encouraged not to compare himself with other people – he's obviously trying to do his best.*'



**Felix Hall**, 15, is taking nine GCSEs. He passed Italian with an A star last year.

**What homework did you do last night?**

'None. I don't do much unless I'm interested in it, like technology, which I do at lunchtime.'

**What do you give up during exams?**

'I'm out at weekends, either working in a hotel, or at football or enjoying myself. Mum and Dad want me to give up my job and they say they'll make up the money.'

**Are exams stressful?**

'The coursework is worrying me. It should be in by now, but I've got lots to do. Exams aren't so bad. I didn't revise for my mocks, but I got good grades. Listening to music and working out help.'

**What's the most helpful/irritating thing your parents do?**  
 120 'I hate it when they compare me with my brother or discuss me with friends.'

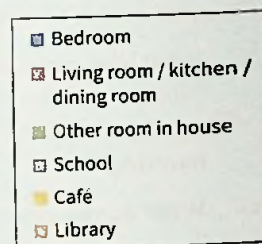
**Is there anything you'd do differently?**  
 125 'I'd look at the exam timetable! I missed one of my mocks and had to do it later.'

**Fred Hall says:** 'Until recently Felix was okay, now I have to nag. I don't like him going to the gym so often – he's too tired to work.'

**Expert advice:** '*Felix is a bright boy but he has lost his motivation. The job and the exercise have become ways of distracting himself. Felix's parents need to sit down with him and his teachers to find out exactly where he is up to with his revision. Rather than comparing him with others, they should address his particular worries. Their offer of making up his money is generous but must be linked to Felix using his time more constructively. As he loves music, maybe Fred could offer him a ticket to a concert of his choice for every completed set of subject coursework.*'  
 130  
 135  
 140

#### 4 Post-reading discussion

- 1 Who do you think is the most hardworking of the students? Try to say why.
- 2 Do you sympathise with Clare, Khalid and Felix in any way? Try to explain why or why not.
- 3 Do you agree with the expert's advice for each student? Do you think the expert was generally helpful or too critical?
- 4 What do you think, in general, of the attitudes of the parents?
- 5 Are there any other ways Clare, Khalid and Felix could help themselves? What do you think?
- 6 What are the methods you feel work best for you when you are studying for exams? Share your thoughts in your group.
- 7 Clare says she is going to make a revision timetable. How useful are timetables?
- 8 Students at Lake View School were asked where they preferred to do their homework. The results are shown in the pie chart.
  - a Where do most students prefer to do their homework?
  - b Which is the least popular place?
  - c Which two places are equal in popularity?
  - d Where do you usually do your homework? Do you feel it is a good place for you to study and concentrate?



#### 5 Vocabulary: Colloquial words and phrases

A The following colloquial words and phrases were used in the text. Use them to replace the words in *italics* in the sentences below. There is one more than you need.

VOCABULARY		
exam nerves	loads	working out
moan	put your foot down	nagging
stick to		

- 1 You *complain* about your daughter coming in late. It's time you *insisted it stopped* and told her to come home earlier.
- 2 Luckily, we don't suffer from *stress about exams*.
- 3 I have a study timetable and I am determined to *persevere with it*.
- 4 He enjoys *taking exercise in a gym*.
- 5 She does a *great deal* of work for her favourite charity.

- B** Do you know any other meanings of *moan*, *loads*, *working out* and *stick to*? Try to think of some examples.

## 6 Word building

### Building nouns from verbs

Clare's mother was advised to give her '*support and encouragement*'. The suffix *-ment* can be added to some verbs to make nouns.

Add *-ment* to each of the following verbs to make a noun. Then use each one in a sentence to show its meaning.

<i>appoint</i>	<i>advertise</i>
<i>astonish</i>	<i>improve</i>
<i>arrange</i>	<i>manage</i>
<i>entertain</i>	<i>disagree</i>

### Building adjectives from nouns

Khalid was described as having been under '*emotional pressure*'. The suffix *-al* can be added to some nouns to make adjectives.

Add *-al* to each of the following nouns to make an adjective. Then use each one in a sentence to show its meaning. Be careful, as the spelling sometimes changes, too.

<i>magic</i>	<i>culture</i>
<i>music</i>	<i>function</i>
<i>classic</i>	<i>mathematics</i>
<i>person</i>	<i>nature</i>

## 7 Language study: Giving advice

Here are some expressions the expert used in the text to give advice:

- a** *Khalid should be encouraged not to compare himself with other people.*
- b** *Khalid's mother needs to encourage him to keep up with his sport.*
- c** *Felix's parents' offer of making up his money is generous but must be linked to Felix using his time more constructively.*
- d** *Felix's parents need to sit down with him and his teachers to find out exactly where he is up to with his revision.*

- 1** Which advice sounds most direct? Which least direct?
- 2** Which advice verb is followed by *to plus infinitive*? Which verbs are followed by the infinitive without *to*?
- 3** How would you change statements **a**, **b** and **d** into questions?
- 4** How would you make **b**, **c** and **d** into negative statements?
- 5** Can you replace *should*, *need(s) to* and *must* with any other expressions of similar meaning? What are they?

## 8 Should/shouldn't have

*Should/shouldn't + have + past participle* have a different meaning from giving advice. With a partner try to work out the meaning from these examples.



- 1** She should have taken an umbrella with her – I told her it was going to rain!
- 2** You shouldn't have bought her a box of chocolates when you knew she was trying to lose weight.
- 3** He should have checked the exam timetable before he took the day off to play football.
- 4** I shouldn't have lost my temper about something so unimportant.
- 5** You should have telephoned to cancel your appointment if you couldn't come.

### Practice

Join each pair of sentences to make one sentence containing *should have* or *shouldn't have* and a suitable linking word:

- 1 Joseph took a part-time job. He had exams coming up.
- 2 Indira went to the concert. She had an exam the next day.
- 3 He didn't check his bank balance. He spent a lot of money.
- 4 I shouted at my brother. He was trying to be helpful.
- 5 I borrowed my sister's jacket. I didn't ask her first.
- 6 Why didn't you buy some extra bread? You knew we needed to make sandwiches.

## 9 Using a more informal tone

Rewrite these sentences to make them sound more informal. Use the verbs *should*, *ought*, *need*, *must* or *had better*.

- 1 It isn't necessary for me to cook. Bruno is taking us out for a meal.
- 2 It is necessary to do your homework at a regular time each evening.
- 3 It was unwise to make a promise you can't keep.
- 4 It was wrong to leave all my revision to the last minute.
- 5 It's vital that Abdul gets more rest or he will fail his exams.
- 6 I regret not having listened to her advice.
- 7 It was wrong of him to play computer games instead of revising for the exam.

## 10 Spelling and pronunciation: Silent letters

Many English words contain silent letters. They can be at the beginning of words, as in:

*wrinkle*                      *knitting*  
*psychology*                *honour*

in the middle, as in:

*salmon*                      *foreigner*  
*cupboard*                  *listener*

or at the end, as in:

*comb*                        *autumn*

Sometimes a pair of letters is silent, as in:

*right*                        *daughter*

Practise saying the words above with a partner. Check each other's pronunciation.

## 11 Crossing out silent letters

These words, taken from the text 'Exam Tension', contain silent letters. Work with a partner to cross out the letters which are not pronounced.

- |           |               |
|-----------|---------------|
| 1 design  | 7 should      |
| 2 answers | 8 calm        |
| 3 what    | 9 circuit     |
| 4 law     | 10 assignment |
| 5 night   | 11 weight     |
| 6 science | 12 hours      |

Now practise saying the words correctly with your partner. Do you both agree your pronunciation is correct?

## 12 Adding silent letters

Complete these sentences with the missing silent letters. Choose from the letters in the box.

### VOCABULARY

c	h	k	p	u
g	gh	l	t	w

- 1 Lena must be the bri\_\_test toddler in the nursery because she already \_nows how to ta\_k and say the alphabet.
- 2 He wou\_dn't lis\_en to the expert's advice.
- 3 He goes to the gym to do circ\_it-training after college.
- 4 W\_ereabouts do you go to college?
- 5 Do you want a ha\_f or a \_hole bag of sweets?
- 6 Can you \_rite your ans\_ers here?
- 7 We turn on the li\_\_ts when it gets dark.
- 8 He hurt his \_rist and his \_nee when he fell over.
- 9 Snow is always w\_ite.
- 10 \_onesty is the best policy.
- 11 These flowers have a lovely s\_ent.
- 12 The referee blows the w\_is\_le if something is \_rong.
- 13 She \_rote under a \_seudonym as she wanted to keep her identity secret.
- 14 Their queen rei\_ned for over 30 years.
- 15 She is \_syhic and can tell the future.

### 13 Detecting patterns

- A** Can you see a regular pattern for any of the silent letters? Discuss your ideas with a partner and note any patterns you can detect.
- B** Are there any silent letters in your own language? Share some examples in your group.

### 14 Idiomatic expressions

Can you work out the meaning of these idiomatic expressions from the context? (They each contain silent letters.)

- 1** I find the countryside too quiet and prefer the *hustle and bustle* of city life.
- 2** I thought the suitcase would be very heavy, but when I picked it up it was *as light as a feather*.
- 3** He *risked life and limb* to save the baby from the burning car.

### 15 Look, say, cover, write, check

Silent letters often cause spelling mistakes. Students say they sometimes forget to include them in a word. Here is a list of words with silent letters that often cause spelling problems. First check the meaning and then try to identify the silent letter(s) in each word. Finally, use the 'look, say, cover, write, check' method to learn each word correctly.

VOCABULARY		
sign	height	calf
yacht	listener	knock
scene	yolk	daughter
rhyme	honour	drought
rhythm	doubt	government
lightning	psychiatrist	

Here is a description of how one student does homework. Punctuate it correctly. Remember to read it first to get the correct sense.

*I need a few quiet moments to myself when i get in from school i have a drink and relax for a while then i get out my homework i work at a desk in the corner of the living room it is peaceful but not silent i like French and maths homework the best*

#### Apostrophes

Remember, apostrophes are used to indicate possession (*Zina's pen, the girls' coats*) and to show that a letter is missing. (*It's hot.*)

Punctuate the next part of the description.

*ive got a few reference books which i keep on a shelf above my desk i borrow my brothers paints for artwork and i use my sister's laptop for igcse essays ive used my dad's tools for some technology projects too they dont mind me borrowing their things as long as i look after them*

#### Commas

Commas are used in the following ways.

- a** To separate things in a list:  
*I need pens, pencils, rulers and a rubber.*
- b** To separate a non-defining clause or an extra phrase from the main sentence:  
*Mr Rivers, our geography teacher, comes from Nigeria.*
- c** To separate a participle phrase from the main clause:  
*Having run all the way to the station, we were disappointed to find the train had just left.*
- d** After certain linking words and phrases:  
*On the other hand, Nevertheless, However,*

These are just some of the uses of commas. Remember – we generally put commas where we would pause in speech.

Now punctuate the rest of the extract correctly.

*our school has a homework link on the school website this means that you can use the homework page to check the homework youve been set it also prevents students getting too many subjects for homework at once about two years ago i had english history german physics biology maths and technology homework on the same night it was a nightmare the homework page prevents these problems however it also means teachers refuse to accept silly excuses for not handing in homework*

### C Studying effectively

#### 1 Punctuation reminders

Correct punctuation is important because it helps make meaning clear.

##### Full stops and capital letters

Remember, full stops are used to end a sentence. Capital letters are needed after a full stop. Capital letters are also used for proper names (*Ayesha, Pepe*), place names (*Cairo, the Amazon*) and acronyms (*BBC, DNA*).



## 2 Rewriting an email

Read the following email, which was written to a student who is not able to join his friends on holiday as he needs to retake an examination.

First read it carefully to get the sense. Then discuss it with a partner and rewrite it as necessary. Expect to make at least two drafts.

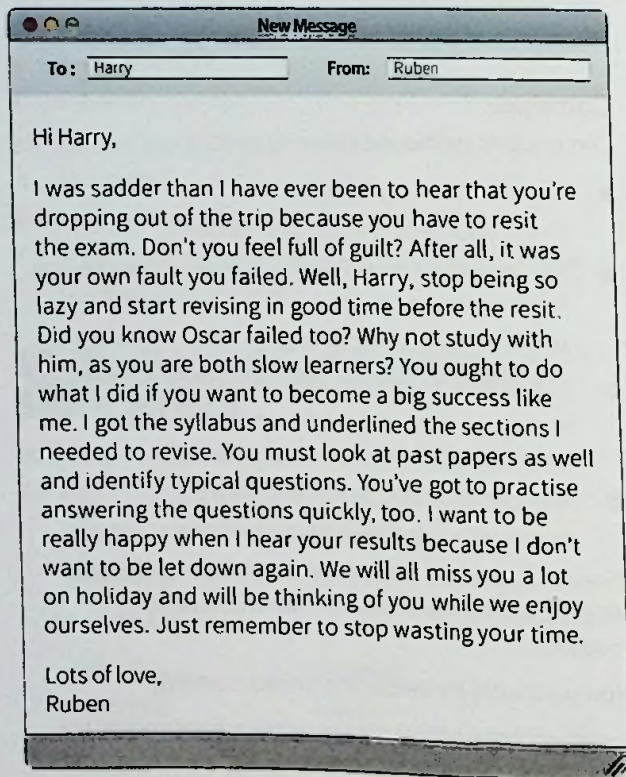
You should consider:

### a the paragraphing

Remember – a new paragraph is usually needed for a change of topic.

### b the tone and register

Are they right for this situation? If not, think of alternative expressions you could use.



## 3 Reading aloud

Read your new version to your group.

## 4 More idiomatic expressions

The idioms in *italics* in the following sentences express feelings and attitudes. Discuss each with a partner and choose the definition you feel is correct:

- 1 At the party the other students *gave her the cold shoulder*.
  - a They ignored her.
  - b They offered her cold meat.
  - c They told her they disliked her.
  - d They made her promise to keep a secret.
- 2 When I read the exam paper I *couldn't make head or tail of it*.
  - a I realised I could not finish in the time.
  - b I could not understand any of the questions.
  - c I found the second part of the paper very difficult.
  - d I could do only half the total number of questions.
- 3 He's *set his heart on* becoming a doctor.
  - a He's sure he'll be a successful doctor.
  - b He's very emotional about becoming a doctor.
  - c He's very realistic about his prospects.
  - d He really wants to qualify as a doctor.
- 4 I've never failed an exam, *touch wood*.
  - a It's due to my careful preparation.
  - b I really hope my good luck continues.
  - c I always expect to do well in exams.
  - d I believe I'll fail the next one.
- 5 When I told her she'd won the scholarship, she thought I was *pulling her leg*.
  - a She didn't like the way I explained it.
  - b She was convinced I was joking.
  - c She thought I wanted something from her.
  - d She was angry and walked away.
- 6 I thought this training programme would be right for me, but now I feel that I'm *out of my depth*.
  - a The programme is generally too difficult for me.
  - b The programme is working out more expensive than I expected.
  - c The other trainees dominate the discussions.
  - d The instructor gave me the wrong idea about the course.

## 5 Increasing your stock of idioms

Select the idiomatic expressions you would like to remember from exercise 4. Use each in a sentence of your own to show its meaning.

## 6 Sentence correction

The following sentences from students' emails contain mistakes of grammar and vocabulary. Try to rewrite them correctly.

- 1 If you be wisdom one you follow your professor advice.
- 2 You should build up a correct concept of mind to your work.
- 3 The qualities of good friend is invisible but uncountable.
- 4 You should never smoke the cigarettes they give much trouble more than they bring the pleasure.
- 5 Your email talking ideas many people thinking too.

## D A range of advice

### 1 Pre-listening tasks

- A** Some people turn to professional counsellors if they have problems. The following points are sometimes made in favour of counsellors. In groups of three or four, discuss how far you agree with them.
- 1 Counselling is a real skill and the counsellors are properly trained and qualified.
  - 2 Their advice is objective.
  - 3 It's not embarrassing to see them because you won't have to deal with them in any other role (e.g. employer, friend).
- B** Can you see any disadvantages in going to a counsellor? Would you consult one? Why/Why not?
- C** You are going to listen to a college counsellor talking about her job. Her talk will cover the following topics:
- students' problems
  - approaches to counselling
  - her feelings about being a counsellor.

What would you like to find out about each of these? Write a question of your own on each topic. Compare your questions with those of a partner.



### 2 Listening for gist: A college counsellor

CD 2, Track 7

Listen to the interview. Which of your questions are answered?

### Most popular countries for international students

- 1 How many countries are being compared?
- 2 Which is the third most popular country for international students?
- 3 Which country has just under half the number of international students as Australia?
- 4 If you were choosing to study abroad, where would you like to go? Share your ideas with a partner, explaining why that country would appeal to you.

Destination country	Total number of overseas students
1 USA	740 482
2 UK	427 686
3 France	271 399
4 Australia	249 588
5 Germany	206 986
6 Russia	173 627
7 Japan	150 617
8 Canada	120 960
9 China	88 979
10 Italy	77 732

### 3 Detailed listening CD 2, Track 7

Now listen again and complete the notes:

#### Typical student problem

Lacking sufficient money to get through college and getting (a) \_\_\_\_\_.

Possible solutions:

Save money on travel and rent by moving to a cheaper flat near the college.

Write to outside agencies for financial help.

Apply to the (b) \_\_\_\_\_ fund at the college.

#### Dealing with exam stress

Apply study techniques.

Summarise notes into (c) \_\_\_\_\_.

Quality time spent studying is better than quantity time.

As well as studying, it is important to have time for (d) \_\_\_\_\_ and (e) \_\_\_\_\_.

Students also explore underlying worries that may be causing stress.

#### Personal and family problems

Ask family members to visit her too. Help students to express their feelings to their (f) \_\_\_\_\_.

She suggests ways that a student might get more space and privacy at home.

#### Approaches to counselling

Everything is confidential. Students' problems never discussed with others unless something (g) \_\_\_\_\_ is involved.

Good quality counselling needs (h) \_\_\_\_\_.

Counselling is mainly concerned with supporting people who are confused or (i) \_\_\_\_\_ to explore issues.

Problems being experienced now might be linked back to bad (j) \_\_\_\_\_ experiences.

#### Counsellor's attitude to the job

She remembers she is not responsible for others' problems. Only they can make (k) \_\_\_\_\_ in their lives.

### Inference

What can you infer from the interview about the benefits to the counsellor herself of the work she does? Try to think of one or two things. (Remember – inference means drawing reasonable conclusions from information given when the information is not explicitly stated.)

### 4 Rewriting an email giving advice

**A** You know that a friend of yours, Roberto, has difficulty getting on with his younger brother. He says that his brother scribbles on his posters, plays with his phone and starts arguments with him. What kind of advice would you give? Note your ideas.

#### **B** Tone and register

Now read the advice that was written to Roberto by a fellow student. Do you think the tone and register sound right for the situation? Try to work out why or why not.

Rewrite the email, making any changes you think are appropriate.

New Message

---

To: Roberto                      From: Daniel

---

Hi Roberto,

I was devastated to hear of this tragic problem. It seems as if your brother has ruined your life. I know that you have always been untidy and careless. The result of this behaviour is that your little brother can find your things and spoil them. It seems as if you are bad-tempered and impatient with him too. Of course he will not like you if you are unkind to him. You must learn to put away your things and control your moods. I also have a younger brother so I am very careful to put my things away in a place where he cannot reach them. My younger brother and I have a close relationship. We play football together and I help him with his homework. We no longer quarrel because I am not selfish and have tried to understand him. We discussed the problem calmly with my parents. I did not shout or get angry which, as I see it, would be your reaction. It is a pity you cannot do the same.

Please write to me telling me that you have resolved your horrible problem. I hope to hear that there is a better atmosphere in your home.

All the best,

Daniel

## 5 Building a letter from a list of points

You read about this problem in your school newsletter:

*'I never seem to be in the right mood for homework or have the right stuff with me. I end up on websites that have nothing to do with anything! I am always getting distracted by my phone, too. My parents are fed up with me. Any ideas? Polly.'*

Discuss this problem with a partner and write down your thoughts about what could help Polly.

Now read the following list of helpful homework tips.



- 1 Have something special to look forward to when you finish your homework.
- 2 Don't leave it too late in the evening to start.
- 3 Make sure you understand what homework you have to do before you leave school.
- 4 Put your phone on silent or put it away in a drawer.
- 5 Keep the equipment you need for your homework (pens, reference and books) where you can find it at home.
- 6 On the internet, be selective and avoid clicking on links that are not relevant.
- 7 Plan your time: short, concentrated sessions are better than one long session.
- 8 Save useful website addresses for research topics in your 'favourites' list.

- 9 Use a clear surface to work on.
- 10 Keep a homework diary to help you keep a check on the homework you have done.

Add any ideas of your own to the list.

### Writing

Write a reply to Polly that will be published in the newsletter. Offer her some advice about doing homework. Choose ideas from the list of tips given. Develop the points into three paragraphs. Use a friendly tone and register. Remember to add an opening and closing sentence.

## 6 Pre-writing discussion

Do you think bullying is a common problem? Why do you think some people become bullies? Why do some people become the victims of bullies, but others don't?

A younger friend of yours emails you saying:

*A boy in my class is bullying me. When I arrive at school he calls me names, and he threatens to push me off my bike and take it for himself. He says he will hurt me if I report him to a teacher.*

What advice would you give to help your friend? Write down a few ideas.

## 7 Email completion

Now try to complete this email of advice about bullying.

**New Message**

**To:** Gopal      **From:** Me

Dear Gopal,

Thanks for your email, which I got this morning. It's always good to hear from you. I was really upset to hear that you are going through a hard time at your new school. That boy sounds like a complete thug! However, you mustn't let it get you down too much. There are a number of things you could do to improve the situation . . .



## GRAMMAR SPOTLIGHT

### 'Text speak'

A text message is a concise form of writing. It is usually very informal and written in 'text speak' instead of proper sentences. As you already know, 'text speak' is not appropriate for formal situations.

Typical features of text messages are:

- a Missing pronouns, e.g. *Will try to call* = I will try to call.
- b Missing articles, e.g. *Bus is late* = The bus is late.
- c Missing capital letters, e.g. *saw maya at meeting in dubai* = I saw Maya at the meeting in Dubai.
- d Missing prepositions, e.g. *Train arrives madrid 8 p.m.* = The train arrives in Madrid at 8 p.m.
- e Very little or no punctuation, e.g. *cant talk now will call later* = I can't talk now. I'll call later.
- f Special 'text speak' abbreviations and unusual spellings, e.g. *b4* = before, *2day* = today, *l8r* = later,

*c u soon* = (I'll) see you soon, *yr* = your, *y'day* = yesterday, *2moro* = tomorrow.

All these features are used in order to save time when texting. Some people use a lot of these features when they are texting, while others don't. You can, of course, make up your own 'text speak', if you think the other person will understand what you mean. There are no rules - it's up to you!

Study these extracts from text messages and then try to rewrite them in full sentences, with correct grammar, spelling and punctuation. You also need to make the style of one of them more appropriate to the situation.

- 1 hi libby! hope yr w/end in dublin went well
- 2 sorry but cant come 2nite. will fone u when i get home.
- 3 on way but gonna b 20 min late lotta traffic pls w8 4 me
- 4 hiya mr poulos! yeah gr8! i definitely want 2 take the job. thanks!
- 5 wl txt b4 i come round 2 make sure u r in

## Exam-style questions

### Reading

#### Reading & Writing, Exercise 1

Read the following information from the University of Sydney website and answer the questions that follow.

### The University of Sydney

## A history of thinking forward

Since 1852, when the doors of Sydney University opened for the first time, our founding principle as Australia's first university was that we would be a progressive institution. The first degrees were given in 1856, and, in 1881, we became one of the first universities in the world to admit female students. Our university has produced pioneers in medicine, sport, the arts, politics and science. In recent times, we are proud of famous former students who have made extraordinary contributions to the world, including advances in heart surgery, ear implants to overcome deafness and the fight against the Ebola virus.

From the start, we believed that financial issues should not stop students from learning. Students of all backgrounds, including those from lower income families, have been given the chance to access further education through grants and scholarships, enabling them to benefit from the excellent educational opportunities we offer.

### Study in our famous city

As a student at Sydney University, you're never far from Sydney's famous harbour, the Opera House or its beaches. The city abounds in culture and café life. If you head to the eastern suburbs, you're near the sea and parks where you can spend a lazy Sunday afternoon, and it won't cost you anything at all.

To get the most out of your time at university, you should also explore the clubs and societies on offer. The University of Sydney Union (USU) runs more than 200 clubs and societies in which you can make new friends. The clubs and societies are student-run, which means that you can get leadership experience if you help organise a club.

## Keeping active

We offer a huge range of facilities to keep you healthy. Sports membership gives you access to cardio equipment, weights, tennis courts, swimming pools, yoga classes and plenty more. Exercise can help manage stress levels, regulate sleeping patterns and boost your mood, so be sure to make time for it.

## A place to live

We offer accommodation in college environments on-campus and we also have self-catering accommodation off-campus. College accommodation on-campus is a great way to make the transition to independence. You get three meals a day and laundry services. Accommodation on-campus also provides a great social support network. If your preference is for living in off-campus, we offer affordable self-catered accommodation – and you will still be close to everything you need.

Applications for a place at a self-catered residence are considered all year round, but be aware that demand often exceeds supply – many places are full before the academic year begins. If you need a place to live, why not use our accommodation database, where you can post adverts requesting accommodation?

Most students settle down quickly and easily to university life, but we do provide a one-on-one counselling service to support students who may be struggling to learn effectively due to psychological or emotional factors that affect their wellbeing. The service is completely confidential and staffed by trained personnel.

## Our student card

The student card provides many benefits. As well as being proof of identity, it allows you to borrow from the library, and gives you access to a wide range of travel and student discounts. To access our 24-hour Study Centre after hours, tap your student card on the reader by the door.

## Study abroad and exchange programs

If you're already enrolled at Sydney, you can take advantage of the Study Abroad Program to study at one of our 300 partner institutions. Every year, we welcome hundreds of students from around the world through our exchange programs. The Sydney Abroad Program allows you to enrol and pay your semester's fees to us. If you come to us as an exchange student, your fees are paid to your usual university while you study at Sydney.



## SCHOLARSHIPS AVAILABLE FOR YEAR 12

Scholarships are awarded to students completing Year 12 at high school, and are based on examination results and evidence of self-motivation and communication skills.

### The first semester

Use the first week of semester to get organised. While most students adapt to independent learning readily, others can find it problematic. If you are confused or worried because you do not know how to organise your study time effectively, do seek advice from our student mentors who can help you structure your schedule and give you study tips.

- 1 When did students first graduate from Sydney University? (1)
- 2 How has global health benefited from the work done by graduates? Give **one** detail (1)
- 3 Which area of Sydney offers leisure opportunities free of charge? (1)
- 4 What skill can you gain by helping to organise the University's clubs and societies? (1)
- 5 Why is sports membership recommended? Give **two** details. (1)
- 6 Apart from accommodation, what other benefits does living on campus provide? Give **two** details. (2)
- 7 When can you apply for off-campus college accommodation? (1)
- 8 How can you get into the Study Centre at midnight? (1)
- 9 How does the University help students overcome potential barriers to learning? Make four points. (4) [Extended]

**Core [9 marks], Extended [13 marks]**

## Writing

### Reading & Writing, Exercise 5

- 1 You have a friend who was hoping to learn your language. However, in his last email he sounded discouraged about his progress and is thinking of giving up.

