

WORKBOOK

Upstream

PROFICIENCY

Student's Book

Virginia Evans - Jenny Dooley


Express Publishing

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Getting the Message Across

➔ Language Focus

- 1** Consult a dictionary, if necessary, to check your understanding of these nouns (they all refer to communicating). Then put them into the sentences that follow.

• briefing • directive • negotiations • consultation
• consensus • statement • judgement • plea



- 1 Following a long with her doctor, Lynn decided to have the operation.
- 2 The general of opinion was to cancel the excursion to the sea.
- 3 After days of, the Union and management agreed on an acceptable salary increase.
- 4 After the earthquake, the government made a for international aid.
- 5 The Prime Minister made a referring to the worrying rise in the rate of unemployment.
- 6 The Minister held a press, explaining the reasons for his resignation.
- 7 The farmers received a from the government banning the use of chemical fertilisers.
- 8 He said he didn't want to make a on my decision.

- 2** Complete the following sentences using the words below.

• unacceptable • reticent • well-spoken • corrosive
• persistent • firm • misdirected • flowery

- 1 My parents approved of my fiancé as he was such a polite, young man.
- 2 The novel was rejected as its language was deemed to be too and pretentious.

- 3 Alison's marriage broke up as a result of her husband's complaints about her lack of housekeeping skills.
- 4 This sort of language is totally in the classroom; I do ask that you don't use it again.
- 5 The boy knew he was in trouble from the, cool tone of his father's voice.
- 6 Brian's sense of humour is not appreciated by many people – many find it insulting.
- 7 Though normally, Laura vehemently voiced her objections to the building of the new motorway.
- 8 Cathy's impatience with Frank is; he's not the one causing the delay.

- 3** Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 Maggie is in the habit of coming into the room without knocking first.
barge Maggie tends without knocking first.
- 2 Harry got his tutor's support when he applied for the scholarship.
backed Harry when he applied for the scholarship.
- 3 Smoking in restaurants is disapproved of in many countries today.
upon Smoking in restaurants in many countries today.
- 4 The film script was very different from the novel it was based on.
resemblance The film script the novel it was based on.
- 5 Trying to persuade someone to agree with you can be a formidable task.
bring Trying to can be a formidable task.
- 6 The marathon runners started the race at breakneck speed.
blistering The marathon runners start of the race.



4 Choose the best word to complete each sentence.

- It was a dark, starless night and, without a compass, we were left around for directions.
A groping B grabbing C probing D prodding
- Filing may be a procedure, but it is essential for the smooth running of the office.
A strenuous B tedious C weary D stuffy
- The toll makes using the Panama Canal too costly for some vessels.
A commerce B profiteering C business D merchant
- The Egyptian coast guard received a(n) signal from the ship at 11.34 last night.
A distress B anxiety C stress D disquiet
- Most armies around the world use satellite technology to orders.
A emit B impart C release D relay
- As a matter of, we have six security guards on the premises at all times.
A wisdom B prudence C foresight D acumen

5 Look at the following phrases. Who would say them to whom? In what situations?

- "If you just take a seat here, I'll see if he's in for you."
This could be said by a personal assistant to someone who has come to see his boss.
- "You're not wearing this dress, are you?"
- "Here, these should cheer you up."
- "Do you have a minute?"
- "Call me, ok?"
- "You sounded worried earlier."
- "Don't forget the car keys."
- "Shall we head back now?"

6 The following words and phrases take on special meanings when related to computers and the Internet, but their general meaning is different. Say what the general meaning is, then match it to its specialised meaning and use the notes to explain, as in the example. Consult a dictionary if you wish.

- | | |
|-------------------|--|
| 1 a flame | a area / takes you / another web page / if you click |
| 2 a recycling bin | b device / stores / retrieves / data |
| 3 a link | c message / aggressive |
| 4 a drive | d folder / stores / items / deleted |
| 5 to run | e store / work / retrieve / later |
| 6 to save | f move / file / another location |
| 7 to paste | g execute / program |

A flame is a small fire, but when it refers to the Internet it means a message which is aggressive.

7 a. What kind of first impression do you usually get from people? Complete the following phrases according to what you believe. You can add your own ideas.

- I perceive someone who frowns a lot as **discourteous/ assertive/outspoken/gloomy/.....**
- A big smile gives me the impression of someone who is **unreliable/approachable/convivial/naive/.....**
- Somebody standing with his arms folded is probably **forthright/distant/pushy/apprehensive/.....**
- People who wear a suit at work look **dependable/ respectable/conceited/ill at ease/.....**
- Somebody who gestures a lot is likely to be **edgy/ animated/responsive/impulsive/.....**

b. Compare your answers with a partner.

c. What impression do you get from the people in the photographs below and in what kind of situation might each one be? Talk about them using adjectives from a.



The person in picture A looks assertive because of the way he...

English in Use

8 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- In an emergency, Peter is someone you can always rely on.
down Peter in an emergency.
- I couldn't care less which one of you does the shopping.
difference It which one of you does the shopping.
- James thought his team might well win the cup.
chance James thought his team the cup.
- Scientists think the two diseases may be linked.
connection Scientists think two diseases.
- In spite of herself, Penny was shocked by little Johnny's behaviour.
help Penny little Johnny's behaviour.
- You may visit the museum as many times as you like with this ticket.
restrictions There you can visit the museum with this ticket.
- On public holidays this timetable may be altered.
subject This timetable on public holidays.
- These plants can wilt in dry weather.
tendency These plants in dry weather.
- She should have been given more money to pay for the repairs.
insufficient She to pay for the repairs.
- After all you've done for me, it's only fair that I should take you out for a meal.
least After all you've done for me, out for a meal.

9 Rewrite the following sentences using a modal verb.

- We didn't stand a chance of succeeding.
We couldn't have succeeded.
- Why didn't you tell me you weren't feeling well?
.....
- Don't bother phoning Liz, I've already done it.
.....

- I'd better be leaving now or I'll be late.
.....
- In all probability, they will arrive before we do.
.....
- You'd be well advised to contact Mr Soames.
.....
- Ann is sure to be regretting her decision by now.
.....
- Surely she's not seriously suggesting we give up now.
.....

10 Complete the sentences using **needn't have**, **didn't need to**, **must have**, **can't have**, **should have** or **shouldn't have** and a suitable verb.

- Lynn phoned the library to renew her books so in person.
- You really to Mrs Jones so rudely. She's quite upset now.
- You sandwiches with you as we're going to a restaurant for lunch.
- That Jack you saw last night as he's away in America at the moment.
- Mary better than to trust John; we all know how dishonest he is.
- David extremely fast to have got here so early.
- In the end the exam was easy, so I so hard revising for it!
- I climbing boots as I already had some.

11 Select **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- If you need advice on this subject, the best person to is Mr Gardener.
 - I think we should the problem with caution, as there may be repercussions.
 - As we New York harbour, we'll sail past the Statue of Liberty.



- 2 • The Department of Education have pledged to class sizes to 25 by next year.
- On his way home, Peter across the cornfield, ignoring the farmer's warnings.
- I am trying to sugar and milk out of my diet completely.
- 3 • I think it's to say you could have tried harder.
- Keith has done a amount of work for his project already.
- Sally obviously gets her complexion from her mother.
- 4 • Due to the new regulations, we are now facing problems of a completely different
- When the was finally given, the soldiers looked uneasily at each other.
- The repairs are going to cost something in the of £2000.
- 5 • We are hoping to a good deal of money with this scheme.
- The purpose of the campaign is to awareness of some very important issues.
- He speaks quietly simply because he does not wish to his voice.

12 Complete the following gaps with **one** suitable word.

- 1 Next month, when Helen comes of, she's planning to leave home.
- 2 Tina has been told that she can come with you as long as she promises to be on her behaviour.
- 3 With prices rising and wages frozen we'll all have to tighten our
- 4 I'm inviting you all to a restaurant for lunch and I won't no for an answer.
- 5 I've tried to make my colleagues see my point of view but I seem to be fighting a battle.
- 6 Okay, you can have it for 50 pounds; you certainly drive a bargain.
- 7 Remember that you must make for Tony, as he's been ill; he's doing his best.
- 8 I always think a really good argument clears the

13 Fill in the gaps using derivatives of the words in capitals.

Developments in the Internet Bridal Industry

Wedding site "The Knot" received a major vote of confidence – and a healthy 0) **injection** of cash – through a new marketing 1) with retail giant May Department Stores Co.

INJECT
PARTNER

Through the agreement, the New York-based site receives a \$5 million 2) from St. Louis-based May, which owns department store chains such as Filene's, Hecht's and Lord & Taylor.

INVEST

In 3) to the cash, The Knot also lands valuable offline ties, in the form of a co-operation that links the site to the May stores' wedding registries.

ADD

As a result of this 4), a multi-channel marketing effort will promote the retailer's wedding registry services to The Knot's 2.3 million registered members.

ALLY

"We anticipate great success of this affiliation, which will unite the number-one wedding Web site, the largest regional wedding publication, and one of the nation's leading wedding registries," said David Liu, co-founder and chief 5) officer of The Knot.

EXECUTE

For May, the affiliation with The Knot comes as it is reeling from sluggish consumer spending due in large part to 6) conditions. Last week, May reported a nearly 17 percent drop in year-to-year revenues for its fourth quarter.

ECONOMY

Company board members said they see May's work with The Knot as helping it to rebound.

"The strategic implications of this co-operation are very 7)", said May chairman Gene Kahn. "Demographics show that the \$70 billion bridal industry is ready for significant 8)"

POWER

GROW

"We are excited and energized about this," he added. "It is an 9) opportunity for May to team with the premier source for wedding-related information. The Knot has 10) brand recognition among today's engaged couples and is acclaimed for offering savvy, fresh ideas and great information for wedding planning."

PARALLEL

IMPRESS

- 14 a.** Look at the titles of the four passages in Exs 15 and 17. In which passage do you expect to find each of the following phrases? In what context?

- common misconception • affiliate schemes
- fierce competition • accuse and blame • cut off
- a substitute for authentic intimacy
- body language • need to be taught a language

- b.** Now read the passages quickly. Were your predictions correct?

- 15** Read the two first passages thoroughly and answer the questions that follow each one (1-4).

SIGN LANGUAGE

Jonathon Ree's *I See A Voice* explores the dilemma of the deaf over the centuries with intelligence, lucidity and a remarkable breadth of reference. Ree's wider ambition is partly to make us think about the senses, what distinguishes them and how they interconnect. But his is also an argument about great minds and how they are caught fast in the web of time. For although the deaf began to receive more attention and sensitivity from the seventeenth century onwards, those responsible worked in accordance with their age. It was known that the deaf could be taught simple signs for objects. But how were they to understand concepts such as sin and eternity while cut off from language?

It took a cleric, the Abbe de L'Epie, to make the breakthrough. The deaf, he recognized, did not in fact need to be taught a language. They already had one, a potentially sophisticated system of signs, which even the poorest seemed to acquire, and which needed only expansion and codification. A rich and learned man, L'Epie set up a flourishing school for the deaf in Paris, and educated dozens of teachers in his methods. By the nineteenth century, his variant of sign language was dominant both in France and the States.

- 1** The text's primary aim is to
 - A help people with hearing problems.
 - B give information about a publication.
 - C direct people who wish to learn sign language.
 - D detail the history of sign language.
- 2** It seems from the text that sign language
 - A was not initially considered a language.
 - B was extremely difficult to teach.
 - C interfered with learning other things.
 - D was invented by the Abbe L'Epie.

MAKING MONEY ON THE NET

The Internet boom may be over but there is still a chance for ordinary punters to make solid, if not spectacular profit by using the net. People willing to build their own website can benefit from affiliate schemes run by other companies by which your site links to theirs and you get a cut of every resulting sale. There are a variety of schemes that will pay you for bringing them business and, unless your website is somehow inappropriate, the chances are they'll accept you.

Then of course you have to get people to your site and interested in buying, so it has to offer more than a string of pleas for cash. Maybe you have some pocket of expertise and can write, for example, the ultimate angling site, while offering paying links to sources of outdoor clothes and angling books. Perhaps you're a gadget fan who can offer people a link to an electronics shop. Give the people logging on a reason to return and the chances are they will. Never forget, though, your site needs to be kept up to date, and there can be fierce competition in some areas.

- 3** In the writer's view, the Internet
 - A offers many lucrative opportunities.
 - B encourages the creation of unsuitable websites.
 - C is no longer an appropriate means of selling goods.
 - D can provide individuals with a substantial income.
- 4** The writer stresses that for a site to be successful
 - A it needs constant revision at the start.
 - B there must be a secondary appeal.
 - C it needs to avoid direct sales.
 - D it must be well-written.

16 Answer the following questions.

- 1** What does the writer of the first passage mean by the phrase '... great minds (getting) caught fast in the web of time' ?
.....
.....
- 2** What, according to the second paragraph of the second passage, is an inappropriate way of trying to generate business from a website?
.....
.....

- 17 Read the next two passages and answer the questions that follow each one (5-8).

POWER GAMES

By definition a power struggle involves two people, each of whom is equally committed to winning. At the end of your letter you intimate that you would be more than willing to exchange your power struggle for a loving, happy home. My question to you is the following: Are *you* willing to take a hard look at how you're perpetuating the power struggle? Be aware that a power struggle can only continue if both antagonists 'play the game.' Dropping the game might mean a loss of involvement with your husband as a power struggle is often a highly charged substitute for authentic intimacy.

I'll assume that you realize how futile it is to maintain the struggle. What I think you may not be aware of is how you are still trapped in the ongoing conflict. You may sincerely want to put the harboured resentments that fuel the struggle behind you and get on with your marriage, but bitterness and anger don't evaporate into thin air. However, changing the way you express these emotions, for example using 'I' statements that express how you feel instead of 'you' statements in which you accuse and blame, may enable you to avoid the explosion which threatens to occur.



- 5 The person the writer is addressing seems to be
- A reluctant to accept a change in role.
 - B partly to blame for her problem.
 - C avoiding emotional entanglement.
 - D determined to win the battle of wills.
- 6 The writer suggests communicating differently in order to
- A change the delicate balance of power.
 - B underline the pointlessness of the struggle.
 - C make long-standing bad feelings disappear.
 - D reduce the impact of negative emotion.

the importance of hand gestures



The old adage that words are not enough may have more than a ring of truth as scientists have discovered that the secret of communication is all in the hands. New research has shown that our hands – whether being shaken or gesturing – give away more about us than we realize. Once thought of as meaningless and even distracting, hand gestures have been shown to be far more important than the spoken word in getting the message across.

Body language has long been recognized as having importance, but the level of importance attached to handshakes is startling. Recent research has pointed to speech itself making up only 7 per cent of human communication while hand movements and body language make up well over 50 per cent. There is a common misconception that communicating is only speaking. If people are not allowed to gesture it can interfere with their communication and thought processes and certain ideas or thought processes may be more difficult to relay. Gestures help us think about what we want to say and communicate effectively. If there is anything we would like to keep secret from the rest of the world, it is probably best to sit on our hands.

- 7 According to the text, without hand movements
- A communication would be impossible.
 - B first impressions would be more exact.
 - C meaning is less likely to be conveyed.
 - D it would be very difficult to think.
- 8 By saying we should 'sit on our hands' the writer suggests that
- A we are not aware of making gestures.
 - B we cannot normally avoid expressive gestures.
 - C gestures are not always acceptable.
 - D gestures are good indicators of personality

18 Answer the following questions.

- 1 Where might the third passage ('Power Games') possibly come from?
-
- 2 According to the fourth passage, what is the effect of restricting someone's freedom to gesture?
-
-

Listening & Speaking

19 You are going to listen to a radio interview about long-distance communication from antiquity to the early twentieth century.

a. Before you listen, look at the following statements and say whether you think they are true (T) or false (F).

- 1 The Egyptians used carrier pigeons to communicate from as far back as 3000 BC.
- 2 The development of international commerce led to more advanced postal systems.
- 3 The telegraph rendered several forms of long-distance communication obsolete.

b. Now listen to the recording and fill the gaps with a word or short phrase.

What particularly impresses Judith about many forms of

1 communication is the degree of ingenuity shown by the people who devised them. Ancient civilisations were not ignorant of the fact that an effective communication network was a fundamental part of 2 a vast empire.

The Roman 3 was the most advanced of its time.

The Romans relied upon a 4 of messengers for speed of delivery.

A boom in international trade in the Middle Ages brought about an increase in 5

leading to a reformation of existing postal services.

These reforms were later improved upon as a result of the invention of the 6

The failure of the Pony Express was attributed to the invention of the 7

The fact that pigeons are well-suited for

8 was well-known by the ancient Egyptians.

More recently, carrier pigeons proved themselves to be invaluable as 9

c. Were your answers in a correct?

20 In pairs, do the following speaking tasks.

a. Student A, talk about the following question for about two minutes.

In what ways has technology changed the way in which people communicate with one another?

- mobile phones
- e-mail
- Internet chat rooms

b. Student B, say if you agree or disagree with what Student A said. Is there anything you would like to add?

c. Discuss the following question together.

To what extent do you rely on technology to communicate with others?

d. Listen to two students doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

e. Student B, talk about the following question for about two minutes.

Discuss the factors that influence people's choice in clothes

- work
- social status
- mood

f. Student A, say if you agree or disagree with what Student B said. Is there anything you would like to add?

g. Discuss the following question together.

Do you agree that attractive people are more successful in life?

h. Listen to two students doing the task above and assess your classmates as you did in d.

i. Discuss the following questions together.

- How important is it to dress for the occasion?
- Do you agree it is necessary to learn other languages?
- Gestures and expressions differ from one culture to another – how might that cause problems?
- In what ways might our command of language suffer as a result of communication technology?

Communication

• Telephone conversations

21 a. Read the dialogues. What is the situation in each one?

- 1 A: Hello?
B: Hello. Can I speak to Barbara, please?
A: I'm afraid you've got the wrong number.
B: Oh, I'm awfully sorry. Is that 475-822?
A: It is indeed, but there's no Barbara here.
B: Oh, I see. Sorry to have disturbed you.
A: Not at all. Bye.
B: Bye.
- 2 A: Accounts department.
B: Hi, Susan. Brian French here.
A: Oh, hello, Mr French. How can I help you?
B: I left some paperwork on your desk last night. It's about Mr Cowane's rise.
A: Yes, I'm looking at it as we speak.
B: Can I ask you to push it through as fast as possible, please? It's already overdue.
A: Sure thing. I'll do it right away.
B: Can you ring me back when it's done?
A: Certainly.
B: Okay, thanks for that. Bye.
A: Bye.
- 3 A: Hello?
B: Hi – can I speak to Barry?
A: Speaking.
B: Ah, right. Don't know if you remember me. It's Alex Benson.
A: Alex ... Oh, Alex Benson, of course. How have you been?
B: Not bad. Yourself?
A: Yeah, OK. What's up?
B: Well, it's about the car, you know, the Toyota. Have you sold it yet?
A: Actually, it's still for sale. Are you interested?
B: Yes, I am. Can we meet some time during the weekend?
A: Sure, why not? I'll tell you what – what are you doing this evening?
B: Nothing, really. Shall I come over?
A: Yeah, come over around 7 and we'll have a cup of tea.
B: Okay, great. See you then.

b. Which of the underlined parts in the dialogues could the following phrases replace?

- I'm sorry, but ... • How's it going?
- I do apologise. • Alright. What about you?
- It's quite alright. • What can I do for you?
- Of course. • Listen, ...

c. In pairs, act out the following telephone conversations. Use as many phrases from **a** and **b** as you can.

- 1 Tell a colleague that you need a typed progress report on your desk by 11 o'clock.
- 2 You're trying to locate an old friend. You think they may work at The Old Ship, a restaurant in your town. Call them to find out.
- 3 Somebody is selling their old computer. Call them and arrange to meet them in order to view the equipment.



• Stress and Intonation

22 Say the following sentences, using appropriate stress and intonation in the underlined parts.

- 1 a Mark plays the piano? I thought he played the drums.
b Mark plays the piano? I thought his sister was the musical one.
- 2 a Why did you do this? Maria was supposed to do it.
b Why did you do this? I told you to do something else.
- 3 a Come on. Tell me what's bothering you.
b Come on. You're going to be late.



23 Using the words / phrases given, link the pairs of ideas below to make one sentence.

- 1 I believe grammar is important. I believe spelling is important. **(both)**
.....
- 2 I do not believe spelling is important. I do not believe grammar is important. **(neither)**
.....
- 3 You can tell a lot by the way someone dresses. You can tell even more by what they do with their hands when they are talking. **(although)**
.....
- 4 We should not be taught spelling rules at school. We should not be punished for spelling mistakes. **(nor)**
.....
- 5 It would make more sense for the council to discuss the needs of the community. Then they should act. **(after)**
.....
- 6 People should be able to express themselves freely. They should not have to conform to ridiculous rules. **(rather than)**
.....
- 7 People have to be brief when sending text messages. They do not always use correct grammar and spelling. **(results in)**
.....

24 a. Fill in the gaps below with the words given.

- believe • bound • unacceptable • undoubtedly
• disgusted • absolutely • positive

- 1 I feel / think / suspect / **believe** that ...
- 2 I am totally / utterly / convinced that ...
- 3 I am convinced / certain / that ...
- 4 I was / appalled / horrified by the suggestion that ...
- 5 The situation is intolerable / unbearable / outrageous /
- 6 This decision is / certain / sure / guaranteed to affect ...
- 7 Clearly / Without doubt /, this is a mistake.

b. Now write sentences using the prompts given below.

- 1 decision / close down school / clearly / mistake
The decision to close down the school was clearly a mistake.
- 2 situation / after / change / management / intolerable
.....
- 3 I / convince / writer / article / misinformed
.....
- 4 I / suspect / this report / have / serious consequences / students
.....
- 5 change / policy / bound / affect / majority / teenagers
.....

25 a. Fill in the gaps using **to, with, that, whether, about, over** or **of**.

- 1 agree **with** / **that** / **to** / **on**
- 2 decide / /
- 3 express concern /
- 4 encourage sb
- 5 take care /
- 6 ensure
- 7 lead
- 8 pay
- 9 provide sb
- 10 doubt /

b. Now make sentences using the above.

I entirely agree with this move.
I agree that this is a problem.
The council should never have agreed to this.
Neither of the two sides can agree on a solution.

26 Put the phrases in the gaps so that the second sentence follows logically from the first. The first one has been done for you.

- By this I mean that • Nor • As a result
• Only by doing this • In this way • Therefore

- 1 I am not convinced that correct use of grammar is at all important in modern communication. *By this I mean that* it is much more important to get the message across.
- 2 The telephone has for many years been an indispensable tool for business., it is logical that relatively recent developments such as faxes and modems should make use of the existing telephone lines.

- 3 Television has enjoyed an enormous growth in popularity over the last fifty years., it has had a far-reaching effect on speech patterns, accents and the expressions people use.
- 4 I do not believe that the Internet has revolutionised business in my country. do I feel that the average person has significantly benefited from it.
- 5 Parents should begin reading to their children from an early age., we can ensure that our children have the best possible start in life.
- 6 I firmly believe that more emphasis should be placed on literacy skills. can we provide people with the basics that they need to communicate effectively.

27 a. Match the informal expressions on the left to their formal equivalents on the right.

- | | |
|-------------------------|--------------------------|
| 1 impossible | a review the situation |
| 2 you hear all the time | b overlook |
| 3 without caring about | c the vast majority |
| 4 make easier | d by virtue of |
| 5 problems like that | e out of the question |
| 6 think again | f facilitate |
| 7 wrong | g such difficulties |
| 8 really important | h inaccurate |
| 9 forget | i it is often said that |
| 10 most | j vital |
| 11 because of | k with little regard for |

- b. Choose six of the expressions above to write sentences of your own, making sure that the style is consistent throughout each sentence.

It is **vital** that we take this situation seriously before we are faced with dire consequences. (**vital** is better than **really important** because the rest of the sentence contains formal expressions and passive voice)
 If the authorities think they can fool us this time, then they'd better **think again** because there'll be no going back once they've made up their minds. (**think again** is better than **review the situation** because the rest of the sentence is made up of contractions and informal expressions)

Discuss & Write

28 Read the two rubrics below and answer the questions that follow. Then write one of the tasks in 300-350 words.

- A ● You have read the following in a national newspaper as part of an article on modern technology. You decide to write a letter to the editor of the paper in which you express your own views.

'The technological revolution truly is a miracle. This article, for instance, was commissioned by mobile phone, researched on the Internet, written on a laptop and emailed to London. From there it was electronically sent to Frankfurt for distribution throughout Europe. As far as I am concerned, all of these inventions have brought nothing but good to our lives.'

- B ● You recently saw the following in a magazine and have decided to respond.

Readers' Poll: Technology in our everyday lives – We want to know what you think.

Fill in the following questionnaire by answering yes or no. Then send it to the usual address.

- ☐ Is the computer the best thing ever invented?
- ☐ Is the Internet as good as people say it is?
- ☐ Has a mobile phone ever got you out of a difficult situation?
- ☐ Have you ever been bothered by someone else's mobile phone?

Got more to say? Fancy writing an article for us? We're always on the lookout for articles from our readers. If you have strong views about any (or all!) of the points above, send us your thoughts. The best articles will be published (we promise!).

Write your article for the magazine.

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 Which points from the prompt will you address?
- 4 What points of your own would you like to add? Are they relevant to the writing task?
- 5 How will you organise your points into paragraphs?

The Happiest Days of Your Life?



→ Language Focus

1 a. Complete the collocation groups with words from the bank below.

- biology • collaborative • outdoor • discipline
- journal • availability • science • higher • flawed
- adult • computer • qualifications • teaching
- extracurricular • structure • applied
- continuing • co-ordinator

- 1 academic / /
- 2 / / activity
- 3 / / lab
- 4 course / /
- 5 / / methodology
- 6 / / education

b. Now use some of the collocations to complete the following sentences.

- 1 *Probability and Computing* is a(n) which is published by the University of Edinburgh.
- 2 The content of each course is determined by the
- 3 The faculty thought the new professor's was rather unconventional.
- 4 You can use the on the third floor to access the Internet.
- 5 Because he wanted to teach over-eighteens, he had to take a training course in
- 6 Her academic are quite impressive, but you have to remember she's inexperienced.

- 7 The is such that you can only take the final exam if you have completed all of your assignments.
- 8 such as pairwork and groupwork help students learn to work as part of a team.

2 Consult a dictionary if necessary to check your understanding of these words/phrases. Then put them into the sentences that follow.

- absenteeism • halls of residence • research-based
- academic transcript • dissertation • learning curve
- corporal punishment • cram

- 1 The practice of has been abolished in European schools.
- 2 Ann's MA focused on the English novel from 1945 to today.
- 3 The university guarantees all first-year students a room in the, but you may have to find your own accommodation in your second year.
- 4 They wanted to form a detailed impression of his university career, so they asked him for his full
- 5 Working steadily throughout the term means not having to for exams at the last minute.
- 6 The increased rate of in schools has resulted in poor performance amongst teenagers.
- 7 When designing a language course, we take care to ensure that the is not too steep.
- 8 Phil opted for a course for his PhD, and will spend some time in Brazil studying the insects of the Amazon.