Write him an email in which you:

- say why he should continue to learn
- suggest some techniques that would help him to learn
- explain the future benefits to him of being able to speak your language fluently.

Your email should be 100–150 words long.

**Core [12 marks]**

**Reading & Writing, Exercise 5**

- 2 You have a friend who, although a competent student, becomes very nervous before exams and doesn't always do well in them. You know she has some important exams coming up and you would like to see her be successful.

	SAT	SUN	MON	TUES	WEDS	THURS	FRI
10.30–12.00	STUDY						
12.00–12.30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
12.30–2.00	STUDY						
2.00–3.00	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
3.00–4.30	STUDY						
4.30–5.00	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
5.00–6.30	STUDY						
6.30–7.30	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK	BREAK
7.30–8.30	STUDY						



Write her an email in which you:

- describe some ways she could revise effectively
- suggest some things that would help her relax
- explain the importance of following the examination instructions.

The pictures may give you some ideas, and you should try to use some ideas of your own.

Your email should be 150–200 words long.

**Extended [16 marks]**

**Reading & Writing, Exercise 5**

- 3 Your grandparents, who are both quite elderly, live in another town and would like to visit you at your school or college. They would like to stay in a modestly priced guest house. They can stay for only three days and are anxious to see as much as possible. Your grandfather has some difficulty walking long distances and uses a stick.

Write them a letter in which you:

- welcome them
- offer advice about accommodation and travel
- suggest ways to make the most of their trip.

Your letter should be 150–200 words long.

**Extended [16 marks]**



## Speaking

### 1 Living more independently

Many young people look forward to the day when they can leave their parents' home and live a more independent life. What problems and challenges might leaving home bring? Discuss this topic with the assessor. You may wish to use the following ideas to help develop the conversation:

- balancing a budget
- cooking, cleaning and generally looking after yourself
- coping with feeling lonely
- learning to be responsible for your own health
- coping with the possible dangers that you might meet.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

### 2 The internet

The internet is popular with many students at school or college who believe it is a useful learning tool. Discuss this topic with the assessor. You may wish to use the following ideas to help develop the conversation:

- the extent to which you use the internet for your studies
- the idea that doing research on the internet can be frustrating and waste time
- the view that, in the future, the internet may make libraries unnecessary
- the problems that could arise if people copy material from the internet and pretend it is their original work
- whether 'virtual universities' should be encouraged by governments.

You are free to consider any other related ideas of your own. You are not allowed to make any written notes.

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## ADVICE FOR SUCCESS

The Advice for Success is for **you to help yourself**. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Listening to English radio, watching TV and reading printed and online magazines, newspapers and books can help you understand more about the way people adapt their language to different occasions, and for different target groups. For example, an article for adults about ways of studying will be written in a different tone and register from an article on the same topic for 12-year-olds.
- 2 Speaking or writing on the same topic in a variety of tones and registers will also develop your ability.
- 3 Students often say they would like to improve their grammar. Here are some suggestions:
  - Study the errors you frequently make. Use your knowledge of regular grammar patterns and the exceptions to try to work out the differences between your version and the correct version.
  - Use a good grammar book or website to check explanations of points you usually make mistakes with. You need one which gives lots of examples, not just the rules and their exceptions.

- Work with a friend who speaks your first language. Work together to analyse your mistakes. As always, investigate the grammar pattern and think about exceptions, too. See if you can work out a rule for that particular grammar point before looking it up online or in your grammar book.
- Apply your new knowledge of grammar in different situations. This will help you remember the point, and help you understand when it is correct and when grammar has to change to fit new situations.
- Exploring meaningful patterns and their exceptions will help your spelling and vocabulary work, too. In fact, you can detect patterns in all the subjects you're learning (maths, science, art, etc.) if you look for them.

### Exam techniques: speaking test

- 4 Usually the first part of a speaking test is an unmarked warm-up phase in which you will be asked a few questions about yourself.
- 5 You should aim to make the most of your ability with spoken English. Try to answer questions as fully as possible. Avoid 'Yes/No' replies or 'I don't know'. Don't be afraid to take a little extra time to think of replies that will be helpful in keeping an interesting conversation going. Remember, communicating effectively in a natural and lively way is much more important than having perfect grammar or pronunciation.
- 6 Ask for clarification, if necessary, with questions such as 'Do you mean ...?'; 'Could you repeat that? I didn't quite understand.'
- 7 Aim to show that you are capable of abstract thought. Try to think around a topic from many different angles. Be prepared for a wide range of questions.

### Exam focus

***This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:***

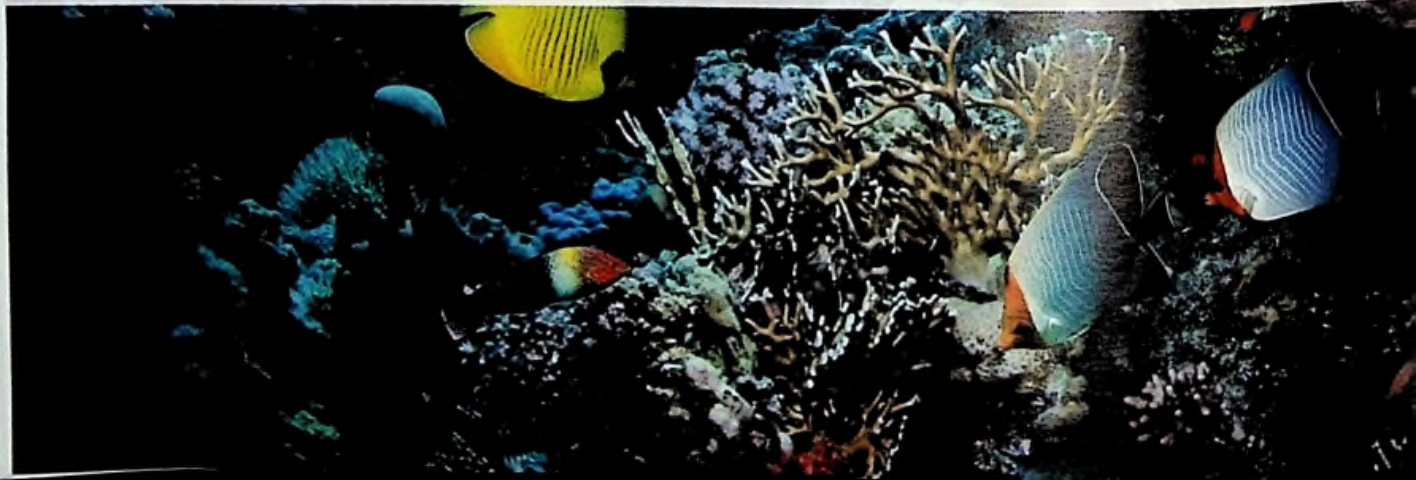
- ▣ You have studied **tone and register** and developed skills for **expressing problems and giving advice in emails and letters.**
- ▣ You have **written connected paragraphs based on notes.**
- ▣ You have learnt to use a **range of conversational techniques giving encouragement.**
- ▣ You have taken part in a **structured dialogue and discussions.**
- ▣ You have used a **range of reading techniques to answer questions on complex and less complex texts.**
- ▣ You have listened to a **formal interview and completed a set of notes.**

## Unit 8

# The search for adventure

*In this unit you will:*

- read a version of Robinson Crusoe and a text about the rescue of a dog
- listen to an interview with two people who were lost at sea
- practise expressing surprise, consoling someone and commiserating someone
- focus on the following assessment objectives: R2, W2, W3, S5



## A The call of the sea

### 1 Visualisation

Close your eyes and think of the sea. What sights and sounds come to your mind? What do you feel when you think about the sea? Now open your eyes and spend a few minutes writing down whatever came into your mind, in your own language or English.

### 2 Discussion

Discuss these remarks about the sea with a partner. Grade them as:

- A** *I identify strongly with this idea.*
- B** *This idea is interesting but I don't identify closely with it.*
- C** *I don't identify in any way with this idea.*
- 'The sea is a place of great adventure. When you set sail in a boat, you never know what you are going to find.'
  - 'I love swimming. Being in water, especially the sea, is one of life's great pleasures.'
  - 'I live by the sea and love the way it changes. On hot days, it's cool and restful. On winter days, there are dramatic storms.'
  - 'When I go out in my boat, I feel free. I leave all my worries behind.'
  - 'Below its surface, the sea is full of life. I'd love to explore its depths and see the underwater world for myself.'
  - 'I think the sea is mysterious. Huge ships have disappeared in it, never to be seen again.'
  - 'I live far away from the sea. My dream is to see the ocean and hear its wonderful sounds.'
  - 'I admire anyone whose employment is connected with the sea. There are so many dangers involved.'
  - 'Sailing presents a great spiritual challenge. In a storm or crisis, I discover unknown aspects of myself.'

### 3 Sea vocabulary

In pairs or small groups, circle the word that does not belong in each of the following groups. Use a dictionary to help you. You'll need many of the words later in the unit, so make a note in your vocabulary book of any that are unfamiliar.





### Sea associations

Which word is not associated with the sea?

*spray tides waves ocean cliffs bay shore  
rocks hive current port horizon channel  
shipwreck voyage cargo dock jetty surf*

### On the beach

Which item would you not expect to find on the beach?

*pebbles shells rocks starfish sand spanner  
sand dunes seaweed driftwood turtle*

### Sea creatures

Which creature is not associated with the sea?

*porpoise turtle lobster whale shark seal  
dolphin puffin penguin crab squirrel*

### Words for boats

Which of the following is not a word for a kind of boat?

*yacht dinghy raft tram speedboat liner  
vessel canoe barge car ferry catamaran  
oil tanker trowler*

### Occupations connected with the sea

Which is the odd one out in this group of occupations?

*captain coastguard solicitor sailor pirate fisherman  
skipper lighthouse keeper mariner smuggler*

### Watersports

Which of these sports is not connected with water?

*scuba diving surfing rowing canoeing  
swimming diving sailing windsurfing  
jet skiing abseiling snorkelling*

Now match the four photographs with four of these words.

## 4 Writing a descriptive paragraph

Yesterday, you made a trip to the coast. Write a paragraph describing what you saw, the sounds you heard and the way you felt.

Write about 80 words.

## 5 Reading aloud

In small groups, read your paragraphs aloud to each other. Listen well and make comments on what you hear.

## 6 Pre-reading discussion

- A For countries with a coastline, the sea may provide useful defence in war, a source of wealth from trade or fishing and a way of maintaining separation from other countries. The sea is usually an important part of such nations' national identity. What part, if any, has the sea played in the history of your country?
- B There are many stories about the excitement and drama of the sea. Do you have any favourites?
- C Daniel Defoe's novel *Robinson Crusoe* is one of the most famous of these stories. What, if anything, do you know about it?



## 7 Reading and sequencing

Read the following version of the story of Robinson Crusoe. Try to guess the meaning of unfamiliar words.

As you read, number these events in the order in which they happened:

- a crusoe is shipwrecked
- b he meets Friday
- c he is made a slave
- d he returns to England
- e he manages a plantation
- f he sees an English ship on the horizon
- g he rescues the ship's captain
- h he builds a home on the island
- i he runs away to sea
- j he accepts his life on the island
- k he salvages things from the shipwreck.

## 8 Comprehension check

- 1 What future did Crusoe's father want for his son?
- 2 Even before the shipwreck, Crusoe had many adventures. What were they?
- 3 How did Crusoe feel when he realised he was all alone on the island?
- 4 What did he manage to do before the wrecked ship sank?

Never have any adventurer's misfortunes, I believe, begun earlier or continued longer than mine. I am Robinson Crusoe and this is my story ...

I was born in the year 1632 in the city of York. I had always wanted to go to sea but my father wanted me to enter the law. Against the wishes of my parents, I joined a big trading ship when it was in the port at Hull. I knew I was breaking my father's heart but the call of the sea was too strong. 5

At first I was terribly seasick but I gradually learned to adapt and weather the great storms which blew up. On one occasion, to my misfortune, I was taken as a slave but I escaped. For some time I even ran a plantation in Brazil but I could not resist returning to the sea. This time, however, the ship was wrecked and I was the only survivor. 10 15

The sea had washed me up onto a deserted tropical island. 'Am I all alone?' I called, and my despair knew no depths as I realised I was condemned to live in a silent world, forever an outcast in this horrid place. 20

I knew I had to swim back to the ship before it sank completely and save everything of value. The task was urgent as my survival depended on it. On the boat I found the ship's dog and two cats. These creatures, with a parrot I taught to speak, and a goat, were for many years my only companions on the island. 25

For a home, I built a strong shelter close to fresh water. I explored the island and found fruit trees and a herd of goats. I sowed barley I had taken from the ship, and made a calendar to mark the passing of the days. I resolved to look on the bright side rather than the dark side of my condition. 30

The doings of the greedy, material world and my own past wickedness became more and more remote. I spent many hours in hard labour. I made baskets, pots, a boat and other necessities, but I always found time for spiritual contemplation. 35

Each year the crops increased, my 'family' was contented and I learned to love the beauty of the island. Yet I longed to see a human face and hear a human voice. 40

My solitude ended when, walking towards my  
 45 boat, I stopped, thunderstruck, at the sight of a  
 strange footprint in the sand. This incident was the  
 beginning of my friendship with a man who lived  
 on a distant island. He was escaping the anger of  
 his countrymen and I gave him refuge\*. 'Friday', as  
 50 I called him, wanted to learn English and gradually  
 we learned to understand one another and  
 appreciate each other's way of life.

My luck changed when an English ship appeared on  
 the horizon. Friday and I observed a rowing boat  
 55 coming ashore. My guess was right. The crew of  
 the ship had mutinied\* and the captain and some  
 of his loyal men had been overpowered and were  
 being taken shore by the mutineers. Friday and I  
 worked out a way to capture the mutineers and set  
 60 the captain free.

The captain of the ship took me back to England.  
 Friday, who had been as true and good a friend as a  
 man could ever wish for, came with me.

So, on 19th December 1686, after 28 years on the  
 65 island, one of the strangest stories ever told ended  
 as I, Robinson Crusoe, sailed away from the island,  
 never to return.

\**refuge* = protection and a safe place to live

\**mutinied* = refused to obey the captain

- 5 How do we know Crusoe had good practical skills that helped him survive?
  - 6 What was the first sign that another human being had visited the island?
  - 7 How did Crusoe finally manage to escape from the island?
  - 8 Explain the meaning of the word *mutineer*.
  - 9 Overall, what was Crusoe's attitude to his situation?
- a self-pitying    b desperate    c accepting

## 9 Language study: Narrative tenses

To help the reader follow a story and understand how the events are connected, we use narrative tenses. Useful narrative tenses are:

- the past simple (*I swam*)
- the past continuous (*I was swimming*)
- the past perfect (*I had swum*).

Study the tenses in the story of Robinson Crusoe with a partner. Underline each verb and decide which tense it is. Add \* if the verb is in the passive.

Ask each other why each tense is used.

With your partner, make notes for each narrative tense, like this:

### The past simple

- Typical examples in text
- Formed by
- Used in text because
- Finally, check your notes with a grammar book.

## 10 Beginnings and endings

Beginnings and endings are important in a story. How interesting did you find the beginning of Robinson Crusoe? How satisfying did you find the ending?

What tenses are used at the beginning and end of the story? Why?

## 11 Discussion: Heroism

- A What do we mean when we say someone is a 'hero' or 'heroine'? In what way do you think Robinson Crusoe could be described as a heroic figure?
- B Can ordinary people living uneventful lives ever be called 'heroic'? Why/Why not?
- C Who are your personal heroes or heroines? Share your ideas in your group.

- D** Crusoe changes the negative experience of being shipwrecked into a positive one. What can we learn from our own negative experiences?
- E** Crusoe says he learnt a lot from Friday, who came from a much simpler society. Give some examples of what he might have learnt. Think about both survival skills and human values.

## 12 Continuing a story creatively

Try to imagine you are Robinson Crusoe, on your way back to England. Use these questions to help you continue his story:

- What will you most miss about your island life?
- What did you choose to take with you from the island?
- What have you learnt from your experiences? Do you feel the hardships of life on the island have made you a better and more understanding person?
- Who will remember you at home? Who will you want to see?
- How will you make your living?
- What might be the difficulties of fitting into a normal life again?

Share your ideas with your classmates.

## 13 Writing from notes

Most narratives use a variety of past tenses. The following paragraph describes Crusoe's return to England.

Complete the paragraph in full using the past simple, past continuous and past perfect tenses:

We were standing on the deck of the ship when the captain shouted that ...

We be / stand / deck / ship / when captain shout /

English coast be / sight. I feel / very strange.

After so many years /

solitude / noise / bustle / crowds / dock / almost

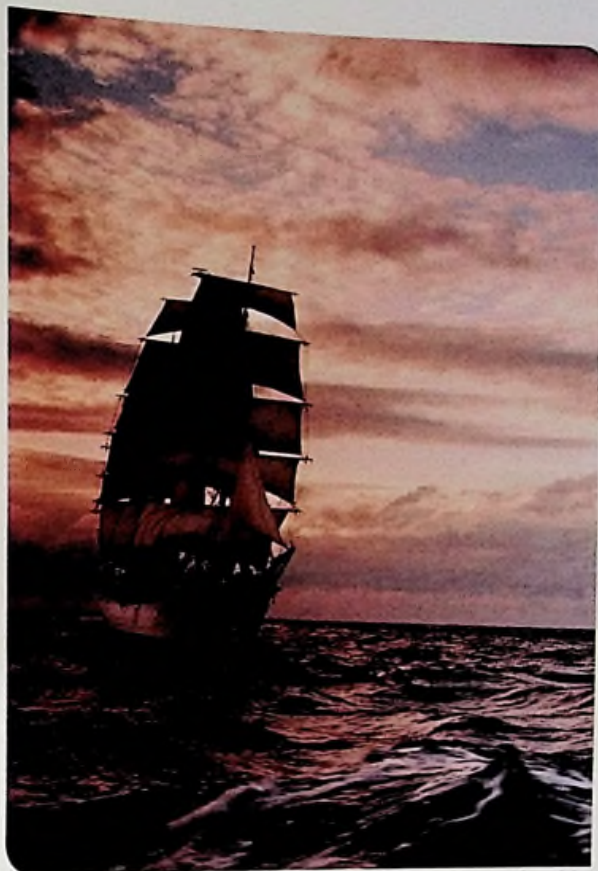
overwhelm me. I be / walk / towards town / when I

hear / voice / call my name. I turn / and see / sister. She

embrace me / warmly. I know / from tears / her eyes /

she forgive me / for hurt / our parents. She tell me / almost

give up hope / when she get / message / I be alive.



## 14 Comparing cultures

What stories in your culture have a sea theme? Think carefully about a story you know well and like. Then retell it to your group.

## 15 Showing surprise: Stress and intonation CD 2, Track 8

Listen to the intonation patterns in these *wh*- questions and answers. When does the intonation rise? When does it fall?

- 1 Who arrived on the island in a rowing boat?  
Some mutineers.  
**Who** arrived?
- 2 What did Crusoe use to make a calendar?  
A wooden post.  
**What** did he use?



- 3 How long was he on the island?  
Twenty-eight years.  
**How** long was he there?
- 4 Why did Crusoe call the man 'Friday'?  
Because that was the day he saved his life.  
**Why** did he call him Friday?

Listen again and repeat the pattern.

### Practice

Work in pairs. Ask each question with the falling tone.  
Then repeat the question showing surprise.

Try to continue with some questions and answers of your own.

## B Adrift on the Pacific

### 1 Pre-listening tasks

You are going to hear a story about a couple, Maurice and Vita, who were attempting to sail across the world when their boat sank. They survived on a life raft for four months before they were rescued.

#### Narrative questions

A narrative should answer these questions:

<i>Who...?</i>	<i>Why...?</i>
<i>What...?</i>	<i>How...?</i>
<i>Where...?</i>	<i>When...?</i>

Write a question about the story beginning with each word.

*Example: Where did the boat sink?*

Try to make your questions grammatically correct.

### Vocabulary check

Match these words that you are going to hear with their definitions.

- |                   |  |
|-------------------|--|
| 1 emigrate        | A extremely thin   |
| 2 adrift          | B floating without purpose                                 |
| 3 counter-current | C to make something using whatever materials are available |
| 4 improvise       | D unaware of, not noticing                                 |
| 5 emaciated       | E a sea current running in the opposite direction          |
| 6 malnourished    | F to go to another country to live there permanently       |
| 7 oblivious to    | G unwell from lack of food                                 |

### 2 Detailed listening CD 2, Track 9

Listen to an interview with the couple who survived. Try to note down answers to the questions you wrote.

### 3 Checking your answers

Did you find answers to your questions?



## 4 Listening and note-making

CD 2, Track 9

Listen again and complete the notes:

- a Reason for the trip:
- b Where and why the boat sank:
- c Immediate reaction to the accident:
- d Rowing towards the Galapagos Islands was a mistake because:
- e Conditions on the raft:
- f What they ate:
- g Length of time adrift on raft:
- h How they attracted the attention of their rescuers:
- i Length of time to recover:
- j How they coped emotionally during their experience:

## 5 Discussion: Motivation and adventure



- A** What makes people want to become involved in risky projects, such as sailing across the world in a very small boat, climbing a dangerous mountain, trekking in polar regions, or going into outer space? Discuss these ideas in your group:
- Are adventurers and explorers motivated by fame and money? Or a desire for risk and adventure? Or the competitive spirit?

- Is it a need to discover their potential and find out what they are capable of in the most challenging circumstances – a kind of ‘spiritual quest’?

Do you think people who undertake this kind of thing have greater ‘inner strength’ than others?

- B** Is it right that each year large sums of money are spent rescuing people whose expeditions have gone wrong?

Could the desire for adventure be directed more constructively into doing voluntary work on projects, such as helping refugees?

When conditions on a dangerous expedition become very difficult, is it braver to accept defeat than to risk everything for success?

## 6 Ordering events

Put these statements about the couple on the life raft into the correct order by numbering them. Then link them using time expressions and conjunctions where appropriate. Choose from:

*first, then, when, eventually, finally, before, until, next, after that, after many days*

and conjunctions like *and, but, etc.*

For example: First, they left England for New Zealand, but the *Sandpiper* was ...

- The *Sandpiper* was damaged by a sperm whale.
- They rowed towards the Galapagos Islands.
- They attempted to get to the Central American coast.
- The boat sank.
- A hostile current dragged them back out to sea.
- They tried to attract the attention of passing ships.
- They were rescued by South Korean fishermen.
- They returned to Britain.
- They sailed by unaware of the couple’s situation.
- They escaped onto a life raft.
- They left England for New Zealand.

Check whether the order of events is correct by listening to the recording again.

## 7 Expressing emotions

In the interview, Vita says, 'We continued towards that coast for three weeks. Then, to our horror, a hostile current dragged us back out to the middle of the ocean.'

'To our horror' expresses the drama and emotion of the situation. Look at these similar expressions:

### VOCABULARY

to our amazement	to her disappointment
to our (great) relief	to their alarm
to my astonishment	to her concern
to their joy	to our horror
to his annoyance	to our delight

These expressions highlight the responses of the people involved in the events.

Study the following situations. Use a suitable emotional phrase to add to each description.

#### Example:

We were waiting outside the operating theatre when, **to our great relief**, the surgeon came out and told us the operation had been a success.

- I was kayaking down the river when lightning ripped across the sky and heavy rain began to fall.
- We feared the worst when our son disappeared driving in the desert but yesterday he sent a text to say he was safe.
- The racing driver was driving at top speed when he noticed his brakes were not working.
- I was making dinner when the telephone rang and I learnt I had won first prize in a competition.
- Joe was enjoying fishing for salmon when he saw a grizzly bear emerging from the forest.
- We were waiting to go into the aquarium when we saw a large turtle crawling through the reception area.

### Tenses

Examine the uses of tenses in the sentences. What tenses are used and why? Some sentences use more than one tense. Why, do you think?

## 8 Dictionary work: Prefixes

### The prefix *mal-*

Maurice says that during their ordeal on the raft they became *malnourished*. The prefix *mal-* means 'badly' or 'wrongly'.

Replace the word(s) in italics in the sentences below with one of these words beginning with *mal-*. Work with a partner and use a dictionary to help you.

### VOCABULARY

malfunctioning	malevolent	malpractice
malignant	malicious	malnutrition

- The high-energy biscuits saved thousands of refugees who were suffering from *lack of food*.
- The surgeon said the growth would have to be removed as it was *cancerous*.
- To his horror, the pilot realised that one of the engines was *not working properly*.
- The doctor was taken to court for *failing to care properly* for his patients.
- Children's fairy stories often contain a character who is *very evil*.
- This little boy is *deliberately hurtful* towards other children.

### The prefix *counter-*

In the interview you heard that Vita and Maurice had hoped to get to the equatorial *counter-current*. The prefix *counter-* means 'opposite' or 'reverse'.

Complete each of the following sentences with one of these words beginning with *counter-*. Continue using your dictionary if you need to.

### VOCABULARY

counterbalance	counterpart
counteract	counterargument
counterproductive	counterattack

- Weights of the same size on this machine should be used to \_\_\_\_\_ each other.

- 2 If our aim is to make the workers do a good job, paying them less would surely be \_\_\_\_\_.
- 3 In spite of heavy casualties, the soldiers launched a determined \_\_\_\_\_ against the enemy forces.
- 4 The doctor gave the child some medicine to \_\_\_\_\_ the poison she had swallowed.
- 5 The Danish Prime Minister met his Swedish \_\_\_\_\_ in Stockholm today for urgent talks on the fishing crisis.
- 6 The accountant came up with good reasons for selling the company, but the clients put forward equally strong \_\_\_\_\_ for keeping it.

## 9 Revision of reported speech

When we tell a story, we may change someone's actual words to reported speech.

For example, Maurice might have said to Vita, 'It's absolutely silent here. You can't have heard the engine of a boat. No one is coming to rescue us. You must be going mad.'

If this speech were reported it would change to:

*Maurice told Vita it was absolutely silent there and she couldn't have heard the engine of a boat. No one was coming to rescue them. She must be going mad.*

Study the example carefully.

What has happened to the verbs? What is the rule for **tenses** when direct speech is reported?

What has happened to *must*? Do other **modals** (*would, could, should, might, need, had better* and *ought to*) stay the same when speech is reported?

How have the **pronouns** changed? What usually happens to pronouns in reported speech?

What has happened to the **infinitive**? Do infinitives in direct speech change when the speech is reported?

## 10 Reporting verbs

Verbs such as *admit, promise, declare, invite, ask, explain, reflect, remind, mention, suggest, insist* and *refuse* are often used when we change direct speech into reported speech. Using them is a good idea because it brings breadth and variety into your writing.

**Example:**

*'Remember to send your aunt a good luck message,' said their mother.*

*Their mother reminded them to send their aunt a good luck message.*

What other reporting verbs do you know?