3 Use the word/phrase in brackets to complete the sentences in your own way. Consult a dictionary if you wish.

- 1 The fact that he can't get a job is a consequence of his decision *to drop out of school so early*. (drop out)
- 2 He studied very hard (requirements)
- 3 No sooner had he (graduated)
- 4 His parents thought he would have a hard time at university, (flying colours)
- 5 Her work so far has been more than satisfactory, (semester)
- 6 His grades wouldn't be so low (truant)
- 7 The professor was disappointed to (auditorium)
- 8 If you are in a full-time job, (distance learning)

- 9 I was delighted to see
..... (alumni event)
- 10 Terry turned down
..... (lectureship)

4 Choose the best word to complete each sentence.

- He is normally a very gentle man, so his violent surprised everybody.
A outbreak B outburst C outcome D output
- He is often in a bad mood, giving responses and frowning at everyone.
A concise B brisk C curt D cantankerous
- My father was absolutely when I crashed his car into the wall.
A cross B annoyed C irritated D livid
- It's better to clear of sensitive topics of conversation when you first meet someone.
A run B direct C cast D steer
- Peter was of revealing the company's future plans to the reporter.
A circumspect B wary C prudent D cautious

5 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- If Robert fails his exams, he will not be entitled to a pay rise.
eligible Only if Robert a pay rise.
- I had no choice but to borrow money from the bank to pay my debts.
resort I had to the bank to pay my debts.
- To maintain good industrial relations we must do all we can to avoid confrontation.
costs Confrontation with management must to maintain good industrial relations.
- Anne inherited a fortune when her aunt died.
into Anne of her aunt.
- Having little financial support, the student lived very cheaply.
shoestring The student little financial support.
- We lost the match because our opponents were much more skilled.
league We lost the match because our opponents.

6 A survey was carried out in which students were asked their opinion on various school-related issues. The results of the survey are outlined in the charts below.

- a. Look at the charts and make sentences as in the example.

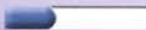
Use some of these phrases:

- around / just over / just under
- half / one in four / two out of three
- the (vast / overwhelming) majority
- only a(n) (small / insignificant) minority

Just over two out of three students believe that their teachers have a thorough knowledge of their subjects.

Overall, my teachers have thorough knowledge of their subjects.

Yes:  **68%**


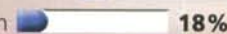
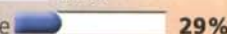
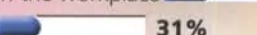
No:  **32%**

Overall, my teachers have good rapport with their students.

Yes:  **55%**

No:  **45%**



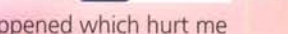
The most important thing that I need from my teachers is

- to help me achieve good results  **22%**
- to enhance my education  **18%**
- to prepare me for life in the workplace  **29%**
- to be understanding  **31%**

I play truant ...

- never  **51%**
- rarely  **16%**
- occasionally  **19%**
- often  **14%**

The last time I played truant, I did it because



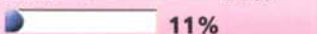
- I was bored  **55%**
- I was unprepared for class  **32%**
- Something had happened which hurt me or embarrassed me  **13%**

I intend to go to university.

Yes:  **27%**

No:  **73%**

I want to go to university because

- I want to have good career prospects.  **67%**
- I want to experience student life.  **22%**
- I want to be well-educated.  **11%**

- b. What do you think the results of the same survey would be in your country?

7 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 It's not advisable to reject their offer of help.
unwise It
..... down their offer of help.
- 2 He said I could borrow his bike if I looked after it.
care He said I could borrow his bike as
..... it.
- 3 He realised that explaining was a waste of time if
no one was interested.
point He realised that
..... if no one
was interested.
- 4 Your oven is very slow; I think you should get
someone to fix it.
seen Your oven is very slow; I'd
..... were you.
- 5 We only got there on time because you took us in
your car.
lift If it
gave us, we'd have arrived late.
- 6 You should have concrete evidence to file a formal
complaint.
unless You had
..... have concrete evidence.
- 7 Her behaviour was unaffected by her knowledge
of the deal.
difference Even though she knew about the
deal, it
..... she behaved.
- 8 If they don't have email, they can't be informed
that the meeting has been postponed.
let If they don't have email, there's no
way we
the meeting has been postponed.
- 9 We don't want the cat to eat that meat, so put it
in the refrigerator.
case Put that meat in the refrigerator
..... it.
- 10 You have no hope of succeeding if you're so
careless with your work.
bound You
if you're so careless with your work.

8 Think of **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • The emu's egg is unmistakeable because of its bright green
• During yesterday's fighting, a(n)
landed in the city centre, seriously injuring two people.
• The house was just a - the whole of the interior had been burnt to a cinder.
- 2 • He had a fine of comic timing - even mediocre jokes sounded funny when he told them.
• The good he showed when he handled the Manchester crisis is what earned him the promotion.
• It is not clear which of the word 'healing' is used here by the poet.
- 3 • In my, that kind of behaviour is absolutely unacceptable.
• He found a small of hand-written poetry inside an old casket in his attic.
• It is a good idea to have a of stamps; it saves going to the Post Office.
- 4 • As the musicians left the stage, the audience gave them a big
• She had a in organising this conference, so thanks must go out to her.
• They still had some time before they needed to go to the airport, so they played another of whist.
- 5 • Despite the fog and his tiredness, he decided to continue driving.
• He had such a accent that it was almost impossible to understand him.
• The air in the office was with rumours about the manager's state of health.

9 Explain the difference in meaning between the sentences, as in the example.

- 1 a If you don't work harder, you'll fail your test.
b If you didn't work harder, you'd fail your test.
c If you worked harder, you wouldn't fail your test.

Sentence 'a' is a warning and refers to a real possibility in the future. Sentence 'b' states that the person might still pass the test because he is working harder. Sentence 'c' is similar in meaning to sentence 'a', but the speaker considers it unlikely to happen in reality.

- 2 a I'd know what to do if you explained it to me.
b I'd know what to do if you'd explained it to me.
c I'd have known what to do if you'd explained it to me.

- 3 a If he was good at Maths, he'd help you.
b If he was good at Maths, he'd have helped you.
c If he was good at Maths, why didn't he help you?
- 4 a If I was in the country, I would go for regular long walks.
b When I was in the country, I would go for regular long walks.
c If I am in the country, I go for regular long walks.
- 5 a If you've heard from him, please tell me.
b If you hear from him, please tell me.
c If you should hear from him, please tell me.
d Should you hear from him, please tell me.

- 5 I was really shocked when Marianna was so rude; it was completely out of
A mind B shape C proportion D character
- 6 George is a close friend, but where I part with him is over the issue of women's rights.
A views B friendship C company D opinions
- 7 It pays to be above in your dealings with the Inland Revenue.
A board B timber C plank D panel
- 8 Gary apologised, and admitted that he had spoken out of
A mind B line C turn D order

12 Fill the gaps in the following passage using **one** word.

10 a. Complete sentences 1-8 in your own way.

- 1 Unless I really had no choice,
- 2 If I could turn the clock back 10 years,
- 3 But for my parents' support,
- 4 Were I famous,
- 5 I couldn't have learnt English
- 6 in case my bag is stolen.
- 7, life would be miserable.
- 8 I would be grateful if

b. Now make sentences about your own life and experiences, using these structures.

- But for ...
- As long as ...
- Had it not been for ...
- If I were to ...
- Unless ...
- Should I ...

11 Choose the most suitable word to fill each gap.

- 1 You can come along with me, as long as you promise to be on your best
A manners B conduct C behaviour D demeanour
- 2 As his whole family were doctors, it was in his to take up that profession.
A blood B spirit C soul D heart
- 3 Stella's parents decided to out on a reception for 500 people at her wedding.
A crash B splash C smash D thrash
- 4 The teacher turned a eye to John's unruly behaviour in class as he knew he was having problems at home.
A sharp B blind C soft D kind



Research Grants Axed

When the higher education funding councils unveiled the results **0)** of the 2001 assessment in December, they were keen

1) stress the spread and depth of research quality across the entire sector. Nearly 100 institutions **2)** boast at least one group of researchers graded 5 - a sign of international standing in the exercise.

3) yet these figures mask a harsh reality. Lacking the funds even to maintain grants for departments securing the top three grades in the assessment, the funding councils have **4)** forced to skew funds even more dramatically to the elite international research units. **5)** four-fifths (83%) of the English funding council's £840m grant will go to departments with world-class 5 and 5* ratings, the two top grades **6)** of seven rankings in the assessment. Even so, those rated 5 will face large cuts.

Only 14% is **7)** distributed to departments rated 4 and a tiny 2% will go to departments **8)** **3a)**, existing mainly in the former polytechnics. **9)** average, 5* departments will see a 2.5% increase **10)** cash for the next academic year, 5-rated departments will see a 15% cut, and 4-rated departments will see a 30% cut.

11) these funding decisions were applied without **12)** other controls, only the very best academics would be **13)** unscathed. Imperial College, Cambridge University, Oxford University, and the London School of Economics are the **14)** large institutions with at least half of their researchers in top-graded 5-star departments. For the **15)** of the sector, however, there is the prospect of dwindling RAE returns.

13 You are going to read a passage about problems in a British comprehensive school.

- a. Before you read, look at this quotation and discuss the questions that follow.

'Show me a man who has enjoyed his school days and I'll show you a bully and a bore.'

Robert Morely

- 1 What is the meaning of the word 'bully'?
- 2 What are the problems which can cause someone not to enjoy his/her schooldays?
- 3 Whose responsibility is it to address these problems? (Teachers? Parents? Education authorities? The students themselves?)
- 4 What are the effects of students not enjoying their time at school? How does their behaviour change? How is their performance affected?

- b. Some paragraphs have been removed from the passage. Read it carefully and choose from paragraphs (A-H) on the opposite page to fill in the gaps. There is a paragraph you do not need to use.

The Bleeper Man

This is the moment. The teacher with the bleeper has legs like an ostrich and takes the stairs three at a time. Within 30 seconds, he has reached the classroom which has called for help and he wades into the confusion. The trouble is Terence. Terence is on a computer but he is refusing to work on the exercise he has been set.

1

Two girls come over to eavesdrop on the confrontation. In the background, several boys swap insults in Punjabi. This is the moment that lies at the heart of the often frantic debate about Britain's schools - when a teacher stands up in front of a class and teaching simply fails to take place.

2

The class calms down, the teacher teaches and the Bleeper Man goes off in search of the fugitive, the electronic alarm squealing once more in his pocket. This is Abbeydale Grange, once the cream of Sheffield's schools, a well-endowed comprehensive built out of three grammar schools with a tradition of high achievement and old-fashioned discipline.

3

The answer is revealed by the Bleeper Man. It is ten o'clock in the morning at Abbeydale Grange, and already the bleeper has been busy: Dave has casually walked out of his class and gone to see his mates two doors away; a Somali lad has downed tools and will not work; Joey is dancing on a table, whistling loudly so he cannot hear his teacher's protests.

4

And now here comes Imran, long and lean and full of mouth, sauntering late into class with a bag of crisps, stopping to chat to friends on the way to his desk. Never mind the lesson struggling to survive. Never mind anything. Imran is already on a last warning. He threatened to take off his belt and thrash someone who crossed him and the headteacher has told him he is staring at permanent exclusion. Now, he grins as he swaggers towards his seat, a little lord of disorder.

5

But then there is this fragility, this constant bubbling of trouble threatening to erupt as if the teachers were pulling off a miracle every time they reached the end of a lesson without an explosion. As the bleeper man lopes through the school, juggling crises, the outline of the truth begins to emerge through a blizzard of contradictory claims.

6

During the night, it rained, and, as usual, the puddles on the flat school roof have leaked through to the modern languages room below. Now, there's a whole Spanish class roaming the corridors in search of a home. The Bleeper Man races down the corridor, finds an empty room, races back to the Spanish class but, before he can reach them, he finds a small girl wandering in search of a teacher who has failed to show up. He sends the girl to tell the Spanish class to go to the empty room.

7

He has created order. While the outside world looks at the league tables and sees failure, for the teachers inside the school, life is thick with success.

- A A school like this is logged as a failure, its academic results limping far behind the private schools and the state schools in rural towns and pleasant suburbs. Back on the bleeper patrol, however, a very different picture begins to appear - signs of success, hidden beneath the surface of daily school life.
- B The Bleeper Man ricochets between them, ferrying the unruly to the time-out room, where he finds Darren who is not supposed to be there at all. He was excluded yesterday, but his mother has sent him to school just the same. It is a contest with disorder.
- C He pops his head in the door of the class without a teacher and calms the children, gallops down the stairs to the staff room, finds the name of the missing teacher on the rota, heads to the school office who have no idea where he is, charges back up stairs, shepherding stray Spanish students as he goes, grabs some litter off the floor, finds a spare teacher, sends him to the class who have lost theirs, checks that the Spanish class has found its home and sees that all is well, heads for the class without a teacher and sees they are still fooling around, discovers the spare teacher has gone to the wrong classroom, finds him, redirects him, takes a breath... and realises that all is well, all is quiet.
- D Instead, he is fooling with graphics, ignoring instructions, his chin resting insolently on one palm. The classroom teacher is torn between him and the other children, who are beginning to wander and chatter. The teacher on bleeper patrol tells the culprit he must leave the room; he sullenly refuses and carries on toying with the screen.
- E What is going on in this place? It is not that the school is in chaos. There are no riots. Indeed, there are classrooms full of children who are learning. There are charismatic teachers and some brilliant kids - charming, clever kids, sporting stars, girls taking their GCSEs two and three years ahead of schedule.
- F There are incompetent teachers, but in order to explain the failing of inner city schools in terms of incompetence you have to make the bizarre assumption that these schools have hired a mass of incompetent teachers while good teachers they have hired none. There is a volume of evidence that schools are not playing on a level playing field. When you look at these intake factors, the level playing field is more like Mount Everest.
- G For several minutes, with the whole class wobbling on the verge of disintegration, the requests to leave are ignored, until suddenly the child jumps to his feet, crashes his way through several unused chairs, sneers at his teacher and surges out into the corridor where he marches off, drumming one fist loudly against the wall. In the doorway at the end, he bumps into a 12-year-old girl, kicks her on the shin and vanishes around the corner.
- H In many ways, it still succeeds and yet now it is beset by trouble. It struggles to survive; its numbers have disintegrated from more than 2,000 to just over 500; only 22% of the pupils score five A-C grades at GCSE; its budget is drowning in deficit. How do these schools survive? How is complete collapse kept at bay?



- 14 a. The following words and phrases are found in the passage, in the context shown in *italics*. Look at their **standard definitions**, then explain their use in the context of the passage.

- wade** (=walk through water with difficulty)
*... he has reached the classroom which has called for help, and **wades** into the confusion.*
The teacher involves himself in the situation, determined to find a solution.
- swap** (=take part in the exchange of something)
*... In the background, several boys **swap** insults ...*
- stare** (=look fixedly with one's eyes wide open)
*... the headteacher has told him he is **staring** at permanent exclusion.*
- juggle** (=toss into the air and catch several objects)
*... As the bleeper man **lopes** through the school, **juggling** crises, ...*
- limp** (=walk with difficulty because of a hurt leg)
*... A school like this is logged as a failure, its academic results **limping** far behind ...*

- b. With a partner, find other such instances of metaphoric language in the text. Use a dictionary to find out their actual meanings, then explain to the class their meaning in the text.

Listening & Speaking

- 15** a. You will hear an interview with Sue Millins, who has recently introduced a new teaching approach into her school. Before you listen, discuss the following questions.

- 1 What factors can cause a school to close?
- 2 What are the effects of a school closing on the teachers/students/students' families?
- 3 What measures should be taken and by whom to prevent schools from closing?

- b.** Now listen to the recording. For the following questions, choose the best answer (A, B, C or D) which fits best according to what you hear.

- 1 The original cause of the school's decline was
 - A the old-fashioned character of the school.
 - B the transformation of the neighbourhood.
 - C the number of families living in the area.
 - D the low number of children in the area.
- 2 The school was not closed down thanks to
 - A the parent's refusal to allow it.
 - B the decision to follow the national curriculum.
 - C the fact that the children were behaving better.
 - D the bad conditions the children live in.
- 3 The traditional methods of teaching were abandoned because
 - A the children were not able to read.
 - B tests would be easier to mark.
 - C they would have made things worse.
 - D not enough research had been done.
- 4 The aim of the lesson involving the bear is to
 - A teach the children drama.
 - B make the children feel more at ease.
 - C teach the children about animals.
 - D help the children to read and write.
- 5 The method is considered successful because
 - A the Department of Education wants to use it.
 - B children are interested in the arts.
 - C it allows teachers to use their intuition.
 - D there is better achievement in all subjects.

- 16** a. Work in pairs. Here are some photographs showing the various ways in which students can learn. Look at photographs B and C. Together, discuss the differences in the two teaching methods.



- b. Now look at all the pictures. Imagine that you are part of a teacher training organisation giving a series of seminars on various teaching methods. Together, talk about the advantages and disadvantages of each method shown. Then decide on the two most effective methods.

- c.** Listen to two Ss doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of

- grammatical resource • lexical resource
- discourse management • pronunciation
- interactive communication



Communication

• Certainty and Doubt

17 a. Complete the dialogues with the words below.

- seems • knowledge • look • chance
- doubt (v) • doubt (n)

- A: So you think we're going to win tonight?
B: I it.
- A: From the way he keeps grinning whenever she walks in, I'd say he's in love with her.
B: No about it.
- A: Has Ursula talked to Mr Newsome yet?
B: Not to my
- A: Do you think it might rain?
B: It so.
- A: So he's not going to go to London this week?
B: Doesn't like it.
- A: Do you think he's going to get that job?
B: Fat !

b. Now replace each line spoken by B with one of the words/phrases below.

- Unlikely. • Don't hold your breath! • Probably.
- Seems improbable. • Definitely. • I couldn't say.

c. Work in pairs. Expand the prompts to make full questions. Then, using phrases from **a** and **b**, respond to the questions, giving answers about yourself.

- married / next ten years? • pass / your exam?
- go / holiday / this summer? • ever / be / rich?
- go / university? • meet / famous person?

• Expressing concern/ Giving reassurance

18 a. Read the following dialogues. Which of the underlined phrases are used to express concern, and which to express reassurance? Mark them (C) or (R) accordingly.

- A: Hi, Mike.
B: Hi, Bob. Listen, Jenny said she wants to see you at - ... are you OK?
A: Yeah, just a bit under the weather. I'll be fine.
B: You look rather pale. Why don't you sit down for a second?
A: It'll pass, really. Now, what were you saying?

- A: Have you noticed anything odd about Helen lately?
B: Odd? No. What do you mean?
A: Don't you think she looks a bit edgy?
B: Hmm ... Now you come to mention it ... Maybe she's just a little stressed.
A: Maybe we should talk to her.
B: We could do that, but I wouldn't worry too much about her.
- A: To be honest, Tim, I'm a little concerned about your grades.
B: I know, but I assure you that they're going to improve.
A: Why did your grades suddenly drop like this? Is there something bothering you?
B: It's nothing, really. I've had to take up a job in the evenings, and I've been a bit tired.
A: And you've given up the job now?
B: Well, no, but I'm managing my time a lot better, so you don't need to worry.
A: Hmm ... I'm just not happy about it all. Are you sure you can manage?
B: I know I can. I'll be fine, you'll see.
A: OK, Tim. I suppose it's your decision. Do come and see me if you need to discuss anything, OK?
B: Thanks, Professor. I promise I will.

b. Now replace some of the phrases with the following.

- Are you feeling alright? • You don't look well.
- Perhaps we should have a word ...
- We're worrying about nothing.

c. Work in pairs. Based on the given lines, develop the dialogues below adding at least three lines to each. Use as many phrases from **a** and **b** as possible.

- A: Do you think Helen is alright?
B: What do you mean?
[...]
A: You're probably right.
- A: Can I have a word with you?
B: Sure, Clive, what is it?
A: I'm a little concerned about you being absent so often. Is there something wrong at home?
[...]
B: I promise I will.

d. Now act out the developed dialogues.

Summary Writing

- 19 a.** Decide which 3 of the 5 highlighted parts are relevant to the questions that follow each extract.

The Dearborn siblings get together throughout the week with six other families who homeschool for lessons in chemistry, history, and German. **(a) Once, homeschooling evoked visions of children sitting around the dining room table amid stacks of books while (b) Mum dispensed wisdom about Shakespeare and geometry.** Other parents and educators criticized homeschooling, saying that **(c) children weren't learning social skills.** But, in the past decade, homeschooling has evolved into something that's often anywhere but at home, and students are rarely alone. **(d) They meet other home-schoolers to share resources,** take field trips, travel abroad, and even hire experts to teach them certain skills. Because they have no boundaries, homeschoolers **(e) can mix and match groups to meet their goals and schedules.**



- 1** What aspects of homeschooling in the past contrast with the present situation?
(a), (b), (c)

The most important thing for anyone contemplating a gap year between school and university is **(a) to know what they want out of it, and then make sure they are going to get it.** What's your priority for these 12 months off? If you're heading abroad, what is the nature of the company you're applying to? What will you actually be doing? **(b) What sort of pre-training will you get in the host country? (c) The other key thing is to have realistic expectations of how things are likely to turn out.** No gap-year student is ever going to save the world or have a year of blissful nirvana without any strains or challenges. However, **(d) with the right set of attitudes,** they will almost certainly have a raft of new experiences, and **(e) come out at the end of it with much greater resilience, independence and maturity.**



- 2** How can students ensure they get the most out of a gap year?
.....



But it is in the corridors, playgrounds and dining rooms that this underlying lack of respect really manifests itself. It is not the fact that **(a) teachers have to pull up pupils for boisterousness or sloppy dress during the course of the day.** That has always been part of school life. **(b) It is the grudging, sneering way in which so many pupils semi-comply with such instructions.** I come back to the word again. Respect is absent. The school senior management does, of course, try to address this. **(c) Rudeness, violence and bad language are all punished with varying degrees of severity.** **(d) Extreme incidents result in pupils being excluded from school.** But if every case of lack of courteousness, for example, were punished, then **(e) half the school would be in detention every night.** Perhaps we should try it?

- 3** In what ways do teachers deal with pupils' lack of respect?
.....

- b.** Now make brief notes on the points you have chosen for each extract as in the example below. You may need to reorder some information.

Extract	Notes
<ul style="list-style-type: none"> Once, homeschooling evoked visions of children sitting around the dining room table ... Mum dispensed wisdom 	<ul style="list-style-type: none"> always at home, parents were the teachers
<ul style="list-style-type: none"> stacks of books ... Shakespeare and geometry 	<ul style="list-style-type: none"> limited subjects, resources and activities
<ul style="list-style-type: none"> children weren't learning social skills 	<ul style="list-style-type: none"> solitary, no socialization

- c.** Now expand your notes into sentences as in the example. Make sure you use your own words, not those of the text.

In the past, homeschooled pupils were taught exclusively at home, with only their own parents as teachers.

20 Read the following passages and answer the questions that follow (1-5).

University students facing rising levels of debt tend to suffer anxiety and depression, concludes a report published by leading academics this week.

The survey also found that students distrust banks and other lenders, and two thirds of parents of university students are opposed to the government's current student support system.

Last week, higher education minister Margaret Hodge admitted the plethora of grant and loan schemes for hard-up students is an "absolute nightmare".

A statement accompanying the report, published this week by economic psychologists from the universities of Bath and Exeter, says: 'These findings are important in the context of the introduction of tuition fees and rising student debt, where levels are set to rise further still.

It is clear that the costs borne by undergraduates and their families are not solely financial: the high levels of debt cause anxiety and academic performance can suffer, either directly or from the extra paid work students take on when they are worried by debt.'

The experiences of male and female students are also found to be different. Fewer women incur debt, those who do tend to have lower levels of debt and, paradoxically, they are often more worried about their debts than men.

Sir, I am delighted that the whole question of student finance has been placed firmly at the top of the agenda as a result of the prime minister's reference to it at the Labour party conference. But fear of debt is not the only reason that the take-up of university places from the bottom three socioeconomic groups is so appallingly low. There is such an enormous disparity between schools that students in below-average performing comprehensives have an uphill struggle to get the qualifications needed to get into a university, and virtually no chance of getting into a top-ranked university.

This means that universities need to look at their recruitment and selection processes. Some are doing so. Bristol University, for example, has documented evidence that a student from a below-average performing school can be accepted with lower A-level grades (by two to three points) and get a degree as good as, if not better than, the student who comes from a high-performing school. This is not dumbing down. It is making better use of the vast amount of untapped talent that this country cannot afford to lose if it is to compete internationally. Our universities should have broader goals than just selecting candidates who they think will end up getting the best final degrees. They, too, need to be in the value-added business.

1 In no more than 10 words, say what the phrase 'these findings' (paragraph 4) refers to.

2 In what way does men's attitude to debt differ from that of women?

3 What is the 'enormous disparity' the writer refers to in the first paragraph?

4 In your own words, explain the phrase 'dumbing down' (paragraph 2).

5 In no more than 70 words, and using your own words as far as possible, summarise what the two passages tell us about the effects of rising student debt.

Extra! Extra!

➔ Language Focus

- 1 a. Complete the collocation groups using the words below.
- chat • game • financial • bulletin • incisive
 - cable • closed-circuit • geography • debate
 - breakfast • agency • asylum • unbiased • sports
 - presenter • talk • leading • education

- 1 news / /
 2 / / television
 3 / / supplement
 4 political / /
 5 / / show
 6 / / article

- b. Now use some of the collocations to complete the following sentences.

- 1 A reputable such as Reuter's would never base a story on unreliable sources.
- 2 The bank is monitored by 24 hours a day.
- 3 Latest news, weather and the day's agenda are three of the many items on Channel 7's programme.
- 4 A mixture of parliamentary republics, monarchies and federal republics make up Europe's
- 5 She turned on the TV and was stunned to see her husband competing in a
- 6 The in today's Herald deals with the educational reforms; the Prime Minister's illness is only mentioned on page 6.
- 7 The refugees were deported from Japan, and sought in the Philippines.
- 8 Every Thursday, the newspaper comes with a 12-page, a great resource for teachers and students.

- 2 Consult a dictionary if necessary to check your understanding of these words/phrases. Then put them into the sentences that follow. You might need plurals.

- newsflash • trailer • interference • anchorman
- air (v) • frequency • cue card • action replay

- 1 Newsreaders follow a rather than trying to memorise a script.

- 2 Every time a goal is scored the TV shows a(n)
- 3 The popular radio programme was broadcast on more than one
- 4 Bill achieved his lifelong ambition by becoming the on the early morning news programme.
- 5 The producer decided to the press conference with the Olympic champion live.
- 6 During thunderstorms you experience a lot of when watching television.
- 7 Showing a for a film certainly attracts a bigger audience.
- 8 The match was interrupted, and a announcing the Prime Minister's resignation came on.

- 3 a. Using the notes, report the following news as in the example.



- roadworks along M25
traffic / come to a standstill
this afternoon / 7-mile long traffic jam near Guildhall

- police warn motorists / use alternate routes

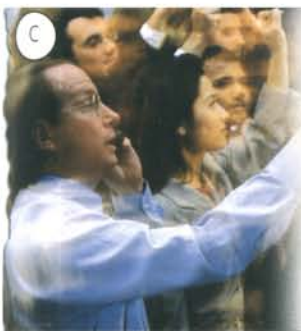
Roadworks along the M25 have caused traffic to come to a standstill this afternoon, with a 7-mile long traffic jam near Guildhall.

Police are warning motorists to use alternative routes.



- Over 300 buildings / destroyed / two people feared dead/ Hurricane Tim / hit Southern California / Wednesday

- Authorities / evacuated / fishing village of Garrison / fearing another strong storm tonight



- London stock exchange / suffer / another plunge / today / follow / drop / NASDAQ and Dow Jones markets / Tuesday
- FTSE / fall / 36.4 points to 5,630.8
- City experts say / consumer confidence / all-time low



- In sport / Tottenham / beat / Wolves / 2-1 / FA Cup quarter-final / today / White Hart Lane
- Henry Nielsen / score / visitors / 22nd minute / but hosts / come back / goals by David Best and Ian Jones / second half.

b. Now work in pairs. Write prompts similar to those in **a** based on the following headlines, then exchange your notes with another pair and report the news.



4 Use the word/phrase in brackets to complete the sentences in your own way. Consult a dictionary if you wish.

- 1 You won't be able to view satellite TV channels (decoder)
- 2 It will cost your company twice as much to (prime time)
- 3 The picture quality was very poor (interference)
- 4 The brightness and contrast settings (adjusted)
- 5 This aerial is supposed to (reception)

- 6 It's very annoying when programmes (commercial)
- 7 The TV station manager was not allowed (screen [v])
- 8 If you missed the match, you can (highlights)

5 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 Since any change would damage their position, it is to their advantage to keep things as they are.
vested Since any change would damage their position, things as they are.
- 2 George suggested a list of guests should be written.
drawn "Why?" said George.
- 3 Nick has not paid his rent for two months.
arrears Nick is with his rent.
- 4 I tried to call Bob but he was already on the plane to Rome.
way Bob was I tried to call him.
- 5 Linda and Anna had an argument and never spoke to each other again.
fell Linda to her again.
- 6 Luckily I could pay the bills after I was made redundant, as I had some savings.
fall Luckily I had after I was made redundant.
- 7 As the room looked rather dull, she decided to paint it in brighter colours.
liven She decided to it in brighter colours.
- 8 He did everything he could, but he could not convince them.
lengths Although , he couldn't.
- 9 Agnes had to endure a long and difficult interview before she was given the job.
subjected Agnes was only a long and difficult interview.

6 The following passive sentences contain mistakes. Find them and correct them.

- The window was broken by a large *with* hammer.
- The Prime Minister's speech was broadcasted by all major TV channels.
- Her kitten was ran over by a motorcycle.
- The form must be signed with black ink.
- The money was sent with the post.
- Unfortunately, all the water had been drank.
- The auditorium was packed by eager students.
- The sweets were divided to two halves.

7 Respond to each statement using the keyword(s) in capitals in a passive structure. More than one response may be possible

- Was he badly hurt? (fractured)
.....
- What about Friday's meeting? (postponed)
.....
- Who is going to replace the vice-president? (rumoured)
.....
- Did he get his promotion in the end? (passed)
.....
- Do the police know how the building was broken into? (thought)
.....
- Shall we go to the football match tonight? (televised)
.....
- Does anybody know the criminal's whereabouts? (believed)
.....
- What do they say about Al Pacino's new film? (hyped)
.....



8 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- A special committee is investigating the allegations.
looked The allegations a special committee.

- We must consider the consequences of our plan before proceeding.
taken The consequences of our plan before we proceed.
- Mark was obviously offended by our criticisms.
offence Mark our criticisms.
- The residents' association will meet again in June.
held The next in June.
- They chose Emma rather than Kay because of her age.
preference Emma Kay because of her age.
- The scheme has been approved by the headmaster, so we can start work.
met The scheme , so we can start work.
- I'd prefer to be addressed as Mrs Perkins.
call I'd prefer me Mrs Perkins.
- The number of staff at the company has been reduced.
cutback There staff at the company.
- Steven's story completely deceived me.
taken I Steven's story.
- The burglars were seen by my next-door neighbour.
caught My next-door neighbour the burglars.

9 Find **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- With the local bus every hour, our village is quite accessible.
 - With tears down her cheeks, Mandy rushed from the room.
 - a successful business requires determination and initiative.
- By the age of 25, Harry had all of his childhood ambitions.
 - I woke up yesterday to find that my worst fears had been
 - When I finally met Gillian I how mistaken I had been about her.
- My mother always seems to take my brother's when we have an argument.
 - It was terrible experience; the worst was not knowing what had happened to Tom.
 - In the play, Peter plays the of a romantic and rather naïve young man.

- 4 • I suspected that the confusion may have occurred by
 • The new model has several features that are an improvement on the previous one.
 • The vase was decorated with a pretty floral
- 5 • Are you about exactly what you are supposed to be doing?
 • From her balcony, Fiona has a view of the sea.
 • It was to me that Yvonne had been lying all along.

10 Choose the best word to complete each sentence.



- 1 Dr Johnson managed to ensure that the scientists in his research team were the of the crop.
 A top B catch C cream D blend
- 2 After being shown to be responsible for this mess, if he has the courage of his own, he must resign.
 A convictions B certainties C principles D opinions
- 3 He loves the power he has as manager, and he always tries to be in the seat.
 A front B driving C leading D foremost
- 4 Enviromentalists' warnings about the ozone layer seem to be on deaf ears.
 A coming B landing C going D falling
- 5 Our line of business is such that we have to use equipment which is at the edge of technology.
 A cutting B sharp C pointed D biting
- 6 We are trying to reach a conclusion without examining the evidence first; we're putting the cart before the
 A cow B ox C horse D dog
- 7 Arsenal are leading by 12 points, but the outcome of the championship is not as cut and as everyone thinks.
 A cropped B pasted C slashed D dried
- 8 I know budgets are tight, but where safety is concerned I don't think we should cut
 A corners B ways C rounds D lines

- 11 Use the words in capitals to form a word that fits each space.

IBM

To Reconsider Sponsorship Deals

IBM Corporation, (0) **conspicuously** CONSPICUOUS
 absent from the Salt Lake Winter Games after 40 years as an Olympic sponsor, will 1) its slate of sports and entertainment sponsorships. As it weighs its options, IBM will take a more
 2) approach to sponsorship, demanding that each event demonstrates how problems are solved for IBM customers.

SCRUTINY

CAUTION

The move comes as businesses seek a better return for their sponsorship cash. 3) confirmed that IBM's own sponsorship budget is flat for 2002.

REPRESENT

Among the handful of deals up for 4) is IBM's sponsorship of the U.S. Open. IBM creates, produces and hosts the 5) U.S. Open Web site and runs the real-time scoreboard. IBM's Global Services unit uses the event to show customers Web-hosting

NEW

OFFICE

6) at the National Tennis Center. The relationship will end with September's Open if IBM decides not review it.

CAPABLE

"We hope that IBM will come to the 7) that the U.S. Open is a good long-term partner. We're in the process of discussions," said Pierce O'Neil, chief business officer of the U.S. Open.

CONCLUDE

"IBM's current sponsorship roster is terrific, but the question is, can we come up with an 8) that meets our needs?" said Rick Singer, 9) of worldwide sponsorship marketing for IBM. "Our business strategy is shifting, and we need to pick the right properties to reflect that."

AGREE

DIRECT

Mr. Singer said the review doesn't mean fewer 10) devoted to sponsorships, though the lineup may change. He hinted that entertainment, specifically theatre, will play a larger role in the portfolio.

SOURCE

Reading

12 a. Read the four passages quickly and choose a title for each one from below.

- A New Style of Advertising
- Better Television?
- Getting into Journalism
- Making the News

b. Can you think of alternative titles for each passage?

13 Now read the passages carefully and answer the questions that follow each one.

Digital vision stops television being special. The picture quality and sound are better, but that doesn't make it any less dreary. I wander digital TV's choices rather as I would wander the freezer choices of frozen goods shops, morosely looking for something reassuring to defrost on a cold Wednesday evening. I know that the Simpsons will be on at 7pm each weekday; I know that Seinfeld is on at 11pm; I know there will be news whenever I want it. Everything is in its proper time slot ready to be activated by me if I can work up the enthusiasm. I know too that if I miss a movie I will be able to catch up with it later – they are all repeated in a short cycle. Thanks to digital, television is no longer engaging, no longer an event. Rather, it is a private experience, making viewers more truly alone than ever before. It hardly ever captivates us, still less does it challenge or unite us in the superficial way television used to do. By making the television experience much more impoverished because it offers lots of only mildly interesting choices, digital TV will help us to make our lives richer. We will reduce it to a corner of our lives. Television will not end with a bang, but with a shrug of the shoulders.



- 1 The writer's reaction to digital TV is one of
 - A reluctant fascination.
 - B enthusiastic acceptance.
 - C enormous admiration.
 - D gloomy disinterest.
- 2 The writer claims that before the advent of digital television,
 - A television had some significance.
 - B television was less interesting.
 - C television isolated us.
 - D television enriched our lives.

The big dilemma here, says Lowell Bergman, is defining what news is. Is it news to chase a car with the police? Is it news to go to the latest Hollywood parties? To cover the latest violent incident? He fears, in fact, that the special legal and constitutional status that American journalists have, unlike their British counterparts, could be undermined by what he sees as the present trivialisation of current affairs in the media. Having worked in both print and television, he has also had a chance to see the tensions between the two. "Print journalists generally look at television producers as dangerous because they take your print story, put pictures to it and take the credit. Television journalists will often look at print journalists as seeing only the micro story – they don't step back and see the thing that people would really care about. But, more or less, the television journalists scavenge from the print people a lot, especially in the magazine show area. Television doesn't deal well with grey areas or with developmental stories that span a period of time."



- 3 In contrast to American journalists, British journalists
 - A are under threat from the law.
 - B enjoy special concessions.
 - C are unlikely to lose privileges.
 - D take the news less seriously.
- 4 The writer seems to imply that
 - A TV journalists are less original than print journalists.
 - B TV and print journalists work on stories together.
 - C print journalists take a superficial view.
 - D television journalism is more worthwhile.

- A Broadcast Journalism Training Council course will teach you to be a broadcast journalist, and most courses will rate your desire to be a journalist more highly than the simple wish to get into television or radio. So the journalism comes first. But, having said that, journalism is a pretty good way into broadcasting.
- The competition is fierce so be sure you have the basic qualities: determination to be a journalist, thirst for knowledge, a genuine interest in news and current affairs and the ability to write well. You'll also need a voice good enough for broadcasting.
- Relevant work experience is vital, particularly if you are seeking a place on one of the postgraduate courses. At present most people in journalism are graduates with experience gained before or during university education.
- You can expect all recognized courses to encompass theory and practice, although the amount of time devoted to television differs. Apart from technical skills and practical training, other important components are a knowledge of the relationship between law and journalism, public administration, journalistic ethics and a study of media structures.



- 5 This advice is aimed at would-be
- journalists of any kind.
 - radio and T.V. journalists.
 - university graduates.
 - post-graduate students.
- 6 A trained journalist does not necessarily have to have
- knowledge of the law.
 - good self-expression.
 - a university degree.
 - an interest in current affairs.

Ambient advertising is putting advertisements in unusual places in the hope that the surprise of seeing them will make the consumer remember the product. One successful campaign to advertise modern art, for example, came up with the ingenious idea of sticking black and white labels on everyday objects such as paving stones and lamp posts, describing them as though they were works of art. Another successful campaign, for Scrabble, used letter keys from the board game to make strategically placed new words. So the 'i' in a streetside no parking sign was turned into the word 'fascists', while the 's' in a sign outside a dentist's surgery was used to create the word 'sadists'. A face projected onto the houses of Parliament to promote FM magazine, images of England footballers on the White Cliffs of Dover to sell Nike Trainers, and bus stops that squirt Impulse body spray at passers-by are all examples of ambient media. But whereas it used to be the preserve of low budget advertisers who couldn't afford to pay for 'proper' media space, ambient advertising is now being used by everyone, from dot.coms to major blue-chip companies.



- 7 This passage probably comes from
- an advertising company's brochure.
 - a magazine article.
 - an academic textbook.
 - a newspaper's editorial section.
- 8 According to the writer, ambient advertising
- can only be used for certain products.
 - is preferred by small companies.
 - attracts people's attention.
 - is becoming mainstream.

14 Answer the following questions.

- In the first passage, underline at least **two** words or phrases which the writer uses to say that digital TV is boring.
- In your own words, say what the writer of the second passage tells us about the relationship between print and TV journalists.
- According to the third passage, what are the areas of knowledge a media worker should have?
- According to the fourth passage, who were the original users of ambient advertising?

→ Listening & Speaking

- 15** a. You will hear two people, Martin and Wendy, talking about how useful a degree in Media Studies can be. Before you listen, discuss the questions below with a partner.
- 1 What do you think a 'useful' university degree is? Are there any 'useless' university degrees?
 - 2 How important are the following in university education?
 - Acquiring thorough knowledge of your subject
 - Developing skills that will be useful in the workplace (interpersonal skills, research skills, IT skills etc.)
 - Networking
 - Getting a degree that will offer you professional security (such as a degree in Medicine)
 - 3 Do you know of anyone who is in a job that is completely unrelated to what they studied at university or college? How do they feel about their job?

- b.** Now listen to the recording. Who expresses the following views? Write M (for Martin), W (for Wendy), or B (for both) where they agree.



- 1 Some media studies courses are not fulfilling their aims.
- 2 Media studies was not always considered a serious subject.
- 3 Media studies graduates have a wide range of skills.
- 4 Some media studies students have unrealistic expectations.
- 5 A media studies course is only the first step to finding a job.
- 6 Unsuitable students are sometimes accepted on media studies courses.

- c. The following words/phrases are used in the discussion. What do they mean? Can you remember the context in which they were used?
- conning • a cop-out • PR • disgruntled
 - strapped for cash

16 In pairs do the following speaking tasks.

- a. Student A, talk about the following question for about two minutes.

In what ways can television be considered informative?

- current affairs programmes
- documentaries
- travelogues

- b. Student B, say if you agree or disagree with what Student A said, or if there is anything you would like to add.

- c. Discuss the following question together.

Do you think people watch too much television?

- d.** Listen to two students doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource • lexical resource
- discourse management • pronunciation
- interactive communication

- e. Student B, talk about the following question for about two minutes.

To what extent can the media be held responsible for society's ills?

- sensationalism • negative reporting • advertising

- f. Student A, say if you agree or disagree with what Student B said, or if there is anything you would like to add.

- g. Discuss the following question together.

Do you agree that the media pay too much attention to the darker side of life?

- h.** Listen to two students doing the speaking task above and assess your classmates as you did in **d**.

- i. Discuss the following questions together.

- To what extent are we influenced by what celebrities do and say?
- How important is it to keep up with current affairs?
- Are there any products you feel should not be advertised?
- What controls would you like to see over the media?

Communication

• Expressing surprise / indifference

17 a. Read the dialogues and complete the gaps with words from the bank.

- usual • happening • leg • new • same
- way • Goodness • it • having



- 1 A: Hi, Sylvia. What's new?
 B: 1) old thing. What about you?
 A: Did you hear about Neil Roberts retiring?
 B: Are you pulling my 2) ?
 A: No. He handed in his notice on Monday.
 B: That's incredible! Who's going to replace him?
 A: Melanie West.
 B: No 3) !
 A: Oh yes. She's having her things moved into his old office as we speak.
 B: 4) me!
 A: And that's not all. Guess who is replacing Melanie.
 B: Who?
 A: You are.
 B: You're 5) me on!
 A: No. You're getting her old office. And a 20% rise to go with it, so I guess I should say congratulations.

- 2 A: Anything interesting in the paper?
 B: The 6) All about the new Foreign Minister.
 A: Is that 7) ? They've been going on about that for ages.
 B: Not much else 8) The bus drivers are still on strike.
 A: Nothing 9) about that. They're always on strike.
 B: ... and 12 pages of sport.
 A: I don't know why we even bother getting the paper.

b. Work in pairs. Based on the given lines, develop the dialogues below adding at least two lines to each. Use as many phrases from **a** as possible.

- 1 A: Hello, Julie.
 B: Hi, Chris. So you're ready for your exam tomorrow?
 [.....]
 B: I don't know what to say, Chris. I'm awfully sorry.
 2 A: So, any juicy gossip going around?
 B: Not really ...
 [.....]
 A: Life's been rather boring around here, hasn't it?

c. Now act out the developed dialogues.

• Expressing Thanks / Responding to thanks

18 a. Complete the dialogues with the words/phrases given. What is the situation in each one?

- owe you one • most • nothing • grateful for this
- appreciate this • Any time • helps a lot
- mention

- 1 A: Here you are. The photocopies you requested.
 B: Ah, thank you. This 1)
 A: You're 2) welcome.
 2 A: Here's the £10 you need, Stewart.
 B: Thanks, Brian. I'm very 3)
 A: Don't 4) it.
 3 A: You look tired. Why don't you go and lie down and I'll do the dishes?
 B: Thanks, dear. I really 5)
 A: 6)
 4 A: If you're nervous about telling her, I'll do it for you.
 B: Will you? Thanks, mate. I 7)
 A: It's 8)

b. Now work in pairs. Act out the following situations, using as many phrases as possible from **a** to express and respond to thanks.

- 1 A professor gives a student a two-day deadline extension for handing in his/her essay.
- 2 A bank manager gives a client some good news about his/her loan application.
- 3 Someone agrees to let a friend borrow his/her car for the weekend.
- 4 Someone offers to mow a friend's lawn.

• Brainstorming & Discussion

- 19** Look at the photographs below and say which medium you use mostly for entertainment and which you use for information. Use the prompts to help you.

- informative • reliable • live • exciting • detailed
- engaging • distorted • biased • objective • lively
- misleading • direct • prejudiced • outdated
- colourful • boring • stimulating • soothing
- amusing • well-researched • up-to-date • accurate



• Linking words and phrases

- 20 a.** Link the following pairs of sentences using the words/phrases given, making all the necessary changes.
- 1 There is stiff competition between television stations. This can often lead to higher quality programmes being shown. (**leading to**)
 - 2 The cost of televisions has dropped sharply. As a result, many families own two or more sets. (**resulting in**)
 - 3 Television is a tremendously entertaining medium. It is also very informative. (**as well as**)
 - 4 State-run channels frequently have to operate on a limited budget. Commercial stations seem to have a huge amount of money at their disposal. (**in stark contrast with**)
 - 5 Producers often make their news programmes more lively. They do this to attract more viewers. (**in an attempt to**)
 - 6 Violence on TV can encourage violent behaviour in adults. It can also do harm to children. (**not to mention**)

- b. Using the linking words and phrases from 20a, write five sentences of your own on subjects related to the media.

• Beginning & Ending Letters

- 21 a.** Read the beginnings and endings below and fill in the gaps with the words given.
- following • publication • reference • faithfully
 - above • situation • opportunity • issue

A Dear Sir/Madam,

I read with interest the article in yesterday's 1) of your newspaper concerning the problems that broadcasters are currently facing. I would like, through the columns of your respected 2), to outline what I believe to be the main concerns of a modern broadcaster.

B Dear Mr Brannigan,

In 3) to the recent report by the Press Complaints Committee, I feel that neither side was particularly well represented. Therefore, I am writing to you in the hope that the 4) may be taken into consideration:

- 1 I hope that you will give the 5) comments your urgent attention and that future reports on the 6) will take both sides of the issue into account.

Yours sincerely,
David Finlay

- 2 Thank you for giving me the 7) to air my views on this matter. I would be very interested to see whether your readers or, indeed, representatives of the council, have any comments.

Yours 8)
Mr Mark Dawson

- b. Match the beginnings to the endings and say what you would expect to find in the main body of each letter.

• Balancing an argument

- 22 a.** Look at the topic sentences below, taken from an essay for and against mixed education, and say which of them:

- introduces the argument against;
- introduces the argument for;
- adds an argument for;
- adds an argument against

- 1 To begin with, it benefits both boys and girls if they are educated together.
- 2 Furthermore, a mixed education enables boys and girls to socialise normally.

- 3 However, there is a strong case for the argument that members of the opposite sex distract pupils from their studies.
- 4 What is more, girls are often interested in learning different subjects to boys.

b. Choose from the following to replace the underlined words/phrases above.

- First of all • Moreover • On the other hand
- In addition • On the one hand

c. For each of the topic sentences above suggest examples and explanations that could be used in the supporting sentences.

• Topic/Support Sentences

- 23** a. Using the expressions in Ex. 22a and the prompts below, write **two** topic sentences for and two against going to university.

For: good general (all-round) education, better job prospects

Against: delays start of working life, university is not for everyone, costly

b. Say how you could support your topic sentences.

• Organisation & Brainstorming

- 24** a. Look at the two plans below and fill in the gaps with ideas of your own.

Letter

Paragraph 1 - Reason for writing

To respond to the article claiming that the Internet will never replace television as a news medium ...

Paragraph 2 -

First point about TV

... too well established to be threatened ...

Explanation/example

... most homes have a TV set - millions of people are happy with the medium ...

Paragraph 3 -

Second point about TV

(1)

Explanation/example

(2)

Paragraph 4 -

First point about the Internet

... fastest growing means of mass-communication ever ...

Explanation/example

... success of emails suggests that people like receiving information in this way ...

Paragraph 5 -

Second point about the Internet

(3)

Explanation/example

(4)

Paragraph 6 - Conclusion / personal opinion

(5)

b. Suggest appropriate linking words and phrases to introduce the points above.

Discuss & Write

- 25** Read the two rubrics below and answer the questions that follow. Then write one of the tasks in 300-350 words.

A ● You recently attended a lecture entitled 'Do newspapers have too much freedom?'.
● Your tutor has now asked you to write an essay examining both the positive and negative aspects of newspapers.
● Write your essay.

B ● A recent article in a national newspaper featured the following statement,
● 'You'll never get the whole truth from the newspapers or television'.
● Write a letter to the editor of the newspaper in which you examine the roles that newspapers and television play in reporting the news and express your own views.

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 What are the two sides?
- 4 Which points can you think of for each side?
- 5 What examples or explanations can you use to support each point?
- 6 Suggest linking words and phrases that you could use.
- 7 How will you begin and end your writing?
- 8 How will you organise your points into paragraphs?

Planes, Trains and Automobiles

Language Focus

- 1** Use the words in brackets to complete the sentences in your own way. Consult a dictionary if you wish.



- 1 He doesn't mind long-haul flights (seasoned)
- 2 We decided to get off the motorway and (scenic)
- 3 He loves fishing, so (pier)
- 4 He won't even leave his home town, so (transatlantic)
- 5 The only drawback of the resort (pebbly)
- 6 Unless you have a boarding pass, (jetty)
- 7 It would be useful to see John while in New York, so (itinerary)
- 8 According to the map, (junction)

- 2** Choose the best word to complete each sentence.

- 1 A narrow path winds its down from the mountain.
A course B route C way D direction

- 2 It's a good job I count of the books; otherwise I wouldn't have noticed some were missing.
A had B made C kept D held
- 3 The recent floods have caused a lot of damage.
A flash B spark C instant D sudden
- 4 We've got a bit of work to do so we'd better start now.
A decent B fair C big D large
- 5 I need facts to prove your case, not just suppositions and accusations.
A tough B solid C ready D stable
- 6 Jane's flat affords views over the valley and mountains beyond.
A expanded B widespread C spacious D extensive
- 7 After her world tour, Kay felt happy to be back in surroundings.
A known B customary C familiar D typical
- 8 You need to experience before you can be considered for promotion.
A gain B earn C win D collect
- 9 These shoes are a bit too tight for
A ease B wearing C comfort D relief
- 10 Don't be anxious; Tim will arrive in time.
A right B due C exact D proper

- 3** Complete the sentences with **one** suitable word.



- 1 The whole country was covered a blanket of snow.
- 2 The staff are up in at the new proposals for pay cuts.
- 3 It's rude to people names!
- 4 Don't take it to; his comment was not meant seriously.
- 5 She felt she'd had a deal, losing her job just because she had been off sick twice.
- 6 Having to curtail one's social life is part and of being a parent.

4 Choose the right verb in the right form to complete the sentences.

- spread • come (x2) • kick
• pick • pass • wrap • turn
• put • take

- 1 I seem to have out in a rash.
- 2 This is urgent, so don't it off.
- 3 I feel tired and achy, I must be down with flu.
- 4 It's too good an offer to down.
- 5 The plane off smoothly.
- 6 The search party out over the fields.
- 7 Henry up a hitchhiker on his way to London.
- 8 Please don't this information on to anyone else.
- 9 Lesley is completely up in her studies at the moment.
- 10 The match off at 10pm.

5 Fill the gaps with suitable prepositions.

- 1 He has to contend many problems.
- 2 I presume I can count your support.
- 3 He is in danger being expelled.
- 4 He is going to opt the easy solution.
- 5 Entrance is free members.
- 6 This is the best-paid job he has had date.
- 7 The meeting was called in response public criticism.

6 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 Yvonne did everything she could to ensure the trip was successful.
lengths Yvonne of the trip.
- 2 People might see this discovery as a major scientific breakthrough.
considered This discovery a major scientific breakthrough.
- 3 Can I get pounds for these euros at this bank?
exchange Can I at this bank?
- 4 Flying is not everyone's choice when they go on holiday.
rather Some when they go on holiday.
- 5 My complaints were completely ignored by the travel agent.
notice The travel agent my complaints.
- 6 The company's policy remained more or less the same until 1983.
change The first in 1983.
- 7 The journey by train from London to Glasgow takes 5 hours.
ride It is from London to Glasgow.
- 8 I got very wet in the downpour.
skin I was in the downpour.



7 Look at the following phrases. Who says them? What is the situation in which each one is spoken?

- 1 "Would you like me to bring you a blanket, madam?"
- 2 "Single or return, sir?"
- 3 "I could route you via Paris, but not via Frankfurt."
- 4 "Tickets, please."
- 5 "We'll be cruising at 33,000 feet."
- 6 "Breakfast is served between 8 and 10 in the morning, sir."
- 7 "I'll just put your luggage in the boot."
- 8 "Mind the gap. Stay clear of the gap, please."