The following comments were made by a young woman, Silvia, who is planning to sail around the world single-handedly.

Change her actual words to reported speech, using suitable reporting verbs from the box. Some of the verbs are similar in meaning, so decide which you prefer.

### VOCABULARY

<b>acknowledge</b>	<b>declare</b>	<b>reveal</b>
<b>add</b>	<b>explain</b>	<b>say</b>
<b>admit</b>	<b>insist</b>	<b>confess</b>
<b>mention</b>		

**Example:**

*'I'm a yachtswoman and a loner. I would rather go sailing alone than in a group.'*

*She declared (that) she was a yachtswoman and a loner.*

*She insisted (that) she would rather go sailing alone than in a group.*

- 1 'I'm attempting to break the world record for sailing non-stop around the world.'
- 2 'I'm being sponsored by several businesses.'
- 3 'I suppose my worst fear is personal failure.'
- 4 'I'm doing it because I'm hoping to beat the present world record of 161 days.'

- 5 'I'm taking food and drink to last me up to 200 days.'
- 6 'The food includes 500 dried meals, 150 apples, 144 bars of chocolate, 36 jars of jam and marmalade and 14 tubs of dried fruit and nuts.'
- 7 'When I'm thousands of miles from shore, and if I'm injured, then I'll be scared.'
- 8 'I've been taught to stitch my own flesh in an emergency.'
- 9 'If there's a crisis, I think the answer is not instant action, but to think about it.'
- 10 'I know I can handle the boat and I'll find out whether I have the strength to beat the world record.'

## 11 Writing a report of an interview

Imagine that you are a journalist. You have been asked to interview the yachtswoman. Write a report of the interview for your newspaper.

First make a plan.

- Select those sentences in exercise 8 you would like to include in your report.
- Try to use a balance of reported speech and direct speech to make the report convincing.
- Invent other details readers might like to know. For example:
  - the place where you interviewed Silvia – on her yacht or in her house?
  - personal details about Silvia (e.g. her age, her appearance).
  - Give your opinions of Silvia. Do you think she is brave? What do you think about her desire to test herself?
  - Finally, decide on the correct order for the information in the report.

## C A remarkable rescue

### 1 Pre-reading tasks

Have you ever lost anything that was important to you? In pairs, ask each other questions using these prompts:

*Where / be you?*

*Be you / alone?*

*What / be you / do / when you realise / it be lost?*

*What / you do / when you realise / what happen?*

*How / you react?*

*How / other people react?*

*What / happen / in the end?*

### An ocean of facts! Test your knowledge

- 1 The largest of the world's oceans covers **more** than a third of the Earth's surface. Which is it?
  - a the Atlantic Ocean
  - b the Pacific Ocean
  - c the Arctic Ocean
  - d the Indian Ocean.
- 2 The Arctic Ocean is the world's smallest ocean. True or false?
- 3 The world's largest inland sea has an area of 371 000 square kilometres. Which is it?
  - a the Baltic Sea
  - b the Black Sea
  - c the Caspian Sea.
- 4 Which country of the world has the longest continuous coastline (37 653 km)? Choose from:
  - a Australia
  - b Canada
  - c Russia.
- 5 One country in the following list is the world's largest archipelago, with over 13 500 islands, of which about 6 000 are inhabited. Which is it?
  - a Indonesia
  - b the Philippines
  - c the Seychelles.
- 6 The world's oceans contain about ten billion tons of a precious metal, but nobody has worked out how to collect it. Which metal is it?
  - a silver
  - b gold.

**predicting**

you are going to read a newspaper article about an Irish farmer who lost his sheepdog while out walking on the cliffs near his home. Look carefully at the headlines and picture. What do they tell you about the story you are going to read?

do you think the story will have a happy ending? Why/Why not?

**Language and audience**

do you expect the language to be chatty and colloquial? Or formal and serious? Why?

who do you think would enjoy reading this story?

**2 Reading for gist**

Read the newspaper article carefully, trying to guess any unknown words from the context. Most of the story is told using past tenses. As you read, underline examples of the past simple, past continuous and past perfect tenses.

**3 Vocabulary check**

Find words in the article and headlines to match these definitions. To help you, the definitions are in the same order as the words.

- 1 unable to get back
- 2 a sudden fall
- 3 noticed
- 4 fell quickly and suddenly
- 5 accepting the situation
- 6 looking lost and sad
- 7 a breed of dog
- 8 extremely upset
- 9 sharp
- 10 very steep, almost vertical.

# A remarkable rescue

*Stranded sheepdog reunited with owner after 30-metre cliff plunge*



WHEN Shadow the trainee sheepdog spotted a stray sheep, he did what comes naturally. The one-year-old set off in pursuit across several fields and, being a young, inexperienced animal, somehow lost his

sense of direction. He came to the edge of a cliff and plummeted 30 metres, bouncing off a rock into the sea.

His owner, farmer Aidan McCarry, was very upset and immediately called the coastguard. Six volunteers abseiled down the cliff but gave up all hope of finding him alive after a 90-minute search.

Three days later, a hurricane hit the coast near Ballybunion, in south-west Ireland, and a resigned Mr McCarry was convinced he would never see or hear of Shadow again.

Then, two weeks later, the phone rang and a man asked him if he would like his dog back.

The area is famous for birdlife, including falcons and ravens, which can be seen on the cliff's narrow ledges. Two days earlier, a birdwatcher, armed with a telescope, had been watching some rock doves when he spotted the dog sitting forlornly on a rock. While he raised the alarm, a young student,

25 Brendan O'Connor, climbed down the cliff to collect Shadow.

The black and white collie had initially been knocked unconscious but had survived by drinking water from a fresh stream at the base of the cliff. It was, as Mr

30 McCarry admitted yesterday, 'a minor miracle'.

He recalled how he had left his farmhouse with his 16-year-old niece Keira, and set off on a coast walk.

'It was a beautiful day, with just a light breeze.

Keira had got her camera with her because she

35 wanted to take photographs of the seals which come close to the shore. Shadow, who was a little in front of us, was running in a field full of wildflowers.

Then he spotted a sheep and began chasing after it.

To my dismay, he forgot all the training I'd been

40 giving him and completely ignored my whistles ordering him to come back to us. We tried to run after him but he was too fast for us.

'They thought he ran for about half a kilometre and fell head first down the cliffs and bounced off jagged

rocks into the sea. We just stood there in stunned 45 silence.

'I was distraught. I had no idea how I would manage on the farm without him. We couldn't get down the cliffs because they were so sheer. I ran back to the village to get help, while Keira phoned the coastguard. 50 They turned up in seconds and a rescue party abseiled down the cliff, but they could not find him.'

Paddy Quin, who was in charge of the rescue, said the dog was emaciated, a bit scratched and bruised, but otherwise healthy. He said: 'It was an extremely 55 lucky dog.'

Vet Teresa Kelly, who was looking after Shadow yesterday, said he had survived because of a plentiful supply of fresh water.

'He was also a well-fed dog before and still had his puppy fat – it was probably those few extra pounds that saved him,' she added. 'He is very thin and hungry. But considering he had been there two weeks, he seems very well.' 60



rock. Student / rescue him. The dog / be thin / but well. Vet say / Shadow probably survive / by drink / fresh water.

## 4 True/false comprehension

Decide whether the following statements about the story are true or false.

- 1 Shadow was used to working with sheep.
- 2 He followed a sheep over a cliff.
- 3 He lost consciousness when he fell.
- 4 His owner climbed down the cliff to find him.
- 5 The rescue party arrived very quickly.
- 6 His owner continued looking for him.
- 7 Shadow was identified by a birdwatcher.
- 8 He was a little overweight before his fall.
- 9 He was in poor health when he was rescued.
- 10 He had survived because of access to fresh water.

## 5 Narrative structure

Like many newspaper accounts, the story is not reported in chronological order. It begins by explaining how Shadow got lost and the failed rescue attempt. We are then told that a second rescue attempt was successful. Halfway through the report the events of his fall and safe return are repeated, with more detail.

Why do you think the story is told like this? Consider the following:

- to provide a dramatic opening which is not slowed down by too much detail
- to enable us to hear actual spoken comments from the people who were involved
- to make the narrative as varied, moving and personal as possible.

## 6 Writing a summary from notes

Write a summary of the story describing how the dog got lost, what the owner did and felt, and how they were reunited. Use these notes to help you:

Farmer Aidan McCarry walk / with his sheepdog Shadow near Ballybunion / Shadow start / chase sheep. Unfortunately he fall over / cliff / towards the sea. His owner contact / coastguard / and rescue team / abseil down the cliff. However, Shadow cannot / found / and owner return home / feel / distressed. Two weeks later / man / ring. He say / birdwatcher / notice Shadow / on a

## 7 Vocabulary: Adjectives

Shadow is described as a *well-fed* dog who becomes *emaciated*. His owner is *distraught* when he loses him.

The following adjectives describe emotion and appearance. With a partner, try to rank them in order. Use a dictionary as necessary.

**Start:** 1 ecstatic, 2 happy, .....

1 obese, 2 fat .....

### Emotion

*heartbroken indifferent distraught happy irritated pleased satisfied ecstatic miserable*

### Appearance

*slim emaciated skinny plump scrawny thin fat obese overweight*

## 8 Homonyms

Homonyms are words that have the same sound and spelling but different meanings. There are a number of examples in the article 'A Remarkable Rescue':

- 1 'Two days earlier, a birdwatcher, armed with a telescope, had been watching some rock doves when he had *spotted* the dog sitting forlornly on a rock' (line 25).  
*Spotted* in this sentence is a verb that means 'noticed'.  
What does *spotted* mean in the following sentence?  
What part of speech is it?  
'He had a green and white *spotted* scarf around his neck.'
- 2 'We couldn't get down the cliffs because they were so *sheer*' (line 51).  
In this sentence *sheer* means 'extremely steep'.  
What does *sheer* mean in the following sentence?  
What part of speech is it?  
'Staying up all night to revise for an exam is *sheer* madness.'

### Practice

Work with a partner to check the meanings of the following homonyms. Use a dictionary if you need to. Then write example sentences to show the different meanings each



word can have. Indicate whether the word is being used as a noun, verb or adjective.

- 1 mine
- 2 sound
- 3 stamp
- 4 dash
- 5 file
- 6 book
- 7 light
- 8 match.

What other homonyms do you know? Share your ideas in your group.

## 9 Revision of defining relative clauses

Study this sentence from the text:

'Keira had got her camera with her because she wanted to take photographs of the seals *which come close to the shore.*'

The clause in italics is important to the meaning of the sentence. It is called a defining clause, because it defines or makes clear which person or thing is being talked about. Here are some more examples:

- 1 *The vet who treated Shadow* was very efficient.
- 2 They interviewed the man *whose dog had been rescued.*
- 3 Have you read the leaflet *which/that explains what to do if you have an accident?*
- 4 This is the house *where they live.*

A defining clause is essential to the meaning of the sentence. If it is left out, the sentence does not make complete sense or the meaning changes. No commas are used before defining clauses. Remember that the pronoun **that** can be used instead of **which** to refer to things in defining clauses.

### Practice

Complete these sentences with suitable defining clauses.

- 1 They prefer stories \_\_\_\_\_ endings.
- 2 The man \_\_\_\_\_ has donated a lot of money to charity.

- 3 The student \_\_\_\_\_ received an award for bravery.
- 4 The shoes \_\_\_\_\_ last month have already fallen apart.
- 5 The factory \_\_\_\_\_ is now a tourist hotel.
- 6 The doctor \_\_\_\_\_ comes from Guatemala.

## 10 Revision of non-defining relative clauses

Non-defining relative clauses give extra information about something. They can be in the middle or at the end of a sentence. Commas are used to separate them from the rest of the sentence.

Study these examples:

- 1 Paddy Quin, *who was in charge of the rescue*, said the dog was emaciated.
- 2 Pablo, *whose father is an ambulance driver*, is learning what to do in an emergency.
- 3 Forecasting the eruptions of volcanoes, *which can let off steam lightly for years*, is very difficult.
- 4 He gave the dog some water, *which she obviously needed.*

The pronoun **that** cannot be used in non-defining clauses.

Non-defining clauses 'round out' your sentences. Try to use them, as they make your writing more interesting and complex.

### Practice

Add suitable non-defining clauses to these sentences. You should use *whose* in at least one of the clauses.

- 1 Rahmia Altat, \_\_\_\_\_, now does voluntary work.
- 2 We heard about the heroic acts of the rescue workers, \_\_\_\_\_.
- 3 Nurse Mara, \_\_\_\_\_, demonstrated the life-saving techniques.
- 4 Drowning, \_\_\_\_\_, can usually be prevented.
- 5 Smoke alarms, \_\_\_\_\_, should be fitted in every home.
- 6 My cousin Gina, \_\_\_\_\_, is being brought up by her grandparents.

Try to expand these simple sentences into more complex ones, using non-defining clauses to add extra information.

- 7 Mrs Nazir won a trip to the Caribbean.  
 8 The new hospital is the biggest in the country.  
 9 Our sailing teacher took us to an island.

Write some sentences of your own using non-defining clauses.

## 11 Functions quiz: Consoling and sympathising

Working in pairs, decide which is the most appropriate way to respond to the following statements giving bad news. Select as many of the answers as you think are suitable.

- 1 I've just failed my driving test.  
 a What a shame.  
 b How horrific!  
 c That's a tragedy.  
 d You should have done better.  
 e Better luck next time.
- 2 My grandma died recently.  
 a Oh, I am sorry. Is there anything I can do to help?  
 b You must be really fed up.  
 c How sad. Was it sudden?  
 d Don't get too worried about it.  
 e What bad luck!
- 3 I forgot my door key and had to wait outside for two hours until my father got back from work.  
 a How annoying!  
 b That was forgetful of you.  
 c My heart goes out to you.  
 d I'd just like to say how sad I am for you.  
 e You must remember to put it in your bag in future.
- 4 I thought I'd recorded 'Ocean of Adventure,' but when I sat down to watch it, I discovered I'd recorded the wrong programme!  
 a Never mind. I can lend you the DVD.  
 b I bet you were furious.  
 c I'd have been really annoyed.

- d You've got all my sympathy for what you're going through.  
 e Remember to follow the instructions next time.

Study the following comments. Write down some appropriate responses and then try them out on your partner.

- 5 I didn't get the job I applied for.  
 6 I'm really disappointed with my new haircut.  
 7 I broke my ankle on holiday.

## 12 Spelling and pronunciation: The suffix *-tion* or *-ion* CD 2, Track 10

The suffix *-tion* or *-ion* is quite common in English. Examples in the text were *direction* and *condition*. How is the final syllable pronounced in these words?

Other examples are:

- |                 |                 |
|-----------------|-----------------|
| 1 exhibition    | 2 fashion       |
| 3 occupation    | 4 demonstration |
| 5 passion       | 6 invention     |
| 7 qualification | 8 definition    |
| 9 recognition   | 10 ignition     |
| 11 promotion.   |                 |

Listen carefully and try to mark the main stress in each of the words. Then practise saying them.

Question and opinion are exceptions to the rule. How are they pronounced?

Now match ten of the words from the list to these definitions:

- A will improve your chances of getting a job  
 B another word for work  
 C a machine or gadget that is original  
 D strong emotion  
 E a display of books or pictures  
 F the dictionary will give you this information about a word  
 G a better job with more money  
 H if this is turned off, the car will not start  
 I artists can work for 20 years without getting this  
 J the latest styles in clothes and shoes.

## 13 Language study: Adverbs

Adverbs have a large number of different uses.

They can tell us more about a verb.

**Example:** *She walked slowly.*

They can be used before an adjective.

**Example:** *It was fairly difficult.*

They can be used before another adverb.

**Example:** *He drove terribly slowly.*

They can tell us when or how often something happens.

**Examples:** *occasionally, regularly, never*

They can give information about how certain we are of something.

**Examples:** *definitely, probably, perhaps*

They can connect ideas.

**Examples:** *firstly, however, lastly*

### Formation of adverbs

Many adverbs are formed by adding **-ly** to adjectives.

*Naturally, forlornly* and *initially* are examples from the text 'A Remarkable Rescue'.

Other examples are:

*quick ~ quickly, cheap ~ cheaply*

If the adjective ends in **-y**, you change the **-y** to **-i** before adding **-ly**.

**Example:** *angry ~ angrily*

If the adjective ends in **-ic**, you add **-ally**.

**Example:** *heroic ~ heroically*

If the adjective ends in **-le**, you drop the **-e** and add **-y**.

**Example:** *reasonable ~ reasonably*

Remember that some adjectives look like adverbs.

**Examples:** *lovely, elderly, friendly*

Notice also: *early ~ early, fast ~ fast, good ~ well*

### Practice

Correct the following report on jobs at sea, which is from a careers website for young people. Change the words in *italics* to adverbs. Ask your partner to mark it when you have finished to check that your spelling is correct.

## CAREERS AT SEA

Working at sea sounds romantic but it can also be *surprising* hard work! Voyages on commercial merchant ships transporting cargo and passengers last at least a week. Supersized cruise ships, which enable tourists to visit multiple holiday destinations during the voyage, can be at sea much longer. As you will see, it is *definite* not for those who like an easy life.



Here are some of the main jobs at sea.

### The Captain

The captain is in overall control of the vessel. He or she (modern captains are not *necessary* male) is *direct* responsible for the vessel, crew, cargo and passengers. It is essential that the captain

CAREERS IN THE  
POLICE FORCE

CAREERS IN  
EDUCATION

CAREERS IN  
ENTERTAINMENT

can think *quick* in an emergency. The captain *normal* takes the vessel in and out of port.

Engineering Officer

Engineering officers are responsible for the ship's engines and all the equipment that is *electronic* operated. The equipment is checked *day* and any faults must be corrected *immediate*. Officers are *able* assisted by ratings – workers who maintain equipment in the engine room and elsewhere.

The Purser

The purser is responsible for buying and storing food and making sure it is prepared and served *hygienic*. Purses must make sure that all those on the vessel are fed *healthy* and *economic*. They are also in charge of the cooks and stewards, who are *usual full* trained chefs and waiters.

Navigating Officer

The navigating officers are responsible for navigating the ship *proper* and for making sure the loading and unloading of cargo is *total* safe. They respond *appropriate* to any changes in weather (in some areas the climate can change *dramatic* in seconds) and adjust the ship's speed *according*. In difficult conditions, when it's snowing very heavy for example, they may take over *temporary* from the helmsman\*.

Skills and qualities needed for work at sea

You must be:

- technical* minded (for most jobs)
- suitable* qualified
- able to work *capable* and *efficient* for long periods
- able to get on *happy* with others as part of a team
- able to react *responsible* in times of crisis
- able to stay calm even when *frantic* busy.

\* *helmsman* = person who steers a ship or boat

CAREERS IN HEALTHCARE

CAREERS IN TECHNOLOGY

## 14 Look, say, cover, write, check

In the text 'A Remarkable Rescue' you saw the word *distraught*. The letters *ought* are a common combination in many words. The phonetic spelling is /ɔ:t/.

Use the 'look, say, cover, write, check' method to learn these words. Make sure you understand the meaning of each one.

VOCABULARY

distraught    caught    naughty    taught

*Ought* is also pronounced /ɔ:t/. Use the same method to learn to spell these words correctly:

VOCABULARY

thought	fought	
bought	sought	brought

## D Reacting to the unexpected

### 1 Pre-reading task: Making notes

Read about these unexpected events that happened to various people.

*I was walking home when a passer-by collapsed in the street*

*We had just gone to bed when the smoke alarms went off*

*My neighbour knocked on the door. She was sure her little girl had swallowed some poisonous berries.*

*I was doing my homework when water started pouring through the ceiling.*

*I was chatting to my best friend when one of the party guests insisted I tried the dancing competition and I won first prize!*

Have you ever had to cope with something, pleasant or unpleasant, that was completely unexpected? Think carefully about the event and then make notes under these headings.

### The background to the event

- Where were you?
- What were you doing?
- Who was with you and what were they doing?

### The event itself

- What happened?
- How did you react?
- What did other people do?
- What happened then?

### The outcome

- What happened in the end?
- What do you feel you have learnt from the experience?
- How has the experience affected other people?
- Has the event had any other effects?

Compare your notes with your partner's. Look after them as you'll need them later.

## 2 Reading an example narrative

Naila Khan Afza is a journalist. This summer an extraordinary thing happened to her while she was on holiday. She posted the following story to her newspaper's blog. Do you think you would have reacted in the same way she did?

As you read, underline the tenses and the examples of non-defining relative clauses.

### Comprehension check

- 1 What was Naila doing when the incident happened?
- 2 Did she have time to tell anyone else what was happening?
- 3 What helped the boy regain consciousness?
- 4 What suggests that Naila is fully concentrating on mouth-to-mouth resuscitation?
- 5 How do we know that Dale's parents want him to be safe in the water?

## 3 Analysing the narrative

- A** Openings are important in narratives. Does the story interest you immediately? Why/Why not?
- B** In the first paragraph, a number of different tenses are used. What are they, how are they formed and what are their functions?
- C** 'To my horror', 'Without stopping to think' and 'To my great relief' are used for effect. What other phrases could be used?
- D** Endings are important in a narrative. The reader should not feel there are unanswered questions. Do you think the story is brought to a satisfactory conclusion? Why/Why not?
- E** Remember, a narrative should answer these questions:

*Who ...?                      Why ...?*

*What ...?                     How ...?*

*Where ...?                  When ...?*

How does Naila's narrative do this?

For example:

**Who** is involved in Naila's story?

**What** happened?

**Where** did the event take place?

# The biggest event of my summer



Nalia Khan Afza, blogging since 2012

By Nalia Khan Afza, *The Online Journal*

It seemed like another ordinary day. My family and I had decided to spend the day on the beach. I sat in the sun watching the children throwing pebbles into the sea or paddling. I was thinking about having a swim when I noticed a strange object bobbing about in the sea. To my horror, I realised the 'object' was a child drowning. Without stopping to think, I plunged into the water and grabbed the child. With my free arm I swam back to the shore. The child, who was a boy of about five, was like a dead weight but I felt powered by a superhuman strength.

I laid the boy, who appeared to be unconscious, gently on the ground and gave him mouth-to-mouth resuscitation which revived him immediately. I was dimly aware that a large crowd had gathered and someone was telling me an ambulance was on its way. By the time the ambulance arrived, to my great relief, the boy was sitting up and talking.

Dale's parents were delighted with his quick recovery. They rang me later to thank me and we had a long discussion about the dangers of playing near water. They have arranged for him to have swimming lessons, which I think is a very good idea. I would definitely recommend that everyone learn to swim - young or old. I'd also like to remind everyone to take care near the sea, rivers or swimming pools. You can drown much more easily than you think!

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## 4 Dramatic expressions

*My hair stood on end ...*

*My heart missed a beat ...*

Your sentences can be made more dramatic by starting them with this kind of expression. Make complete sentences by matching the following openings 1-6 with the endings A-F. More than one option may be possible, so decide which you prefer.

- 1 With my heart in my mouth ...
  - 2 A piercing scream cut through the air ...
  - 3 I froze to the spot ...
  - 4 Panic mounted ...
  - 5 With trembling fingers ...
  - 6 Sweat poured from us ...
- A** ... as we fought to rescue the children trapped by the earthquake.
- B** ... when flames appeared at the side of the plane.
- C** ... as the hijacker produced a gun!
- D** ... when the hooded figure appeared in the graveyard.

**E** ... I tiptoed past the sleeping kidnappers.

**F** ... he struggled to open his parachute.

Now write four sentences of your own using dramatic expressions.

## 5 Pre-writing discussion



- 1 What does windsurfing involve?
- 2 What do you think is exciting about this sport?
- 3 Could it ever be dangerous? Why/Why not?
- 4 Does this hobby appeal to you? Why/Why not?

## 6 Ways of developing an outline

The following list of sentences is an outline of a story. It describes how a windsurfer was swept out to sea and what happened in the end. Read the sentences carefully. Make sure you understand all the points clearly.

### I Fought To Stay Alive

I was windsurfing off the Pacific coast.  
 It was a calm sunny day.  
 I'm a very experienced windsurfer.  
 Everything was going well.  
 The wind turned, forcing me offshore.  
 I tried for an hour to get back to the shore.  
 I began to feel weaker.  
 The wind started coming in gusts.  
 The sea was rough.  
 I clung to the board.  
 A helicopter flew over.  
 I thought it was coming to rescue me.  
 I waved and shouted.  
 It flew over me to the other side of the bay.  
 I was wearing a dark wetsuit on a blue and white board.  
 I was part of the sea and no one could see me.  
 When night fell, I lay down on the board, wrapped in my sail.  
 I was in my own little world.  
 Then I heard a helicopter.  
 I waved.  
 They saw me.  
 They rescued me.

Obviously, a list of events does not make a complete narrative. In fact, the pleasure of reading a good story often lies not in the plot, but in the details.

What details could you add to the outline above to produce an exciting, well-written story? With your partner, select the points that could make your story come alive.

- a Beginning the story with some interesting details that set the scene (e.g. *It was a beautiful, sunny day and I was doing what I like best – windsurfing.*)
- b Describing the weather and the sea in a vivid way (e.g. *The wind was howling / The waves were crashing.*)
- c Using dramatic expressions (e.g. *My heart sank as the board was carried far out to sea.*)

- d Using emotional expressions to add drama (e.g. *to my horror / to my intense relief* (See exercise 8.2.7.))
- e Writing a clear conclusion to the story that expresses the feelings of the writer about the experience (e.g. *I am so grateful to the people who rescued me. I was not ready to die at sea!*)

### Don't forget!

**Time expressions** make the sequence of events clear (e.g. *Many hours passed, some time later, until, when, then, while, next, finally.*)

**Conjunctions** connect clauses or show connections between sentences (e.g. *however, although.*)

**Non-defining relative clauses** round out sentences and make them more interesting to read.

## 7 Building a story from a dialogue

In pairs, read this conversation about what happened during a school trip to the seaside:

- Aisha:** Where did you go for your school trip this year?
- Firuz:** We went to the coast. It was so hot that we all wanted to get out of the city.
- Aisha:** How did it go?
- Firuz:** Well, we had a great day, apart from one incident.
- Aisha:** Oh, what was that?
- Firuz:** Well, we all got to the beach without any trouble. We'd finished putting on sun cream and were just going for a swim when Mrs Kazan noticed that her purse, which had all our return train tickets in it, was missing.
- Aisha:** Oh no!
- Firuz:** Yes, she was really upset. She decided that the purse must have dropped out of her bag on the walk to the beach from the station. You see, Ethan had offered to carry the bag for her and she thought maybe it had fallen out then – but she wasn't really sure.
- Aisha:** So, did you all go back to look for it or what?

**Firuz:** Well, I offered to go with her, but in the end she said she'd retrace her steps with Ethan and see if they could see any sign of it.

**Aisha:** Poor Ethan. He must have felt awful.

**Firuz:** I think he did. I mean, he was just about to have a swim when he had to put his clothes back on and go back to the station with Mrs Kazan.