English in Use

- 8** Rewrite the following sentences using the words in bold. Do not change the meaning of the original sentence. Use between 3 and 8 words.



- 1 You won't find seafood like this anywhere else in the world.
will Nowhere seafood like this.
- 2 I didn't realise how bossy he was until I worked with him.
did Not how bossy he was.
- 3 The witnesses were not seen again in public until after the trial.
over Only when in public again.
- 4 The possibility of moving to a bigger house never arose.
time At a bigger house arise.
- 5 I managed to persuade them, but it was difficult.
manage Only to persuade them.
- 6 You must remember to hand back the key, whatever you do.
no On to hand back the key.
- 7 No one could understand the lecture.
sense No the lecture.
- 8 Harry ate the two ice creams one after the other.
eaten No sooner he ate another.
- 9 The rescue attempt had to be called off because the storm was so severe.
that Such the rescue attempt had to be called off.
- 10 It was the worst holiday he had ever had.
such Never holiday.

- 9** Fill the gaps in the following inverted sentences.

- 1 had she passed her driving test she bought a car.
- 2 On should you leave a fire unattended.
- 3 does one meet such interesting people.
- 4 Under should he have driven home after his accident.
- 5 Not the film was near the end I realise who the murderer was.
- 6 else in the country can you buy such beautiful pottery.
- 7 He spent all night trying to decide whether to invite Sarah to Brighton; did he know that she was already there.
- 8 had she finished the report when she was asked to write another.

- 10** The following sentences contain mistakes. Find them and correct them.

- 1 No sooner had she arrived home when the phone rang.
- 2 Such difficult an exercise was it that no one could do it.
- 3 Not until had she learnt French did she go to Paris.
- 4 Under no account must you drive fast in the centre of town.
- 5 Not only she won the race, she also broke the world record.
- 6 We cannot buy a new car, nor we can afford to move house.
- 7 Little I knew that the bill would exceed £100.
- 8 Only when I heard him speak I recognised him.
- 9 Neither James nor Sally did complete the exercise.
- 10 So beautiful a day it was that we had dinner in the garden.

- 11** Select **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • My favourite of clothing is a cashmere sweater.
• The journalist wrote a scathing on the government's environmental policy.
• I did not agree to one in the contract and so refused to sign it.
- 2 • Having sold a million copies of their album, the received a gold disc.
• The nurse tied a with the baby's name around its wrist.
• A of light shone beneath the door.

- 3 • Red is such a colour that it always makes me feel more optimistic.
 • If you catch a cold, you should wear clothes.
 • Someone who has a personality will never be short of friends.
- 4 • The hunter looked at the recently made paw and knew the lion must be nearby.
 • As I couldn't afford an original painting, I had to buy a instead.
 • Ruth bought a skirt with an attractive geometric
- 5 • Mark still looks handsome at 57, although his hair has gone a bit
 • He returned home from the hospital looking painfully
 • He sat down to his meagre dinner, a soup made from two tomatoes and an onion.

12 Fill the gaps with **one** suitable word.

- 1 Winston is a good accountant, but when it comes to management-related tasks he's all at
 2 I don't really understand what you're at when you talk about me changing my ways.
 3 He packed his few personal items in his backpack, and he to the road.
 4 If next quarter's sales are as bad as this one's, it might be the of the road for our company.
 5 He is simply streets of his classmates.
 6 We must ignore suggestions for a 10% increase in pensions and other such ridiculous of fancy.
 7 He decided to take a month off work and get away from it
 8 People laughed at him for wanting to be a jazz musician, but he knew that one day his would come in.



13 Fill the gaps with **one** suitable word.

TWO HISTORIC EUROPEAN CITIES

For many Brits, the **0** *most* compelling of Europe's attractions is the tangible connection to the history **1** it offers. Being a nation with a long history ourselves, we feel a special fascination with places that tell old stories. And **2** British diversity today has its roots all over the world, to a great extent the characters and settings of mainland Europe remain 'our ancestors'.

History is inescapable **3** mainland Europe, but there are a **4** places which, by a keen sense of **5** own value, have made it their business to attract the time-traveller. Brugge in Belgium and Carcassonne in France **6** to mind. Even though Brugge has the flaw of being cleaner than anything in the **7** of Charles V might have been, and even though Carcassonne is the invention of a 19th-century medievalist's imagination, it's the thought **8** counts. And the thought is, this is what it looked like. This is how it felt.

9 all the reconstructions, the unquestioned jewel is Rothenburg. This Bavarian city has the distinction of **10** the only city in Germany without a single modern construction. Like Brugge – where a silted-up harbour caused the town to stagnate **11** as the wrecking ball of the Industrial Revolution began swinging everywhere else – Rothenburg owes its architectural preservation **12** economic failure.

After thriving in its medieval heyday, Rothenburg became a ghost town when the trade moved elsewhere. **13** centuries nothing was built, and nothing was torn down. Only in the 1800s, when it was rediscovered by the same forces of romance and tourism that were building stage sets in Carcassonne, **14** Rothenburg again begin to do business. **15** product, then and today, is its past.



Reading

14 a. You are going to read three passages associated with travel. Before you read, discuss the following questions.

- 1 What is most important to you when you choose a place to visit? Rank the following, then discuss your answers with a partner.
 - natural beauty
 - things to do
 - history and culture
- 2 What are the advantages and disadvantages of visiting a place which is very far from where you live? (Consider, for example, a northern European visiting a country in South America.)
- 3 What do you consider the best kind of souvenir? Rank the following, then discuss your answers with a partner.
 - local handicrafts (statues, jewellery etc.)
 - photographs you have taken yourself
 - videos you have shot yourself
 - items of clothing (e.g. specially printed t-shirts)

b. Read the passages and choose a word to fill each gap.

EQUADOR

Ecuador, roughly the size of Switzerland, is pulsing with natural beauty and distinguished by its **1)** and extraordinary topography. It's the second smallest country on the South American continent, and its size is a definite advantage for those on a short break as you can see its **2)** regions, ecosystems and plant and animal life without hauling yourself over the entire continent.

3) by the volcano Pinchinca is Ecuador's capital, Quito. With its gothic cathedrals, confectionery colours and manic urban edge, it is worth a brief visit. It is also a good base from which to **4)** the markets of nearby Otavalo, which explode every Saturday as thousands of local artists and craftspeople converge on them to sell their works. The stalls glint with treasures and you can buy everything from oil paintings to textiles ablaze with colour. You can also pick up a(n) **5)** Panama hat, which is said to be the world's most inappropriately **6)** headgear, as it in fact originated and is made in Ecuador.

- | | | | |
|-------------------|--------------|------------|--------------|
| 1 A miscellaneous | B various | C assorted | D diverse |
| 2 A clear | B noticeable | C evident | D distinct |
| 3 A Overdone | B Outsized | C Outdone | D Overlooked |
| 4 A survey | B explore | C delve | D probe |
| 5 A actual | B authentic | C true | D credible |
| 6 A called | B termed | C named | D described |

NORTH NORTHUMBERLAND HERITAGE COAST

This is one of the longer **7)** of heritage coastline in England, taking in 40 miles from the Scottish border just past Berwick upon Tweed. The coast is twice blessed, first with long sandy beaches, and second with a(n) **8)** of visitors. Several of its beaches **9)** a particular mention.

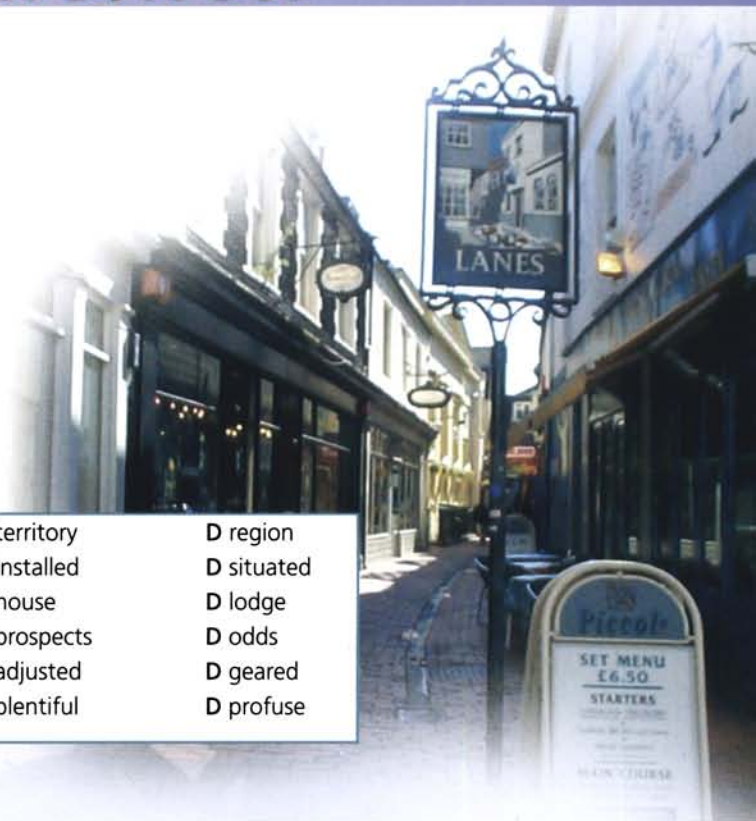
Cocklawburn near Berwick is home to ancient fossil beds while Warkworth has a large expanse of sand dunes going inland from the shore. Low Newton showcases rare marine species and Bamburgh has another **10)** of striking dunes protected behind a row of reefs.

The most **11)** of the National Parks, Northumberland, is also the least visited and the least populated, although that is due more to its location than to any lack of interesting reasons for visiting. The northern part of the park includes the conifer-rich Border Forest Park, and the southern border is **12)** by Hadrian's Wall.

- | | | | |
|-------------------|--------------|--------------|----------------|
| 7 A spreads | B extensions | C spans | D stretches |
| 8 A insufficiency | B shortage | C shortfall | D deficiency |
| 9 A worth | B merit | C entitle | D claim |
| 10 A belt | B strand | C portion | D strap |
| 11 A northward | B northerly | C northbound | D northernmost |
| 12 A defined | B outlined | C limited | D lined |

ANTIQUES IN BRIGHTON

Due south of London is the seaside **13)** of Brighton. For the collector, a major attraction will be The Lanes, **14)** in the heart of town, a short walk from the seashore. The Lanes can best be described as a narrow passageway that meanders for several blocks, twisting and turning. The street is not large enough to **15)** vehicles and is generally filled with shoppers and collectors trying to decide which direction to go next. No matter what you collect, **16)** are it can be found in The Lanes. There are shops **17)** to providing tourists with the usual souvenirs, but more importantly there are speciality shops for nearly every field of collectible. Antique retail places are **18)** in The Lanes, from single shops to antique markets that rent stalls to independent vendors.



- | | | | |
|--------------------|------------|-------------|------------|
| 13 A resort | B district | C territory | D region |
| 14 A placed | B fixed | C installed | D situated |
| 15 A accommodate | B contain | C house | D lodge |
| 16 A opportunities | B chances | C prospects | D odds |
| 17 A directed | B prepared | C adjusted | D geared |
| 18 A copious | B ample | C plentiful | D profuse |

15 For each of the following sets of sentences, place the words from the list in the correct sentence. The words come from the multiple choice items in Exercise 14.

- | | |
|--|---|
| <p>1 a If you can't find Mr Paisley's file under P, look for it in the items folder.</p> <p>b Brian stopped at the corner shop to buy a bag of sweets for the kids.</p> <p>c There are ways to access your account - you can even do it through the Net.</p> <p>• assorted • various • miscellaneous</p> | <p>3 a The of business establishments to the outskirts of the city is an indicator of economic growth.</p> <p>b Professional proof-readers have an extremely long concentration compared to the average person.</p> <p>c The shopping centre's new incurred building costs of around £500,000.</p> <p>• spread • extension • span</p> |
| <p>2 a The judge obviously had doubts about Mike McCloud being a(n) witness.</p> <p>b We estimated that the equipment would set us back around £500, but the cost was greater.</p> <p>c He pretends he likes us, but I can tell that his intentions are malicious.</p> <p>• actual • true • credible</p> | <p>4 a At this moment, the are overwhelmingly in favour of our competitors.</p> <p>b We may very well see increased for investing in African countries within the next 10 years.</p> <p>c It is generally agreed that for the IT industry are not as good as they were five years ago.</p> <p>• opportunities • prospects • odds</p> |

Listening & Speaking

- 16 a.** You will hear four extracts which are all associated with travelling. Before you listen, discuss the following questions.

- 1 How often do you fly? Do you enjoy flying? Do you find flying comfortable?
- 2 Have you ever been stuck in a car in particularly heavy traffic? How did it make you feel?
- 3 If you could travel as often as you wanted, how much would you travel? What are the factors that can make getting from one place to another difficult or unpleasant?

- b.** Now listen to the extracts and answer the questions that follow each one (1-8).

Extract 1: You hear part of a talk about economy-class syndrome.

- 1 Why does the speaker think the term 'economy-class syndrome' is inaccurate?
 - A Because it is too limiting in its reference
 - B Because it isn't a correct medical term
 - C Because it is too technical a term
- 2 Why does the speaker prefer the term 'stealth disease'?
 - A Because the condition kills without warning
 - B Because its lack of symptoms makes it difficult to diagnose
 - C Because the seriousness of the condition is not immediately obvious

Extract 2: You hear part of a radio interview about traffic congestion in the UK.

- 3 To what does Greg primarily attribute traffic congestion in the UK?
 - A The decentralisation of business
 - B Unreliable public transport
 - C European legislation
- 4 Why does Greg think the government will not be willing to raise fuel prices?
 - A It would be fined by the European Union.
 - B It fears further public disturbances.
 - C It does not believe it will lead to a reduction in traffic congestion.

Extract 3: You hear a woman talking about suffering from travel sickness.

- 5 The woman implies that her travel sickness on family holidays
 - A was a common occurrence.
 - B was not taken seriously by her parents.
 - C was made worse by the poor condition of the car.

- 6 How does the woman deal with her travel sickness?
 - A She eats a large meal before travelling.
 - B She sleeps during long journeys.
 - C She takes medicine before travelling.

Extract Four: You hear two people talking about economy class travel.

- 7 According to the woman, the problem with buying economy class tickets is that
 - A there are very few economy class seats available.
 - B there is no guarantee you will get a seat.
 - C airlines want economy class passengers to board before other passengers.
- 8 What does the man imply about the seats on board the plane?
 - A They are too small.
 - B They are difficult to get out of.
 - C They are tightly packed together.

- 17 a.** Here are some photographs showing various types of holidays. Look at photographs C and D. Together, talk about the different kinds of holidays shown.



- b.** Now look at all the pictures. Imagine that these photographs have been chosen to illustrate an article about the differences between being a traveller and a tourist. Talk together about the kind of people who might choose to go on the different holidays shown. Then decide which two best illustrate the view that travellers and tourists are different.

- c.** Now listen to two students doing this speaking task and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

Communication

• Extending, Accepting and Refusing Invitations

- 18** a. Read the dialogues. Mark the numbered parts (E) if they are used to extend an invitation, (A) if they are used to accept it, and (R) if they are used to refuse it.



- 1 A: Are you hungry?
B: Starving.
A: **1) What would you say to dinner at the Brindisi tonight?**
B: **2) Sounds like a good idea!**
- 2 A: Are you doing anything tonight, Patrick?
B: Not really. Why?
A: **3) Fancy** going to see a film?
B: A film? Ehm... I don't know. I'm sort of tired.
4) Maybe some other time.
- 3 A: Hi Charlotte.
B: Oh, hi David. How's it going?
A: Not so bad. Listen, Laura and I are going to The Regent for coffee after work. **5) Want to** join us?
B: Oh, **6) I'd love to.** Thanks.
- 4 A: I have to go now.
B: It's pouring outside. **7) Why don't you** stay over tonight?
A: Oh, **8) I'd love to,** but I've got to go and clean the house. My mum is arriving in the morning.
B: I understand. **9) Want a** lift?
A: Oh, **10) that would be great.** Thanks.

- b. Now replace the numbered parts with the following phrases.

- Would you like to • Need • How about
- Wonderful! • Care to • How about tomorrow?
- Can I buy you • Yes, please. • I'd like that.
- That would be nice, but

- c. Work in pairs. Using as many phrases from a and b as possible, act out the following situations.

- 1 Someone invites a friend to dinner at his/her house.
- 2 Someone asks a colleague if they want to join them and some mutual friends at the football match.
- 3 Someone offers a friend a weekend stay at their holiday home. The friend politely refuses, and is offered a lift to the station.

• Ellipsis

- 19** a. Certain parts of speech are omitted in everyday conversations. This phenomenon is called ellipsis. You can see it in the following phrase (from the dialogue in Ex. 18a). What other examples of ellipsis can you find in Ex. 18a?

That sounds like a good idea! → Sounds like a good idea!

- b. Now rewrite the following dialogues using ellipsis where possible, then act them out. The first dialogue has been rewritten for you.

- 1 A: Hi Robbie.
B: Oh hi, Julie. ~~Are~~ you ok? You look a bit pale.
You ok?
A: ~~I'm~~ just a bit under the weather.
Just a bit under the weather.
B: ~~Do you~~ want some aspirin?
Want some aspirin?
A: Yes, please, Robbie. Thanks.
- 2 A: This is Gary speaking.
B: Hi Gary, it's Louise. Is Ted at his desk?
A: I'm afraid not. Do you want me to give him a message when I see him?
- 3 A: Do you know Professor Brown? He's taking over from Professor Bradley as head of department.
B: I've never heard of him.
- 4 A: Have you heard anything from Fred?
B: I haven't spoken to him since yesterday.
- 5 A: What's the matter?
B: I can't find my wallet.
A: Have you lost it again?
B: Ah, here it is. I've found it.

Writing

• Topic Interpretation

- 20** a. Read the two rubrics below, paying attention to the numbered sections. Then, for each rubric, answer the questions that follow.

A The National Tourist Board¹ is going to publish a series of articles on places of interest in your country. You have decided to send in an article describing your favourite place for a holiday.² In your article you should mention why you think the place is special and include practical information for the tourist.³

B Your school/college magazine¹ is running a competition under the general title 'The Longest Journey'. To enter the competition, you must write an article in which you describe an eventful journey which you have taken.² You should include details of what happened on the journey, as well as how it ended.³

- 1 Who is the target reader?
- 2 What style is appropriate?
- 3 What do you have to write?
- 4 Will you use mainly descriptive or narrative writing?
- 5 What must you include?
- 6 What other things should you consider?

• Beginnings and Endings

- b. Now read the opening lines below and choose the best beginning for each of the rubrics you discussed above. Give reasons why the others are not appropriate.

- 1 We all need a holiday sometimes and, even if money and time are both a bit tight, it's worth making the effort to get away, even if it's only for a few days.
- 2 Dunstable is perhaps not at the top of everyone's list of favourite holiday destinations and yet, for those who know the town and surrounding area, there are countless reasons why it should be.
- 3 The journey I am about to describe may not be the longest in terms of hours but it was certainly the one which felt the longest, as I am sure you will appreciate when you read on.
- 4 Travel broadens the mind, they say, and I would tend to agree with them since the experience one gets from, say, visiting a foreign country, can give the traveller a completely different perspective on life.

• Descriptive Adjectives/Verbs

- 21** a. Put the descriptive words and phrases in the correct places in the tables below. Then add more of your own.

• unpleasant • enormous • miniature • lovely • disgusting

nice	quaint, attractive, pretty,
bad	awful, dreadful, horrible,
small	minute, tiny, minuscule,
big	huge, massive, gigantic,

• notice • bellow • trudge • yell • scrutinise • limp

walk/run	sprint, stroll, dash,
speak/say	shriek, mumble, exclaim,
look/see	glance, glimpse, squint,

- b. Write ten sentences using the words above, making sure the word is suitable for the sentence.

• Collocations

- 22** a. Match the words on the left to those on the right to make collocations.

- | | |
|-----------------------------------|---|
| 1 beautifully | a waited, listened, explained |
| 2 lovingly, carefully | b destroyed, useless |
| 3 patiently | c decorated, sung |
| 4 hurriedly, swiftly, quickly | d time-consuming, difficult, hard-wearing |
| 5 extremely, very, incredibly | e cared for, restored, maintained |
| 6 totally, completely, absolutely | f left, finished |

- b. Now make sentences as in the examples.

We finally entered the beautifully decorated entrance hall.

I bought CDs of traditional songs, beautifully sung by local musicians.

• Narrating

23 a. Read the following sentences and put the verbs in brackets into the correct form. Some variation is possible.

- 1 By the time we *(had) finally left* (finally leave) the airport, we were tired, bad-tempered and desperate for a shower and a change of clothes, so we *headed for* (head for) the nearest hotel.
- 2 So, after *(plead)* with the security guards, we managed *(convince)* them that our story *(be)* true.
- 3 Our next destination was the police station as, if we were *(have)* any hope of *(claim)* compensation, the missing camera had to be reported lost or stolen within twenty four hours.
- 4 Unfortunately, what we had failed *(realise)* was that they were not going *(let)* us back into the airport without a valid ticket.
- 5 Hardly had we got on the bus when John realised that he *(leave)* the bag containing the video camera in the airport cafeteria where we *(have)* coffee an hour earlier.
- 6 Of course, the camera *(not be)* on the table and the only thing we *(be able)* do was *(fill)* in a lost property form before leaving.
- 7 After we *(wait)* for what seemed like an eternity for the bus *(reach)* its next stop, we managed *(flag)* down a taxi *(take)* us back to the airport.

b. Number the sentences in the correct order to make a narrative passage.

- 1 *By the time we had finally left the airport, we were tired, bad-tempered and desperate for a shower and a change of clothes, so we headed for the nearest hotel.*
- 5 *Hardly had we got on the bus when John realised that he ...*

Discuss & Write

24 Read the two rubrics below and answer the questions that follow. Then write one of the tasks in 300-350 words.

A You belong to an international youth travel programme which publishes a monthly newsletter to send to young people in other countries. For the next newsletter, you have been asked to write an article describing your home town. In your article, you should include information which would be interesting for young people visiting the area.

B You have read the following in a travel magazine.

Have you got a Story to tell?

We're looking for your travel stories to publish in our magazine. Got an amusing, sad, eventful or interesting tale to tell? Perhaps you had a disastrous journey or an unexpected surprise while you were on holiday. All we ask is that the story is a true one which happened to you. Put it down on paper and send it to us. We promise to read every one and the best of all will be published in next month's issue. So get writing!

Write your article.

- 1 Who is the target reader?
- 2 How formal/informal does your writing need to be?
- 3 What information must you include?
- 4 Is this mainly descriptive or narrative writing?
- 5 Which descriptive vocabulary / time words and phrases could you use?
- 6 Which tenses should you use?

The Science of Life

Language Focus

1 Use each phrasal verb once in the correct form to complete the passage below.

- turn to • be without • pull through • look after
- nod off • pass out • go round • get over • put on
- waste away • come round • go down with

I first realised something was wrong when I started 1) in my chair every few hours and I even 2) a few times in public places. I always 3) fairly quickly but I started to get worried. I had 4) flu a few weeks before, that really virulent strain that was 5), and had never fully 6) it. I was also losing weight – my friends said I looked as if I was 7) ! After going to a few doctors who weren't much help, I finally 8) a homeopath, who confirmed my suspicions that the whole thing was stress-related. He was fantastic, and I really wonder if I'd have 9) without his help. I now have a knowledge of natural cures and a supply of 'rescue remedy', which I 10) never The most important advice he gave me was to 11) myself! Now I am better, I have 12) almost all the weight I lost when I was ill.

2 Fill in **to**, **into** or **with**.

- 1 These findings point general dissatisfaction among staff.
- 2 Eating too much meat may lead heart disease.
- 3 She likes to experiment different hairstyles.
- 4 You should apply glue both surfaces.
- 5 We need to replace the battery a new one.
- 6 I associate this house my childhood.

- 7 Could you divide it three equal parts?
- 8 I attach great importance your opinion.

3 a. Match the nouns to form collocations.

- | | |
|-------------|--------------|
| 1 life | a mortality |
| 2 death | b food |
| 3 birth | c ward |
| 4 maternity | d toll |
| 5 childhood | e rate |
| 6 infant | f benefit |
| 7 health | g expectancy |
| 8 sickness | h memories |

b. Now use the collocations in these sentences.

- 1 of painful visits to the dentist always make me nervous about going!
- 2 He claimed for 6 months when he had a slipped disc.
- 3 Better-equipped neo-natal units have helped to reduce
- 4 The following the earthquake may rise to over a thousand.
- 5 We visited my mother and new baby brother in the
- 6 Increased and a reduced mean that the population is, on average, older than it used to be.
- 7 You can get organic honey at a shop.

4 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 The striking hospital workers will not give up until they are given a pay rise.
holding The striking hospital workers for a pay rise.
- 2 There are more cases of lung cancer nowadays due to air pollution.
incidence Air pollution lung cancer.
- 3 Trainee nurses often adapt to hospital routine less easily than patients do.
difficulty Trainee nurses often to hospital routine.
- 4 We can learn a lot about a person's state of health from their eyes.
insight A person's eyes state of health.

- 5 One of the reasons why we are fatter than in the past may be our sedentary lifestyle.
contributed Our sedentary lifestyle
 fatter
 than in the past.
- 6 It is a fact that people now live several years longer.
expectancy It is a fact that
 by several years.
- 7 The number of applications for nursing jobs fell sharply last year.
decline There
 of applications
 for nursing jobs last year.
- 8 People are using microwave ovens more and more frequently.
trend There
 of microwave ovens.

5 Complete the sentences with the words below. Consult a dictionary if you wish. You may need plurals.

- spot • swelling • inflammation • rash • bruise
 • blister • cut • sprain • gash • bite



- The child had twisted her ankle and suffered a minor
- I've got an itchy on my neck; I think it's an allergy.
- The mosquito on my ankle has become infected.
- That child must have chicken-pox; he's got dozens of all over his face.
- Arthritis produces painful of the joints, which causes unsightly
- He escaped from the accident with only minor and
- My new shoes are rubbing and have given me a on my heel.
- The on his head was so deep that it needed six stitches.

6 Match the health problems to the photographs (multiple matching is possible), then talk about how the factors shown compromise our health.

- vitamin deficiency • headaches • irritability
- heart disease • digestive upsets
- decreased productivity • respiratory diseases
- decreased lung capacity • high blood pressure
- cancer • throat and mouth infections
- weight gain/obesity



Bad eating habits such as regular consumption of junk food can lead to various health problems, such as vitamin deficiency and ...

English in Use

7 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 "Why don't you go to the doctor's, John?" said his sister.
should John's sister
 the doctor's.
- 2 "You can't have supper until you've washed your hands," said Jo's mother.
let Jo's mother refused

 washed her hands.
- 3 "Yes, I did see the accused going into the cinema," said the witness.
confirmed The witness

 into the cinema.
- 4 "Forget your kit again, and you'll be out of the team," said Ben's coach.
leave Ben's coach threatened

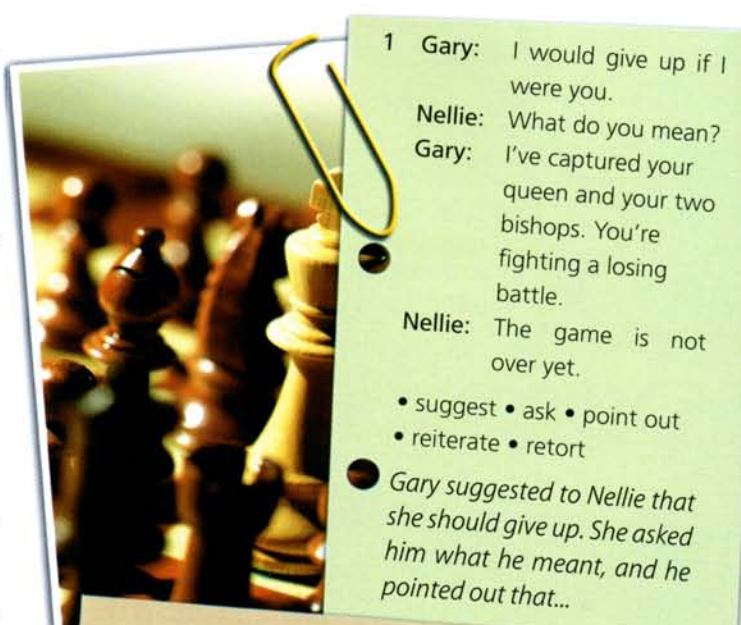
 he forgot his kit again.
- 5 "That's just a pack of lies!" she shouted at him.
angrily She
 lying.
- 6 "That's a lovely new dress, Jean," said her mother.
complimented Jean's
 dress.
- 7 "I haven't got enough money to pay a removal company," she said to Tom.
afford She
 a removal company.
- 8 "You should not go to such a dangerous place," David said to me.
against David
 a dangerous place.
- 9 "I would wear the black pullover if I were you," Kristina said to Mike.
advised Kristina
 the black pullover.
- 10 "I am really very sorry to have missed your birthday party, Ann," said Teresa.
for Teresa
 birthday party.

8 Find at least **two** reporting verbs which could fill each gap.

- 1 Georgia **remarked / commented** on how tired Clive looked.
- 2 Moira about the cost of the package holiday to Spain
- 3 Lynn her son to call Martha and apologise
- 4 The manager his secretary to type the report.

- 5 Maria that she had passed her driving test on her first attempt.
- 6 Zoe if her husband had remembered to pay the phone bill.
- 7 Martin going to the new Indian restaurant for dinner.
- 8 The teacher her students not to forget their homework.

9 Look at the following dialogues and report them using the right form of the reporting verbs given.

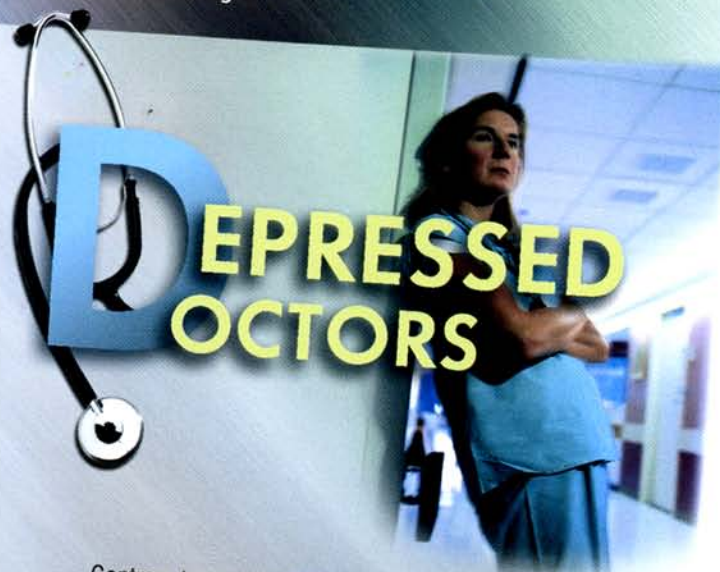


1 Gary: I would give up if I were you.
 Nellie: What do you mean?
 Gary: I've captured your queen and your two bishops. You're fighting a losing battle.
 Nellie: The game is not over yet.
 • suggest • ask • point out
 • reiterate • retort
 Gary suggested to Nellie that she should give up. She asked him what he meant, and he pointed out that...

2 Professor: I'm very impressed with this, Linda. Good work.
 Linda: Thank you, Professor.
 Professor: I don't want you resting on your laurels, though. You've managed to become top of the class, but it's maintaining that standard that's the hardest part.
 • praise • thank • warn • explain

3 Keith: I'm a little worried about you. You look terrible.
 Liz: I'm fine.
 Keith: Are you sure? Why don't you go and lie down?
 Liz: I've got to finish my homework.
 Keith: Liz, you don't look as though you're going to make it to class this afternoon, so what's the point?
 Liz: I suppose you're right. I think I've got the flu.
 Keith: Go to bed. I'll call Professor Punter for you.
 • express concern • assure • suggest
 • reply • remark • admit • add • advise • offer

- 10 Fill the gaps in the text with derivatives of the words on the right.



Contrary to popular mythology, doctors are not 0) **infallible** superheroes. We get depressed too. In fact, we are more likely to become depressed than most people. We experience the stresses and strains in our personal lives – illness, death and

1), failing relationships, (though not usually 2) or unemployment) – which are known to 3) periods of depression. At the same time, medical practice constantly brings us face-to-face with pain and suffering. It is through experience that we learn to come to terms with the

4) of what we can achieve. But it is often a 5) process.

The past few years have seen a 6) increase in the range of duties and tasks we are expected to undertake. Many doctors now wonder if they can cope with the demands made on them, and have considered giving up their 7) profession.

As doctors, we are prepared to talk about 'burn out', and acknowledge that we ourselves may 8) suffer from it, or at least have a friend who has. But the 9) between 'burn out' and depression are blurred, and may not even exist.

If you feel depressed, you have several choices. You may wish to consult your own doctor, or a colleague in your own practice. It is 10) to discuss how you feel with someone close to you. It is part of a doctor's psychology to often deny his or her own illness, but this is a dangerous strategy for the doctor, the doctor's family and the doctor's patients.

FALLIBLE

BEREAVE
POOR

GENDER

LIMIT
TRAUMA

CONSIDER

CHOOSE

OCCASION

BOUND

VALUABLE

- 11 Complete the sentences with **one** suitable word.

- The new microprocessor chip is expected to break some new in mass data processing.
- The young journalist's question about his dealings on the stockmarket the MP completely off guard.
- She started her small hairdresser's just for something to do, but now she's making money over fist.
- He was brilliant at the rehearsals, but he his head the opening night and forgot his lines.
- This is a very complicated problem; let's all put our heads and sort it out.
- Parker's new film is entertaining, but apart from that, it's nothing to write about.
- My car is on its last; it's broken down four times in the last year.
- The restaurant was closed when we arrived, so we had to do with biscuits and crisps.
- We assured him that the order was being dealt with, but nothing could set his mind at
- Rock bands of that calibre come to our town once in a moon.

- 12 Find **one** word which is suitable for all three gaps in each of the sets of sentences below.

- The main character is unlikely to be killed in the first
 - Any kind of violent on the premises of this university would lead to your instant dismissal.
 - She may strike you as an unapproachable person, but her aloofness is just a(n)
- It's quite difficult to with a class full of excitable teenagers.
 - There are many businesses that in human resources management, but only a few which are established and reputable.
 - The second and third part of his paper with various aspects of urban life in the 18th century.
- The driver of the blue car that he was turning right, but turned left instead.
 - The tests that her dog might be suffering from heart disease.
 - Mark had never before his intention to go to university.
- Chances of finding a job that well are not as good in the north of the country.
 - It is because he never attention in meetings that he often gets things wrong.
 - Next time she me a compliment, I'll be sure to watch my back.

Reading

13 You are going to read four passages on various issues related to health and medicine.

- a. Look at the titles of the four passages. In which passage would you expect to find each of the following ideas, and in what context?
- 1 Great discoveries are not achieved through teamwork.
 - 2 Self-esteem is directly related to the way we perceive our own appearance.
 - 3 Humans and animals are very different organisms.
 - 4 There are common health problems which conventional medicine seems unable to treat successfully.
- b. Now read the passages and answer the questions that follow each one (1-8).

EXPERIMENTING ON ANIMALS



The subject of animal experimentation has always been **controversial**, producing extreme reactions and emotions from each opposing camp.

Those scientists using animals in their work claim that wherever possible other methods of research are used in preference to live creatures. They state that as few animals as possible are used and that the welfare of the animals is properly **safeguarded**. These three simple principles are regarded as **fundamental** to all animal experimentation and form the basis of modern controls on research.

Anti-vivisection groups, however, claim that animal experiments do not work and have not produced any real medical advances. Their main argument is that animals suffer needlessly as tests on animals produce results which are no good to humans due to their different organisms. Apparent medical breakthroughs may prove only to cure animals and not humans and many people believe that the only way to be sure of the success of a new drug is to actually test it on people.

- 1 Scientists support their case by
 - A pointing to general rules.
 - B rejecting unsafe procedures.
 - C claiming to use only certain species.
 - D stating their commitment to research.
- 2 Anti-vivisection groups focus on
 - A the flawed methodology of animal research.
 - B the limited relevance of animal research.
 - C the unsuitability of some of the animals used.
 - D the advances animal research has achieved.



INDIVIDUALITY AND MEDICINE

Our era has set individuality **on the back burner**. As management likes to proclaim, it's the team that produces the goods. Whether you're selling towels or assembling kit furniture, you can function as well as anyone else if the team structure is right. Genius, we're told, is just a myth. Yet, in medicine, it is not the great team that makes for the greatest result. It is individual creativity, the free spirit that marks out medical progress. Individuals working **against the grain** gave us the age of science.

We learn that medical progress comes from institutional laboratories where rows of white-coated scientists pull together like oarsmen in a boat. But it simply isn't true. Scientific breakthroughs derive from individuals, not teams. They may originate by accident (like penicillin), through defiance (the double helix) or self-experimentation (Intal, for asthma). But, however they originate, free spirits make science, not institutes. Modern science exists in spite of the system, and not, by any stretch of the imagination, because of it.

- 3 The writer disagrees with the current idea that individuality
 - A is inferior to genius.
 - B is fundamental to teamwork.
 - C is an unnecessary concept.
 - D will aid progress.
- 4 What is said about pioneering researchers?
 - A They were regarded as heretics.
 - B They had fertile imaginations.
 - C They were viewed as geniuses.
 - D They did not work in teams.

ALTERNATIVE MEDICINE

A century of science-based medicine has not led us to the promised land of perfect health. Our noses still run, if less often. Our backs ache more than ever – that's what happens when you sit at a desk all day. Our children develop asthma and eczema – increasingly, it seems – though no one is certain why. We want to fix that uneasy gut or lumbar pain.

We want to do something about the stress that we feel is eating away our lives. So we look past the doctor's surgery and beyond the hospital consulting room to an alphabet of alternatives, from acupuncture to zone therapy: complementary and alternative medicine, as they're known – Cam for short.

Five million of us used Cam therapies in 2001, a figure which is increasing by 20 per cent a year. There are now 50,000 Cam practitioners compared to 36,000 GPs. The government's Select Committee on Cam was broadly sympathetic, though somewhat **bemused** by the wilder fringes and some of the more extreme claims.

So which ones work and which don't? There has been very little high-quality research, although some would say that the same holds for conventional medicine. However, some Cam therapies appear to work. There is also no doubt, however, about the healing power of someone taking the time to listen to our complaints and taking them seriously.

5 What does the writer say about the alternatives to conventional medicine?

- A They mostly address anxiety-related disorders.
- B They are diverse in their nature.
- C Their effects are not documented.
- D They are often a last resort.

6 The reaction of the government committee mentioned in the second paragraph was

- A generally favourable.
- B completely baffled.
- C rather understanding.
- D unduly sensitive.

'BAD HAIR' A REAL PSYCHOLOGICAL FACTOR

Just over a year ago, a survey was conducted by scientists at Yale University on how the general public's appearance affected their mood. A little more than a month later, the results were tabulated and revealed to a waiting world. And the world was **not a little gratified** to receive them, showing as they did that, for once in its life, it had been right all along. For the world, albeit with little to go on other than a **hunch**, had long been of the opinion that there was such a thing as a Bad Hair Day. Now medical science had proved it.

Cause And Effect – that's what the team had been looking for. And with the help of a grant from Procter and Gamble, they found it. For, as participants in the experiment told them, self-esteem and **grooming** are as inextricably entangled as the strands in a hairball. Individuals perceive their capabilities to be significantly lower than others' when experiencing bad hair. Starting the day with hair that looked wrong intensified feelings of social insecurity and self-consciousness. It even caused a few victims to make errors at work.



7 This extract might come from a(n)

- A academic essay.
- B medical journal.
- C hair clinic prospectus.
- D make-up guide.

8 According to the findings of the research, 'bad hair days'

- A cause people to feel generally inferior.
- B undermine a person's confidence.
- C are to blame for many errors at work.
- D can make insecure people self-conscious.

14 Look at the words and phrases in bold in the passages. From the context in which they appear, try to come up with a synonym or definition for them.

Listening & Speaking

15 You will hear part of a radio interview about the proper use of antibiotics.

a. The following words will be heard in the recording. In what context do you expect them to be heard?

- colds and flu • drug-resistant • overuse
- underuse • discontinue treatment prematurely
- share tablets with family members



b. Now listen to the recording and fill each gap with a word or short phrase.

Antibiotics are ineffective against **1** infections.

Infections are triggered by two kinds of **2**.

Antibiotics are only useful when it comes to fighting **3** bacteria.

When bacteria **4** to antibiotics they become resistant.

Unnecessary use of antibiotics renders one vulnerable to **5**.

Infections caused by bacteria are extremely **6**.

According to the World Health Organisation, proper use of antibiotics results in the maximum clinical **7**.

For doctors, getting the dosage and duration of an antibiotic prescription right is quite a **8**.

Some foods interfere with the **9** of antibiotics in the stomach.

c. Were your answers in a correct?

16 In pairs, do the following speaking tasks.

a. Student A, talk about the following question for about two minutes.

How are attitudes to health care changing?

- alternative therapies
- genetic engineering
- animal testing

b. Student B, say if you agree or disagree with what Student A said, or if there is anything you would like to add.

c. Discuss the following question together.

Do you think people rely too heavily on conventional medicine?

d. Listen to two students doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

e. Student B, talk about the following question for about two minutes.

To what extent is technology damaging our health?

- home entertainment
- genetically-modified foods
- computers

f. Student A, say if you agree or disagree with what Student B said, or if there is anything you would like to add.

g. Discuss the following question together.

Do you think our diets have become healthier?

h. Listen to two students doing the speaking task above and assess your classmates as you did in d.

i. Discuss the following questions together.

- Do you feel enough is being done to reduce air pollution?
- Which development in the last 100 years do you think has had the most impact on people's health?
- What controls would you like to see regarding the use of genetic engineering?
- Do you agree that the quality of a life is more important than its duration?

Communication

• Making, rearranging and cancelling appointments

17 a. Read the following dialogues and fill the gaps choosing from the phrases below.

- suit you • That's a shame • fit you in
- booked solid • make an appointment
- letting me know • have an appointment
- move the appointment • I can't make it
- Something's come up

b. What do the phrases in bold mean?

- A: Cato Productions.
B: Hello, Linda. Neil Conway here.
A: Hello, Mr Conway. How can I help you?
B: I need to 1) to see Mr Howard. Has he got any time today?
A: Let me see ... Not today, I'm afraid, Mr Conway. The earliest I can 2) is tomorrow at 10:30.
B: Can't you **squeeze me in** sometime today?
A: Hmm ... no, I'm afraid not. He's 3) today. Sorry about that.
B: OK, Linda, no problem. Tomorrow, 10:30.
A: That's fine, then, Mr Conway. Have a good day.
B: Bye.
- A: Good morning. Airthrey Medical Centre.
B: Hello – my name is Chris Fowler and I 4) with Dr Kennedy at 11 o'clock.
A: Yes, Mr Fowler. How may I help?
B: 5) at work. Can we 6) to sometime this afternoon?
A: Let me check for you ... Yes, **there's a slot at 2:30**. How does that 7)?
B: That's fine.
A: Okay, then, Mr Fowler. 2:30, Dr Kennedy.
B: Thanks very much.
- A: Hello?
B: Hi, Keith. It's Julia.
A: Oh, hi.
B: Listen, it's about lunch tomorrow. I'm afraid 8)
A: 9) Is Harry still coming?
B: Oh yes, Harry's going to be there.
A: OK then, Julia. Thanks for 10)
B: Thanks, Keith. Bye.

c. In pairs, act out the following conversations.

- Call the hairdresser's to move your appointment from 11:30 to sometime after 2 o'clock - if they have any appointments at that time.
- You requested an appointment with your lecturer to discuss your assignment, but you have decided to go on an excursion for the day instead. Call him, make an excuse, and arrange an appointment for a later date.
- Call your bank and make an appointment with the manager to discuss a loan.

• Intonation & Meaning in short answers

18 a. Read the following dialogues aloud, paying special attention to intonation. What is the meaning of the underlined words/phrases?

- a A: I need you to call Alex and ask him if he's coming in today.
B: Right.

b A: Michael says he can beat you at chess without even trying.
B: Yeah, right!
- a A: I'm going to be working late, so why don't you go ahead and eat.
B: Fine.

b A: I just don't want to see you anymore.
B: Fine!
- a A: Is Marie at home?
B: No, she isn't.

b A: Sandra is going to the bank.
B: Oh no, she isn't. I said that you were to go. Go and call her back.

b. Listen to the dialogues. Compare the intonation on the recording to your own.

c. With a partner, expand the prompts, read them out, and respond to them using phrases from a.

- not / forget / call / Judith
- Tom / say / can / do / job / better / you
- I / meet / you / station / five o'clock
- I / go / cinema / whether / you go / not
- I / not / go / post office / Helen is

Summary Writing

• Controlling the length of your summary

- Use short linkers eg use *'also'* rather than *'in addition to this'*.
- Find a single-word alternative to a longer expression or phrasal verb eg *'there is every likelihood that the patient will pull through'* could be reduced to *'the patient will probably recover'*.
- Cut out unnecessary examples eg *'debilitating diseases such as cancer, AIDS, tuberculosis, multiple sclerosis and hepatitis'* could be reduced to *'debilitating diseases'*.
- Relative clauses can often be reduced eg *'all the different people that work in a hospital'* are, more briefly, *'hospital staff'*.
- *'That'* clauses can sometimes be reduced eg *'He is confident that he will be successful'* can become, more briefly, *'He is confident of success'*.
- Use general terms eg *'homeopathy, acupuncture, reflexology and aromatherapy'* could be referred to as *'alternative medicine'*.
- Cut out superfluous details like intensifiers and descriptive words eg *'The nurses feel strongly that their crisply starched white hats make them look extremely professional'* could become *'The nurses feel their hats make them look professional'*.

19 Without changing the meaning or omitting any of the points made, reduce the length of these sentences to not more than the number of words indicated in the brackets.

- 1 The vast majority of people who spend some time in hospital on a regular basis said that they were completely satisfied with the level of nursing care. (12)
- 2 There is a great deal of persuasive evidence to suggest that some of the results of the tests have been quite deliberately and unashamedly falsified. (10)

- 3 One of the main disadvantages (and there are many others) of being a doctor in this day and age is the unfortunate but inevitable fact that you are, in many cases, obliged to work at quite irregular times of the day and night. (13)

- 4 The thing that annoys the nursing staff more than anything else is the disrespectful attitude, such as rudeness, overt flirting and condescension, that is all too often displayed to them by quite a number of patients, especially male patients, and, in addition to that, by a small number of the doctors. (15)

- 5 In spite of the fact that there is a special ward for patients who are suffering from things like schizophrenia, paranoia, depression, delusions, panic attacks, hallucinations, psychosis etc, these patients do not get adequate treatment one hundred percent of the time. (19)

- 6 The nurse came in for a certain amount of criticism because of her hair, which was too long, rather dishevelled, a bit greasy and had split ends, and, as well as that, because of her uniform, which was rather dirty and looked as if it hadn't been ironed. (11)

- 7 In a small minority of cases, hi-tech equipment that was acquired fairly recently, like MRI scanners, dialysis machines and heart monitoring equipment, has unfortunately been found to be faulty. (10)

- 8 The tall, dark, handsome doctor did not fail to let the people who were in charge of the hospital know that he had every intention of thoroughly investigating the various factors that might possibly be responsible for the confusion that had occurred in recent weeks. (18)

20 Read the following passages and answer the questions that follow (1-5).

High in the air between London and Abu Dhabi, Mammen Oommen was just dozing off in his seat when the announcement went out: "Ladies and gentleman, is there a doctor on board?" Heading for the back of the plane, he found Grace Ndanyu being held by two anxious flight attendants, just minutes away from giving birth to twins.

Extensive laws govern airlines' spending and monitoring of safety issues, but the issue of passenger health is cloudily left to individual countries and airlines to take care of.

In Grace Ndanyu's case, there were three other doctors besides Mr Oommen: a GP and two paediatricians. The medical equipment on board, says Mr Oommen, was almost no help at all. Still, by the time the pilot touched down in Cyprus, the two little girls were already happily asleep in their mother's lap.

In contrast to plane crashes, mid-air medical emergencies receive surprisingly little (if any) attention from the media and this may be another reason why airlines have become complacent about passenger health.

"I spoke to the cabin crew afterwards, and they told me that in 90 per cent of cases, if you have a full aeroplane there will be a doctor on board," said Dr Oommen. "But I cannot imagine, if there had only been one doctor, with that equipment, that the end of this story would have been so happy."

In times when airline budgets are getting tighter and tighter, it is becoming increasingly difficult to adequately train cabin staff members to respond to on-board medical emergencies. Because of the particularities in their working schedules, cabin crew are very difficult to organise into classes - not to mention the physical exhaustion they feel, which makes them reluctant to attend any kind of training outside their normal working hours.

Hermes Software's *Flying Aid* courseware was designed to fill this serious gap in cabin crew training. As useful to new cabin attendants as it will be to experienced staff who need to refresh their first aid skills, *Flying Aid* is a motivating, entertaining but forceful training package. High resolution graphics and integrated interactive video sequences improve knowledge retention and reduce response times in mocks and drills.

Flying Aid offers interactive simulated training for a wide range of medical emergencies such as shock and fainting, treating wounds, fractures and sprains, burns, CPR, choking, respiratory problems and even emergency childbirth.

Do not allow monetary or time restrictions to put your passengers' well-being at risk. Call Hermes Software now on 0800-750-750 to arrange for a free, no-obligation demonstration.

1 Explain the use of the adverb 'cloudily' in the phrase "the issue of passenger health ..." (para 2)

2 According to Dr Oommen, why was the operation successful despite the lack of medical equipment and medicines?

3 What does the phrase "this serious gap" refer to in the second paragraph?

4 Who is *Flying Aid* suitable for?

5 In no more than 70 words, and using your own words as far as possible, summarise what the two passages tell us about the reasons why airlines do not address passenger health issues adequately.

The Art of Entertainment

Language Focus

- 1** For each set, choose the best word to complete each sentence. You may have to change the form of the word.



- 1 The painting a famous battle scene.
- 2 His article his ideas very clearly.
- 3 Her novel a charming picture of life in a small mountain village.
- 4 Try to the scene: he was in pyjamas and she in a wedding dress!

• depict • illustrate • picture • paint

- 5 The actress waited in the for her cue.
- 6 Everyone must be on the ready for filming at 4pm.
- 7 At the beginning of the play, the leading actor walked on to the and addressed the audience directly.
- 8 The production uses very little; just a chair and a mirror.

• stage • set • scenery • wings

- 9 Pete's colleagues him on his success.
- 10 The police Fiona for her quick thinking.
- 11 The minute the choir stopped singing, the audience / loudly.
- 12 I your decision; I don't think you'll regret it.

• praise • applaud • clap • congratulate

- 2** Choose **two** words that fit in each sentence.

- 1 Clive is not interested in motor-racing, so don't buy him that book.
A widely B remotely C deeply D particularly
E closely

- 2 The film bears a resemblance to an old classic made in 1952.
A striking B radical C startling D prominent
E manifest
- 3 Lynn was disappointed by their reaction.
A considerably B mildly C weakly D slightly
E substantially
- 4 She awaited their reply with anticipation.
A sharp B eager C ardent D keen E avid
- 5 Mandy described her friend in terms.
A gleaming B gratifying C pleasing D flattering
E glowing
- 6 The summer course turned out to be a truly experience.
A augmenting B enriching C rewarding
D donating E paying
- 7 The book makes use of flashback techniques.
A extreme B extensive C expansive D excessive
E exorbitant
- 8 The film was made on a budget.
A humble B menial C modest D tight E firm
- 9 To put it, Jenny has decided to leave.
A simply B tightly C shortly D briefly E quickly
- 10 She mentioned her husband's situation only
A faintly B in passing C vaguely D dimly
E in particular

- 3** a. Which verb is used with which set of phrases to form idioms? **Break, rub or spare?**

- 1 new ground / the ice / sb's heart / the bank
- 2 no apologies / sb's feelings / no expense / a thought for sb
- 3 shoulders with sb / sb up the wrong way / salt into the wound / sb's nose in it

- b. Now use some of the idioms to complete the sentences.

- 1 When her daughter left home and cut off all ties with her family, it broke
- 2 George didn't tell me about the accident because he wanted to spare
- 3 I don't know what it is about Jim that I don't like – he just seems to rub
- 4 He was so in love with her that he spared whenever he took her out, even though he wasn't rich.
- 5 Not only did he not support her, he rubbed by constantly saying "I told you so".
- 6 He insisted on renting the bigger flat, arguing that an extra £100 a month wouldn't break the

4 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

1 The price of these biscuits hasn't gone up for five years.

cheap These biscuits
..... were five years ago.

2 I happened to see Zoe as she drove past my office.

glimpse I
..... Zoe as she drove past my office.

3 We invested heavily when we started the business but got the money back within a year.

recoup We managed
..... in the business within
a year.

4 As there had been such heavy rain, the match was cancelled.

pelting As
....., the match was cancelled.

5 The young athlete performed better than in previous years.

improvement The young athlete
..... performance.

6 Mary is almost unquestionably right.

hard That
..... to dispute.

7 The increasing number of books published makes choosing difficult.

more The more
..... it is
to choose.

8 Rex will be taken to court if he doesn't pay the taxes he owes.

prosecution Rex will
..... he pays the taxes he owes.