**Aisha:** And did they find it?

**Firuz:** Well, they walked right back to the station without seeing it. At the station they asked at the information desk but it hadn't been handed in.

**Aisha:** Oh dear.

**Firuz:** On the way back to the beach they stopped at a café for a drink. They were talking about the purse and wondering what to do next when the owner came over. He asked if they'd lost anything. They mentioned her purse and the man produced it from under the counter. A passer-by had spotted it on the pavement outside and had handed it in at the café.

**Aisha:** Well that was lucky! And was everything still inside?

**Firuz:** Yes, it was, thank goodness.

### Writing the story

You are Ethan. Write an account of the incident for the class newsletter. Before you begin writing, plan what you will say. Use these notes to help you.

- Give the story a clear **shape**: background details, main events and the outcome should be clear.
- **Tenses** and **pronouns** should be appropriate.
- Try to write **vividly**, using a range of vocabulary and expressions.
- Use clearly defined **paragraphs**.

## 8 Post discussion task: correcting and writing a report

Each year Cheng's school raises funds for worthwhile projects. This year the headteacher is thinking about giving the funds to help an expedition of young explorers going to Antarctica. The headteacher has asked Cheng, who is a student representative, to write a report saying whether he thinks this would be the best way to use the funds.

In Cheng's report, there is one extra word in each sentence that should not be there. First, read the report to get the sense. Then read it again and delete the extra word in each sentence. The extra word in the first sentence has been done for you. Finally, show where the missing sentence should go.

Missing sentence:

In fact, a some member of the expedition previously attended our school.



# Report for the headteacher

This report will consider **at** the pros and cons of supporting the young explorers going to Antarctica. I have spoken to other students in my year to find out of their views and these are given in the report.

- 5 The positive points of supporting to the expedition are that, firstly, the people taking part are from our town, so we would be helping local people. In addition, many of us admire the explorers because they are prepared to take risks and are testing in themselves to the limits. Their courage is a shining example and for encourages us to think about the importance of having challenging projects ourselves.
- 10
- On the other hand, a few students have said it would
- 15 be better to give the money to the Town Emergency Services rather than a group of teenagers who they

want to have fun. Also, the trip might it end in disaster. While it is true that exploring the coast of Antarctica is dangerous, in my view, the people going on if the expedition are taking the project seriously and are well-prepared. They have spent a long time learning how survival skills. They are also going to do some research there in Antarctica, which will increase scientists' knowledge of climate change.

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To sum up, I believe that we should support our the expedition. The explorers who deserve our help. The project is a worthwhile and inspiring one challenge. At school, we are all looking forward to reading on the Antarctica Expedition blog.

30

Cheng Fu  
Student Representative



## GRAMMAR SPOTLIGHT

### The interrupted past continuous

The interrupted past continuous is used to show that an action stopped at a specific point, when something else happened:

*I was packing for my trip when the police knocked at the door.*

We use *when* to link the two tenses. If we want to emphasise two things happening at just the same time, we can also choose *as*:

*It was snowing as/when he climbed higher up the mountain.*

The interrupted past continuous is often used to set the scene and to make the beginning of a story more dramatic or interesting.

In the text in section D2, you have seen:

*I was thinking about having a swim when I noticed a strange object bobbing about in the sea.*

Look back at the speech bubbles in section D1 and underline any examples of the interrupted past continuous. Which actions were interrupted, and by what event?

Now complete these sentences that set the scene for exciting stories.

- Tomaz was \_\_\_\_\_ on his life raft \_\_\_\_\_ hungry and scared, when, to his relief, a rescue ship \_\_\_\_\_ on the horizon.
- The shipwrecked couple were \_\_\_\_\_ a conversation about what to do next, when they \_\_\_\_\_ a rowing boat \_\_\_\_\_ towards them.
- Alan was alone on the desert island \_\_\_\_\_ to make a fire without matches, when, to his amazement, he \_\_\_\_\_ some children \_\_\_\_\_ along the beach.
- Lorna was desperately \_\_\_\_\_ for her mobile phone when, to her horror, she felt a large hand \_\_\_\_\_ her mouth.
- The class were \_\_\_\_\_ quietly to Mr Hamsun's science lecture and \_\_\_\_\_ notes when the teacher suddenly \_\_\_\_\_ his hand in his pocket and \_\_\_\_\_ a fistful of fabulous diamonds onto the desk.
- Anton was walking with his children in the woods when, to his amazement, he \_\_\_\_\_ a mysterious, veiled woman dressed in golden robes.

## Exam-style questions

### Reading

#### Reading & Writing, Exercise 2

- 1 You are going to read an article in which four record-breaking young explorers share their views on adventure. For questions a–j, choose from the people A–D. The people may be chosen more than once.

#### Extended [10 marks]

Which person:

- a** received public recognition for achievement?
- Person A                       Person B
  - Person C                       Person D
- b** takes preparing for an expedition to an extreme?
- Person A                       Person B
  - Person C                       Person D
- c** prefers not to talk about future plans?
- Person A                       Person B
  - Person C                       Person D
- d** learnt survival skills while working?
- Person A                       Person B
  - Person C                       Person D
- e** made a mistake?
- Person A                       Person B
  - Person C                       Person D
- f** suggests a change in routine is helpful?
- Person A                       Person B
  - Person C                       Person D
- g** believes in determination above all?
- Person A                       Person B
  - Person C                       Person D
- h** was surprised by the kindness of strangers?
- Person A                       Person B
  - Person C                       Person D
- i** asked for advice?
- Person A                       Person B
  - Person C                       Person D
- j** assisted scientific research?
- Person A                       Person B
  - Person C                       Person D

**A Carl**

People I meet are curious about whether you need to have adventurous parents in order to be adventurous yourself. I don't know the answer as I have no idea where my interest in breaking records for kayaking comes from. As a teenager, I wasn't inspired by school, but I loved the freedom of the outdoors and I volunteered to help at an adventure club in the holidays where I learnt survival techniques, such as rope tying, which I still use all the time on expeditions. Amazingly, the club asked me to accompany a group kayaking on Lake Malawi. Undoubtedly, it was there that my desire to prove myself and take part in challenging projects really started. People ask me what special quality I, personally, have that makes my achievements possible. But I think everyone can do something amazing. You just have to keep trying to make your dreams a reality no matter what the effort. At the moment, I have all sorts of ideas about my next expedition, although I never like saying too much in advance.

**B Grace**

As a child, I was fascinated by explorers who had been to the North Pole. They were my heroes and I wanted to do what they had done so I wrote to them asking how they had accomplished their goals. They always wrote back, telling me how they had coped in freezing temperatures and explaining survival skills, and how they had reacted to the unexpected. I learnt so much from them but getting experience is essential. On my first solo expedition, I spent hours frantically searching for matches. For some reason, they weren't in the food storage box where they belonged. Without matches, I couldn't cook or melt ice for drinking. I was about to collapse from cold and exhaustion when I found the matches inside my sleeping bag of all places! Now, when I'm on an expedition, I store all my equipment in its proper place and pull it along on a sled, so I have to be careful about the weight of everything I take with me. In my blog, I write about how I cut off clothing labels and the metal tags from zips. I even cut the handle off my toothbrush. My team laugh at my obsessions and they gave me a prize on the last trip for always being the team member with the lightest equipment.

**C Adam**

From an early age, I hated walking, so when I got my first bicycle, a whole new world opened up for me. My bike gave me freedom and I loved exploring the beaches and forests around my home. I got the idea of cycling across continents from a blog by an explorer who had cycled from Dublin to Islamabad. I set off when I left school, determined to explore the world. As regards the costs of the trip, I was incredibly lucky, as, by chance, a health organisation had heard of my expedition. They were studying the physiological effects of activity and diet and, to my astonishment, they offered to pay for my trip if I agreed to eat over 5000 calories per day, twice the average intake. Despite consuming so much, I didn't put on weight, I lost it! Overall, I think my most memorable journey was cycling alone through Asia. In contrast to what I had heard, I felt safe and the hospitality was like no other. I would love to go back there.

**D Zuleeka**

When I was growing up, we spent family holidays exploring the Greek Islands. I think that's where my interest in exploring came from. My parents always involved us in the preparation for the trips, including how to pack lightly and how to read a compass. But I never considered myself adventurous. I certainly never thought I would sail solo around the world when I was 17! Although I have travelled the world, I think there are lots of adventures, big and small, waiting to happen on our own doorstep. You don't have to go to the other side of the globe to find them. In my work as an ambassador for a young people's organisation, (which I was given for breaking a world record), I encourage curiosity. To be an explorer, you need an open mind and an urge to find things out. Everyone can try out new things, even just getting off the bus earlier than usual and walking a different route home can be exciting.

**Writing****Reading & Writing, Exercise 6**

- 1 Your school plans to organise an adventure holiday for next summer. Your teacher has asked you to write a report on possible destinations. In your report, suggest places to go and say which one might be best for your age group and why. Here are two comments from your classmates:

*'I think we should go sailing. Imagine learning how to sail on the Atlantic!'*

*'Could we go as far as South America? It would be great to travel into the Amazon Rainforest.'*

Write the report for your teacher. The comments above may give you some ideas, and you can also use some ideas of your own. Your report should be 150–200 words long.

**Extended [16 marks]**

**Reading & Writing, Exercise 5**

- 2 You and your family were on a ship when you were hit by a storm. Fortunately, you were able to return to the coast unhurt. Write an email to your cousin, describing what happened.

In your email you should:

- explain what you were doing when the storm blew up
- describe how people reacted
- explain how you felt afterwards.

Write 150–200 words.

**Extended [16 marks]**

**Reading & Writing, Exercise 5**

- 3 You were on a school outing when one of the younger children got lost. You helped your teacher find him or her. Write an account of the incident for the school newsletter. In the account you should:

- explain how the child got lost
- explain how you managed to find him or her
- say what you learnt from the incident.

Write about 100–150 words.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 4 Your class recently attended a special course in survival skills. Your head teacher asked you to write a report about the course. In your report say what you thought of the course and suggest ways it could be improved. Here are some comments from students:

*'We learnt useful skills such as how to build shelters and catch fish.'*

*'The course was quite interesting, but it was a bit too long.'*

*'The survival skills were difficult to learn.'*

*'The course taught us all a lot about how to survive to do in really difficult situations.'*

Write a report for the head teacher. These comments above may give you some ideas, and you can also use some ideas of your own. Your report should be 100–150 words long.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 5 Your school recently went on a visit to explore some underground caves. Here are some comments from students about the trip:

*'We loved exploring a place that so few people had seen before.'*

*'The caves were too dark and silent.'*

Write a report for the headteacher giving your views on the visit. These comments may give you some ideas but you should try to use some ideas of your own. Write 150–200 words.

**Extended [16 marks]**

**Speaking****1 Coping with setbacks**

Some people are able to overcome difficult situations more easily than others. Discuss this topic with the assessor. In your conversation, you may like to discuss ideas such as:

- the kind of situations that cause us to feel disappointed or upset
- a time in your life when something went wrong for you
- what you learnt from this difficult situation
- the view that modern teenagers are less capable of solving their own problems than previous generations
- the idea that coping with setbacks and disappointments helps us grow into stronger people.

You are free to use any other related ideas of your own. You are not allowed to make any written notes.

**2 A job aboard ship**

There are many different kinds of job opportunities at sea. Discuss the idea of a career aboard ship with the assessor. In your conversation, you may like to discuss ideas such as:

- whether a job at sea appeals to you
- the benefits and disadvantages of working on a large cruise liner

- the challenge of working on a small boat
- whether a job with the merchant navy\* is more attractive than being part of the military navy
- whether you would ever like to have a boat of your own, and why/why not.

\* *merchant navy* = commercial navy

You are free to use any other related ideas of your own. You are not allowed to make any written notes.

## ADVICE FOR SUCCESS

The Advice for Success is for **you to help yourself**. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 When asked to write a **narrative**, students sometimes say they don't know what to write about. The ingredients for stories are all around us: in the incidents that happen in everyday life; in the stories your friends tell you about things that have happened to them; in news articles; in the letters read out on radio talk shows, and so on. With a little creativity, you can rework ideas into your own writing.
- 2 The plot isn't everything. Many wonderful stories do not have particularly original plots. The main interest in a story often lies in the beauty of the writing. Giving **attention to detail** in your writing is as important as having an original plot.
- 3 **Planning** your composition before you start writing will help you structure it. Narratives usually start with background information. The story then develops and you explain what happened. Finally there should be a definite conclusion so the reader isn't left wondering what happened in the end.
- 4 Aim to **make your writing interesting** so the reader really wants to read on and find out what happened next. Here are some ways you can do this:

- Use a mixture of short sentences and longer, more complex sentences.
- Use vivid language and a range of emotional and dramatic expressions.
- Try to set the scene at the beginning in a powerful, unusual way if you can.
- Endings are important, too. Try to make the ending satisfying and logical.

- 5 If you enjoy reading and have any favourite authors, try to work out what you particularly like about their books. Study their style. What techniques do they use to help you 'picture' the story in your mind? Could you adopt any of these techniques in your own work?

**Remember**, regular readers usually do much better in exams than those who don't read very often.

- 6 Try to get into the habit of punctuating as you go along, by 'hearing' the prose in your mind.

### Exam techniques

- 7 Where you are completing sets of notes in listening examinations you may be able to use the words exactly as you heard them, but at other times you might need to change the word order or use words and phrases of your own to complete the gaps. In listening exams you usually hear each exercise twice. Use the second listening to check your answers for complete sense.

## Exam focus

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:*

- You have learnt to write a narrative composition based on notes. You have studied narrative tenses, and how to write strong openings and endings.
- You have learnt to add interest to your writing by using relative clauses, and emotional and dramatic expressions. You have practised building paragraphs from notes and writing emails.
- You have also practised expressing views in formal reports.
- You have read a variety of complex and less complex texts and answered a range of comprehension questions. You have written a summary based on a text.
- You have practised techniques for consoling and sympathising and for more formal discussions.
- You have listened to an interview and made notes.



## Unit 5

# Animals and our world

*In this unit you will:*

- ▣ read a text about zoos and medical experiments on animals
- ▣ write a blog post about animal experimentation
- ▣ listen to an interview about an 'electronic' zoo
- ▣ practise expressing disappointment
- ▣ focus on the following assessment objectives: R1, W1, W2, W3, L4, S1, S4



# A A fresh look at zoos

## 1 Animal vocabulary

Working with a partner, match six of these words with the pictures. Make sure you know the meaning of all of them. Then decide whether each creature is a *mammal*, *reptile*, *fish* or *bird*.

### VOCABULARY

bear	lion	parrot
rhino	snake	camel
crocodile	elephant	salmon
lizard	penguin	dolphin
vulture	leopard	monkey
gorilla	shark	wolf
cheetah	eagle	kangaroo



## 2 Definitions

Choose the correct word or phrase to match these definitions. Work with a partner and consult a dictionary if necessary.

- A person in a zoo who looks after animals is known as:
  - a carer
  - a keeper
  - a warder
  - a poacher.
- The natural surroundings of an animal are called its:
  - habitat
  - location
  - home
  - enclosure.
- Animals that hunt and kill other animals for food are known as:
  - scavengers
  - beasts
  - predators
  - prey.
- Animals that may die out altogether are known as:
  - endangered species
  - indigenous wildlife
  - animals in captivity
  - migrating herds.
- Animals that once lived but have now died out are known as:
  - domesticated
  - extinct
  - fossils
  - amphibians.

## 3 Pre-reading discussion

- A How do you feel about zoos? Talk to your partner about a zoo you have visited. Which aspects did you find particularly interesting?

Think about:

- the range of animals and birds
  - the conditions under which they were kept
  - whether they seemed contented
  - the atmosphere of the zoo in general.
- B Was there anything about the zoo that you did not enjoy?
- C If you have never been to a zoo, would you like to visit one? Why?

Keep a record of your views to use later in the unit.

## Can zoos ever be animal-friendly?

The theme of our last class discussion was 'How can zoos provide animals with a decent life?' Everyone except me (I just wasn't sure) believed it was impossible for zoos to give animals the environment they need. Mr Hennessy suggested that, now the exams are over, actually visiting a modern zoo might give us a wider perspective.

I went to the zoo with an open mind and was pleasantly surprised by what I found. In our debate, many people had said that zoos are full of smelly cages containing animals with miserable, hunted-looking expressions. Metro Park Zoo, however, was set in an attractive, open environment. Trees and bushes had been planted around the enclosures. Small ponds had been dug out so the animals had access to water. In my opinion, the animals were peaceful rather than depressed.

As we entered, we were given information packs about the origins and habits of the animals. The zoo takes a lot of trouble to keep the animals' diet, living quarters and social groupings as natural as possible. Vets are on hand if they become ill.

At school, some people had accused zoos of exploiting animals for profit but at Metro Park, as I see it, nothing could be further from the truth. Most of the profits are used to improve conditions at the zoo or donated to charities for endangered species.

Before I visited Metro Park Zoo, I wasn't sure about the rights and wrongs of zoos. I couldn't deny that zoos take



By Michael Foley

the freedom of animals away. On balance, I feel that, although zoos can't provide the freedom of the wild, they can give animals a safe, secure environment where they are well-fed and protected from predators. As long as they do this well, to my mind they make a positive contribution to animal welfare. They also play an important part in educating us about wildlife. I think lots of my friends changed their minds, too.

On the bus back to school we all agreed that what we liked most was the zoo's atmosphere and we would definitely recommend it for next year's trip.

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### 4 Reading an article for the school website

Hammerton High School paid a visit to a zoo. After the visit, Michael wrote about the trip for his school website. Read his article above. How does his impression of the zoo compare with your own experiences?

As you read, underline the opinion words and phrases he uses.

### 5 Comprehension check

- 1 Why did Michael's class visit the zoo?
- 2 What was his first impression of the zoo?
- 3 What did he find out from the zoo's publicity?

- 4 What kind of role does he think zoos have in modern society?
- 5 What do you think are the bad points about zoos that Michael has not mentioned?

### 6 Analysing the article

- A Does the first paragraph form a good opening to the article? Do you feel you want to read on? Why/Why not? How do we know that it is intended for an audience of students?
- B Paragraph 2 questions the attitudes many people have to zoos by contrasting their opinion with the reality (as Michael sees it) of Metro Park Zoo. Find the words and phrases that do this.

- C Paragraphs 3 and 4 continue the theme of disagreeing with other people's opinions about zoos. Underline the phrase that expresses disagreement.
- D Paragraph 5 sums up Michael's view of zoos. Which phrase tells us that he has thought about both sides of the argument before coming to a decision? Which connector is used to develop his argument and link his ideas together?
- E Does the final paragraph round off the article effectively? How do we know that the writer is aware of his audience?

## 7 Typical opinion language

In paragraph 2, Michael introduces an opinion with *In my opinion*. What other opinion words and phrases does he use? Make a list.

What other opinion words and phrases do you know? Add them to your list.

### Disagreeing with other people's views

In explaining his views, Michael thinks about and rejects the ideas other people have about zoos. Study the list and select the phrases Michael used. Can you add any phrases?

*Contrary to popular belief, ...*

*It is believed that ..., yet ...*

*People think ... but ...*

*Some people accuse them of ... but nothing could be further from the truth.*

*Many people say that ... However, ...*

*It's unfair for people to say that ...*

*People make the absurd/ridiculous claim that ...*

*Despite claims that ...,*

## 8 Making your mind up

You can show that you have considered different ideas before making up your mind by using one of the following phrases. Which do you prefer? Do you recognise the one Michael used?

*Now that I have considered both sides, I feel ...*

*After weighing up the pros and cons, I would say that ...*

*On balance, I feel that ...*

*There are points in favour of each argument but overall I believe ...*

*I tend to come down on the side of ...*

## 9 Writing a paragraph

Choose one of the following topics and write a short paragraph giving your own opinions on the subject. Don't forget that you need reasons to back up your views. Use appropriate phrases from exercise 7.

*Animals - better living in the wild or in the zoo?*

*Pets - perfect companions or dirty nuisances?*

*Eating meat: vital for health or unnecessary and unfair to animals?*

## 10 Reading aloud

When you are ready, take turns reading your paragraphs aloud. This will give you a chance to get an overview of your classmates' opinions. Does hearing other students' paragraphs make a difference to your own views? If so, you may like to choose a 'making your mind up' phrase to express your feelings.

## 11 Expressions of contrasting meaning

In his article, Michael says that the animals in the zoo he visited were kept in 'an attractive, open environment', which was very different from the 'smelly cages' people might have expected to find animals living in.

For each of the following ideas, try to develop an expression that conveys a contrasting meaning.

*Example: a bare, cramped room*

*a comfortably furnished, spacious room*

Work in pairs or small groups, and take time to check words in a dictionary when you need to.

- 1 a dull lesson
- 2 a worn-out pair of shoes
- 3 a poorly child
- 4 a tasteless meal
- 5 an awkward dance

- 6 an untidy, neglected garden
- 7 ugly, illegible handwriting
- 8 a rusty, bent bicycle
- 9 a loud, aggressive person
- 10 a hard, lumpy bed.

When you have finished, compare your answers with the other groups. Which expressions do you think were most effective?

## 12 Before you listen

You are going to listen to a radio talk about the concept of an electronic zoo. Modern technology is used to show the animals in natural settings.

Write down three things you would like to find out about this type of zoo.

## 13 Vocabulary check

Make sure you know the meaning of these words and phrases:

### VOCABULARY

audio-visual

filmed on location

live exhibits

natural history

## 14 Listening for gist CD 2, Track 11

Now listen to the radio talk. Does the speaker answer your questions about electronic zoos?

## 15 True/false comprehension

Decide whether the following statements about the electronic zoo are true or false.

- 1 Visitors to the electronic zoo will gain a greater insight into animal behaviour.
- 2 The large animals will be allowed to wander freely, watched by cameras.
- 3 The technology at the zoo will help people feel they are watching a particularly good film show.
- 4 95% of the world's species will be represented.

- 5 The pre-recorded film of live exhibits will be produced by staff at the electronic zoo itself.
- 6 Visitors will be disappointed if animals at the electronic zoo are asleep.

## 16 Post-listening discussion

- A If you could choose between a visit to a 'real zoo' and an electronic zoo, which would you prefer? Try to explain your reasons.
- B Do you think the electronic zoo will become popular with the public? Would it appeal more to one target group than another? Discuss your views in groups.

## 17 Functions CD 2, Track 12

Have you ever been to a circus? Tell your partner what you thought of it.

Now listen to the dialogue. Silvia is expressing disappointment. Does her voice go up or down?

- Malik:* What did you think of the circus?  
*Silvia:* Well, to be honest, I was just a bit disappointed.  
*Malik:* Why was that?  
*Silvia:* The trapeze artists weren't very exciting and I didn't like seeing large animals performing tricks.  
*Malik:* Surely the jugglers were good fun to watch?  
*Silvia:* As a matter of fact, they weren't as skilful as I thought they'd be.  
*Malik:* But wasn't seeing a real live fire-eater amazing?  
*Silvia:* To be frank, I've seen better things on television.  
*Malik:* Sounds like a waste of money, then.  
*Silvia:* It was! In fact, we left before the end.

### Expressing disappointment

*I was just a bit disappointed.*

*It didn't come up to my expectations.*

*It wasn't as interesting / enjoyable / well done / polished as I thought it would be.*

*I've seen better things on television.*

*It was a let-down.*

### Expressing disagreement informally

*Surely the clowns / costumes / performances / songs were amusing/spectacular?*

*But wasn't a real live fire-eater / film star / pop singer / famous athlete amazing/superb/unforgettable to watch?*

*Wasn't it wonderful to see the real thing?*

### Introducing personal opinion

*As a matter of fact, / In fact,*

*To be honest, / If you want my honest opinion,*

*To be frank, / Frankly,*

*Actually,*

### Commenting

*It sounds like a waste of money, then.*

*It sounds as if it wasn't worth going to.*

*It sounds as if you'd have been better off at home.*

## 18 Practice dialogues

Try to make a complete dialogue from the prompts. Make sure the person expressing disappointment sounds disappointed!

- A: What / you think / electronic zoo?  
 B: Frank / just bit / disappointed.  
 A: Why / that?  
 B: Most exhibits / asleep / interactive video / not work.  
 A: Surely / sounds / elephants / African waterhole / fascinating?  
 B: Actually / not be / realistic / thought / it be.  
 A: But / not be / Magic Windows / fantastic?  
 B: Matter / fact / be / let-down.  
 A: You / be / better off / home.  
 B: That's right! And saved my money, too.

Try to create similar dialogues around the following situations:

- A disappointing visit to an animal sanctuary where injured animals are cared for before being returned to the wild.
- A disappointing visit to a theatre or concert to see well-known performers.
- Some other disappointing event you have personally experienced.

## B Animal experimentation

### 1 Pre-reading discussion

Experiments on animals play a large part in medical research. Scientists say they hope to find cures for many human diseases by finding out how animals react to being given drugs or having operations.

Animals are living beings. Experimenting on them raises ethical questions. Ethical questions ask if something is right or wrong.

### Ethical questions

Here are some ethical questions to discuss with your partner. Use a dictionary to check unfamiliar language.

Try to back up your answers with reasons and opinions.

- 1 Is it ethical to experiment on animals without painkillers or anaesthetics?
- 2 Is it acceptable to give a laboratory animal a human ear or heart?
- 3 Minor illnesses like colds and sore throats usually get better by themselves. Should animals be subjected to experiments to find cures for unimportant illnesses like these?
- 4 Genetic engineering can mean that laboratory animals are given genes that cause birth defects. When they reproduce, their young will be born with genetic problems. How justifiable is this?
- 5 Some serious illnesses are caused by overeating or smoking. Should animals suffer because of our bad habits?
- 6 Laboratory animals are used for non-medical experiments, too. Is it fair to use animals to test the safety of luxury products, such as perfume and aftershave?

Overall, what is your view of animal experimentation?

- *It doesn't trouble me at all.*
- *It's cruel and unjustifiable. I am totally opposed to it.*
- *It's a necessary evil - all right so long as animals are not exposed to unnecessary suffering.*

It has been said that the average pet has more stress from living with its owner than the laboratory animal ever suffers.

Do you think that's a reasonable view? Why/Why not?



- 1 What does finding a cure for cystic fibrosis depend upon, according to the writer?
- 2 List the advances in medical understanding which have come as a result of animal research.
- 3 Why are particular diseases given to laboratory animals?
- 4 What dilemma is faced by researchers?
- 5 How might medical experiments on animals help animals?

## 5 Vocabulary

Try to match these words and phrases from the text with their definitions:

- |   |   |   |  |
|---|---|---|--|
| 1 | cornerstones ( <i>line 26</i> )         | A | worthwhile in terms of science           |
| 2 | crucial ( <i>line 42</i> )              | B | reduce to the smallest amount            |
| 3 | humane ( <i>line 54</i> )               | C | showing kindness                         |
| 4 | minimise ( <i>line 61</i> )             | D | improve                                  |
| 5 | scientifically valid ( <i>line 64</i> ) | E | extremely important, vital               |
| 6 | refine ( <i>line 68</i> )               | F | the most important elements of something |

## 2 Predicting content

You are going to read an article written by a doctor who is a campaigner for medical experiments on animals. Would you expect the opinions expressed in the article to be:

- a balanced?
- b a bit extreme?
- c undecided?