5 Look at the two paintings below, *The Lily Pond* by Claude Monet and *The Guitar Player* by Pablo Picasso.



a. Which of the following words/phrases would you use to describe each of the two paintings? Why? Are there any you would use for both? Which are not appropriate for either painting?

- sentimental • puzzling • dreamy • intriguing • charming • detached • evocative
- thought-provoking
- geometric shapes • springtime scene • abstract meaning • peaceful setting
- confusion • romance • isolation • tranquility • distance • innocence

b. Can you think of alternative titles for the paintings?

c. Now say what you like / don't like about each painting.

English in Use

- 6** Rewrite the following sentences using the words in bold. Do not change the meaning of the original sentence. Use between 3 and 8 words.



- 1 I think it would be a good idea to hold these meetings weekly instead of monthly.
favour I'm these meetings weekly instead of monthly.
- 2 Donald is unlikely to get the job.
prospect There is the job.
- 3 Martin didn't write his telephone number on the form.
write Martin omitted on the form.
- 4 It will cost Mr. Evans a lot of money if his company collapses.
stands Mr Evans a lot of money if his company collapses.
- 5 Last week I seemed to do nothing but mark students' essays.
spend Last week I seemed students' essays.
- 6 How likely am I to get a place on the team?
chances What are a place on the team?
- 7 The Russian team very nearly broke the world record.
close The Russian team the world record.
- 8 Could you possibly arrive before 9 am?
possibility Is there before 9 am?

- 7** Complete the following sentences with phrases including a gerund or an infinitive.

- 1 Mary Lars for dinner at 8pm but he didn't turn up.
- 2 She couldn't the designer dress even though it cost her a month's salary.

- 3 Maggie didn't think it was extra money to travel business class on the flight.
- 4 Alex is worried his final exams.
- 5 Congratulations! I am so you have got engaged.
- 6 My kind teacher me with the maths exercise as I just couldn't understand it.
- 7 The high cost of living often deters to Paris and so the number of visitors has declined in recent years.
- 8 Stella the vase and promised to replace it.

- 8** Fill the gaps in the following passage using **one** word.

REVIEW OF A POETRY COLLECTION

Under the Carpet is Cameron McDougal's second poetic collection, and 0) **as** one would expect from a young writer 1) debut was greeted 2) such enthusiasm back in 1999, dramatic changes 3) style and technique are not apparent in his new work. This is intended to be more of a general observation 4) a criticism: the texture of McDougal's poetry is unflinching and passionate, and is delivered through the simplest 5) most effective language.

Under the Carpet includes 14 poems written by McDougal in the last two years, as 6) as eight which were written before the publication of *Poems* in 1999. 7) modern Scottish poets embrace 8) a wide variety of themes as comfortably as McDougal. Unrequited love, forlorn ramblings, teasing ballads about his friends at university, innocent childhood memories and razor-sharp political comment are there - 9) expressed through a romantic mood which is endearingly naive. The influence of the "angry young men" of the 60s and 70s is indeed evident; McDougal has adopted Philip Larkin's tendency 10) toy with rhythm and emotion, and a recurring linguistic arrhythmia reminiscent of Ted Hughes. 11) is mainly through these two devices that McDougal manages to colour his discourse with precision and clarity every time he wishes to change the mood or the hue of his nuances.

12) is left with little doubt about McDougal's technical mastery of verse. At 34, he has managed to establish 13) as a recognisable name in the ever-buzzing Scottish poetry scene, and 14) alone is admirable. 15) McDougal continue to write poetry of such quality, he will remain at the forefront of the literary scene for some time to come.

9 Fill in the gaps with one suitable word.



- 1 We did our best to fix the broken computer, but our efforts bore no
A success B fruit C luck D end
- 2 I knew my mother would a face the minute she saw my new haircut.
A drag B lift C pull D raise
- 3 When I saw him wearing those bright red trousers I just couldn't keep a straight
A head B face C eye D mouth
- 4 There are a lot of computer programmers nowadays, but really good ones are few and far
A between B apart C away D amongst
- 5 He is such a kind and caring young boy - he wouldn't hurt a
A bird B worm C fly D bug
- 6 She was so undisciplined and disobedient that, as the manager, I just had to put my down.
A stamp B shoe C fist D foot
- 7 If you're going to town, keep your eyes for that book I was telling you about.
A peeled B clean C wide D fresh
- 8 Mark decided to follow in his father's and become a dentist.
A advice B way C road D footsteps
- 9 He was a tall, intimidating person, with a firm tone of voice and a very short
A fuse B line C patience D temperament
- 10 He always was a tough employer, and governed with a(n) fist.
A iron B heavy C hard D metal

10 Select **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • Mr Jones decided that he'd better have a(n) with his son about the complaint.
• Harry can be relied upon to keep his
• I instructed the soldiers not to advance until I gave the

- 2 • In my, it's one of the best films of the year.
• Diana is an open - it'll be obvious if she's upset.
• Don't expect Mr Brown to cover for you. He does everything by the
- 3 • I don't with the idea of renouncing discipline entirely.
• Does the offer you made me last week still?
• The kidnappers said they would me prisoner until the ransom was paid.
- 4 • Fiona was quite about her reasons for resigning.
• I am to suggestions as to what is the best way to proceed.
• There are few career opportunities to school leavers without qualifications.
- 5 • He was old and wrinkled, with a(n) of white hair.
• It was quite a(n) to see Peter looking so thin.
• The of the explosion caused the old house to collapse.
- 6 • A ramp will be installed beside the steps to the needs of people in wheelchairs.
• The theatre can an audience of 200 at the most.
• Some time is required for children to to new surroundings.
- 7 • The car skidded on a patch of oil and went into a(n)
• The government have tried to put a positive on the conflict.
• It's lovely weather today - let's go for a(n) in the country.



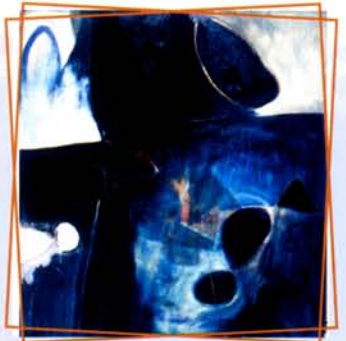
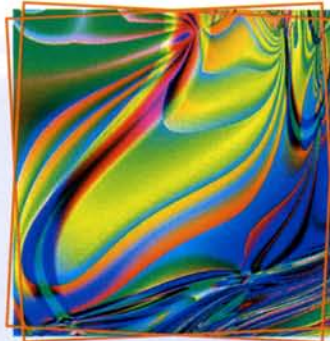
Reading

11 a. You are going to read a passage about art museums and galleries. Before you read, discuss the following questions.

- 1 Have you ever visited an art gallery? If yes, what was your impression of it? If not, would you like to visit one sometime? Why / why not?
- 2 Do you think governments should put more money into the arts? How can art benefit society?

b. Several paragraphs have been removed from the passage. Choose from paragraphs (A-H) on the opposite page to fill the gaps. There is one paragraph you do not need to use.

ART for all?



There were more than a few eyebrows raised when Martin Creed's installation, 'The Lights Going On and Off', was unveiled at this year's Turner Prize show at Tate Britain. The museum's curator of communications, Simon Williams, declared that the work signified "the movement towards the dematerialisation of art since the 60s", but most of the general public seemed to reckon that an empty room with a light flicking on and off was a pretentious conceit. Yet even those who loathed the piece still tried to engage with it as a work of art.

1

There are still some who mutter darkly about the perils of dumbing down, but the upside is that many more people are gaining the confidence to appreciate works they might previously have considered dull or incomprehensible.

2

A recent survey published by Artworks, the National Children's Art Awards, revealed that average yearly spending on art materials in English and Welsh schools had fallen from an already dangerously low figure to a derisory one. Five to seven-year olds were allocated a mere £1.18 per head, while 11 to 18-year-olds fared little better with an average annual budget of £2.68.

3

If you went into a museum or gallery back in the 1970s, you would have found a dusty regime run by an elite for an elite. A curator would have gathered a collection of artifacts or pictures into a gallery, and unless the visitor was steeped in art history, he or she would have little idea of why any particular group of objects had been grouped together in the same room, as there was no explanation or interpretation on offer.

4

A case in point is the newly reopened British Galleries, housing a collection of objects from 1500-1900, at the Victoria & Albert Museum in London. In many museums, the education team is brought in as an afterthought to tidy up after the curator and the designer have decided on the exhibits and the layout. But for the British Galleries, the education team was in on the act from the outset.

5

Museums outside London often have to fight harder for recognition and in many ways have an even greater part to play in the cultural fabric of the community than their grander counterparts. The National Museum of Photography Film & Television in Bradford is an example. Situated in the second poorest ward in the country, it has become a focal point for the north-east, attracting people from all sections of the community.

6

"In countries such as Italy and France, opera has always been a popular musical form," says Mark Tinkler, artistic director. "It's only in the US and the UK that it has been branded elitist. We believe it is something that should be available to everyone so, as well as providing workshops in schools, we perform in places such as Hemel Hempstead and Thames Ditton where opera is seldom, if ever, staged."

7

At its best, art represents the highest form of human achievement; at its worst, it is tame, unchallenging and hollow. To engage or not to engage? Now, more than ever, the choice is ours.

- A** «We wanted to be clear about what the galleries were trying to say about the history of art and design and to ensure we catered for our target audiences,» says Christopher Wilk, chief curator. «Art galleries have tended to appeal to the analytical learner who likes to absorb information from a plaque, but we have gone out of our way to arrange exhibits in a variety of ways so that the galleries can be understood and absorbed by everyone.»
- B** Unsurprisingly, then, and because art counts for nothing in the performance league tables, schools have largely washed their hands of the subject and in the process a generation of schoolchildren have had their access, both to practical artistic experience and to a wider appreciation of aesthetics, severely compromised. But where the schools have failed, arts organisations, museums, galleries and the media have tried to step in.
- C** But for all the success in efforts to reach a wider public, a note of caution is also required. Even in times of prosperity, arts budgets are tight and in times of recession they are often slashed. Arts organisations are fighting for every penny and many are struggling on a shoestring to continue to offer a first-rate programme; no one can take their survival for granted.
- D** They want meaning on a plate, served up the way it has always been. They often seem to want demonstrations of familiar skills. Some people are afraid, both of the feelings art provokes and of having their preconceptions of what art ought to be upset.
- E** Twenty-five years ago we tended to take a very different view. Art meant high art. If it wasn't a Mozart opera, a Shakespeare play or a Rembrandt painting, then it wasn't art: it was popular culture. Today the distinctions have become increasingly blurred. Circus skills, pop music, even TV soaps, are now all recognised as legitimate art forms.
- F** While painting, film and theatre may have opened up to a wider public, there are still some art forms, such as opera, that are still regarded in some quarters as inaccessible. But this too is changing. The Royal Opera House has taken to providing a running English translation of its foreign language works, but more importantly there are a number of small opera groups, such as English Pocket Opera (EPO), which are dedicated to making the art form more accessible.
- G** You might have thought that it was the education system that had inspired this latter-day cultural revolution. But even though there has been a lot of talk coming out of government about creativity in schools, little more than window dressing has emerged.
- H** There is still a minority of curators and critics who believe that the art should stand alone and speak for itself, but most now recognise that museums have a duty to inform, as our national treasures belong to all of us.
- 12** Go through the completed text and underline the parts that helped you place the missing paragraphs, then compare your answers with a partner.
- 13** The following phrases appear in the passage. Work out their meanings from their context (give a near-synonym or a brief definition). Then use the phrases in your own sentences.
- 1 eyebrows raised (before gap 1)
 - 2 mutter darkly (before gap 2)
 - 3 dusty regimes (before gap 4)
 - 4 steeped in art history (before gap 4)
 - 5 a focal point (before gap 6)
 - 6 washed their hands of the subject (paragraph B)
 - 7 severely compromised (paragraph B)
 - 8 on a shoestring (paragraph C)
 - 9 distinctions have become increasingly blurred (paragraph E)



Listening & Speaking

- 14 a.** You will hear part of a radio programme in which two experts, Tia and Darien, are discussing modern art. Before you listen, discuss the following questions.

- 1 Do you appreciate art (music, theatre, paintings, films, poetry etc.) that you can understand easily, or do you also enjoy art which challenges you to think?
- 2 Do you think it's possible to advertise something as 'art' when it is in fact of little artistic value? Can you think of any examples?

- b.** Match the words/phrases on the left to their definitions on the right.

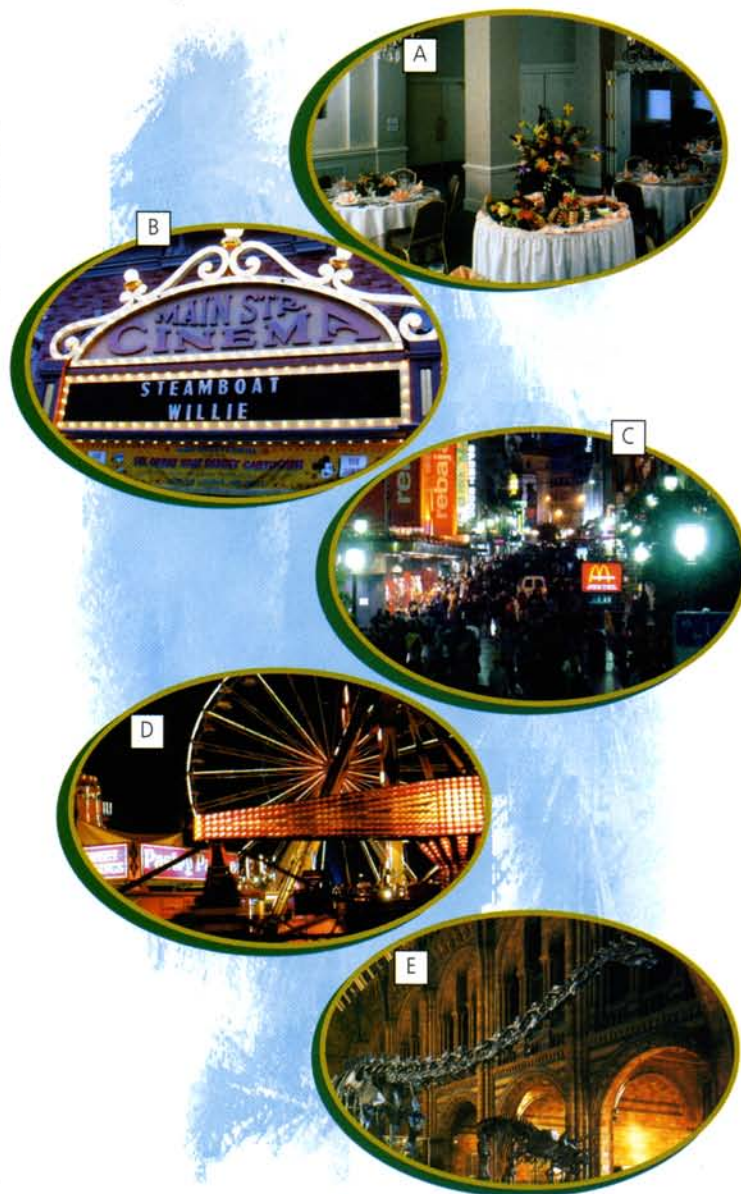
- | | |
|---------------------------|--|
| 1 shed light | a give birth to |
| 2 spawn | b the government and ruling classes of a country |
| 3 the status quo | c under the control of an enemy, enslaved |
| 4 the establishment | d clarify |
| 5 subjugated | e the normal and accepted order of things |
| 6 plight | f a less materialistic element in an ideology |
| 7 an instrument of change | g hardship, destitution |
| 8 a spiritual dimension | h an event or means by which change occurs |

1 2 3 4 5 6 7 8

- c.** Now listen to the recording. For the opinions stated below, write (T) if they are expressed by Tina, (D) if they are expressed by Darien or (B) if they agree.

- 1 Modernism developed as a result of some artists' discontent with society.
- 2 There were two kinds of modernists.
- 3 Modernists were sympathetic to the needs of the poor.
- 4 Modernists were not interested in following the rules of art.
- 5 The modernists manipulated people too.
- 6 Modernists were reacting against materialism.

- 15 a.** Below are some photographs showing various forms of entertainment and leisure activities. Look at photographs A and E. Together, talk about what it would be like to work in these places.



- b.** Now look at all the pictures. Imagine that these photographs are being considered by a local city council keen to promote the city as an entertainment centre. Together, discuss in what ways the types of entertainment shown might appeal to either locals or potential visitors, or both. Then choose the best picture for the city's campaign.

- c.** Now listen to two students doing the speaking tasks above and compare their performance to that of your classmates. Assess your classmates in terms of
- grammatical resource • lexical resource • discourse management • pronunciation • interactive communication

Communication

• Asking for and giving advice

16 a. Read the dialogues. What is the situation and the relation of the speakers in each one?

b. Now replace the numbered parts with the phrases below.

- I need your expertise • Perhaps you'd like to
- I would like to urge you to • at a crossroads
- You might want to consider • Why not
- I'd like to hear your thoughts on something
- Have you considered • Can you spare a minute?
- what if you were in my shoes? • postpone making a decision • It may be a bad move to
- Have you any ideas on what



- 1 A: You look deep in thought. What's bothering you?
 B: Actually, 1) I'd like your opinion on something.
 A: Go ahead.
 B: What do you think I should get Julie for her birthday?
 A: Oh well... That shouldn't be too hard. 2) Why don't you get her some nice jewellery?
 B: But I got her a pair of earrings for our anniversary.
 A: Well, 3) you could get her some other kind of jewellery. 4) Have you thought of a necklace?
 B: A necklace... That's not a bad idea!
 A: There you go.
- 2 A: Rachel? 5) I need to pick your brains.
 B: What can I do for you?
 A: I need to update these spreadsheets, but it's taking an incredibly long time. Is there a quick way to do it?
 B: Yes, there is, actually. Didn't you read the manual?

A: Well ...

B: 6) I strongly suggest that you do that before you build any more spread sheets.

A: Well, I thought perhaps ...

B: And 7) it might be an idea to follow my instructions next time. I did say that you should read the manual first.

3 A: Phil, 8) can I have a word?

B: Sure.

A: 9) I'm in two minds about something.

10) What do you think we should do about Frank?

B: Well, really, Helen, I think it's entirely up to you.

A: I know, but 11) what would you do in my place?

B: Hm ... I would probably 12) sleep on it.

A: Really?

B: Yes. 13) I don't think you should make any decisions tonight. You're very tired.

A: You're probably right.

17 a. Work in pairs. Based on the given lines, develop the dialogues below, adding at least two lines to each. Use as many phrases from 16b as possible.

1 A: Jim, do you know anything about this computer program?

B: What do you need to know?

[...]

B: Well, you know what they say, when all else fails, read the manual.

2 A: Something on your mind?

B: I can't for the life of me think of a present for Harry.

[...]

A: That wasn't so hard, was it?

3 A: Do you have a minute?

B: Sure, Jill. Have a seat.

A: I'm at a crossroads here...

[...]

A: You might have a point.

b. Now act out the developed dialogues.

Summary Writing

• Brainstorming and Discussion

- 18** Think of a film you saw recently and answer the questions below.



- Would you give it a favourable or an unfavourable review? Why?
- Which adjectives best describe it?
• stunning • spectacular • over-long • tedious
• gripping • ground-breaking
- What do you know about the film?
• box office success • hugely popular • based on a book • a trilogy • unusual story
- Do you know the names of the following people?
• the writer • the director • the producer
• the leading actors • the supporting actors
- What are the main aspects that could be described?
• special effects • directing • acting • setting
• theme • plot • characters • cast

• Organisation and Vocabulary

- 19** a. Put the adjectives into the various categories to describe the different aspects of a film. Some words may appear in more than one category.

- spectacular • complicated • hard to follow
- superb • moody • atmospheric • (un)convincing
- basic • wooden • simple • capable • gloomy
- (in)experienced • well-chosen • accomplished
- stunning • breathtaking

directing	spectacular,
acting	spectacular,
setting/ scenery	spectacular,
plot	complicated,
cast	spectacular,

- b. Using the vocabulary, talk about a film that you have seen. What kind of film is it? (e.g. *social drama, horror, science-fiction, love story, classic, adventure, etc.*) Was there anything worth mentioning about the film that is not covered above?

• Linking Words and Phrases

- 20** a. For the film that you discussed in Ex. 19b, above, complete the sentences by filling in the gaps with a suitable name, word or phrase.
-, who played in the film, gave a performance.
 - The director,, managed to
 - The setting for the film is
 - The plot means that
 -'s acting is in this film.
 - This is a film which is worth watching for the alone.

- b. In pairs, take turns describing the best and worst moments of the film you have chosen.

• Style and Upgrading

- 21** a. Read the short passage below and discuss the following questions:

- How does the reviewer feel about the film overall?
- Which aspect(s) of the film does the reviewer comment on?
- What kind of publication would this review appear in?



The acting, like the plot, is a bit boring. Beth Summers, who plays Maria, is not really very believable as a middle-aged woman, partly because of the age gap between the actor and the role, but also partly because the director didn't do a great job with her. Similarly, David Black delivers his lines in a really boring way while never quite knowing what to do with his hands. In contrast, the young Su Williams is a breath of fresh air as Dawson and it was a shame that she was only given a small part.

- b. Now read the passage again and replace the underlined words and phrases with those given. What difference do these changes make to the review?

- minor role • great pity • hardly convincing
- in a tedious monologue • somewhat monotonous
- failed to bring out the best in

Discuss & Write

• Linking and Vocabulary

22 Fill in the gaps in the sentences below using the words and phrases given.

- competition • among • main attractions
- coordinate • which was • well attended
- crowds • spectacular

- 1 The festival, held in the disused airfield outside the town, lasted for three days.
- 2 the highlights of the festival was a rare appearance by the talented local mandolin player, George Bartholomew.
- 3 There was a display of country dancing from the pupils of St Thomas' School for girls.
- 4 One of the of the festival was the variety of stalls selling different types of local and international cuisine.
- 5 The exhibition, which was open throughout the festival, was very
- 6 The organisers did very well to the main events so that there was very little delay between the acts.
- 7 On the final day of the festival, there was a kite-flying, which proved very popular with young and old visitors alike.
- 8 The atmosphere was helped in part by the colourfully dressed performers who wandered freely among the, entertaining anyone who stopped to watch.

• Brainstorming and Discussion

23 a. Imagine a festival is going to take place in your town. With a partner, discuss what kind of things you would expect to see, hear, etc.

b. Have you been to a similar festival? Use the prompts below to talk about it.

- location • reason for festival • appearance
- organisation • type of attractions • performance
- sideshows • attendance • problems
- main attractions/highlights

24 Read the two rubrics below and answer the questions that follow. Then write one of the tasks in 300-350 words.

A ● A TV and Radio programme guide regularly ● accepts readers' contributions related to ● programmes that have been shown. You recently ● saw a film on television and have decided to send ● in your review, saying what you thought of the ● film and what you particularly liked and/or ● disliked about it.

B ● The tourist office in your home town is producing ● a brochure advertising the attractions in your area ● and is asking for contributions from the public for ● a section on annual events such as festivals, ● exhibitions and competitions. You attended an ● event last year and have decided to send in your ● review.

- 1 What do you have to review?
- 2 What kind of publication will the review appear in? What style is appropriate?
- 3 Will your review be mostly favourable or unfavourable?
- 4 Which aspects (e.g. acting, special effects, main attractions, etc) should you cover in your main body?
- 5 What descriptive language can you think of for each aspect?
- 6 What type(s) of writing (descriptive/narrative/discursive) will you use?
- 7 Suggest linking words and phrases that you could use.
- 8 How will you begin and end your review?



Born to Win!

Language Focus

- 1 a. Which word fits each sentence? You may have to change the form of some of the words.



- 1 Rangers were knocked out in the third of the FA cup.
- 2 Debbie came first in the but was only seventh in the finals.
- 3 Peterson was two ahead of the next man, and felt sure he would win the race.
- 4 Smith completed the Formula One in record time.

• round • lap • circuit • heat

- 5 Our rivals have us to a match.
- 6 There were only five horses, but it was an exciting race.
- 7 My brother and his best friend have the competition.
- 8 It was a closely game, and no-one could predict who would win.

• compete • enter • challenge • fight

- b. Using a dictionary if necessary, match the equipment to the sport(s) that it is used in. Then describe the use of each piece of equipment.

- | | |
|-----------|----------------------|
| 1 cue | a cricket |
| 2 club | b tennis |
| 3 bat | c billiards, snooker |
| 4 stick | d fishing |
| 5 rod | e golf |
| 6 racquet | f hockey |

A racquet is used in tennis to hit the ball across the net to the opponent.

- 2 Fill in the gaps with one suitable word.

- 1 Playing again too soon after an injury will slow down the of recovery.
A process B means C procedure D treatment
- 2 After his crushing defeat in the semi-finals it took Peter a long time to his confidence.
A return B rebut C recover D remake
- 3 The team have been under a lot of recently; that may account for their poor performance.
A strain B tension C worry D nerves
- 4 Successful athletes cannot afford to be; they need to stay cool and focused.
A highly-paid C highly motivated
B highly-trained D highly-strung
- 5 Constant travel extracts a from athletes.
A payment B toll C rate D charge
- 6 He won in spite of the unfavourable
A cases B occurrences C states D circumstances
- 7 They will start campaigning in next month.
A serious B earnest C intense D resolute
- 8 An athlete who is not competitive is a contradiction in
A terms B ideas C conditions D concepts
- 9 The article places the world of sport under close
A notice B perception C scrutiny D gaze
- 10 One of the most fundamental rules of the game is never take your eye the ball.
A to B in C over D off

- 3 a. Choose words which fit the 'as ... as ...' expressions.

• a cucumber • a feather • a bone • a rake • nails
• a pancake • a post • coal • a sheet • ice

- | | |
|---------------------|----------------------|
| 1 as hard as | 6 as cold as |
| 2 as light as | 7 as cool as |
| 3 as deaf as | 8 as dry as |
| 4 as thin as | 9 as white as |
| 5 as flat as | 10 as black as |

- b. Now decide which "as ... as ..." expressions fit in the sentences below.

- 1 Shocked, Jake went
- 2 After the drought, the soil is
- 3 The bag is easy to lift – it's
- 4 There's no point in shouting at him – he's
- 5 It doesn't matter what insults she hears, she remains

- c. Make your own sentences with the phrases you didn't use in Ex. b.

- 4 a. The prefix 'out' often has the meaning of 'more than', 'better than' or 'to a greater extent'. What do the following verbs mean?

• outclass • outstay • outdo • outstrip • outgrow
• outvote • outlast • outweigh • outlive • outwit

- b. Now use them to complete the sentences, selecting an appropriate tense or form.

- 1 Not wishing to my welcome, I left after an hour.
- 2 Mrs Jones her husband by 20 years.
- 3 The advantages of the plan the disadvantages.
- 4 He has his childhood obsession with cartoon characters.
- 5 The convict the guards and escaped.
- 6 Only five of us supported the proposal, so we were at the meeting.
- 7 Sally was hopelessly by the other competitors.
- 8 When demand supply, prices tend to increase.
- 9 These new silicone goggles will your old rubber ones.
- 10 He always wanted to his brothers; he needed to feel he was better at everything.

- 5 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 The phone call he made might have enabled his enemies to discover him.
running By making the phone call, he
..... discovered by his enemies.
- 2 She thought his defeat was due to his not having trained.
down She
..... of training.
- 3 It was Mrs Tarrant who organized the sports programme.
one Mrs Tarrant
..... together the sports programme.
- 4 A possible consequence of overtraining is exhaustion.
end If you overtrain
..... from exhaustion.

- 5 His gentle manner off the pitch contrasts completely with his aggressive style of play.

odds His gentle manner off the pitch
..... his aggressive style of play.

- 6 Problems in the third lap forced Johnson out of the race.

ran In the third lap Johnson
..... forced him out of the race.

- 7 This equipment is unsuitable for use in the classroom because of its size.

too This equipment
..... used in the classroom.

- 8 Athletes do not usually retire while still in top form.

peak Athletes are
..... of their abilities.

- 6 In pairs, discuss the following. Use the prompts to help you.

- How important is sport in our society?
- What should it promote?
- What hinders sport from promoting these things?

• peace • friendship • cooperation
• understanding • sportsmanship



• world politics • commercialisation
• advertising • competitiveness
• cheating

English in Use

- 7** Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 Being a university student was the happiest time of my life.

when I was happiest

.....
.....
university.

- 2 Joe is an engineer and he works in a multinational company.

who Joe,

.....
.....
an engineer.

- 3 Tim married a renowned professor of Philosophy.

that The woman
a renowned professor of Philosophy.

- 4 He is the son of a former 100 metres Olympic gold medallist.

whose He is the boy
..... in the 100 metres.

- 5 He was sold a car by a dealer with a persuasive sales pitch.

whom The salesman
..... a persuasive sales pitch.

- 6 I really enjoy watching football on TV.

which Football is the
..... watching on TV.

- 7 Shakespeare was born in Stratford upon Avon.

where Stratford upon Avon is
..... was born.

- 8 I found it amazing how quickly he learnt to drive.

ease I was
..... he learnt to drive.

- 8** Link the two sentences using a suitable relative pronoun. More than one answer may be possible.

- 1 Joanna teaches drama. Her husband is an electrician.

.....
.....

- 2 I went to Venice. I went on a gondola.

.....

- 3 She is a famous actress. Last year she won an Oscar.

.....

- 4 Harry lives in a village. It has a famous Norman church.

.....
.....

- 5 I got that novel for £2. It is the best book I have read this year.

.....
.....

- 6 The millionaire bought an oil painting. It cost £10m.

.....
.....

- 7 Jenny was a reporter. She gave up her job after her marriage.

.....
.....

- 9** Put commas where necessary.

- Dexter by whom she was once employed, won the lottery last week.
- Sarah whose daughter is a gymnastics champion, teaches physical education.
- Glen saved four penalties which is amazing.
- The DX400 computer which costs £1,000, has very good graphics capabilities.
- Nothing that he said in his speech was believable.
- The man who was in the accident is in hospital.

- 10** Find **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- The of the new government will be announced the day after the general election.
 - Mark forgot to write his name on the front page of his
 - You Make Me Feel So Young*, sung by Frank Sinatra, is probably Myrow and Gordon's most romantic
- She says she's going to sue him, but don't worry, it's just a(n) threat.
 - This morning the roads were of traffic.
 - His life was after the death of his wife.
- I feel rather today, so I'll just stay in.
 - My mother has a very opinion of my friends. I'm not sure why.
 - He spoke in a(n) voice, anxious not to be overheard.
- The youth claimed that the police had the drugs in his house.
 - Tom has peas at the end of the garden.
 - He stood there patiently, his feet wide apart.
- He must use the phone a lot; whenever I phone I get the busy
 - The of the book is light-hearted and often tongue-in-cheek.
 - Choose a neutral for your floor tiles so they don't clash with the furnishings.

11 Fill in the gaps using derivatives of the words in capitals.

Are footballers earning too much?



Whenever a salary increase for top league footballers is announced, there is an 0) **outcry** from a section of the public. While they agree it's 1) that these players are highly skilled and talented and should be 2) rewarded, many people feel that the constant increases will result in the 3) destruction of the game as we know it today.

However, the footballers themselves hold the opinion that the public's views are based on a 4), as most of the income generated by a football club goes not to the players but the directors and shareholders. The players feel these protestations are based on middle-class 5), pointing the finger at newspaper articles claiming that the salary levels are just too high for 6) 'kicking a ball around'. In order to 7) the arguments justifying their salaries, footballers cite the far higher remunerations of golfers and boxers, who can earn ten times an average footballer's wage.

Perhaps a more valid 8) could be directed at the tremendous difference in salaries between top-flight footballers (playing for Premier League clubs) and those in lower (but no less 9) and only slightly less popular) categories. The average weekly wage of footballers playing for last year's top five Premiership teams was £14,770, compared to £4,120 which were the average weekly 10) of their colleagues in Division 1.

CRY
DENY

SUIT

EVENT

CONCEPT

SNOB

MERE

STRONG

CRITIC

COMPETE

EARN

12 Fill in the gaps with one suitable word.



- Against all, Brian managed to realise his dream of becoming a professional tennis player.
A odds B predictions C forces D luck
- Employees are notified that the canteen is going to remain closed until further
A notice B instruction C notification D directive
- If we tidy the house afterwards, Mum and Dad will be the wiser about the party.
A not B none C no D nothing
- I think having a beer during a meeting with your boss is clearly the mark.
A overlooking B overreaching C overstepping D overseeing
- Jenny was completely inexperienced when she started working here, but now she's really come into her
A mind B self C soul D own
- He moved out of his parents' house as soon as he had the money to pay his own
A life B way C road D expense
- Despite his desperate situation, Brian managed to pick up the and continue his life.
A bits B parts C pieces D slices
- Sheila was actually in tears before her mother pity on her and stopped scolding her.
A took B put C gave D shed
- After weeks of hesitating, Chris finally up the courage and asked Helen to go out with him.
A gathered B picked C packed D plucked
- I believe he really does want to work for us, but he's playing hard to so that we offer more money.
A catch B get C grab D give

Reading

13 You are going to read four passages associated with sport.

- a. Skim-read the passages. Which one
 - 1 might come from a travelogue?
 - 2 is instructional?
 - 3 is about a great moment in one's career?
 - 4 contains a complaint?
- b. Now read the passages carefully and answer the questions that follow each one (1-8).

Fencing



It is very easy to acquire bad habits and poor technique if you do not have the guidance of a knowledgeable fencing master, coach, or fellow fencer. If you are serious about improving your fencing, quality coaching is always your best investment. However, a disciplined fencer still has options if decent

instruction is not available on a regular basis.

Firstly, a solid knowledge of fencing theory and regulations is a must. Freelance fencers should study the FIE Rules of Competition and a good fencing manual. They should test and apply this knowledge by refereeing whenever possible. An appreciation of good fencing style is also essential, so that they can readily identify weaknesses in their own and other fencers' techniques. Observation and comparison of accomplished fencers will develop this ability.

Fencers should seek out opponents who will strenuously test their weaknesses. More experienced fencers, left-handers, those whose tactics are particularly effective, and even those with annoying (i.e. difficult) styles should be courted on the practice strip. When fencing less skilled opponents, fencers should restrict their tactics to a small set that require practice, and resist the temptation to open up if they should start losing.

- 1 The presence of a coach while training
 - A is essential for a developing fencer.
 - B can be expensive but is advisable.
 - C reduces the need for self-discipline.
 - D is not necessary if there's a fellow fencer.
- 2 Fencers are advised to practise with opponents who
 - A are less experienced.
 - B are likely to win.
 - C will put them on the defensive.
 - D will improve their skills.

WOMEN'S FOOTBALL

Gemma Hunt: We had been kicking the football around in the back yard since we could walk. We were nine when we first went to training and we have been playing ever since.

Our teacher at school had played women's football, so when we asked her to form our own team, she knew where we were coming from. We were the only girls in the boys' team, but as soon as they announced a girls' team, there were loads of girls wanting to play football, and we started an 11-a-side team. Our teacher would take us to different schools and we started a league. We started winning medals and it went from there.



Carly Hunt: We finished school two years ago and did a one-year sports science course at college. Since then, we have been coaching kids on Saturdays and working with schools.

The Football Association is committed to making women's football a professional sport in 2003. We are only 18 now, so in three years it would be great to start playing professionally. It was annoying at school: we were technically better than the boys, and they could go on and play for money, whereas we couldn't. The only money we earn is what's left over from our expenses when we go abroad with the England team. It is frustrating. If we were men playing at our level, we might be earning thousands of pounds a week.

- 3 From Gemma's comments it can be inferred that
 - A without help they might not have been successful.
 - B finding suitable coaches is difficult for women players.
 - C their teacher had long been aware of their background.
 - D few girls are interested in playing football.
- 4 According to Carly, the girls seem to be
 - A willing to compete against men.
 - B enjoying their present occupation.
 - C keen to improve their technique.
 - D hopeful that their status will change.

The Most Dangerous Sport in the World?

Cast a line into the Pacific and you could go home with all sorts of exotic delicacies of the sea. Or you could be swept out into the ocean. Rock fishing doesn't look dangerous - until you start discussing it with the locals.

I first heard of this pastime/ sport / hazard when staying in Sydney with a friend. He was talking about going on an all-night rock fishing expedition and wondered if I wanted to join him. I was quite keen until I spoke to the shopkeeper from whom I bought my supplies for the next day's expedition.

"Keep your eye on that swell. Every week you hear of somebody being swept off the rocks."

It was hard to believe that standing on a rock with a fishing rod was anything to fear; but the man was right. Statistically, rock fishing is the most hazardous pastime in Australia. For eight weeks I'd been scrupulously avoiding all the natural dangers this country could throw at me: I'd dodged sharks in Perth; was alert to the taipan snake in Adelaide; I'd checked my shoes every morning for funnel web spiders in Sydney; and on Fraser Island I'd kept my distance from the dingoes; but I was about to participate in an activity that put more people at risk a year than all of the above put together.



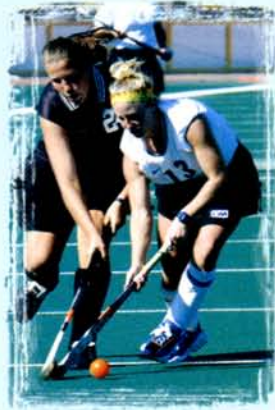
5 It seems that rock fishing is dangerous because of

- A the size of the fish caught.
- B the dangerous creatures in the rocks.
- C the unpredictability of the sea.
- D the complicated equipment used.

6 The writer's attitude seems to be one of

- A indifference to danger.
- B appropriate caution.
- C reckless bravery
- D timid withdrawal.

OLYMPIC HOCKEY



"Pete Atwell, our coach, would get us all together in a group and ask: 'What would you like to do in hockey?' You'd always say: 'Get to the Olympics,' because everyone says that. Although I never really believed it. But he said I could."

And she did. With the help of Atwell and the Great Britain coach Jon

Royce, Denise Marston-Smith made it all the way into the national team for the Sydney Olympics, an opportunity that gave her what she still describes as 'the pinnacle of my career' - when she shot Great Britain into a 1-0 lead against Australia in the opening match.

"It was a set move, a corner," she says. "I was just shaking, shaking. It was like no one else was on the pitch. I was so focused, I'd blocked everything else out. It was a peach. I didn't see it go in, just the end bit of it when the ball was in goal, because it went straight through the top of the legs of a girl running out of goal, it must have been inches away from not going anywhere. I remember screaming and screaming, and not being able to come up for air because all the girls crowded round me and there were all these sticks in my face."

England's lead lasted all of two minutes before the Australians equalised and went on to win 2-1, but for Marston-Smith the moment remains a magical one. "It was my first Olympics, my first Olympic cap, my first Olympic goal."

7 The height of Denise's career was

- A helping England to win the match.
- B being selected for the Olympic team.
- C winning an Olympic medal.
- D scoring an important goal.

8 While actually playing the game, Denise

- A was unaware of anyone else.
- B was focusing on her training.
- C was feeling too ill to play well.
- D had lost full control of the ball.

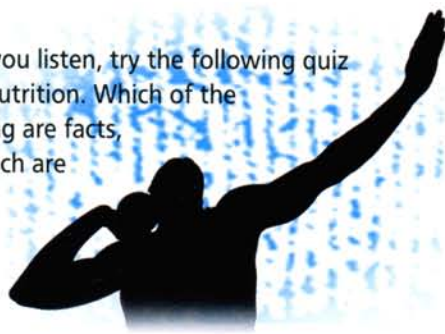
14 Answer the following questions about the four passages.

- 1 How can refereeing help a developing fencer (passage 1)?
- 2 What is the meaning of the phrase 'she knew where we were coming from' (passage 2)?
- 3 In the third passage, what evidence points to the fact that the writer is not Australian?
- 4 What does Denise mean when she says 'It was like no one else was on the pitch' in passage 4?

Listening & Speaking

15 You will hear part of an interview with a sports dietician.

- a. Before you listen, try the following quiz about nutrition. Which of the following are facts, and which are myths?



- 1 Strictly speaking, an athlete's ideal diet is less balanced than that of the average person.
- 2 Athletes should eat meat before participating in a sporting event; this gives them a lot of energy.
- 3 Carbohydrates, found in things such as sugar and pasta, are fattening.
- 4 It is now understood that the diet of athletes who competed in the 60s and 70s was very poor.

- b. Now listen to the recording and answer the questions that follow (1-5).

- 1 The ideal diet of sports people differs from ordinary people's in that
 - A it contains more vegetables and fluids.
 - B it consists of food which gives energy.
 - C it is very high in liver and sugar.
 - D it is perfectly balanced.
- 2 Eating a large meal of carbohydrates at the right time allows athletes to
 - A develop their muscles.
 - B keep their liver healthy.
 - C run faster.
 - D train for longer.
- 3 The diet of footballers in the 60s and 70s did not visibly affect their performance because
 - A everyone was eating the same foods.
 - B the level of football was not as high as it is today.
 - C none of the players were playing at their best.
 - D the protein they consumed gave them energy.
- 4 The benefit of the carbohydrate stacking system is that
 - A it causes the body to burn carbohydrates at a slower rate.
 - B it speeds up the process of converting carbohydrate to glycogen.
 - C it allows the body to keep a store of energy in reserve.
 - D it allows for a fast and efficient release of energy.

- 5 An increase in free radicals can
 - A lead to a tendency to catch colds.
 - B affect the body's ability to fight disease.
 - C cause mental problems.
 - D help an athlete to train harder.

- c. Were your guesses in a correct?

16 In pairs, do the following speaking tasks.

- a. Student A, talk about the following question for about two minutes.

To what extent are people more concerned with personal fitness than they used to be?

- diet • exercise • fashion

- b. Student B, say if you agree or disagree with what Student A said, or if there is anything you would like to add.

- c. Discuss the following question together.
- How important is sport to you?

- d. Listen to two Students doing the speaking tasks above and compare their performance to that of your classmates. Assess your classmates in terms of

- grammatical resource • lexical resource
- discourse management • pronunciation
- interactive communication

- e. Student B, talk about the following question for about two minutes.

In what ways have people's attitudes to sport changed over the last fifty years?

- sponsorship • advertising • illegal substances

- f. Student A, say if you agree or disagree with what Student B said, or if there is anything you would like to add.

- g. Discuss the following question together.
- To what extent are the media responsible for the modern interest in personal fitness?

- h. Listen to two Students doing the speaking task above and assess your classmates as you did in d.

- i. Discuss the following questions together.
- Do you think enough attention is given to physical education in schools?
 - Do you agree it's not the winning but the taking part that matters?
 - Do you believe it's possible to keep sport separate from politics?
 - How important is it in life to be a team player?

Communication

• Debating

- 17** a. Insert the following phrases in the gaps in the conversation transcript which follows.

- I really must insist ...
- I feel inclined to agree with ...
- I know for a fact that ...
- you have a point there ...



- A: ... and that is why I would advise against changing our supplier at this moment.
 B: Bob, you are overlooking one important issue, namely the issue of how late they are with their deliveries.
 A: 1), but there is no guarantee that the new one will be any better. And apart from that, can we really afford to go to someone more expensive?
 B: Certainly not. But 2) most suppliers price their services uniformly ...
 C: If I may just cut in here, Sam, 3)
 Bob. We have many items on the production line and we simply cannot afford to change our supplier right now.
 A: Not to mention the fact that we have already promised another £20,000 worth of orders...
 B: 4) I feel that a change is long overdue.
 C: Fine ... Perhaps we should vote on it.

- b. Now replace the underlined phrases with the ones below.

- Why don't we • And that's without taking into account that • Sorry to interrupt, but
- And besides, • You're missing a very important point • I would not recommend

- c. Which of the phrases in Ex. 17a

- express disagreement?
- add a point?
- make a suggestion?

- d. With a partner, read the following dialogue below and replace the numbered parts with your own phrases.

- A: You don't want to go to the match, then?
 B: 1) It's not really a case of not wanting to.
2) I just don't think we can afford it.
 A: Well, finances are tight, but 3) we can always economise next week.
 B: 4) That's exactly the problem, you see. We keep saying that and then we never do economise.
 A: 5) Okay, here's a thought: we go to the match tonight, and we don't go again until next month.
 B: 6) Look, I really don't think it's a good idea. We've got fees to pay next week. 7) Besides, the match is on TV tonight.
 A: 8) I suppose you're right.

- 18** Read the short dialogues below and add a sentence of your own to each line spoken by B. Then replace the underlined sentences with your own.

- 1 A: No, Sharon, we cannot possibly give you a 10% raise. This is my final word.
 B: I'm urging you to reconsider.
Unless I get this raise, I'm handing in my notice.
 2 A: I've decided to sell my car and get a new one.
 B: Why don't you think it over?
 3 A: Do you think I should let Dad know?
 B: I don't want to be around when you do.
 4 A: So, the decision is made. Tomorrow we fill up the tank and drive to Nicky and Alan's.
 B: I've got a feeling we're going to regret this.

- 19** In pairs, and using as many phrases from 17 and 18 as possible, develop and act out the following dialogues.

- 1 A: ... and that is why I would not recommend closing our Manchester branch.
 B: But you must consider...
 [...]
 B: I suppose we'll have to agree to differ.
 2 A: And why does that mean we can't go to Cornwall for the weekend? We saved up for it.
 B: I know we did, but ...
 [...]
 A: I know, I know, you're right. I hate it when you're so logical.

Writing

• Vocabulary

- 20** a. Put the words and phrases in the spaces next to the photographs of the sports they relate to. They may be used more than once.

VENUES	EQUIPMENT & FACILITIES	PEOPLE
<ul style="list-style-type: none"> • indoor sports hall • court • pitch • stadium • running track 	<ul style="list-style-type: none"> • hurdles • vest • baton • strip • kneepads • running shoes • boots • starting blocks • removable stands • scoreboard • floodlights 	<ul style="list-style-type: none"> • coach • manager • trainer • groundsman • physio • steward • umpire • referee • scout • financial director



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- b. With a partner, add some words of your own to each photograph.

- c. Look again at the photographs and answer the following questions:

- 1 How popular are these sports in your country?
- 2 Are there any other sports which are more popular?
- 3 How easy or difficult would it be for you to take part in them?
- 4 Which of them are the most expensive to take part in?

• Topic Interpretation

- 21** a. Read the rubric below and answer the questions that follow.

As secretary of a local sports club, you have been asked to compile a report for the club chairman on the expenses of the club in the last year. Your report should contain detailed references to how the money has been spent.

- 1 Who are you writing as?
- 2 What do you have to write?
- 3 Who is your target reader?
- 4 What do you have to include?
- 5 What is the appropriate level of formality?

• Section Headings

- b. Look at the following section headings and choose three or four which would be suitable for the rubric above. Then discuss what information you would include in each section.

The Rules of the Game

Premises

Tennis

Equipment

Other Costs

Membership Fees

• Talking about cost

- 22** Using the words and phrases given, complete the sentences below. Then say which sections of the report above they could be taken from.

- rather than • spent on • cover the cost of
- as a result • due • at a cost of

- 1 We have incurred significant expenses to the sudden increase in rent for the training ground.
- 2 Expenditure on club shirts was higher this year of the decision to change the team logo.
- 3 The sum of £580 was the services of a fitness trainer in preparation for the June tournament.

- 4 A part-time groundsman was employed
..... £300 per month.
- 5 A total of £2,200 was allocated to
transport to and from away matches.

• Brainstorming

- 23** a. Imagine that a new sports complex is going to be built in your area. With a partner, discuss what you think the complex should contain. You may wish to use the following ideas.

- car park • refreshment area • swimming pool
- first aid centre • indoor/outdoor tennis courts
- all-weather pitch • access roads

A car park would make it easier for people to attend matches ...

- b. Now imagine that you are going to apply for a loan from a bank for the construction of the new complex. Number the following in order of how important they would be to the bank.



- ☐ The amount to be borrowed
- ☐ The benefits to the community
- ☐ How soon the money will be repaid
- ☐ The number of trees that will be cut down
- ☐ The number of people who will be employed
- ☐ Size of the complex
- ☐ Breakdown of costs
- ☐ Accessibility by bus/train
- ☐ Facilities to be included

- c. Discuss the information you would include under the following headings.

Details of the Complex

.....

Costs

.....

Repayment

.....

• Future / Hypothetical sentences

- 24** a. Match the two halves to make future and hypothetical sentences which are suitable for a proposal.

- | | |
|--|---|
| 1 If we were granted permission to go ahead, the project | a the co-operation of the local council can be depended upon. |
| 2 We expect the work | b prefer, this option can be left out of the overall plan. |
| 3 It is hoped that | c the total cost is unlikely to exceed £34,000. |
| 4 We have every intention of | d to take up to three months. |
| 5 Based on the figures from our accounts department, | e repaying the loan in full within the next two years. |
| 6 Should the committee | f could be completed by the middle of next year. |

- b. How could the information above be used to suggest a new sports facility (*basketball court, hockey pitch, etc*) in your school or college? Write six sentences of your own in support of your proposal.

Discuss & Write

- 25** Read the two rubrics below and answer the questions that follow. Then write one of the tasks in 300-350 words.

- A** ● You recently attended a sporting event that was held in your area. The organisers of the event have asked for reports from spectators suggesting possible improvements to the venue and ways of increasing attendance, with a view to making it an annual event. Write your report, including any information you consider relevant.
- B** ● The local council in your area is running a campaign called 'Bright Ideas' to encourage local residents to suggest ways in which the town can be improved. You have decided to send a proposal in support of building a new sports centre. Your proposal should include details of the centre, as well as the costs involved.

- 1 What do you have to write?
- 2 Will you use mostly present, past or future tenses?
- 3 Who is the target reader?
- 4 Which section headings should you include in your main body?
- 5 Suggest linking words and phrases that you could use.
- 6 How will you begin and end your report/proposal?

Respect!

Language Focus

- 1** These verbs are all connected with the idea of exclusion. Use them in an appropriate form to complete the sentences below.

• forbid • ban • censor • boycott • dismiss
• prohibit • shun • deport • evict • disqualify



- 1 The case against James Grundy was for lack of evidence.
- 2 Bad language and politically sensitive information on television is often
- 3 I was to investigate the matter any further, and was threatened with dismissal if I didn't obey.
- 4 The government have decided to all illegal immigrants.
- 5 Two athletes were from the race when they tested positive for anabolic steroids.
- 6 The law government representatives from owning shares in companies tendering for government contracts.
- 7 During the Apartheid era, the ANC was and Mandela jailed.
- 8 The opposition parties decided to the elections, claiming they were rigged.
- 9 The family were from the flat because they had not paid the rent for 6 months.
- 10 Kate Winslet is said to be a rather shy actress who publicity.

- 2** Complete these sentences using a suitable form of the following phrasal verbs, which are all related to war and conflict.

• call up • drive back • give in • break out
• give up • put down • fight back • take over

- 1 Rebel forces were threatening to the country.
- 2 The government were unable to the rebellion.
- 3 War in 1914.
- 4 All the able-bodied men were for army service.
- 5 When attacked, the army bravely.
- 6 The army succeeded in the invaders.
- 7 When they realised they could not win, they
- 8 They were forced to their weapons and accept defeat.

- 3** Fill in the gaps with **one** suitable word.



- 1 The world-wide recession has serious damage on many industries.
A brought B inflicted C exerted D effected
- 2 They will have to steps to avoid such problems in future.
A make B take C find D use
- 3 This department a useful purpose and should not be closed.
A serves B accomplishes C follows D performs
- 4 He has considerable experience in his field since I last saw him.
A won B built C gained D gathered
- 5 The police were unable to the violence.
A restrict B restrain C confine D contain
- 6 Some people try to the myth that women are weak.
A maintain B preserve C disseminate D perpetuate
- 7 Our aim is to professional opportunities for school leavers.
A impart B supply C create D invent
- 8 I hate the way in which he tries to his opinion on others.
A impose B impress C compel D coerce

4 Complete the following with your own ideas. Use the word **to** in all sentences.

- 1 My sister has access
- 2 A lot of damage was done
- 3 My boss is oblivious
- 4 We all aspire
- 5 We have found no solutions
- 6 People tend to cling
- 7 Oliver owned up
- 8 She tried to live up
- 9 Old people often like to hold on
- 10 Sally bravely stood up

5 Complete the sentences with idioms using **strike**. You may need to change the form of the verb.

a bargain a balance gold
a blow for **STRIKE** while the iron is hot
home it lucky a happy medium

- 1 By publishing evidence of the repression, the newspaper hoped to for democracy.
- 2 Now is a good time to ask her; you'd better
- 3 It's not always easy to between public interest and private profit.
- 4 We with the weather today – it's been wonderful.
- 5 His hurt expression showed that my comments had
- 6 The government with a large pharmaceutical company.
- 7 Mrs Perkins realised that she with Emily, who was a trustworthy and tireless assistant.
- 8 You must try to between too much work and too little.

6 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.



- 1 You should not use a lot of oil in cooking if you want to lose weight.
moderation When you cook, if you want to lose weight.
- 2 There's no need for the two chairs to be identical.
exactly The second chair doesn't as that one.

3 He failed the exam because he hadn't revised or understood the questions.

much He failed the exam as misunderstanding the question.

4 I usually read the paper over breakfast.

habit I am in the the paper over breakfast.

5 The problem of finding employment is made more difficult if you are uneducated.

exacerbated The problem of finding employment you are educated.

6 The book may be well-written, but I don't want to read it.

how No I don't want to read it.