## 3 Vocabulary check

Make sure you understand the meanings of these phrases:

### VOCABULARY

an *emotive* issue

a *controversial* issue

## 4 Reading for detail

Read the article carefully and try to find answers to these questions. The questions reflect the opinions of the writer and not everyone would agree with them.

## 6 Post-reading discussion

The writer believes that medical experiments on animals are both humane and necessary. What do you think of this point of view? Explain your opinions to your classmates.

## 7 Note-making and summary

Make notes from the text about:

- the reason for carrying out medical experiments on animals
- the achievements that have come about through animal research
- the steps that are taken to make medical experimentation as humane as possible.  
(Try to find at least six points.)

Write up your notes into a connected paragraph using complete sentences. Try to use some of your own words.

# Laboratory animals: a doctor's view

Each year, millions of animals are used in laboratory experiments. Can their suffering be justified?

Dr Mark Matfield, Director of the Research Defence Society, defends testing.

- 5 The use of animals for research is an emotive, controversial issue – many people oppose it on the grounds that the experiments are cruel and unnecessary.

- 10 Sixteen-year-old Laura thinks differently. Although she appears healthy, she has to take 30 different drugs each day to stay alive. Every year, hundreds of children are born, like her, with cystic fibrosis. There is no cure – at least not yet.

- 15 Laura may, just may, be one of the first cystic fibrosis children to be saved. A few years ago, scientists developed a new mouse – the cystic fibrosis mouse – with the same genetic defect as Laura. This made it much easier to develop new treatments. There may soon be ways of curing Laura, as long as that research, using those animals, continues.

- 20 There are plenty of emotional arguments, both for and against animal testing, but let's start with the most obvious facts. If you examine the history of medicine, you find that experiments on animals  
25 have been an important part of almost every major medical advance. Many cornerstones of medical science – the discovery that blood circulates through our veins, understanding the way lungs work, the discovery of vitamins and hormones – were made  
30 this way.

- Most of the main advances in medicine itself also depended on animal experiments. In 1988 there were an estimated 350 000 cases of polio in the world, causing paralysis or death but, thanks to the polio  
35 vaccine, the disease has been eradicated in most countries. Modern surgery would be impossible without today's anaesthetics. The list goes on: organ transplants, heart surgery, hip replacements, drugs for cancer and asthma – animals played an  
40 important part in these medical advances.

Animal experimentation wasn't the only type of research crucial to the medical advances that save



human lives. Studies on human volunteers were also essential, and test-tube experiments were vital in many cases. But the history of medicine tells us that animal experiments are essential if we want to tackle the diseases and illnesses that afflict people.

If we are going to carry out research into serious diseases, such as cancer or Aids, at some point in the process we are going to have to give those diseases to animals so we can study them.

This is the dilemma we face. We want to prevent suffering. The crucial issue is how we use animals in research. Modern science has developed humane experimental techniques. It is possible to do animal experiments using methods that the animals don't even notice. The worst these animals have to put up with is living in a cage with regular food and water, with animal handlers and vets looking after them.

The golden rule of laboratory animal welfare is to minimise any distress involved using the principle of the three Rs. First you *reduce* the number of animals used in each experiment to the minimum that will give a scientifically valid result. Then, whenever possible, you *replace* animal experiments with alternatives – experiments that don't use animals but will give equally valid results. Finally, you *refine* the animal experiments that you do, so they cause the least possible harm to the animals. If an experiment involves surgery on the animal, give it an anaesthetic. When it comes round, give it pain killers and antibiotics to prevent infection.

The principle of the three Rs has been the basis for animal experimentation in many countries for the

75 past ten years or more. It has been written into the law and is enforced by strict codes of practice, government guidelines and inspections. As a result, the number of animal experiments in the UK was reduced from more than 5.2 million in 1978 to 2.7 million in 2002.

80 People who experiment on animals are just the same as the rest of us – they know it's wrong to cause suffering if it can be avoided. But just because we like animals, we can't avoid the difficult

85 decisions that have to be made in medicine and science. Sometimes, however, those decisions actually benefit animals. Distemper used to kill 500 000 puppies every year. Scientists believed they could find a vaccine but to succeed they would have to experiment on several hundred dogs, killing almost all of them. Not an easy decision. It took 90 years to produce a vaccine that worked but now, every single year, 500 000 dogs are saved as a result.

## 8 How the writer achieves his effects

A The writer achieves a calm, objective-sounding tone and style. How do you think he achieves this? Write down your ideas.

Compare your ideas in your groups.

B The following list shows techniques the writer uses to help him achieve the impression of being fair. How do the points compare with your list?

One of these points is incorrect. Try to find it and cross it out.

- He says the animals are well cared for.
- He uses a lot of statistics.
- He gives a lot of facts.
- He says researchers care about animals.
- He makes us laugh at people who campaign against animal experiments.
- He seems to try to understand the point-of-view of his opponents.

Try to find examples of these points in the text and circle them.

Compare your findings with the other groups. Is there anything you disagree about?

## 9 Finding the right angle

The writer suggests that the real issue is not whether you should be for or against animal experiments but HOW animal research can be as kind as possible to animals, so as to

minimise any suffering to them. This is an important change in the angle of the usual argument. Why?

## 10 Understanding bias in an argument

A Not everyone would say that the writer is completely fair or unbiased. What points against animal experiments did the writer, as you see it, choose not to include? Write down some ideas.

B Study these opinions, which view animal experiments from a different perspective. Make sure you understand each one. Compare them with your own ideas and select any points that appeared on your list. Are there any ideas that you did not note but which you think are important points to consider? Select them too.

- 1 *'Animals are physically different from people so they react differently to drugs and medical experiments. You can't always extrapolate\* from animals to people. As a result, many animal experiments are a waste of time.'*
- 2 *'Many members of the public think of medical research scientists as torturers and murderers.'*
- 3 *'Not all laboratories are wonderful. An American laboratory was taken to court recently for its disgraceful treatment of animals.'*
- 4 *'It's difficult for the public to see behind the closed doors of a laboratory. So scientists have a lot of freedom in the way they work and what they say they do.'*
- 5 *'Great improvements in health and life expectancy have come since the development of clean water systems and sanitation. This had nothing to do with laboratory animals.'*



- 6 'Health education has helped people avoid disease. People have learnt about a good diet, not smoking, being hygienic and taking exercise. We don't need to experiment on animals.'
- 7 'Research studies using human volunteers have been responsible for major advances in medical understanding. For example, the link between cancer and smoking came from studying people's behaviour and their reactions.'
- 8 'Advanced technology, such as lasers and ultrasound, is improving our understanding of the causes of disease. We could make more use of advanced technology and less use of living creatures in research.'

\**extrapolate* = to make predictions based on what you know

## 11 Writing an article for the school blog

### 'Is animal experimentation really worth it?'

Your class has been discussing the rights and wrongs of animal experimentation. You feel that medical experiments on animals are useful and necessary but it is important to consider alternative techniques, too.

Write an article to post on your school blog explaining:

- how animal experimentation has contributed to medical understanding
- why animal experiments do not always give useful results
- the alternatives to medical experiments on animals.

### The angle of the argument

Get the angle clear. You are not writing a composition that is totally against animal experimentation, because you accept the need for it. Your aim is to show that medical experiments on animals, while sometimes helpful, do not always produce useful results. You want to explain how our health can be improved using alternative methods.

### Planning the content

What points do you want to include? Can you give any explanations or examples to develop your points? How can you relate your content to the interests of the readers of the newsletter?

### Structure and language

Use a strong opening for your article: get the reader's attention and keep it. Finish the article with a paragraph that leaves your reader in no doubt about what you really believe.

Structure your composition so the argument you are presenting is clear and easy to follow. Using opinion language and linking words will help you do this. Some of the expressions in exercise 7 will be helpful.

## 12 Prepositions after verbs

There are many examples of prepositions following verbs in the article about animal experiments.

### Examples:

Hundreds of children are *born with* cystic fibrosis.

Let's *start with* the most obvious facts.

Blood *circulates through* our veins.

You *replace* animal experiments *with* alternatives.

People who *experiment on* animals are just the same as the rest of us.

### Practice

Try to fill the gaps in the following sentences. Choose from these prepositions.

*about at from of on to with*

- 1 Is it right to experiment \_\_\_\_\_ animals?
- 2 Why bother \_\_\_\_\_ animal suffering when children are dying \_\_\_\_\_ incurable diseases?
- 3 I am surprised \_\_\_\_\_ you.
- 4 I object \_\_\_\_\_ all this animal rights propaganda.
- 5 Alan decided to contribute \_\_\_\_\_ an animal charity.
- 6 I won't quarrel \_\_\_\_\_ them.
- 7 Elephants depend \_\_\_\_\_ their keepers.
- 8 He died \_\_\_\_\_ a broken heart, so they say.
- 9 Can you provide him \_\_\_\_\_ an information pack?
- 10 Baby rhinos respond well \_\_\_\_\_ human contact.

What other verbs do you know followed by these prepositions? Discuss with a partner and try to make a list.

## 13 Spelling and pronunciation:

### Regular plurals CD 2, Track 13

Most regular plurals in English simply add -s.

Look at this list of regular plurals. Check the meaning of each word and write a translation if necessary.

- |           |            |
|-----------|------------|
| 1 cats    | 9 horses   |
| 2 hens    | 10 goats   |
| 3 insects | 11 birds   |
| 4 cages   | 12 cows    |
| 5 wasps   | 13 houses  |
| 6 dogs    | 14 monkeys |
| 7 spiders | 15 bees    |
| 8 faces   | 16 roses   |

The **-s** at the end of the noun plural can be pronounced /s/ or /z/ or /ɪz/. Listen to the list of words and write each word in the correct box, according to the sound of its ending.

/s/  
cats

/z/  
hens

/ɪz/  
faces

Now say the words aloud to your partner. Does he/she agree the sound of each ending is clear?

## 14 Spelling and pronunciation: Irregular plurals

The following rules show how irregular plurals are formed. Say the examples aloud clearly, checking your pronunciation with a partner.

- Nouns which end in **-ch, -s, -sh, -ss or -x** add **-es** to form the plural. The **-es** ending is pronounced /ɪz/.  
*Examples: bench ~ benches bus ~ buses  
rash ~ rashes pass ~ passes box ~ boxes*

- Nouns ending in **-f or -fe** replace the ending with **-ves** to form the plural. The **-s** is pronounced /z/.  
*Examples: calf ~ calves leaf ~ leaves wife ~ wives*
- Some nouns form the plural simply by changing the vowel. The pronunciation changes, too.  
*Examples: goose ~ geese mouse ~ mice  
tooth ~ teeth man ~ men*
- Nouns which end in **-o** usually form the plural by adding **-es**, which is pronounced /z/.  
*Example: tomato ~ tomatoes*  
Common exceptions: *photos pianos rhinos*
- Nouns ending in a consonant and **-y** form the plural by changing the **-y** to **-ies**. The **-s** is pronounced /z/.  
*Examples: fly ~ flies lady ~ ladies*  
Nouns ending in a vowel and **-y** just add **-s**, which is pronounced /z/.  
*Example: donkey ~ donkeys*
- Some nouns are always plural.  
*Examples: trousers scissors spectacles*
- Some nouns are the same in the singular and the plural.  
*Examples: sheep deer fish salmon bison*

## 15 Vocabulary

Work with a partner to fill the gaps with the plural forms of the nouns in brackets. Make sure you understand the meaning of each sentence. Check your pronunciation, too!

- The \_\_\_\_\_ have just given birth to several \_\_\_\_\_. (*sheep, lamb*)
- Watch out for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ if you go camping in the wild. (*bear, wolf, wildcat*)
- If you're lucky you'll be able to see \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ in the park. (*deer, goose, fox*)
- A pet mouse needs a friend. The problem is you might soon have lots of baby \_\_\_\_\_. (*mouse*)
- \_\_\_\_\_ and \_\_\_\_\_ have the most amazing \_\_\_\_\_. (*crocodile, rhino, tooth*)
- Tropical \_\_\_\_\_ need special care but make interesting pets. (*fish*)
- It's strange to think that ugly \_\_\_\_\_ can turn into lovely \_\_\_\_\_. (*caterpillar, butterfly*)

## 16 Look, say, cover, write, check

Are you confident you know the meaning of these words? You have already met some in the unit; you will come across others in later exercises.

Check any meanings you are unsure of in a dictionary. Then use the 'look, say, cover, write, check' method to memorise the words.

Finally, why not ask your partner to test you?

### VOCABULARY

potato	anaesthetic
potatoes	elephant
clothes	leopard
calf	laboratory
calves	innocent
leaf	benefit
leaves	terrible
vaccine	veterinary
scissors	rhino

## C Animals in sport and entertainment



### 1 Discussion

- Horse racing, camel racing and dog racing are popular sports for many people. In addition, circuses that use performing animals draw large crowds. Do you feel it's fair to animals to involve them in human leisure activities in this way?
- How are animals used for sport or entertainment in your country?
- Sports in which animals are hunted are called *field sports*. Are these sports popular in your country? Have

you ever seen or taken part in this form of sport? How did you feel about it?

### 2 People's opinions

Here are some reasons why people say they like animals to be involved in human activities. Discuss them with your partner and give them a ✓ or ✗, depending on whether they reflect your own views.

*'I admire the skills and bravery of performers at the circus who ride on horses or control wild animals.'*

*'What I find so impressive about bullfighting is the total concentration needed by the matador – without it he'd be dead or injured.'*

*'Shooting birds demands a steady aim and perfect hand-eye coordination. What makes me cross is people who criticise me for shooting but think nothing of eating meat.'*

*'What I love about horse racing is the thrilling atmosphere as the horses approach the finishing line.'*

### 3 Letter completion: My views on animal charities

The following text is a letter written by a student to a newspaper giving the reasons why she is against giving money to an animal charity. The blanks need to be filled with words and phrases that link her ideas and show her opinions and attitudes.

Working in pairs or groups of three, choose the most appropriate suggestions from the ones given. Then compare your answers to those of other groups.

Dear Editor,

I read in your newspaper that there are plans to give a large amount of money raised through our town's annual charity appeal to the Green Pastures Horses' Home. The home is a place where racehorses can live in comfort when they retire from racing. I am writing to say that (1) \_\_\_\_\_ this is a very (2) \_\_\_\_\_ idea.

*I am not against spending on animal welfare, but what makes me really angry is the thought of money being spent on giving animals a happy retirement when many old people in our country are neglected and live in poverty.*

It is (3) \_\_\_\_\_ that racehorses have provided people with sport and entertainment, (4) \_\_\_\_\_ I can't see how this justifies spending so much on them. After all, they are only animals and humans should come first.

People (5) \_\_\_\_\_ that animal cruelty is wrong, (6) \_\_\_\_\_ they ignore the cruel treatment the elderly receive. I think money raised through charity should benefit human beings. The care of aged animals is the responsibility of those who own them, and it is (7) \_\_\_\_\_ to expect us to support them. (8) \_\_\_\_\_, people who own racehorses are rich and have the resources to fund a good retirement for their animals. Wouldn't it be more sensible for the owners to save a percentage of the big profits they have made (9) \_\_\_\_\_ use that for their animals' welfare in old age?

Our senior citizens have worked hard in their lives. People say their pensions\* are adequate but (10) \_\_\_\_\_. In fact, many old people have hardly enough money for food and bills, let alone luxuries such as horseracing.

At my school, I am starting a campaign to increase young people's awareness of the purpose of charity fundraising. I know we will not be in time to stop the funds going to the horses' home this year. (11) \_\_\_\_\_, we shall do all we can to ensure charitable funds are not wasted on useless projects in future.

Yours faithfully,  
Bella Balkano

\*pensions = money paid to elderly people who have retired from work



- 1 a for instance      b naturally      c I think
- 2 a unhealthy      b cruel      c foolish
- 3 a argued      b denied      c appealed
- 4 a definitely      b but      c of course
- 5 a shout      b demand      c insist
- 6 a on balance      b in other words      c yet
- 7 a unfair      b confusing      c depressing
- 8 a It's all very well      b As I see it      c Nevertheless
- 9 a also      b and      c as well
- 10 a nothing could be further from the truth      b on the contrary      c nonsense
- 11 a Despite      b In addition      c Nevertheless

When you have filled the gaps correctly, re-read the letter to get a sense of the flow of the argument.

Do you agree that the opening gets straight to the point? What do you think of the end of the letter?

## 4 Vocabulary: Words for feelings

Bella expresses her feelings and attitudes in a forceful, impassioned way. The following exercise shows how adjectives of similar meaning can be used to describe feelings and attitudes. Can you complete each group of synonyms with an appropriate word chosen from the box?

- 1 I am disgusted / \_\_\_\_\_ by your actions.
- 2 He is worried / \_\_\_\_\_ about the lack of clean water for the farm animals.
- 3 It is wrong / \_\_\_\_\_ to use animals in medical experiments.
- 4 He is sorry / \_\_\_\_\_ about the trouble he has caused.
- 5 It is ridiculous / \_\_\_\_\_ to say animal are as important as people.
- 6 I feel distressed / \_\_\_\_\_ when I hear about children being unable to get proper medical care.

## VOCABULARY

absurd

horrified

saddened

uneasy

apologetic

immoral

## 5 Language study: Adding emphasis

### What ... clauses

We can use a clause beginning with *what* to sound more emphatic. For example, Bella says:

*What makes me really angry is the thought of money being spent on giving animals a happy retirement.*

This is another way of saying:

*The thought of money being spent on giving animals a happy retirement makes me really angry.*

Restructuring the sentence, using *what*, makes Bella sound more emphatic.

Contrast the structure of these pairs of sentences. Which one is more emphatic? Why? How has the structure been changed to achieve this?

*She loves the idea that the safari park will provide jobs for people.*

**What she loves is the idea that the safari park will provide jobs for people.**

*We doubted that the water was clean enough to drink.*

**What we doubted was that the water was clean enough to drink.**

*I respect organisations that campaign to raise awareness of animal welfare.*

**What I respect are campaigns that raise awareness of animal welfare.**

### The person who ..., the place where ...

Consider these two similar constructions for adding emphasis.

*The keeper understands the animals best.*

**The person who understands the animals best is the keeper.**

*Polar bears thrive best in their natural habitat.*

**The place where polar bears thrive best is (in) their natural habitat.**

### So + adjective

Consider the use of *so* before an adjective:

*Their attitudes were caring.*

*Their attitudes were so caring.*

*He was thoughtful.*

*He was so thoughtful.*

### Do + main verb

Consider the use of *do* before a main verb. Are any other changes necessary?

*I like your project work.*

**I do like your project work.**

*We're late. Hurry up!*

**We're late. Do hurry up!**

*Take a seat.*

**Do take a seat.**

*He enjoys his work with orphaned elephants.*

**He does enjoy his work with orphaned elephants.**

Look back at the comments in exercise 2 and underline any examples of emphatic forms. Why are they effective in that context?

## 6 Practice

Rewrite these sentences beginning with the words in brackets, to make them more emphatic:

- 1 She admires attempts to reduce human suffering. (*What ...*)
- 2 We need better fences to stop animals wandering onto the road. (*What ...*)
- 3 The safari park wardens worry about animals escaping. (*What ...*)
- 4 You can see owls, eagles and hawks in a falconry centre. (*The place where ...*)
- 5 We didn't understand that animals have adapted to live in certain habitats. (*What ...*)
- 6 I didn't realise how people depend on each other. (*What ...*)

- 7 Hunters are responsible for the reduction in rhino numbers. (*The people who ...*)
- 8 The golden eagle prefers to nest in treeless, mountainous country. (*The place where ...*)
- 9 Endangered species in our own country ought to concern us. (*What ...*)
- 10 I want the right to object to things I think are wrong. (*What ...*)

## 7 More practice

Add *so* or *do* to these sentences for greater emphasis. Make any changes to the sentences that you need to.

- 1 *Having a purpose in life has made her happy.*
- 2 We all shouted, 'Tell us more about your adventures.'
- 3 Take lots of photos when you visit the wildlife park.
- 4 I never realised that baby rhinos were affectionate.
- 5 Raising funds for charity is worthwhile.
- 6 Your granny enjoys her garden, doesn't she?
- 7 You look tired today.
- 8 Thirsty animals are miserable.
- 9 Gordon felt sorry for the animals he saw at the circus.
- 10 I worry about you, you know.
- 11 Turn off the tap properly when you have finished washing.
- 12 Come in, Sophie. I'm pleased to see you.

## 8 Comparing languages

How do you add emphasis in your own language? Share words or structures you use with your group.

## 9 Writing sentences

Make up some sentences of your own using emphatic forms.

## D Animals at work

### 1 Thinking about working animals



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A In what ways do animals 'work' in your country?

For example:

- on farms producing milk
- being raised for meat
- being raised to provide skins, leather and wool
- as guard dogs, customs dogs or police dogs
- as rescue dogs

- being used for transport
- as blind dogs or hearing dogs.
- Are animals used for work in any other ways?
- B** People who keep animals have a responsibility to feed them. What other responsibilities do they have?

## 2 Discussing ethical issues

- A** Generally speaking, do you feel working animals in your country have a decent life? Try to explain your opinions to your friends.
- B** People who are cruel to their animals may be prevented by law from keeping them. This might mean the loss of a business or family income. Do you think this is right? Why/Why not?

## 3 Building an email from prompts

Using the following prompts, try to build up a complete email to the editor of a national newspaper.

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New Message

To: \_\_\_\_\_ From: \_\_\_\_\_

**Why it is wrong to accuse farmers of cruelty**

Dear Sir,

I write / response / recent articles / say / people / keep / animals for profit / be 'cruel and heartless'. My family make / living from / keep / sheep. In my view / our life / be harder / the animals'!

In lambing time / example / there be / no day off / no rest. My father get up / as soon as it / be light / and hurry out / to first task / of day / without even bothering / to have / drink. He work / for several hours / without break. He check / lambs that / be born / in night / or attend / ewes that have difficulty / give birth. He bring / poorly lambs indoors / be bottle-fed.

He try / get round the flock / four or five times / day / often in snow / cruel winds. If there be / specific problem / he have to / go out several times / night / with flashlight. Although / expensive / vet / always call / when he be / needed.

It be / true that every ewe or lamb that / die / be a financial loss / us / so it be / in own interest / care for / sheep. Sheep / eventually be sold / at market. How / we can live / any other way? But we be / certainly not / 'ruthless exploiters' / of your article. In fact, nothing be / further from truth.

Yours faithfully,  
Orla O'Connor



## 4 Assessing the argument

When you have written the complete email, re-read it to get a better sense of the argument. Has Orla convinced you that her family provides a high standard of care for animals?

## 5 The closing paragraph

Study the closing paragraph carefully. Closing paragraphs should bring an argument to a conclusion. The language you use to end the email or letter depends on what you said before.

Do you think Orla's final paragraph is effective?

## 6 Vocabulary: Young animals

Humans have children; sheep have lambs. Choose a word from the box to match with each animal/bird. You will need to use some words more than once.

## VOCABULARY

calf	foal	pup/puppy
kitten	kid	cygnet
cub	chick/chicken	duckling

- |        |            |
|--------|------------|
| 1 bear | 7 goat     |
| 2 duck | 8 horse    |
| 3 hen  | 9 elephant |
| 4 cow  | 10 whale   |
| 5 cat  | 11 swan    |
| 6 dog  | 12 lion    |

## 7 Comparing languages

Does your language have special words for young animals? Discuss the words or expressions you use.

## 8 Vocabulary: Collective nouns

Decide which of the words in the box can follow these collective nouns. Sometimes more than one answer is possible.

## VOCABULARY

bees	elephants	ants
dogs	wolves	goats
fish	sheep	deer
cows	locusts	

- A herd of \_\_\_\_\_
- A flock of \_\_\_\_\_
- A shoal of \_\_\_\_\_
- A pack of \_\_\_\_\_
- A swarm of \_\_\_\_\_

## 9 Discussion: Intensive farming

Consider these issues related to food production:

Many farmers use modern technology to rear their animals intensively. Some kinds of animals and birds (calves and hens, for example) can be reared inside, in very small spaces. Feeding can be controlled very carefully. Some animals are given hormones to increase their growth. This is sometimes called 'factory farming'.

Pesticides are widely used by farmers to keep crops free of disease.

### Why people object

Some people object to modern farming methods because they think they are cruel to animals. Also, they are increasingly worried about the effect of hormones and pesticides in the food chain.

Because intensive farming relies on machines, not people, this has resulted in fewer jobs for agricultural workers.

### What the farmers think

Farmers using intensive systems argue that they are an efficient method of producing food cheaply.

Some farmers are reluctant to change to 'organic' farming because they have invested a lot in new technology. Also, they feel organic methods will be less reliable, will involve higher costs, and might lead to higher food prices for the consumer.

In some countries, farmers receive a subsidy (money from the government) for using intensive methods.

What are your views? How do you think food should be produced? Work in groups and note down your ideas.



## 10 Punctuation

The following letter was written to a farming magazine. When you feel you have understood it, rewrite it with punctuation and paragraphs.

Remember to use a comma after an introductory linking word or phrase such as *Nevertheless, ...*, *In fact, ...*, *Despite claims to the contrary, ...*



*Fair methods of food production*

Dear sir like many of your readers i want to buy healthy food which is produced in a way which is fair to farm workers and animals furthermore i don't believe food production should damage the environment many farmers in our area say that it is cheaper to rear animals under intensive conditions than it is to give them a decent life however if farmers were given subsidies they would be able to afford more space and comfort for animals farmers get subsidies for intensive methods so why not pay them for a kinder approach similarly many of the farms around here use harmful pesticides which can get into the food chain farmers say it is less expensive to use pesticides than to use more natural or 'organic' methods that require a bigger labour force and so would be more expensive what is more expensive in the end subsidies to the farmers for organic farming or a damaged environment in my view we have a right to know what is in our food tins packets and fresh food should be labelled by food companies as free-range\* or factory farmed or if pesticides were used so that we know exactly what we are eating i realise my ideas might lead to higher food prices but i have no doubt at all it would be worth it

Yours faithfully  
Shahar Rishani

\*free-range = eggs and meat come from animals which live in natural conditions

### 11 Checking the text flow

When you have punctuated the letter correctly, read it through to get a sense of the way the text flows. Is the letter clear? Does it begin and end well?

### 12 Further thoughts

How far do you agree with Shahar's view that it's worth paying more for food that is produced ethically?

In what ways do you think intensive methods of food production could be unfair to farm workers? Try to give some specific examples.

Here are some helpful expressions similar to those you have seen earlier in the unit:

*Shahar says .... and in my view*

*Shahar thinks ... but ...*

*Now that I have considered Shahar's opinions, I feel ...*

*After weighing up the pros and cons of paying more for food, I would say that ...*

## 13 Rhetorical questions

A rhetorical question is a question to which you do not expect an answer. It's a device to get more attention for your opinions when presenting an argument.

Study the following rhetorical questions. What is the opinion of each speaker?

- 1 'Don't you think it's about time people showed more sympathy to farmers?'
- 2 'Who can honestly say they would enjoy eating a battery hen?'
- 3 'Which is worse: to pay a little bit more for food produced ethically or to make animals suffer terribly in factory farm conditions just so we can get cheaper prices in the supermarket?'
- 4 'Wouldn't we all be happier knowing our food was ethically produced?'
- 5 'Do we really need all this food from thousands of miles away?'
- 6 'Who can worry about animals when little children are starving?'
- 7 'The theory is that pets are safe and happy with their owners, but is it the whole truth?'
- 8 'How can you put a price on a child's life?'

## 14 Turning statements into rhetorical questions

Try to rewrite these statements in the form of rhetorical questions:

- 1 A vegetarian meal is not always healthy.  
Is \_\_\_\_\_?
- 2 No one can say the farmers are wrong.  
Who \_\_\_\_\_?
- 3 We can save an animal or save someone's life.  
Which is \_\_\_\_\_?
- 4 No one knows the extent of the problem.  
Who \_\_\_\_\_?
- 5 I think we would all be happier knowing that our food was free of chemicals.  
Wouldn't \_\_\_\_\_?

- 6 I think it's about time we remembered endangered species at home.  
Isn't \_\_\_\_\_?
- 7 I think we should consider farm workers before worrying about animals.  
Shouldn't \_\_\_\_\_?

Look back at the email in exercise 3 and the letter in 10 and underline the examples of rhetorical questions.

You may like to use the rhetorical question device in your own arguments. One or two are usually enough.

## E Helping animals in danger

### 1 Discussion: Could you help animals?



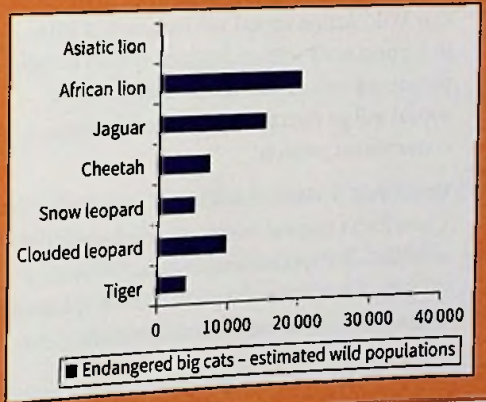
Many species are being endangered by human activity. Hunting, overfishing and poaching, for example, reduce animal numbers. In addition, forests are cut down for agricultural or commercial purposes and wildlife loses its habitat as a result. Similarly, when cities expand, new roads and buildings mean wild animals and birds lose their homes and sources of food.

Do you know of any examples in your own country of wildlife being affected in this way?

Which endangered species in the world do you know about? Which do you care most about? How could you help endangered species in your own country or overseas? Write down your ideas.



The chart below shows the approximate numbers of selected big cats still in existence in the wild. Which three species on the chart are the most endangered?



### 2 Reading for gist

Skim-read the following leaflet which gives information about two ways of helping to protect endangered animals. A lot of the vocabulary should be familiar from previous exercises. Try to work out the meaning of unfamiliar words from the context.

# Wild action appeal

## The adoption scheme

Woodland Zoo, as well as being a very special place to visit, plays an important part in protecting endangered species. The Zoo is often the last breeding ground for these animals. We have 160 different species of animals, birds and reptiles, many of which are endangered in the wild. We need your support to help these animals win their battle against possible extinction with breeding programmes funded by the adoption scheme.

Most animals in the zoo are available for adoption. Many individuals and families, as well as groups, take great pleasure in adopting their favourite animal. Companies, too, can benefit from the scheme. Our website has thousands of weekly visitors, so it is a worthwhile and cost-effective form of advertising.

### What adopters receive

All adopters will receive an adoption certificate and regular copies of 'Zoo Update', the Zoo's exciting newsletter. For a donation of \$50 you will receive four free entry tickets; for a donation of \$100 or more you will receive eight free entry tickets and a personalised plaque on the animal's enclosure.

Our Wild Action appeal was launched in 2016 to support work with endangered species in their threatened natural habitats. Donations to the appeal will go directly towards the following conservation projects:

### 30 Rainforest Action Costa Rica

Costa Rica's tropical forests contain a wealth of wildlife – 200 species of mammals, 850 species of birds, 220 species of reptiles and 160 species of amphibians. All these are at risk, including the



jaguar, ocelot, margay and jaguarundi. Rainforest Action Costa Rica is securing an area of rainforest that is intended to stretch throughout Central America, providing a sanctuary for indigenous wildlife. Just \$30 will save half an acre of Costa Rican rainforest.

### The Tiger Trust

The Tiger Trust is creating two natural habitat sanctuaries in Thailand for the Indo-Chinese tiger, which is facing the threat of extinction. Tiger Mountains I and II provide a near-natural existence for tigers orphaned by poaching.

Only around 3000 tigers remain in the wild and hundreds are being trapped and shot by poachers for an appalling trade in tiger bones and body parts. A donation of \$40 will go towards looking after Sheba, a two-year-old Indo-Chinese tiger, who was found next to the body of her mother. She now lives with other rescued tigers on Tiger Mountain II in Thailand. You will receive a colour photo of Sheba and a tiger T-shirt.

### 3 Reading comprehension

Now answer these questions:

- 1 Which animals are available for adoption?
- 2 How does the zoo use the adoption money it raises?
- 3 What does a \$50 donation to the adoption scheme give you?
- 4 What is the aim of Rainforest Action Costa Rica?
- 5 Where are Tiger Mountains I and II, and what is special about them?

### 4 Writing a report for the headteacher from notes

Each year, Ken's school raises funds for charity. This year, the headteacher is considering using the funds raised to adopt a zoo animal. Ken is a student organiser of the wildlife club and the headteacher has asked him to write a report saying whether adopting a zoo animal is the best way for the school to help wildlife.

Try to rewrite Ken's rough draft of main points in the form of a finished report.

#### Points in favour of using our funds to adopt a zoo animal

- Queen's Zoo is our local zoo - has an adoption scheme
- opportunity to adopt from a wide range of animals
- get plaque at the zoo with the school's name on it
- get discounts on zoo entrance tickets
- gift shop - discounts
- invitations to special events (e.g. see newborn animals)
- zoo uses our money to support breeding programmes for endangered species - returned to wild when ready.

#### Points against

Adopting a zoo animal means we cannot help other conservation projects:

- destruction of the rainforest - projects create a safe haven for wildlife
- projects to care for animals threatened by poaching / poachers / kill / sell skins / organs / bones / for commercial products. (e.g. tiger sanctuaries in Thailand.)

#### Conclusion

Wildlife club - special meeting. Result: in favour of adopting a zoo animal, possibly a tiger or a tamarin monkey. Younger children love seeing/learning about a

real live wild animal. Older students - more information science projects / benefit those wanting careers in science /with animals. Breeding in captivity scheme - long term benefits.

#### Structure

Structure the report into paragraphs. Use strong opening and final paragraphs. Use clauses to make sentences more complex.

Link ideas with linking words and expressions.

#### Tone and Register

Your report is for the headteacher. It should sound calm and fair. You should use opinion language to introduce your views, but be careful to provide clear evidence for your opinions.

#### Content

Ken makes several very interesting points. Try to provide a few details, facts, statistics and examples. Look back at previous exercises for information if you need to.

#### Making the report suitable for the audience

The headteacher is the audience for this report, so try to link the report to the headteacher's concerns and priorities. If money is to be given to a zoo, she will want it to be worthwhile for the animals and educational for the students. It should be of interest to everyone, not just a few students. How might adopting a zoo animal educate younger pupils about endangered species? Why might a zoo visit be better for younger students than reading about a conservation project or watching a wildlife film?

#### Making the report sound like it comes from the organiser of the Wildlife club

Ken is the Wildlife club organiser, so think about how you can link his comments to his role at the club. Would he discuss the idea and report their views?

#### Proofreading

Proofread your work for punctuation and spelling errors.

#### Feedback

When you feel you have produced a reasonable draft, show your work to a friend and listen carefully to his/her comments. Would you like to add anything or change anything?

## 5 Improving paragraphing and punctuation in a report for the headteacher

Put the capital letters and full stops into this report for the headteacher about a school trip to meet a wildlife expert. Finally decide where the paragraphs should go.

5 mr bavsar's talk about his work in southern india was so inspirational mr bavsar explained why he started his special project, the elephant information service one night a child woke up to see a small elephant calf standing by his bed somehow, the elephant had got into the house and gone into the bedroom without disturbing the boy's parents the elephant made a strange noise and then turned around and left the way he had come, without causing trouble as chief wildlife officer, mr bavsar was asked to investigate the incident when he visited the family, they said they were not worried but they were shocked they said that if they had known wild elephants were so near, they would have been better prepared for potentially dangerous situations this made mr bavsar realise that animal and humans could co-exist peacefully, as long as they took sensible precautions to avoid conflict mr bavsar set up the elephant information service and now there are early warning systems in the area the

service alerts families when animals are nearby by sending texts, flashing warning lights and making phone calls the whole class loved mr bavsar's talk he was so knowledgeable and showed us his personal photo collection of the rare and beautiful animals he has cared for including elephants, these sadly, are often orphaned when their parents are killed by hunters and have to be cared for in an elephant sanctuary before being returned to the wild mr bavsar even brought in a large toy elephant, a blanket, and feeding bottle and encouraged the little children to practise the right way of feeding a baby elephant who has lost its mother as a result they understood as much as the older ones about the needs of infant elephants overall, we felt extremely lucky that we had been given the chance to meet a true wildlife pioneer and we all learnt so much i would certainly recommend it for next year's group, if the opportunity is still available

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### GRAMMAR SPOTLIGHT

#### The past perfect passive

The passive form of the past perfect is used to describe something that was completed in an earlier past, when the action is more important than who or what did it:

*Trees and bushes had been planted around the enclosures (section A4, paragraph 2).*

*(We do not need to know who had planted the trees and bushes.)*

Underline another example of the past perfect passive in the same paragraph of section A4.

The past perfect passive is formed with *had + been + past participle*.

The negative is *had not been* (or *hadn't been* in informal English):

*In spite of the methods the farmers had introduced, the wolves had not been driven away.*

Write the following sentences out in full:

- If the Siberian tiger cub not / be / find in time, it would have died in the snow outside its den.*
- The tiger cub's tail be / badly / damage by severe frost.*
- A leg / be / bit / badly.*
- The wildlife officials who found the cub said they / be / shock by the cub's condition. 'We believe the poor little thing be / attack by a predator and the severe temperatures made everything worse.'*
- After a year, the tiger cub had made a full recovery and be / return to the wild.*

## Exam-style questions

### Reading

#### Reading & Writing, Exercise 2

You are going to read a magazine article about four people who are interested in wild birds. For questions a–j, choose from the people A–D. The people may be chosen more than once.

#### Extended [10 marks]

Which person:

- a has the most knowledge about birds?
- Person A
  - Person B
  - Person C
  - Person D
- b enjoys sharing their knowledge with other people?
- Person A
  - Person B
  - Person C
  - Person D
- c explains how their interest in birds began?
- Person A
  - Person B
  - Person C
  - Person D
- d describes the personal benefit they get from being outside in nature?
- Person A
  - Person B
  - Person C
  - Person D
- e seems to have the closest relationship with birds?
- Person A
  - Person B
  - Person C
  - Person D
- f expresses the most appreciation of common birds?
- Person A
  - Person B
  - Person C
  - Person D
- g is trying to improve their knowledge of bird song?
- Person A
  - Person B
  - Person C
  - Person D
- h does the hardest physical work to help birds?
- Person A
  - Person B
  - Person C
  - Person D
- i seems to be interested in birds only sometimes?
- Person A
  - Person B
  - Person C
  - Person D
- j mentions the equipment they use for watching birds?
- Person A
  - Person B
  - Person C
  - Person D

**A Yasmin**

My fascination with birds began when my uncle, who is passionate about nature, came to stay and told me the names of the birds in our garden. He then sent me a bird book with beautiful illustrations. It's full of information about the habits of birds – like what they eat, which birds live here all year round and which ones only visit in the summer. I now love putting food out for birds, and, when I get up in the morning, I'm thrilled to see them waiting for me to give them breakfast! They are almost like members of my family. Of course, I never forget they are wild and can choose whether they want to visit me and how long they'll stay. I'm proud to say I can recognise some of their different songs and I've discovered a fun website with recordings of bird song. But what I like best is just watching the birds being themselves. Their comings and goings are so fascinating that technical facts about them seem less important.

**B Ricky**

I've always loved wild birds, and nature in general, and I'm lucky enough to live near a bird reserve. I started working there as a volunteer two years ago. You don't need to be a bird expert, but the volunteers are keen birdwatchers like me and want to keep learning. I take a special pride in doing conservation work, and I enjoy cutting back overgrown vegetation or repairing the reserve's paths. There are several large hides – wooden shelters with benches where visitors can sit and watch birds through big windows. It allows them to be near the birds without disturbing them. Another part of my work is welcoming visitors to the Information Centre and telling them about the reserve and what they should look out for. I think I enjoy this the most, especially when school groups come. They're so observant and I love seeing the students' faces light up when they see an unusual bird. There is also a café, so you can have fun watching birds on the webcam and enjoy a coffee at the same time!

**C Eleanor**

I've enjoyed watching birds for as long as I can remember. But since I started studying biology and zoology at university, I have become fascinated by the scientific study of bird behaviour. I've also been incredibly fortunate to have visited Borneo, Rwanda and the Galapagos Islands, to observe birds in their natural habitat. In the future, I'd love to do research into bird migration. It will be hard work but it is so worthwhile. It is extraordinary that migrating birds, like swallows, for example, can travel thousands of kilometres across continents or oceans in order to return to exactly the same place where they reared their young the year before. Experts still don't really understand how they do it. Of course, some birds don't migrate at all – they stay in one place all the year round. Perhaps that's why I find the birds we can see in our neighbourhood all the time a bit less intriguing, even though they're still lovely in their own way.

**D Pablo**

I love walking in the woods near my home. It's so peaceful among the trees, away from all the hustle and bustle of family life. Walking alone clears my head and I get solutions to problems while I'm just going along on my own. Sometimes, I practise my English out loud, where nobody can hear me! If I am in the right mood, I like to watch the birds that I see in the woods. My father's binoculars are very useful for this – when I remember to take them with me! The early spring, before the trees have all their leaves, is the best time to see birds as they are very active then, choosing their territories and singing to attract a mate. Woodland birds are cute but hard to spot, as they keep moving around. I am captivated when I hear a bird sing, but I never know what kind of bird it is.

**Writing****Reading & Writing, Exercise 6**

The comments in *italics* may give you some ideas, but you should also try to use some ideas of your own.

- 1 There are plans to build a small safari park close to your town. Visitors will be able to see animals from all over the world. Here are some comments in newspapers on the topic:

*'I would love to see how animals look and behave in real life.'*

*'Animals will be unhappy and stressed.'*

*'It will be so exciting and attract tourists, too.'*

*'Wild animals should stay in their natural habitat.'*

Write an article to your local newspaper giving your views.

Write 100–150 words.

**Core [12 marks]**

**Reading & Writing, Exercise 6**

- 2 Your school ecology club is trying to persuade people not to use products that have been tested on animals. Here are some comments made by your friends:

*'Locally produced food is much tastier.'*

*'Farmers' markets are dull and old-fashioned'*

Write an article for your school magazine giving your views.

**Extended [16 marks]**

**Reading & Writing, Exercise 6**

- 3 Local farmers are trying to persuade people to buy food in their local farmers' markets, and not in modern supermarkets. Here are some online comments from readers to newspapers:

*'Our local farmers work so hard and produce lovely food.'*

*'I want the freedom to shop wherever I like.'*

*'Locally produced food is much tastier.'*

*'Farmers' markets are dull and old-fashioned'*

Write an article to your local newspaper giving your views.

Write 100–150 words.

**Core [12 marks]**



**Reading & Writing, Exercise 6**

- 4 Your class recently visited an electronic zoo. Your headteacher has asked you to write a report on the visit.

Here are some comments made by students who went on the trip:

***'It was so exciting. Just like a real zoo – only better!'***

***'It was crowded and some of the equipment was broken.'***

Write a report for the headteacher giving your views and saying whether you would recommend the trip for next year's group.

**Extended [16 marks]**

**Reading & Writing, Exercise 6**

- 5 Your headteacher has asked for students' responses to the following idea:

*The school would like to start supporting a charity. We are considering a charity that does research into animal diseases.*

Here are some comments made by your friends:

***'How wonderful! Animals deserve to be healthy and happy.'***

***'I would prefer to support a charity that helps poor people.'***

Write an article to your school magazine giving your views.

**Extended [16 marks]**

**Reading & Writing, Exercise 6**

- 6 Your school has raised money for charity. The headteacher has decided that the money should be donated either to a tiger sanctuary **or** to a bird reserve that looks after birds and offers birdwatching facilities.

Here are some comments from the two charities:

***'The bird reserve provides a wonderful, natural habitat for birds and educates the public, too.'***

***'Tigers are threatened by extinction. We must protect them from hunters and poachers.'***

Write a report for the headteacher saying which charity should, in your view, receive the funds.

**Extended [16 marks]**

**Speaking****1 The role of science in modern life**

Scientific research has brought many benefits, but also causes controversy. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- what you have enjoyed, and found challenging, about studying science subjects
- whether you would choose science as a career
- how life has changed for good or bad, as a result of scientific and technological discoveries and developments
- whether it is right to use animals and human volunteers in medical research
- the idea that some scientific research is a waste of money or has caused harm to people.

You are free to consider any other related ideas of your own. Remember, you are not allowed to make any written notes.

## 2 Animals in a human world

Animals share the planet with us, and are often used by us for our convenience, business or pleasure. Sometimes conflicts arise because we disagree about the rights of animals. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- animals you find interesting or exotic
- animals that are in danger of becoming extinct
- whether or not working animals are properly treated
- the view that hunting wild animals should be banned
- the suggestion that using animals in sport and entertainment is unfair
- the idea that the plans or desires of human beings are always more important than the needs of animals.

You are free to consider any other related ideas of your own. Remember, you are not allowed to make any written notes.

## 3 Pets

Pets are very important in some people's lives, whereas for others, pets are of no interest at all.

Discuss this topic with the assessor.

Here are some possible ideas for developing the conversation:

- why people enjoy having a pet
- animals which make good pets
- the responsibilities people have towards their pets
- whether everyone has the right to keep a pet
- why a pet may not be suitable for every home.

You are, of course, free to use any other related ideas of your own. You are not allowed to make any written notes.

## Listening CD 2, Track 14

### Listening, Exercise 4

You will hear six people talking about wildlife. For each of Speakers 1-6, choose from the list A-G which idea each speaker expresses. Write the letter in the box. Use each letter once only. There is one extra letter which you do not need to use.

Core [6 marks], Extended [6 marks].

You will hear the full recording twice.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> Speaker 1 | <input type="checkbox"/> Speaker 2 |
| <input type="checkbox"/> Speaker 3 | <input type="checkbox"/> Speaker 4 |
| <input type="checkbox"/> Speaker 5 | <input type="checkbox"/> Speaker 6 |

- A I am keen to help people in my area live with wildlife.
- B We no longer worry about having dangerous wildlife nearby.
- C When I was camping, I met a grizzly bear near the campsite.
- D Human food attracts wild animals.
- E Wild animals can give people financial problems.
- F Safe crossings to protect wildlife from traffic are unlikely to be a success.
- G Human activities have had a negative impact on wildlife.

### ADVICE FOR SUCCESS

The Advice for Success is for **you to help yourself**. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

- 1 Plan your **opinion essay or report** carefully. Think about content. Try to have enough interesting ideas to expand fully: don't run out of ideas halfway through. Engage with the subject and try to make the argument sound serious and important. Come across as convincing and you will convince other people.
- 2 Structure your essay so that it is clear and logical. Use paragraphs and linking words.
- 3 Use an appropriate tone. Opinions should sound reasonable and be supported with examples where appropriate. If you are writing a report for the headteacher you should sound polite, objective and avoid bias.
- 4 Devices such as rhetorical questions or restructuring sentences for greater emphasis will make your writing stronger and more persuasive, but don't overdo it.
- 5 Try to use a mature and varied vocabulary that is appropriate to the topic.
- 6 Punctuate carefully, using commas, full stops, question marks and so on. Proofread your work for punctuation errors.
- 7 Check your spelling carefully, especially words you know you usually misspell or words that present special problems, such as plural forms, silent letters and suffixes.
- 8 Try to give attention to your **handwriting**. If your composition is interesting and well-structured, and your handwriting is attractive, your work will be a pleasure to read. If you feel you have particular difficulty forming certain letters or keeping handwriting on the line, try practising using special handwriting worksheets.
- 9 Try experimenting with different kinds of pens in order to find one that helps you write better. A good quality pen is a good investment if you can find one that is not too expensive.

### Exam techniques

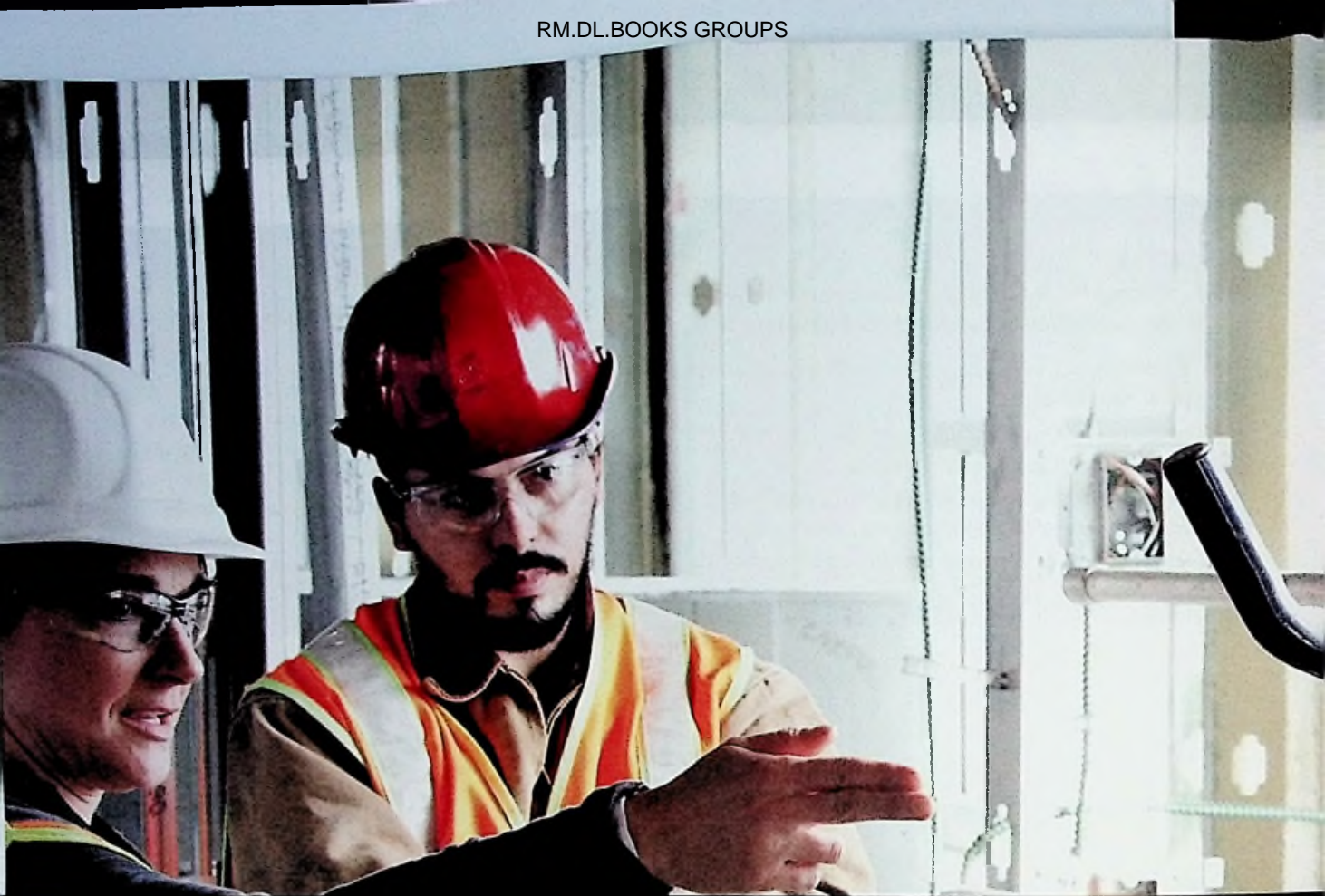
- 10 In an exam, many students stop while writing a composition or report to count the number of words they have produced so far. This is a waste of time. Get used to seeing what 150 words, for example, look like in your handwriting. You will then be able to see whether you are writing to the right length. The lines on an exam paper are also there to help you.

The **word limit** given is a guide to the required length. Don't worry if you write a few words more or less than this.

## Exam focus

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:*

- You have practised giving reasons and opinions about controversial topics.
- You have written paragraphs based on notes and emails, an article, letters and reports.
- You have listened to a formal radio interview and answered questions. You have listened to several speakers give their views and matched statements to a speaker.
- You have practised a range of conversational strategies to express opinions, disagreement and disappointment. You have taken part in discussions and presented a talk to the class.
- You have practised reading techniques on a variety of complex and less complex texts. You have written notes and a summary based on a complex text.



## Unit 10

# The world of work

### *In this unit you will:*

- read about the development of a chocolate bar and the opening of a fast-food restaurant
- rewrite a text to improve its style
- listen to a Human Resources Officer talk about her work
- role-play a product development meeting
- focus on the following assessment objectives: R3, R4, W5, L1, L2, S4, S5



## A The rewards of work

### 1 Discussion

Why do people work? Earning money is one reason. What other reasons are there? With a partner, try to add four or five more ideas to the list.

#### Reasons why people work

*They get a sense of achievement.*

*They feel good about themselves.*

### 2 Skills and qualities for work

Match the following skills and qualities to the occupations you think they are essential for:

- |    |                           |   |                   |
|----|---------------------------|---|-------------------|
| 1  | patience                  | A | software engineer |
| 2  | good communication skills | B | dentist           |
| 3  | artistic flair            | C | nursery teacher   |
| 4  | an ear for languages      | D | firefighter       |
| 5  | business acumen*          | E | interior designer |
| 6  | physical stamina          | F | cellist           |
| 7  | courage                   | G | labourer          |
| 8  | musical talent            | H | company director  |
| 9  | dexterity                 | I | linguist          |
| 10 | coding skills             | J | journalist        |

\* *acumen* = ability to make good decisions quickly

### 3 Pre-reading tasks

- A Think of any new products you have tried in the last year. Why did you try them? If you saw them advertised, did they live up to the advertiser's promise? How was the product advertised? How were the new products you tried different from similar products already available?
- B You are going to read about how a totally new chocolate bar is produced. What challenges do you think are involved in this process?

*Examples:*

*You have to make it taste delicious.*

*You have to have the right equipment to make it.*

### 4 Predicting

Look at the pictures in the text 'A bar is born'. What do you think the pictures show?

### 5 Reading for gist

Now read the text for general meaning. Try to work out the meanings of any unfamiliar words from the context. Decide if the unfamiliar word is a noun, verb or adjective. What words do you already know that might be similar to the difficult word? Sometimes the general meaning becomes clearer as you read further through the text.

Remember, you do not have to understand every word to understand a text well.

INSIDE CHOCOLATE

## A bar is born

Despite trends towards healthy eating, many people still love eating chocolate. The Swiss consume the most (almost 12 kilos per person per year) followed by the Irish, with the British not far behind. An average chocolate bar weighs about 40–45 grams, which means that the average Swiss person eats about 240 bars in one year. The demand for chocolate in other parts of the world, including China and India, is growing, creating exciting new markets for the manufacturers of chocolate.



## INSIDE CHOCOLATE ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

Many of the mass-produced chocolate products on sale are variations of the basic ingredients of chocolate, caramel, nuts, raisins and biscuit. With popular new ingredients so hard to find, [20] manufacturers are forced to look for new ways of combining the old favourites into new products.

## 1 Opportunity

All chocolate manufacturers have marketing departments to think up ideas for new products. These departments analyse consumer fashions and lifestyles and try to identify opportunities for new products. One major chocolate company introduced mini-bars when they discovered that many parents cut up a full-size bar into smaller portions for their children.

Some new products come about through new technology rather than marketing. In these cases, scientists or engineers will have invented a machine that can do something new to chocolate which is noticeably different from anything that has been produced before.



It might take anything from six months to a number of years to conduct all the necessary research to assess whether the proposed new product is likely to succeed.

In the UK alone, each research exercise may cost more than £100 000. For every ten ideas for new products, only one will get beyond research assessment, so the real cost of getting a new product to the development stage is approximately £1 million.

## 2 Product development

One of the key criteria for producing a new chocolate bar is that it should be difficult for rival companies to reproduce. No manufacturer wants to spend a great deal of money developing a brand that will quickly attract stiff competition.

Creating a new bar may involve making minor adjustments to existing machinery, or it can mean investment in a whole new factory costing millions of pounds. So it is vital that the new bar can be produced economically.

Chocolate is a price-sensitive product. Even though a manufacturer might come up with a delicious formula for a new bar, it would not go ahead with production unless it could be made for the right price.

Sometimes new products cannot be made at all. One manufacturer found that, in one bar it was developing, it was unable to stop the biscuit becoming wet and soft, and another found that the raisins always sank to the bottom of the bar. Both these projects were abandoned.

The chocolate bar must also be consistent; even the smallest change in the balance of ingredients can affect the taste significantly. Teams of expert tasters are used to identify any changes in the taste. Manufacturers want consumers to buy the same brand over and over again, and if a bar cannot meet the requirement for tasting exactly the same each time, it will not go into mass-production.

The process of development is one of constant refinement. Manufacturers rarely make their ideal product first time round, and it is not unusual for them to have up to 30 attempts at getting it right.

## 3 Packaging

Care is taken to ensure that the packaging is consistent with the type of bar produced. A bar aimed at teenagers may well be packaged in a red and yellow packet to appear cheap and cheerful. Blue is considered to be a sophisticated colour and is often used to package top-of-the-range brands. Whatever the design, manufacturers will make sure that it stands out enough to be noticed on the sweet counter, where it will have to compete with around 50 other brands.

The name of the bar must also reflect the right image.

## 4 Advertising

Most new chocolate bars are launched with a press, internet and TV advertising campaign. Advertising companies begin planning their campaigns by deciding what message they want to convey about the product. For example, is it a luxury or is it a snack? They then work on a number of advertisements before deciding which one is likely to work best.

## INSIDE CHOCOLATE

This process may take between 3 and 18 months. Filming the advert may cost over £250,000, and buying the television airtime to screen it may cost over £3 million.

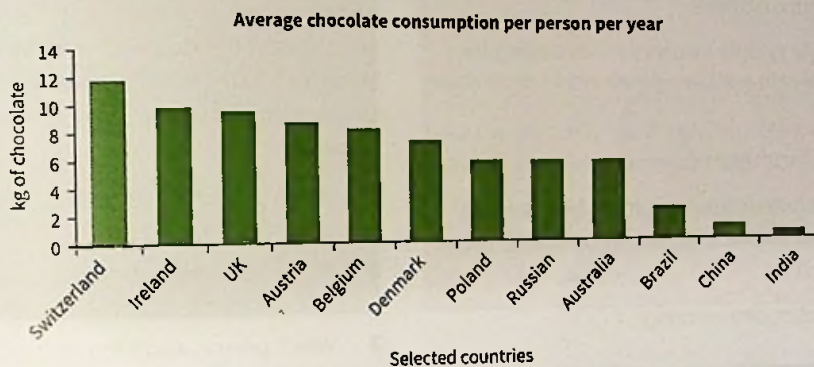
or the impact that an advert has had on them. These comments then form the basis for future refinements.

## 5 Testing

Manufacturers and advertisers conduct extensive testing at all stages in the development and launch of a new product. Groups from different parts of the country are asked to give their opinions on either the taste of the chocolate

## 6 The launch

Many new brands do quite well initially, as it is comparatively easy to get people to try a new chocolate bar once. However, for a launch to be successful, sales must be kept at a certain level over a long period of time. Achieving this is extremely difficult. Nine out of every ten new products launched fail to reach full production.



## 6 Reading comprehension

- 1 Explain why marketing departments study people's behaviour, habits and way of life.
- 2 Why is it important that a new chocolate bar should be difficult for other companies to copy?
- 3 What kinds of information does a company want to find at the testing stage? Name two things.
- 4 According to the chart, which countries consumed about half the amount of chocolate consumed by Switzerland?
- 5 How do you think the writer wants the reader to feel about information in the article?  
**a** impressed (there are so many obstacles to overcome) or **b** disapproving (so much time and money goes to waste).
- 6 Write a paragraph of about 75 words explaining why many new chocolate bars made in the factory never reach the stage of being packaged, advertised or sold.

## 7 Post-reading discussion

Has the article surprised you in any way? Why/Why not?

Do you think the way new chocolate is launched could apply to other products? Try to explain your ideas.

Some people say we should avoid chocolate, because it is too rich or too sweet. At the same time, chocolate companies provide jobs, which is good for the economy. Do you think chocolate should be advertised? What is your view?

## 8 Vocabulary

Look back at Section 2 of the article, *Product development*. Make a list of all the words in this section that are connected with making and selling a product.

*Examples: companies, manufacturer*

Put a ? against words you don't understand. Look these up in a dictionary.



## Collocations

Find these collocations in Section 2 of the article:

*stiff competition*

*price-sensitive product*

*delicious formula*

What other collocations could be made with the adjectives *stiff*, *sensitive* and *delicious*? Make a list with a partner.

*Examples: a delicious cake, a sensitive child, frozen stiff*

## 9 A rewarding job?

Work in pairs or groups of three.

How do you think the people involved in developing the new chocolate bar might feel about their work? Write down your ideas.

*Examples: excited, frustrated*

What skills and qualities do you feel would be necessary for working on a new product, such as the one described in the article? Make a list.

*Examples: enthusiasm, determination*

## 10 Sharing ideas

In exercise 2 you looked at the skills and qualities needed for different jobs. Can any of them be added to the list you came up with in exercise 9?

Share your ideas with the other groups. Listen carefully and add any other interesting ideas.

## 11 Understanding visual data

Visual data, graphs and charts are often included in newspaper and magazine articles and webpages, especially those of a factual type. The information in the chart often mirrors information in the text and can sometimes be quicker to process than text.

Re-read the opening paragraph of 'A bar is born'. Then study the chart in the article. How does the chart:

- reflect information in the first paragraph?
- give extra information?

## 12 Product development meeting and role play

Four executives of the New Planet chocolate company are meeting to discuss the production of a new chocolate bar.

Read the questions about each person at the meeting and then find answers in the following texts. This is a multiple-matching exercise. First, scan the questions to get an idea of what the texts will be about. Then read each text carefully. Answer the first question by re-reading it carefully and then re-read the text(s) to find evidence to support your answer. If the question seems to apply to more than one person, compare the information in each of the texts more carefully, and then make your choice. If you still can't decide, pencil in more than one answer, and come back to the question later to finalise your selection. Only one answer will be correct. Repeat the process for the next question.

- Which person thinks producing a new chocolate bar may not be a good idea?
- Which person has the most definite ideas for the name of the new chocolate bar?
- Which person wants to produce a chocolate bar aimed at the widest age range of customers?
- Which person seems the most interested in the appearance of the product?
- Which person is waiting for more information from customers before deciding what kind of chocolate bar to produce?
- Which person has an idea for saving money on advertising?



**DESIGNER**

You think there is a need for a new chocolate bar. It should be aimed at young children as this is where the market is strongest.

You specialise in the design of the wrappers.

You prefer a bright red, green or yellow wrapper, something which will stand out and catch children's attention – definitely not anything that looks grown-up. You would also like images of animals and their young put on the wrappers. This will encourage parents to buy the chocolate for toddlers.

You want the name 'Choccie' or 'Chic-Choc'.

You think this will encourage parents to buy it for their children's lunchboxes or as a treat after school. You think the taste should be very sweet and milky.

You are rather forceful in meetings. Give your opinions firmly and clearly. (You may want to look back at the opinion language in Unit 9.) You also hate to be interrupted.

**MARKETING EXECUTIVE**

You expect that the market research you are carrying out with customers will show there is a need for chocolate that will appeal to older teenagers and adults. In your opinion, people are rather bored with the taste of the chocolate bars you already produce and want something that tastes more of chocolate and less of sugar and milk.

You have been thinking about the 'look' of the product. The colour of the wrapper should be black, blue or gold. The advertising should suggest the chocolate is a luxury. Eating it is a pleasure and makes an occasion special. It is not a quick snack or an item for children's lunchboxes.

You are not happy with any of the names suggested for the product. You think consumers will confuse these names with other brands.

The chocolate market is extremely competitive so the advertising budget needs to be high enough to cover the cost of advertising on TV.

**SALES EXECUTIVE**

You are convinced there is a need for a new chocolate bar aimed at families, to include adults and children of various ages. You have some ideas for names for the product: 'Golden Bar', 'Delight' and 'Soft-Centred'. You dislike childish-sounding names, which suggest the chocolate is for young children.

The advertising should suggest the chocolate is for all members of the family. The advert could show people eating it at work, on trains, or just enjoying it on holidays and family outings.

You are going to suggest that the product is advertised in magazines and on the internet rather than on television. TV advertising is too expensive and will not necessarily increase sales.

You are a good listener. You do your best to get on with everyone.

**HEAD ENGINEER**

You are very unhappy with the plans to produce a new chocolate bar. You have been working on many different kinds of formulas and each time the product is unsatisfactory. Feedback from the company's expert tasters is that the chocolate goes soft too easily, that it's too sweet or isn't sweet enough. Some tasters have thought it's too dry, or it crumbles very easily. More feedback is to come.

The most satisfactory result so far was a bar that seemed very similar to one you already make. You think that if the factory invested in a new machine that could produce the chocolate in a different shape and size from the original, then the new product would seem different enough to be successful.

One possibility would be to cut the chocolate into small circles and sell it in large, family-size bags.

7 Which person might be difficult to exchange ideas with in the meeting?

You could now have a role play of the meeting. Form groups of four and choose from the roles. You need to decide:

- who the chocolate bar will be aimed at
- the name and the packaging
- your advertising strategies.

## B Facts and figures

### 1 Approximations

Study the following exact amounts. Say them aloud carefully, checking the pronunciation with a partner. Where does the stress fall in *per cent*?

- 1 4.9%
- 2 10.4%
- 3 52.3%
- 4 74.7%
- 5 98.8%
- 6 19.2%
- 7 23.8%
- 8 32.9%

Now match the exact amounts to these approximations:

- A getting on for three-quarters
- B a good half
- C over one in ten
- D under one in five
- E almost a quarter
- F practically all
- G nearly a third
- H about one in twenty

When facts and figures are presented, both exact amounts and approximations might be used. For example, you may hear '19.8% of the town's population, that's getting on for one in five men and women of working age are unemployed.'

What are the advantages of using approximations to present information? Are there any disadvantages?

### 2 Questioning statistics

- A Statistical information looks authoritative but you need to treat it with caution. Pressure groups, for

example, may use statistics to influence public opinion.

What has the following survey found out? How does it compare with your own experience?

*A recent survey found that children who come from homes where the mother works have half as many absences from school as the children of non-working mothers. Working mothers seem quite prepared to send their children to school when they are unwell.*

- B Before deciding whether the above conclusion is valid, you need to ask more questions. For example:

- Who asked for the survey to be carried out?
- Why was it carried out?
- Who took part in the survey?
- What was the size of the sample?
- Exactly what kind of questions were asked?
- Were the groups of children closely matched, in terms of age, background and social class?

Why are these questions important? What kind of answers do you think you might get?

- C With your partner, make notes on the questions you would want to ask before accepting the validity of the following 'facts and figures':

*The majority of the population thought that young people under the age of 18 should not be allowed out after 9 p.m.*

---

*A survey found that the Rio School was much better than the other schools. It had by far the best exam results.*

---

### 3 Criticising statistics

Study the following statement and then read the reactions to it. Make sure you understand the expressions in **bold** type.

*A survey of young people found the majority were not going to bother to get a decent job when they left school or college.*

It's **a total distortion of the truth**.  
The teenagers I know would do anything  
to get on a good training scheme.

They're **fudging the facts**.  
We all want a good job.

I can't stand surveys that **bend  
the truth**. I'd like to know  
exactly who they asked and the  
questions they used.

Who dreamt that  
up? It's rubbish!

Look back at the statistical information given in exercise 2. Practise criticising the statements with your partner. Do you both sound annoyed enough?



#### 4 Young lives: Good or bad?

A survey of young people produced the following results. Read each statement carefully and decide with a partner whether it gives a good or bad impression of teenagers. Mark each statement **P** if a positive impression is being

given, and **N** if the impression given is negative. Underline the words that help you decide.

- 1 23% valued spare-time jobs more highly than their school studies.
- 2 Over three-quarters were concerned the schools did not arrange work experience.
- 3 Over a fifth said that having part-time jobs was the only way they could pay for ordinary things they needed, or buy treats such as sweets.
- 4 18% objected to the amount of pocket money\* they received but were not prepared to work to earn extra spending money.
- 5 Over a quarter of teenagers were dissatisfied with the amount of freedom their parents allowed.
- 6 74% were happy with the amount of freedom they were allowed.
- 7 Reading was a popular activity for two out of three of those interviewed.
- 8 A third never pick up a book outside school.
- 9 The majority do nothing to help their community.
- 10 One in three teenagers do voluntary work for their community.

\* pocket money = a small amount of money given by parents to children

Decide which statistics you would choose to present if you were:

- a an employer who feels teenagers are a bad employment risk
- b a youth leader encouraging firms to develop training schemes for young people.

#### 5 Rewriting in a more formal style

The following letter was written to a newspaper by a teenager who disagreed with a report it had published. Discuss the letter with your partner and try to decide whether it is written in an appropriate tone and register for its target audience.

Consider the use of:

- slang
- colloquialisms
- contractions
- rhetorical questions, question forms, and question tags.

Underline those aspects of the letter both you and your partner are unhappy with.

Hi you guys at the newspaper,

Hi! It's me again! Ollie Debeer from your go-ahead high school just outside town. Your report 'Young Lives Shock!' just got me mad! I mean, the report says 'we are unconcerned about employment'. Talk about fudging the facts, eh? All my mates are dead worried about getting a decent job. I also read 'teenagers value their spare-time jobs more than their studies'. Who dreamt that up? There's no way my parents can afford to buy me the trainers or the kind of phone I want. No way! So I work for them, right? I work in a café twice a week after school and, yeah, I do find it hard to concentrate the next day, but I do extra homework to catch up. That stuff about teenage entertainment was kind of distorted too, wasn't it? 'The youth of today show a strong preference for the company of their peer group over spending time with their parents.' I mean, who wouldn't rather be out with their mates than stuck at home watching the old man snore? But it didn't say we dislike our parents, did it? Anyway, write me back, will you? It's gonna be great hearing your views!

Bye for now,  
Ollie

When you are ready, try to rewrite the letter in a more formal style, and divide it into suitable paragraphs. Remember: a letter to a newspaper can include some aspects of informal style, such as the occasional idiom or colloquialism. However, the general impression should be formal.

Show your finished letter to your partner. Does he/she agree that the 'balance' of your style (neither too formal nor too informal) is about right?

## C Job stereotypes

### 1 Pre-listening discussion

What kinds of shops do you usually like visiting? Which shops do you enjoy the least?

How would you rate the service in most shops?

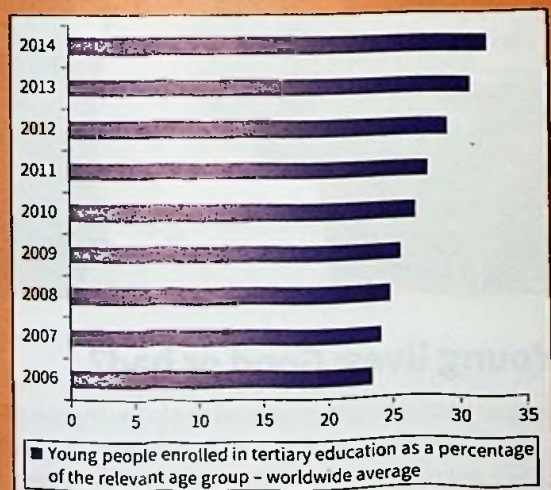
If you could improve shops in one way, what would you do?



The graph shows the average worldwide take-up of tertiary education by young people within five years of leaving secondary school, as a percentage of the relevant age group. (*Tertiary* means college- or university-level.)

- 1 What percentage of young people worldwide were enrolled in tertiary education in 2006, 2008 and 2012?
- 2 Is the trend up or down?

Why do you think this change may have happened? Discuss your ideas in your group.



## 2 Predicting content

You are going to listen to Zoe, a human resources officer who works for a chain of electrical stores, talking in an informal way about her job. She aims to help the stores run more efficiently and profitably.

What aspects of her job do you think Zoe might be going to mention? Select the points on this list.

- making suggestions about new products the stores could sell
- helping managers decide whether they need full-time or part-time members of staff
- suggesting that shop staff have extra training to improve their skills
- encouraging managers to go for promotion
- disciplining staff who are performing badly
- advising sales managers if their sales are falling.

## 3 Vocabulary check

Before you listen, make sure you understand the meaning of these words and phrases:

VOCABULARY		
personal sales targets	influential	wide spectrum

## 4 Listening for gist CD 2, Track 15

Listen to the recording. Which of the points that you selected are mentioned?

## 5 Detailed listening CD 2, Track 15

Now listen for detail and try to complete each statement correctly:

- 1 Zoe visits stores in:
  - a shopping malls
  - b out-of-town centres
  - c high streets.
- 2 A common problem is that sales staff:
  - a do not look professional
  - b fail to reach sales targets
  - c lack interest in working hard.

- 3 Zoe suggests that staff should have:
  - a more training and development
  - b more training and better pay
  - c more training and longer hours.
- 4 Staff may be given a camera to take home:
  - a as a reward for doing a good job
  - b so they can learn how it works
  - c to practise selling it.
- 5 Staff often lack the ability to:
  - a display goods effectively
  - b relate to the customers
  - c find goods in the store.
- 6 Zoe feels that:
  - a a wide variety of people can do well as sales assistants
  - b only people of a certain type will succeed
  - c sales staff should have a similar background to their manager.
- 7 Zoe:
  - a tries to make the managers work harder
  - b lets managers blame her when things go wrong
  - c is sympathetic and helpful to the managers.

## 6 Post-listening discussion

- A Zoe says she finds managers want to recruit people who are *'just like themselves'*. What kind of people do you think she has in mind? How do you think they would look and behave, and what way of life would they have?
- B Stereotypes often form around particular occupations. What would you expect a 'typical' person doing each of the following jobs to be like?
  - labourer
  - pop star
  - prison governor
  - scientist.
- C Do you think the stereotype of an occupation helps you when you are choosing which career to follow? Why/Why not?
- D Can you think of someone who doesn't fit the norm for their job? Try to explain your views.

## 7 Common work-related expressions

Zoe describes store managers as being on 'a bit of a treadmill'. What do you think she means?

Can you work out the meaning of the following expressions from the context?

- 1 I meet friends from work socially but we always relax completely and no one *talks shop*.
- 2 The new assistant is hard-working and enthusiastic - a *real go-getter*.
- 3 He got a *golden handshake* worth \$20 000 when he retired from his job.
- 4 Although the policeman was *off-duty*, he arrested the thief.
- 5 I'm called an 'office assistant' but really I'm just a general *dogsbody*.
- 6 Not liking the structure of big companies, I got work where I could *be my own boss*.
- 7 He's not a *high-flyer*; he doesn't have any brilliant ideas, but you can depend on him.
- 8 Because of their working conditions, *blue-collar workers* are more likely to have accidents at work than *white-collar workers*.

## 8 Pronunciation: Linking sounds

Practise reading this advert aloud, checking your pronunciation with a partner. Does he or she feel you are reading naturally? Notice that if a word ends with a consonant and the next word begins with a vowel, the sounds are linked.

**BRIGHTEN  
UP YOUR SUMMER -  
GET A JOB WITH US!**

If you need extra cash and are 16+  
WE NEED YOU!

There are lots of vacancies in our seafront restaurant.

It's fun, it's easy and hours to suit!

Apply to:

lan.okoro@mymail.com

Now mark the linked sounds in this advert and practise reading it aloud to your partner:

### HEADLIGHTS HAIRDRESSING

*Career opportunities for school leavers*

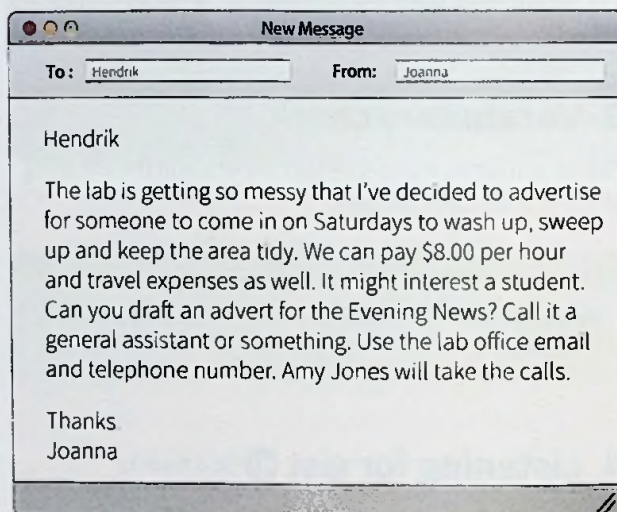
Trainees needed.

- Learn in a leading salon.
- If you've got energy and enthusiasm, we can take you to the top.

Contact Elma - Telephone 01223 569432

## 9 Writing a job advert

You work in a laboratory. One morning you find this email from your boss:



Write a suitable advert based on the note. Then mark the linking sounds and show it to a partner. Does he/she agree with the word linking?

Ask your partner to read it aloud. Correct the pronunciation if necessary (tactfully, of course!).

## D Recruitment with a difference

### 1 Pre-reading task

- A** Do you enjoy 'fast food'? When (if ever) do you visit fast-food restaurants?
- What do you think are the strong points of these restaurants?

You are going to read an article about a fast-food restaurant, which is run by deaf staff. Write down four questions you would like to see answered in the article.

*Example: How do customers communicate with the staff?*

### Vocabulary check

Make sure you understand the meaning of these words and phrases, which you will meet in the article.

VOCABULARY		
hearing	recruiting	agile
impairment	mentor	criteria

ly  
ng.

### 3 Reading for gist

Now read the article. Are any of the questions you wrote down in exercise 1 answered?

# Work without limits



When Aly Sarhan, 28, was asked to head a new branch of the Kentucky Fried Chicken restaurant chain in Egypt, run by deaf people, he didn't know what to expect.

'Working with 30 deaf young people is like working in a foreign land,' says Sarhan, who took a crash course in Arabic sign language.

For Sarhan, however, the experience has been an eye-opening one, and has changed his attitudes towards people with disabilities. 'My staff's hearing impairment does not stop them from doing anything a hearing person can do. They certainly have a whole load of determination in them,' he says.

The idea for a deaf-run KFC — the first in the Middle East — was born when KFC's top

management decided to 'fulfill their obligations towards society,' according to Sarhan. 'We found that deaf people existed in large numbers in Egypt, so we decided to do something for them,' he explains.

The obvious place to start recruiting from was the Deaf Society in Heliopolis. The KFC board used the same criteria they apply when choosing hearing applicants. Successful candidates had to be tactful, presentable, agile, and no older than 25 years of age. 'It was very difficult turning people down, so we decided to pick the most eligible applicants, in addition to drawing up a long waiting list,' Sarhan says. For KFC, this was groundbreaking work.

Sarhan, one of the youngest store managers working at KFC worldwide, says his biggest concern in the beginning was how to communicate with his employees. 'I did not know a single sign, so I had to use an interpreter. Whether the kids got to like or dislike me depended on the interpreter. I was determined, however, to learn the language and remove any barriers between us,' he says.

That was easier said than done, he remembers. 'Arabic sign language is one of the most difficult languages you can learn, because it is mainly composed of gentle hand movements rather than distinct signs,' Sarhan explains. Having worked with his staff for only 11 months, he is still a weak signer, but he knows enough to help him get by and gain the trust and acceptance of his employees.

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45 So far, the restaurant has been a big success and has helped create a supportive environment for the employees. 'What made the kids so enthusiastic about our new project was the fact that they get to be in a place where being deaf is the norm. Most of them have been through bad work experiences

50 in which they were the only person with hearing impairment in the place, which made them feel lonely and left out.'

This supportive environment, Sarhan says, has made many of the deaf employees depend on themselves more. 'Many of the employees had been spoilt and pampered all their lives by their parents, out of pity, which made them rather bad-tempered and lazy. Once they began to like us, it was as if we found

60 previously undiscovered energy.'

At the branch in Dokki, pictures on the menu and light signals compensate for the lack of verbal

communication. Customers simply have to point to the picture of the food item they want on the picture-menu. 'Despite that, lots of people come in with the feeling of not knowing what to do written all over their faces. They start making signs, and are relieved to find out I can talk. I start carrying out the customer's role without signing, to show them how easy it all is,' Sarhan says.

The newly married Sarhan says that he considers his staff part of his family now. He has become something of a mentor for them and has helped to create a friendly environment. 'This place has helped the deaf employees psychologically, not just financially. I hope more companies will think of embarking on similar adventures. It's great to help make a difference to people's lives,' he says.

by Manal el-Jesri

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## 4 Comprehension check

- 1 Why did the restaurant choose to employ deaf people?
- 2 How did the management decide what would be the right criteria for selecting applicants?
- 3 Contrast the way employees felt about work before they began their jobs at the restaurant with their feelings about work now.
- 4 Describe the personality changes the employees undergo.
- 5 What does Sarhan feel he has gained from this work? Name two things.

## 5 Post-reading discussion

- A Aly hopes other companies will follow the example of his restaurant and employ staff with disabilities. How can companies be encouraged to recruit a wider range of types of people? Share your ideas.
- B Aly says, 'It's great to help make a difference to people's lives.' Jobs that are 'people-orientated', such as nursing, teaching, human resources, or the hotel trade, bring different rewards and stresses from 'product-

orientated jobs', such as those in engineering, carpentry or design.

Which kind of work would you find rewarding, and why?

- C Aly is described as being a 'mentor'. He supports and inspires his employees.

Many schools and colleges have 'mentoring schemes', whereby students are matched with successful adults of a similar background. The mentors give encouragement and practical advice to their students. Sometimes students spend time at the mentor's workplace, 'shadowing' him or her, or doing some work experience. Do you think this is a good idea? Why/Why not?

Who would you choose for your mentor and why?

## 6 Vocabulary study

- A Try to put these adjectives into order, from most active to least active. Use a dictionary to check unfamiliar words.

### VOCABULARY

lazy

energetic

hyperactive

indolent

B Now put these adjectives into order, from most positive to most negative:

VOCABULARY		
friendly	affectionate	indifferent
loving	supportive	critical
cold		

C Which word is the odd one out?

VOCABULARY		
bad-tempered	cross	irritable
moody	placid	irate
grumpy		

## 7 Similes

Similes are descriptive forms of comparison that enrich your writing. Study these examples:

'(It) is **like** working in a foreign land.'

Notice that **like** is followed by a noun or gerund:

It's **like a fridge** in here – let's turn the heating on.

It was **like being** on holiday.

As **if/as though** are followed by a verb clause:

He felt **as though** his heart would burst.

Similes include traditional expressions, such as: *as good as gold*, *as thin as a rake*, *as flat as a pancake*, *as white as snow*, *like talking to a brick wall* and many more.

Complete the following sentences with suitable similes:

- The room was so hot. It felt like \_\_\_\_\_.
- Her hands were as cold as \_\_\_\_\_.
- The house was so dirty. It was as if \_\_\_\_\_.
- Samira was thrilled with the news. She reacted as though \_\_\_\_\_.
- We're not allowed any freedom. It's like \_\_\_\_\_.
- I was so depressed when I couldn't get a job. It was as if \_\_\_\_\_.

## 8 Spelling: -able or -ible?

A In the article you met the adjectives *presentable* (line 18) and *eligible* (line 20). The adjective endings *-able* and *-ible* are often confused. From the word *depend* we get *dependable*, but *convert* gives us *convertible*.

Complete the adjectives in these sentences, using a dictionary if necessary. Then learn by heart the spellings you find most difficult.

- I'm afraid I won't be avail \_\_\_\_\_ until after the 13th.
- The house was almost invis \_\_\_\_\_ in the fog.
- Fortunately, the disease was cur \_\_\_\_\_.
- I'm sure she'll make a respons \_\_\_\_\_ parent.
- I found Ken's story absolutely incred \_\_\_\_\_.
- That is a sens \_\_\_\_\_ idea.
- Let's take your car – it's more reli \_\_\_\_\_ than mine.
- Cheating in exams is not advis \_\_\_\_\_.
- Heavy snow made the house inaccess \_\_\_\_\_.
- Tiredness tends to make him irrit \_\_\_\_\_.

B Now complete these adjectives with the endings *-able* or *-ible* and then use each one in a sentence of your own:

- wash \_\_\_\_\_
- ined \_\_\_\_\_
- digest \_\_\_\_\_
- desir \_\_\_\_\_
- approach \_\_\_\_\_
- excit \_\_\_\_\_
- bear \_\_\_\_\_
- incomprehens \_\_\_\_\_

## 9 Phrasal verbs

Notice how these phrasal verbs are used in the article in exercise 3. Then use them in a suitable form in sentences 1–5.

## Success International English Skills for Cambridge IGCSE

turn down (line 19)

leave out (line 47)

draw up (line 21)

carry out (line 63)

get by (line 37)

- 1 Gavin earns so little money, I don't know how he \_\_\_\_\_.
- 2 She was careful to \_\_\_\_\_ all the instructions exactly.
- 3 We're going on holiday next week, so I'm afraid I shall have to \_\_\_\_\_ your invitation.
- 4 All the children in my son's class were invited to the party as we did not want to \_\_\_\_\_ anyone \_\_\_\_\_.
- 5 The management have \_\_\_\_\_ new guidelines for staff interviews.

## 10 'Eye' idioms

Aly says the experience of working with people with disabilities has been 'an eye-opening one' (line 8). What do you think he means by this?

Match the first parts of these sentences (1–8) with their endings (a–h).

- 1 Jim wanted to paint the room green, but Vera wanted blue,
  - 2 As she had to do the ironing,
  - 4 When I first saw the Pyramids, I thought they were so amazing that
  - 5 Although it was very late, we walked home,
  - 6 The children weren't supposed to be eating sweets
  - 7 Visiting a foreign country for the first time
  - 8 The new manager was so much more astute than the old one that it was impossible
- A I couldn't keep my eyes off them.  
 B is quite an eye-opener.  
 C keeping an eye out for a taxi all the way.  
 D to pull the wool over his eyes.  
 E but I decided to turn a blind eye to it.  
 F was a sight for sore eyes.  
 G I kept an eye on the baby.  
 H so I'm afraid they didn't see eye to eye.

## E Preparing for work

### 1 How well does school prepare you for work?



- A What kind of career would you like to have when you leave school or college? What general things do you feel you have learnt at school that will help you?

Write down any ideas that seem relevant, even if you don't have a clear picture in your mind of the exact career you want to follow.

**Examples:**

*I've learnt how to use my initiative when I do projects.*

*I've learnt foreign languages, which will give me international opportunities.*

*I've learnt to be more punctual, which is essential in most jobs.*

*I want to be an engineer and my school arranged some work experience for me.*

- B** Have you held any positions of responsibility at school (e.g. helped run a club or society) that might be useful when you apply for college or work? What have you learnt from 'working' at school? Note down your ideas.

**Examples:**

*I've learnt how to get on with different kinds of people.*

*I've become more mature.*

Keep your notes, as you'll need them later.

## 2 Before you read

Many schools have a prefect system. Students who are prefects help the school run smoothly by keeping a check on other students' behaviour, doing litter patrols, helping in the dining room, etc.

Do you think this is a good idea? Could there possibly be any drawbacks?

Students who show special abilities are chosen as Head Boy or Girl. In many schools, one of their main tasks is to represent the opinions of the students to the teachers.

Do you have a Head Boy or Girl in your school? What are his/her duties? How is he/she chosen?

## 3 Reading, analysing and writing

Read this article from a school newsletter. What is its purpose?

### HEAD BOY ELECTIONS

by Luke Adams

I know you all have your own ideas about the best candidate for Head Boy, but if you can spare a minute to read this, I'll explain why Matthew Okoro is the strongest and most experienced candidate.

Matthew, who is the youngest senior prefect in his year, has shown the most fantastic negotiating skills. Do you remember when we were banned from the swimming pool at lunchtime? Matthew was the one who persuaded the teachers to let us use it by offering to supervise it himself. The fact that we can go on school trips is due to Matthew's hard work, too. He worked round the clock to raise funds for a reliable minibus to take us on trips. He might not be as keen as

some of us on playing team sports, but he is a regular supporter at all our matches.

Outside school, Matthew helps at a home for disabled teenagers. His experience has made him much more understanding of people's problems, which makes all the difference in a large, mixed school like ours.

Read the article again and underline examples of:

- complex sentence constructions, including defining and non-defining relative clauses (revised in Unit 8, exercises 9 and 10)
- comparisons, including comparative/superlative constructions
- collocations describing qualities and skills
- idioms
- audience awareness.

Now write the closing paragraph to Luke's article, trying to use the same style:

Matthew is \_\_\_\_\_

## 4 Comparing two styles

Now read this second newsletter article. What are the main differences between this article and Luke's? Make a list.

*Example:* There are no paragraphs.

### HEAD GIRL ELECTIONS

by Leila Masoon

You've got to vote for Nicola Wilson. It's not fair if she isn't made Head Girl. She set up a social club. She worked after school every day. She worked on Saturdays as well. Before that we didn't have a club. Now we have a club. Everyone goes to the club. It is good. She has stopped the bullying. The bullying was happening a lot. She spoke to the bullies. She made them stop. Now everyone is nice to each other. She started a 'Welcome Day' for new students. Now new students are happy. They are not lonely. We had to wear skirts in winter. It was horrible. We were cold. Nicola explained we wanted to wear trousers. Now we

can. That was because of Nicola. The other prefects talk about themselves. They say how good they are. But Nicola doesn't. She works in a hospital on Saturdays. She visits patients. They are patients who have no visitors. She knows more about people now. You must vote for Nicola.

## 5 Developing your writing style

Rewrite Leila's article so that it includes a wider range of structures and uses a more formal style. Use Luke's article to help you.

When you've finished, show your article to a partner. Listen carefully to his or her comments. How far do you agree with them? Will you change anything?

## 6 Brainstorming

Work in small groups. Make notes about unemployment under the headings below, using the prompts to give you ideas. Remember: brainstorming allows you to write down anything you think of at the time. Don't worry about relevance at this stage.

Try to think about your own country. Note examples of problems and remedies that are relevant to your own situation.



### Why are people unemployed?

- Industries such as ... have closed down because ... and so ...
- We import goods such as ... and people prefer to buy these rather than the similar products we make at home, because .... This results in ... in our own industries.
- Modern technology has ....
- The level of education and training is ....
- Industries have moved out of city centres because ... and now city centres are ....
- People are leaving their farms in the countryside, which means ... and going to the towns, which results in ....

### What would help people get jobs?

- Government money could be given to ....
- Industries such as ... could be encouraged to set up in our area.
- Training schemes such as ... could be organised.
- Industries which use old, out-of-date equipment could ...

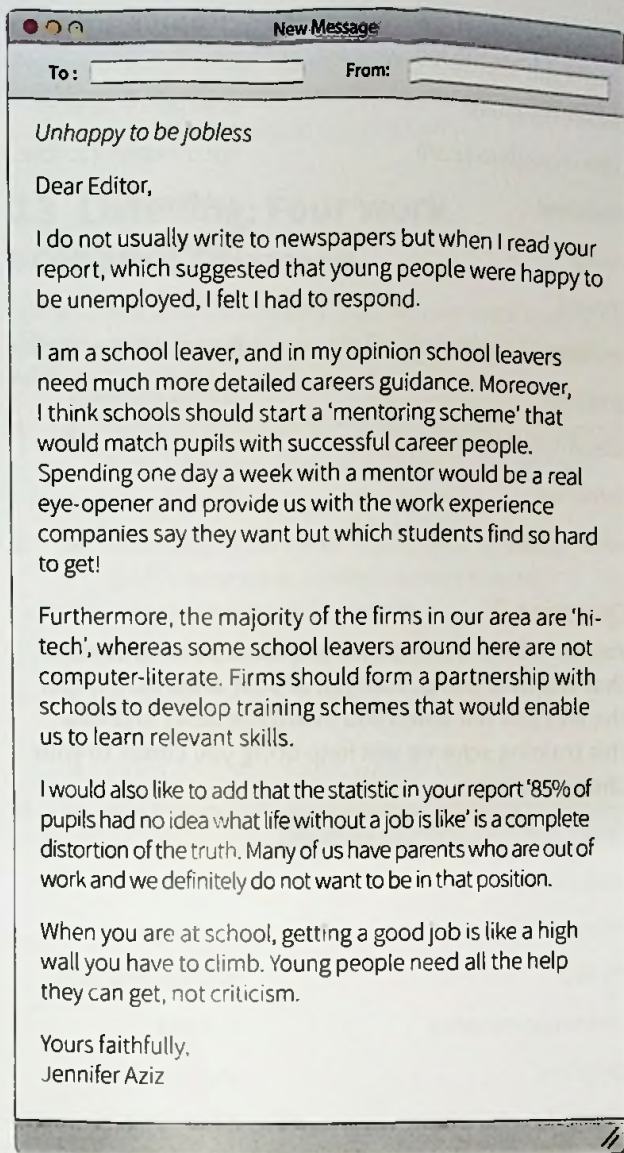
### Other ideas

- The school-leaving age is now ... and it could be changed to ... which might help ....
- Colleges should offer more courses in ... because ....
- Unemployed people could visit advice centres to find out ....
- Schools should arrange work experience in ....
- Careers guidance at school could ....

When you have finished, compare your notes with those of other groups and add any useful ideas. Keep your notes carefully, as you will use them later.

## 7 Reading an example email

Study this email which was written to a local newspaper. The writer makes four separate points. What are they?



## 8 Analysing the email

When you write formally, you should aim to use certain structures and phrases. The following list shows what you might include in a formal email. Re-read Jennifer's email and find examples for each item on the list.

- Defining clauses
- Comparative structures
- Idioms
- Similes
- Linking devices

- Opening sentence
- Conclusion
- Style and register

## 9 Writing an email of reply

Write an email to Jennifer describing the employment situation in your country and explaining what you think would help people in your country get jobs.

Remember to:

- keep to the topic.
- start a new paragraph for each new topic.
- begin and end the email with an appropriate phrase.

## 10 Correcting a report for the headteacher

Peter's class recently attended a careers talk given by a business owner about the skills he looks for in recruiting new employees. Peter is head boy and the headteacher asked him to write a report saying whether the talk was worthwhile or not.

Each sentence in the report has an extra word which should not be there. Read the report carefully, deleting the unnecessary words. The first one has been done for you.

Mr Chen's talk was the most interesting careers the event we have attended. He began by explaining how he had built up with his factory, 'Chen's Engineering,' from a small company to a large business. He explained that when he was growing up, he helped them in the family engineering business. Mr Chen most enjoyed it repairing motorcycle engines. At a young age, he realised he liked working with machines, and got a lot of satisfaction from making a damaged engine to work well again. Most of all though, he learnt him about giving good customer service. His saw that his parents they were always patient and pleasant to customers, no matter what the effort. His father he would say, 'A man without a smiling face should not open a shop.' Mr Chen says he has never forgotten of those words, as they have been essential to the success of his business.

Mr Chen then told us what he looks for in when he recruits new employees. He said that job applicants think high exam grades are everything, but they are in wrong. He chooses people, including school leavers, because they are polite, enthusiastic and willing them to learn. He expects it employees to speak in a professional way to customers, and not to say, for instance, 'Hi you guys, wanna have a coffee?' He said everyone can you learn to be respectful, talk confidently on the phone, take notes and ask for help when necessary.

We appreciated and Mr Chen's careers talk very much, especially the emphasis on good communication skills at work. As a result of the talk, some of us now want to get wider our experience. We are thinking of doing voluntary work or getting us a part time job in the holidays.

Peter Lee  
Head Boy

## 11 Choosing appropriate vocabulary

When you read an exam question, you need to identify the topic and think of language connected to it.

This also helps you avoid 'rubric error'. This means answering the question in a way that is not relevant to the topic. For example, a question about medical experiments on animals should not produce a composition about taking your pet on holiday!

Read the following exam-style questions and the vocabulary that follows. Working in small groups and using dictionaries, decide what vocabulary is unlikely to be connected to the topic. Make sure you all agree.

### Question 1

**You had an important test and left home in very good time. However, something extremely unexpected happened on your journey. You arrived at the test only just before it was due to begin. Write an account of what happened for your school newsletter.**

What language is unlikely to be connected to this topic? Delete it from the following list.

<i>decide my future</i>	<i>emergency services</i>
<i>with seconds to spare</i>	<i>not a moment to lose</i>
<i>panicked</i>	<i>indifferent</i>
<i>yelled</i>	<i>alarmed</i>
<i>shoved</i>	<i>strolled</i>
<i>anxious</i>	<i>broke out in a sweat</i>
<i>grabbed</i>	<i>announcements</i>
<i>absolutely desperate</i>	<i>share prices</i>
<i>snatched</i>	<i>despair</i>
<i>sales figures</i>	

### Question 2

**You have been selected for a special training scheme that will help you get the job of your dreams. Explain the way you felt when you heard the news and how this training scheme will help bring you closer to your chosen career.**

Delete the inappropriate language.

<i>disappointed</i>	<i>over the moon</i>
<i>relieved</i>	<i>challenge</i>
<i>thrilled</i>	<i>develop new skills</i>
<i>practical experience</i>	<i>isolated</i>
<i>delighted</i>	<i>saddened</i>
<i>amazed</i>	<i>worthwhile</i>
<i>many benefits</i>	<i>colleagues</i>
<i>breathed a sigh of relief</i>	<i>golden opportunity</i>
<i>irritated</i>	

## 12 Timed writing

Choose one of the topics that you find appealing from the previous exercise. Write about 150–200 words.

Allow yourself 15–20 minutes, maximum, to write the composition.

## Reading aloud

Read your composition aloud to your group and pay close attention to the feedback. How far do you agree with the comments, and what would you change?

## 13 Listening: Four work scenarios CD 2, Track 16

You will hear four short recordings. Answer each question using no more than **three** words for each detail. You will hear each recording twice.

- 1
  - a Maria is ringing up to change the time and date of a job interview. What alternative is she offered?
  - b What is Maria doing on Tuesday?
- 2
  - a According to the careers talk, what special qualifications are needed to enter training schemes for the police force?
  - b What two personal qualities are needed?
- 3
  - a What did the headteacher think about your friend's idea of helping at the children's clinic?
  - b When does your friend want to visit the clinic?
- 4
  - a Has the speaker received good news or bad news?
  - b What job does he want to train to do?



### GRAMMAR SPOTLIGHT

#### 1 Superlatives of long and short adjectives

Superlatives of short adjectives are made by adding *-(e)st*:

*the oldest                      the cleverest                      the largest*

With some words there are also spelling changes:

*lazy ~ laziest                      big ~ biggest*

*She had **the happiest** smile of anyone I had ever met.*

For superlatives of longer adjectives, we use *the most* before the adjective:

*I thought Mel's presentation was **the most interesting**.*

Note these irregular superlatives: *the best, the worst, the furthest.*

The article in section E3 contained this example:

*Matthew Okoro is **the strongest and most experienced candidate**.*

Skim-read the article and underline other examples of superlatives.

#### 2 Adverbs of degree

We can use adverbs of degree to modify or intensify an adjective. In section A12 the Head Engineer's opinion of the different kinds of new chocolate is:

*... it's **too sweet** or **isn't sweet enough**.*

Notice that *too* goes before the adjective but *enough* goes after it.

Other adverbs of degree include *very, extremely, rather, quite, a little, a bit* (informal). These all go before the adjective:

*Don't you think it's **a bit late** to start watching a film?*

Skim-read the roles of the Sales Executive and the Marketing Executive in section A12 and underline examples of adverbs of degree.



## Exam-style questions

### Writing

#### Reading & Writing, Exercise 6

- 1 There is a proposal at your school to offer students two weeks of work experience locally after they finish their exams. Here are some comments from students about the idea:

*'We will learn skills that will help us understand the working world.'*

*'We would not benefit because work experience is not like doing a real job.'*

Write an article for the school magazine giving your views. These comments may give you some ideas but you should try to use some ideas of your own.

Write 150–200 words.

**Extended [16 marks]**

#### Reading & Writing, Exercise 5

- 2 You recently spent the holidays working at an international holiday camp for children aged 11–12 years.

Write an email to a friend about the experience.



In the email you should:

- describe the kind of work you did
- explain what you learnt from doing it
- say whether you think your friend would also enjoy an experience like this.

The images may give you some ideas but you are free to make up ideas of your own.

Write 100–150 words.

**Core [12 marks]**

### Reading & Writing, Exercise 6

- 3 Your class recently went on a trip to a careers event. The headteacher has asked you to write about what you learnt from the event and to suggest how it could be improved for next year's group, if the trip is repeated.

Here are some comments from your classmates about the trip:

*'We were given helpful information about the skills employers look for.'*

*'We did not find out what training courses are available in our area.'*

Write the report for the headteacher.

The comments above may give you some ideas but you should try to use some ideas of your own. Write 150–200 words.

**Extended [16 marks]**

### Reading & Writing, Exercise 6

- 4 Your headteacher is considering two possibilities for students in your class. They could log onto an online international careers event OR the class could go out to a local careers event. As class representative, the headteacher wants to know your views before making her decision.

Here are some comments from students on the proposal:

*'We will learn more from the online event as many of us want to have a career abroad.'*

*'We would prefer to go to the local event as we would have the chance to make a good impression on employers.'*

Write a report for the head teacher giving your views. These comments may give you some ideas but you should try to use some ideas of your own.

Write 150–200 words.

**Extended [16 marks]**

## Speaking

### 1 Worthwhile work

What do you think is the most important and worthwhile work in the world today? Choose one or two jobs you think are particularly important. Say why you think these jobs are important and how society benefits from them.

In your discussion with the assessor, you could consider such things as:

- the particular qualities and skills needed for such jobs
- how more people could be encouraged to do this kind of important and worthwhile work
- whether the pay received by people who do these jobs reflects the value of the work
- whether you, yourself, would like to do this work
- the sort of job you would ideally like for yourself in the future.

## 2 The shopping experience

Some people enjoy spending time in shops and exploring different stores. They spend a long time looking for just the right products. Discuss this topic with the assessor.

You may wish to use the following ideas to help develop the conversation:

- the kind of shops you enjoy visiting and why
- ways in which shops could be improved
- whether doing some work experience in a store interests you
- the advantages and disadvantages of internet shopping
- the view that we are too concerned with luxury designer products and brand names.

### ADVICE FOR SUCCESS

The Advice for Success is for **you to help yourself**. Decide which suggestions you like best and mark them. You can adapt an idea in Advice for Success to make it fun for you. Keeping track with a notebook is a good idea.

#### Revision and practice

- 1 Refresh your memory by studying your vocabulary records, reading through good examples of your own work and looking at the examples in your book. Take regular, short breaks and do something relaxing. You probably can't concentrate effectively for more than 20 or 30 minutes at a time.
- 2 Ask your teacher for exam practice papers. Time yourself answering the questions. Why not practise with a good friend?

#### Before your exam

- 3 Concentrate on staying relaxed and calm. Visualise yourself completing the paper well and in good time, and imagine the good results you will receive. Relax the night before the exam by doing something enjoyable such as watching a film.

#### Exam techniques

- 4 The order in which you tackle reading and writing papers is a matter of personal preference, but it's

generally a good idea to answer those questions you feel most confident about first. Aim to complete the paper; gaining just a few extra marks on a question makes a difference to the overall score.

- 5 Make sure you don't run out of time because you have spent too long on answering one section of the paper. The number of marks for each individual question is shown at the end of the question.
- 6 Always read the questions very carefully. Don't be tempted to answer comprehension questions without reading the passage first. You will probably miss important links in the text. For summaries and compositions, make sure you understand the 'angle' of the question.
- 7 Never try to twist a pre-prepared essay to fit the topic of the composition. It's far better to tackle the question confidently and write something fresh that answers the question set.
- 8 Try to stay calm and relaxed during your exam. Flex your fingers so they do not become stiff, and stretch from time to time. Make sure you are sitting comfortably and with the correct posture.
- 9 If you get really stuck on a question, leave it, move on to another, and go back to the question later.

## Exam focus

*This unit has helped to prepare you for exams which test your reading, writing, listening and speaking skills. The unit has helped to develop those skills in the following ways:*

- ▣ You have used reading techniques to answer questions on complex and less complex texts. You have written a summary based on a complex text.
- ▣ You have listened to a detailed talk and answered multiple-choice questions. You have listened to short recordings and answered questions.
- ▣ You have practised writing structured paragraphs based on notes and letters, reports and emails giving your opinions and views.
- ▣ You have taken part in a role play, discussions and informal conversations.

# Audioscript for Unit 5, Exercise A.5

- Teacher:** Navid and Marta, you've each chosen to talk about quite different films. Navid, you've chosen 'The Way to the Sea' and Marta, you've selected 'You after Me'. May I ask why you chose these particular films?
- Marta:** I wanted to talk about a high school drama because that's my favourite genre.
- Navid:** I wanted to say why I enjoyed a thriller.
- Teacher:** They sound very interesting! Could you both tell me a bit about the plots?
- Navid:** 'The Way to the Sea' is set in the future. It's about George, a 16-year-old boy, who survives a massive global explosion. His family have disappeared and population are dead. He believes his family are still alive and living by the coast. He sets out to find them, but law and order have broken down and he often has to hide from bloodthirsty gangs.
- Marta:** In 'You after Me', Ama, a ten-year-old girl makes friends with Betty, a sophisticated teenage girl who comes to Ama's school. Ama admires Betty and is happy when Betty chooses her to be her best friend. Ama doesn't realise that secretly Betty wants to harm her. Betty steals a phone from a classmate, for example, and hides it in Ama's bag so Ama gets into trouble. Betty also encourages Ama to do things Ama knows are wrong.
- Teacher:** Characters are extremely important in films. Marta, would you mind telling me about how Ama and Betty are portrayed?
- Marta:** Betty seems sweet and kind, but actually she is very deceitful and is jealous of Ama because she's kind and has a loving family. We see Ama as a trusting child who wants to grow up too quickly.
- Teacher:** Well, that is very interesting. What's the hero of 'The Way to the Sea' like?
- Navid:** George is strong and brave. His situation is scary and unpredictable but he never panics. The character is played Julius Mani. He's ideal for the part, because he's a similar age to the character he plays, and his face is very expressive.
- Teacher:** Can you give me an example of how his character's personal qualities are shown in the film?
- Navid:** In one scene, he's threatened by a boy who tries to steal his food. I was on the edge of my seat but George keeps calm in the face of danger, and persuades the boy to lay down his knife.
- Teacher:** 'You after Me' is set in a Canadian town. Could you explain why you think the setting is effective, Marta?
- Marta:** Well, the small town setting is very ordinary. I live in a place like that myself so it felt familiar. Its cosy ordinary setting is a real contrast to Betty's bad intentions and adds to the tense atmosphere of the film.
- Teacher:** Navid, you've said that 'The Way to the Sea' is set in the future after a major catastrophe. Can you describe the setting?
- Navid:** It's sinister and shows a world that's desperate. There are burnt out buildings and dark, scary woods where gangs could be hiding.
- Teacher:** Something else I'd like to know is whether there are any special effects?
- Navid:** Yes, quite a lot actually. A powerful special effect is when George finds a poisonous snake in the grass and is able to control it by singing to it.
- Teacher:** Marta, dramas can have some light-hearted moments. Can you give me an example of humour in 'You after Me'?
- Marta:** There is a hilarious scene when Betty and Ama visit the circus and the clowns play a joke on them. I laughed so much I nearly choked on my popcorn.
- Teacher:** I'm glad it was so entertaining. Overall however, it sounds as if the film has a serious theme. Do you think it's right that the film shows Betty setting a bad example?

*Marta:* Yes, because the underlying message is that evil is overcome by the forces of good. The real interest is waiting to find out how that happens.

*Teacher:* Navid, did 'The Way to the Sea' have a message?

*Navid:* I think the message is that courage is essential to achieve a goal.

*Teacher:* Finally, why do you think other people would enjoy 'The Way to the Sea,' Navid?

*Navid:* It's so full of suspense. I've been working for my exams, and it made a great break from studying.

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