7 There are no good films on this week.

worth There are this week.

8 In spite of myself, I laughed out loud.

help I out loud.

7 Look at the following list of social problems. With a partner, discuss which measures could help alleviate each problem and how. Do you think any of the measures would have an adverse effect - i.e. make the situation worse?

- child labour
- juvenile crime
- old-age poverty and loneliness
- unemployment
- high rate of divorce
- materialism and consumerism

better education
public sports facilities
vocational training for school leavers
family welfare schemes (e.g. allowances)
stricter controls on advertising
social workers
stronger police force
abolishing unemployment benefit

A: *Better education could effectively address a lot of these problems, especially juvenile crime, unemployment and consumerism.*

B: *Of course. To begin with, an educated youth is less likely to get involved in crime.*

English in Use

8 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 I was just about to doze off when the telephone rang.
point I was when the telephone rang.
- 2 Most people expect the minister to resign.
highly It seems will resign.
- 3 I'm sure the entertainer will cheer them all up.
bound The entertainer them all up.
- 4 It's impossible to say how she will react to the news.
no There the news.
- 5 This record is certain to sell a lot of copies.
doubt There a lot of copies.
- 6 The aerobics class had nearly finished when Julia arrived.
about The aerobics class when Julia arrived.
- 7 Mary said she was not going to do the washing up.
intention Mary said she the washing up.
- 8 Sheila is expecting a baby next month.
due Sheila is birth next month.
- 9 Joanna wants to buy a new flat so she is visiting some estate agents.
view Joanna is visiting some estate agents a new flat.
- 10 He was just going to buy some shares when the stock market crashed.
verge He was when the stock market crashed.

9 Complete the sentences with your own words using future forms. Several answers are possible.



- 1 New traffic restrictions next week.

- 2 The company is closure.
- 3 Marie said that she the deal.
- 4 There that we will be given a pay rise.
- 5 Robbie is not the exam as he has not studied.
- 6 I a new fridge in the sales.
- 7 The novel is success as his last was a bestseller.
- 8 It cold in Spain in June.
- 9 Scientists are on a cure for the common cold.
- 10 Tom is, so why don't you ask him to buy that magazine for you.

10 Talk about the various news items using future forms. Use the key words given with each headline.



- 11** Fill the gaps in the following passage using **one** word.

THE UNITED NATIONS:



Expectations and reality

In 1942, only a few months after the United States 0) **had** entered World War II, President Roosevelt, Secretary of State Cordell Hull, and his deputy, Sumner Welles, 1) with many politicians, journalists, and academics, were already involved in a debate 2) postwar arrangements. Many of the proposals were far-reaching, 3) revolutionary. In 4) other country did the shock of war create such a response at a time 5) the Nazis and the Japanese were so clearly winning. Such activities contrast strikingly 6) the negativism that now, in our peaceful time, characterizes the discussion, when there is any, of an international organization for the future. 7) the end of the war, 8) from the usual xenophobes, few voices questioned the need for the new international system. 9) the contrary, there was a tendency to oversell it and to create unrealistic hopes.

Thus when the cold war - along with the usual tendency of sovereign states to 10) to violence - shattered the dream of a more rational world, public disillusion and hostility to the UN 11) all the fiercer. In fact, the UN has never 12) recovered from its failure to live up to its advance notices.

Already in 1942 there were warning voices. Professor Nicholas Spykman of Yale wrote 13) "plans for far-reaching changes in the character of international society are an intellectual by-product of all great wars," but they have never altered "the fundamental power patterns." Spykman predicted that the new postwar order 14) remain "a world of power politics in which the West will continue to demand the preservation of a balance 15) power in Europe and Asia."

- 12** Find **one** word which is appropriate for all three gaps in each of the following sets of sentences.

- Being disabled need not be a(n) to professional success.
- I was attacked by a youth wielding an iron
- There is a very high note to sing in the fourth of the piece.

- I feel a bit; I think I'll go and lie down for a while.
- Wendy kept us entertained with stories.
- A very thing happened to me last week, and I still can't explain it.
- When I received the flowers, I was by his thoughtful gesture.
- We have not yet understood what Penny to abandon her children.
- The police quickly to disperse the crowd that had gathered.
- My of the situation is that Ann is quite eager to leave.
- The audience were treated to a(n) of the first chapter of the novel.
- The last volume of Bogarde's biography makes interesting
- Only the deceased's closest relatives attended the
- Security measures were stepped up in the of the attack.
- The fishermen soon found themselves in the of the cruise-boat.

- 13** Fill each gap with **one** word.

- Why don't you practise what you and start being a little more polite yourself?
- After six months of investigation, the police knew precious about the murdered man.
- We must carefully weigh up the pros and of getting a business loan.
- He is living that money doesn't always bring happiness.
- I knew by then that, to all intents and, the meeting was over.
- You never know with Scotland; they can beat Brazil and lose to San Marino. They're an unknown
- We decided to try and get to Edinburgh for the concert come or shine.
- I tried to warn Ben about his overspending, but he wouldn't to reason.
- When they said there was a surprise in store, my imagination riot.
- A useful rule of is that a packet of spaghetti is sufficient for 5 people.

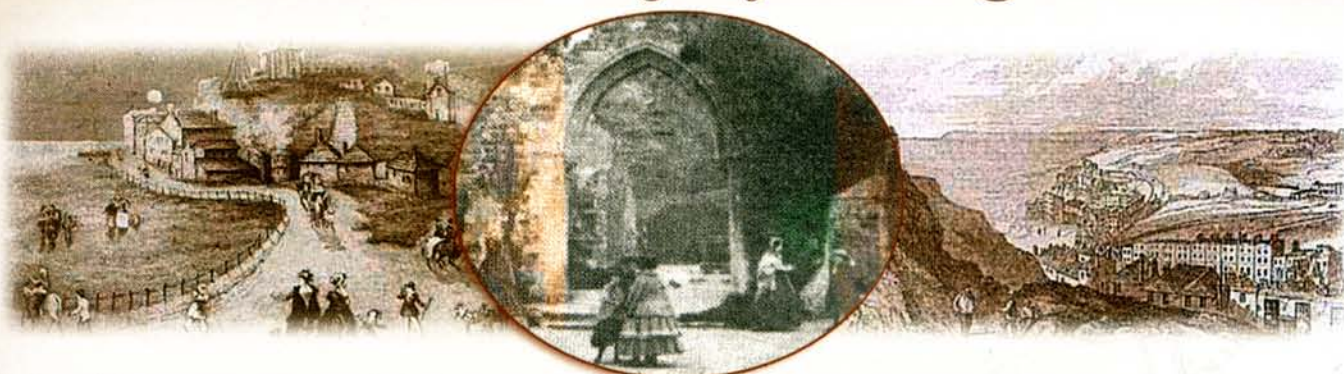
Reading

14 a. You will read a passage about English industrial cities in the 19th century. Before you read, answer the following questions.

- 1 What parts of the organisation of a city do you consider most vital? Think in terms of
• policing • housing • sanitation
- 2 What is more important in an industrial area? People being employed and earning a decent living, or taking care not to pollute the environment with factory waste?

b. Now read the passage. Some paragraphs have been removed. Insert them from the opposite page. There is one paragraph you do not need to use.

Nineteenth Century Life in English cities



One of the greatest problems created by the rise of great cities in Britain in the nineteenth century was: where should the population be housed? The early Victorians spent little on housing and their children died young; later Victorians spent more and experienced longer life. This was not a triumph of medical cures, but of political action and public investment in engineering and preventive medicine.

1

The borough engineer painted a lurid picture of the conditions residents endured, explaining how courts had no through ventilation, and normally contained 'the privy or ashpit common to all the wretched dwellings, with its liquid filth oozing through their walls, and its pestiferous gases flowing into the windows'.

2

These conditions caused considerable alarm to the more affluent members of society - and not simply from a charitable concern for the social conditions of the poor. The warren of streets posed a threat to public order, allowing criminals to escape observation in the 'rookeries' described by Charles Dickens in *Oliver Twist*.

3

Until the general acceptance of the germ theory of disease in the later nineteenth century, fevers and epidemics were explained by 'miasmas', exhalations from decaying matter which poisoned the air.

4

The need for observation and ventilation meant opening up the city and improving the process of circulation, much as an individual's health depended on the circulation of blood and oxygen. One answer was to demolish slums by driving railways to new stations or building new roads to allow the passage of traffic.

5

Some charities most famously the Peabody Trust in London built new model housing on the cleared land, but to little avail. The new housing was often grim, forbidding barrack blocks, and rents were too high for many of the people who were displaced from the slums.

6

This change in the design of housing complemented the public investment in sewers and water supply. At the same time, the income of most working class people started to rise at an unprecedented rate. The price of food started to drop with the ready availability of cheap imports from across the Atlantic - and the drop in the cost of feeding a family resulted in higher spending on housing.

7

The result was a great improvement in urban health. These houses were themselves attacked by the end of the century for their monotony, and reformers argued for a more imaginative form of 'garden suburb' - an architectural style which came to dominate the new suburban council houses of the 1920s and 1930s.



A But was there any reason for optimism? The towns offered a better chance of work and higher wages than the countryside, where many families were trapped in dire poverty and seasonal employment. On the other hand, the countryside was healthier. Life expectancy in a desperately unhealthy large town was considerably lower than in a small market town.

B Despite these continuing problems of poor housing, conditions did improve from the 1870s with the construction of new, healthier housing. The Public Health Act required local authorities to implement building regulations or bye-laws, which dictated that each house should be self-contained with its own sanitation and water.

C Initially, the question was dealt with by subdividing existing property and cramming more accommodation into backyards. Cities became more densely packed, creating dead-ends and foul alleys. In Liverpool, about a quarter of the population lived in courts in the early 1840s, and perhaps ten per cent lived in cellars.

D Soon, huge numbers of new bye-law houses were being constructed in English cities: long rows of terraced housing, in grids of streets, easily cleaned and inspected. In Scotland, most residents of the great cities lived in high-rise tenements, but even so the amenities improved and the level of overcrowding fell.

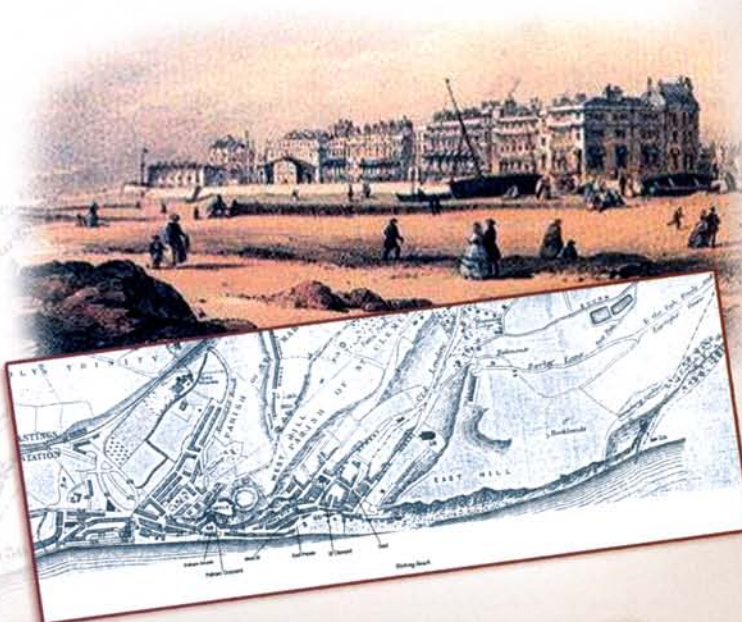
E Conditions within the houses were no better. Commissioners appointed to enquire into the cholera outbreak in Newcastle-upon-Tyne found that about 50 per cent of families had only a single room. Most houses did not have an independent water supply or privy, and what was shared was often the responsibility of no one. The low life expectancy of babies born into such conditions is easily understood.

F Hence the decision to build Shaftesbury Avenue in London's West End, cutting through some of the worse slums of Soho. Little was done for the

wretchedly poor people who lost their housing, so they simply huddled together in the next block.

G Hence the alarm of the crisis aptly known as the 'Great Stink of London,' when, due to the amount of raw sewage flowing into the Thames from sewers, the smell became overpowering. What was required was through ventilation, the provision of parks to act as 'lungs' for the cities, and a general process of cleansing.

H The streets should be opened up to observation by the police and sanitary inspectors. The lack of through ventilation, the putrefaction and stench described in Liverpool, was also a threat to public health - of the rich as well as the poor.



15 a. Underline the phrases which helped you insert the missing paragraphs.

b. Match the following words/phrases (taken from the passage) to their synonyms/definitions on the right, then make your own sentences.

wretched dwellings	wealthy
(before gap 2)	densely populated and maze-like
affluent (before gap 3)	poor parts of a city
warren (before gap 3)	epidemic
exhalations (before gap 4)	poor houses
slums (before gap 5)	appropriately
outbreak (paragraph E)	fumes
aptly (paragraph G)	

The immigrants were forced to live in wretched dwellings in inner city areas.

Listening & Speaking

- 16** (a) You will hear four recordings associated with various social issues. For questions 1-8 below, choose the best answer (A, B or C).

Extract 1: You hear part of a radio programme discussing age discrimination in the workplace.

- Professor Staunton thinks the new legislation is
 - insufficient.
 - unjust.
 - old fashioned.
- Professor Staunton would most probably be in favour of
 - strict penalties for companies that do not abide by the new legislation.
 - an educational campaign targetted at employers and potential employees.
 - more favourable early retirement schemes for workers over the age of 45.

Extract 2: You hear a news report about the results of some research carried out by Cambridge University.

- It is implied in the report that many Cambridge professors
 - haven't taught anywhere else.
 - are promoting a macho culture.
 - do not give equal opportunities.
- How does the Vice-chancellor feel about the results of the survey?
 - indifferent
 - confused
 - concerned

Extract 3: You hear a report about a new scheme of co-operation between the cities of Liverpool and Manchester.

- Bad feeling between the cities of Manchester and Liverpool began when
 - Liverpool denied Manchester access to the harbour.
 - Manchester refused to pay Liverpool harbour dues.
 - Manchester saved money at Liverpool's expense.
- It can be inferred from the report that John Prescott
 - played an important part in getting the two cities to co-operate.
 - reacted violently to opposition to his plans.
 - is the writer of the EU-funded consultants' report.

Extract 4: You hear a man and a woman commenting on the findings of some government research.

- The man doubts the validity of the conclusion of the research because
 - he believes the calculations to be wrong.
 - he thinks its methodology is not sound.
 - he sees that it does not agree with the findings.
- The man believes the government should
 - be more subjective.
 - issue more factual statements.
 - interview more people.

b. Discuss the following questions.

- How do businesses discriminate against older employees? What do you think a business has to gain from trusting an older employee? Think in terms of
 - experience
 - loyalty
 - sense of responsibility
- In the second extract, the reporter says that the university aims to establish 'a friendly and supportive environment' for its employees. How important do you think this is?

- 17** Here are some photographs depicting various social problems.

a. Look at photographs A and B. Together, talk about how these pictures make you feel.



- b. Now look at all the pictures. Imagine these photographs are to be included in an exhibition entitled 'Whose problem is it?'. Talk together about the issues the photographs show. Then decide which problem you think should be dealt with first and by whom.**

- c.** Now listen to two students doing the speaking task above and compare your performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

Communication

• Congratulating

18 a. Read the dialogues and fill in the gaps with words/phrases from below.

- proud • Good job • for you • to all of you
- are in order • surpassed yourselves • impressed

A: Martin asked me to be his wife!

B: That's great news! **1) I'm really happy**

A: Well, I think the numbers in the monthly report speak for themselves.

B: Quite right. **2) You've**
3) A big well done

A: This is it. Our task is complete.

B: Already? **4) I'm**
5) everyone!

A: Is that your report card?

B: Yes. What do you think?

A: You've got straight A's for everything!

6) I suppose congratulations

A: So, how did it go?

B: I got the job! Starting Monday I'm a programmer with Microsoft!

A: Well done, honey. **7) I'm really**
of you.

b. What is the situation in each dialogue? What is the relationship between the speakers?

c. Which of the numbered phrases in a would you use in each of the following situations?

- To congratulate your staff on reaching their target
- To congratulate a friend who just got accepted into university
- To congratulate your younger brother / sister on being top of his/her class.

d. With a partner, act out the situations in Ex. 18c.

• Commiserating

19 a. Read the following dialogues. What could the relationship between the speakers be?

1 A: You know, the doctor said I'm going to be out of action for at least another week.

B: Oh, **1) what a pity**. How are you feeling, lad?

A: Hm... I've felt better.

B: Never mind. **2) Don't let it get you down**. You'll be ready for the play-offs.

2 A: Hi, Frank.

B: Hi, Julie. How did the driving test go?

A: Terrible. I failed.

B: Oh dear. Well, **3) it's not the end of the world**. You can take it again. **4) Better luck next time**.

3 A: Phew ... I'm glad to be home

B: So how was your interview?

A: Not good... I didn't get the job.

B: Oh, **5) I'm sorry to hear that**. Are you okay?

A: Well... a little disappointed.

B: Hey, **6) look on the bright side**. At least you won't have to travel to Glasgow every morning.

4 A: Look at this! 62% for my French exam. This is terrible.

B: **7) Don't feel so bad**. It's still a passing grade.

A: I know, but 62%? I usually score well over 80%!

B: **8) Well, don't break your heart over it**. You'll do better next time.

5 A: I crashed my car into a lamp-post and broke the headlight.

B: Oh dear. Are you okay?

A: I'm fine. I feel really stupid, though.

B: Oh come on, Sally, **9) these things happen**. And the important thing is you're not hurt.

A: It's going to cost me £300 to fix the car. That's £300 I don't have.

B: I know... Try not to get too upset. **10) What's done is done**, okay?

b. In place of which of the numbered parts could you use the phrases below?

- Don't let it dampen your spirits.
- No use crying over spilt milk.
- Think of the upside.

c. In each dialogue, replace the lines spoken by B with your own.

d. With a partner, act out the following dialogues, practising the language you encountered in a, b and c.

- A friend has lost his wallet with £100 in it.
- A friend has failed an exam at university.
- A friend has accidentally damaged her computer.

Writing

• Brainstorming

- 20** Work in groups. For each of the following social problems, fill in as much information as possible under the headings provided.

Problem	Suggested solution(s)	Possible results (if suggestion is put into practice)
Vandalism, hooliganism
Prejudice, racism
Unemployment
Violence involving firearms

• Topic/Support & Upgrade

- 21** a. Read the paragraph below and underline the sentences which refer to the ...

- cause of problem • effect of problem
- suggestion • expected result

There has been a massive rise in the number of crimes committed by young people. This has been largely blamed on the drop in supervision by parents. As a result, there is increasing concern both for the fate of teenagers and the safety of their potential victims. One solution would be to substantially increase the number of police patrols on the streets. A heavier police presence would ensure that more offenders would be deterred, leading to greater safety for the public.

- b. Put the words given into the groups of synonyms below.

- chiefly • growing • mean • significantly,
- proportion • remedy • enormous • decline

- 1 huge, massive,
- 2 number, percentage,
- 3 largely, mainly,
- 4 drop, fall,
- 5 increasing, rising,
- 6 answer, solution,
- 7 substantially, greatly,
- 8 ensure, guarantee,

- c. Using the synonyms above, rewrite the paragraph in a.

• Problems & Solutions

- 22** a. Match the problems to the solutions. Try to suggest other relevant and practical solutions.

- 1 Elderly people are often viewed as being useless or in some way inferior.
 - 2 Vandalism and damage to public property is on the increase.
 - 3 The problem of poverty is one that affects a significant proportion of the world's population.
 - 4 One of the biggest problems faced by the industrialised world is the rising levels of unemployment.
- a Governments should be forced to step in and provide subsidised retraining schemes.
 - b One solution would be for world banks to cancel all unpaid debts in developing countries.
 - c Every effort should be made to catch and severely punish the perpetrators.
 - d This problem could be greatly eased if we were to teach our children to have greater respect for them.

- b. For each of the above, say what the expected result would be.

• Conditional Sentences

- 23** a. Find and correct the mistakes in the following conditional sentences. Two of the sentences have no mistakes.

- 1 If we were to increase the salaries that we paid our police force, the level of protection would not necessarily have improved.
- 2 Stricter discipline in schools is only a viable proposition if parents will be prepared to reinforce it in the home.

- 3 Had these measures been taken ten years ago, when they were first suggested, we would be seeing the benefits now.
- 4 If it was not the intervention of social workers, many more domestic disputes would occur.
- 5 Even if children had a stricter upbringing, some of them will still turn to crime.
- 6 Should the government go ahead with its plans to lower the school-leaving age, there would be a massive rise in the number of unemployed teenagers.
- 7 If children will be more severely punished for the first offence, then the situation might improve.
- 8 If they are not being prepared to do anything about it, then they must face the consequences of their negligence.
- 9 If the current trend for automation continues, then factory workers throughout the country could lose their jobs.
- 10 Only if action is taken now we will avoid a catastrophe.

b. Using the prompts given, write the following conditional sentences. (Some variation is possible).

- 1 If teachers / better motivated, / fewer students / drop out / school
.....
- 2 If / were to / raise / school-leaving age, / it / benefit / society as a whole
.....
- 3 Should / change in the law / implement, / it / disastrous / everyone concerned
.....
- 4 Were we / persuade / council / reverse / decision, / we / be saved / unnecessary disruption
.....
- 5 If / had not been / fear / being caught, / I / turn to crime
.....

• Linking Words & Phrases

24 Match the two halves below to make sentences, as in the example.

- 1 *Only if we change this attitude*
- 2 This approach can only lead
- 3 One obvious solution is
- 4 By learning from previous mistakes

- 5 Street crime frequently results
 - 6 It has been proved time and time again
 - 7 This is a negative move
 - 8 Community projects to combat crime
- a we can help prevent similar situations arising.
 - b that the law is not being properly implemented.
 - c which can only be seen as a backward step.
 - d *will we be able to move forward.*
 - e to review the way in which offenders are punished.
 - f have been shown to have beneficial results.
 - g to further breakdowns in communication.
 - h from a lack of organised recreational facilities for teenagers and young adults.

Discuss & Write

25 Read the survey summary and the rubric that follows, then answer the questions.

- Traffic accidents involving school children have increased this year by 25% (109 injuries compared to 82 last year).
- Acts of vandalism and hooliganism have risen by 60% over the last 5 years. Graffiti now covers all of the railway stone wall and BT were called in to repair 248 phone booths in the last year.
- Around 70% of violent crimes committed by juveniles are racially motivated.
- Shoplifting has gone up by 17% in the last two years.

- After a class discussion of this survey summary, your teacher has asked you to write an essay giving your opinion on the situation in your area, suggesting solutions to the problems. Write your essay in around 350 words.

- 1 What kind of essay do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 What solutions will you suggest?
- 4 What will be the results of your suggestions if they are implemented?
- 5 How will you organise your essay into paragraphs?
- 6 How will you begin and end your essay?

Another Day, Another Dollar

➔ Language Focus

- 1 Choose the most suitable word to complete each sentence.

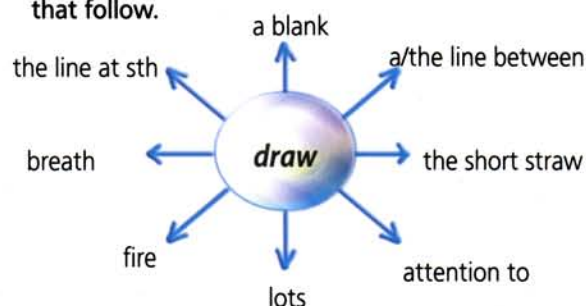


- The manager was unable to attend the meeting, so the assistant manager acted as
A head B chair C director D chief
- The of police has refused to comment on the matter of increased violence in schools.
A master B captain C head D chief
- For advice concerning their dissertation, students should consult their
A supervisor B governor C dean D foreman
- To arrange your holiday leave you need to see the of your department.
A chief B head C leader D boss
- The of the Liberal party has resigned due to ill health.
A chief B manager C director D leader
- The decided not to film the scene that morning because the sky was too cloudy.
A foreman B director C manager D chief
- "You'll have to be more punctual if you want to continue working in this factory," said the
A foreman B principal C curator D warden
- Rawlinson was obviously not pleased when the substituted him in the 67th minute of the match.
A director C supervisor
B manager D commander

- 2 TWO of the five suggested words can complete each sentence. Underline them.

- Feeling worthless is one of the **contrary/harmful/adverse/unwilling/hostile** effects of long-term unemployment.
- When her boss threatened to fire her, Sheila got a lot of **sentimental/emotional/condoling/responsive/moral** support from her colleagues.
- Being self-employed can sometimes mean you end up working very **lasting/unstable/long/uneven/irregular** hours.
- Overwork has been known to have many physical and mental effects such as exhaustion, depression and nervous **collapse/decay/breakdown/disease/decomposition**.
- Although he managed to save the business from bankruptcy, his **professional/famous/good/expert/vocational** reputation was already tarnished.

- 3 Using a dictionary, find out the meaning of these expressions with **draw**, then complete the sentences that follow.



- It's not always easy to a successful professional life and workaholism.
- I am ready to tolerate high spirits, but I impertinence.
- The guest speaker's controversial comments from the audience.
- There's three people who want to go to the match, but only one extra ticket; I suggest that we
- The police are investigating the crime, but so far
- There are 16 of us at the office, but when it comes to my boss deciding who does the most tedious tasks, I always seem to
- The sales rep talked non stop for 30 minutes, hardly stopping to
- Our new colleague always wears a pink tie, perhaps to himself.

4 Fill the gaps with the correct preposition.

- 1 I am not at all satisfied your performance.
- 2 Working too much can have an impact one's health.
- 3 Ann is always moaning how early she has to get up in the morning.
- 4 Ken's obsession with cars springs his years working in a garage.
- 5 There has been a change circumstances regarding the move to the new building.
- 6 It is essential that we have control how much the department spends.
- 7 I feel extremely proud my daughter's achievements.
- 8 A university degree is not always a passport a good job.
- 9 Reducing unemployment is central the government's policy.
- 10 When my computer broke down I had to resort using my mother's typewriter.

5 Choose from these phrasal verbs to complete the sentences. Change the form of the verb where required.

- go up • set up • stay up • come up • catch up
• prop up • tie up • work up



- 1 Henry his bike against the railings while he took a rest.
- 2 I only late on Friday and Saturday, because the other days of the week I have to get to work early.
- 3 The hostage and gagged by his kidnappers.

- 4 It took Rachel two weeks to the courage to go to her teacher about the problem.
- 5 The question of overtime pay in the meeting but no agreement was reached.
- 6 My brother-in-law his own business in 1984 and is now a millionaire.
- 7 My boss has promised that my salary will next month.
- 8 I've got so behind in my work from being away for a week that I'll have to do overtime in order to

6 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 You'll be less likely to get the job if you are late for the interview.
chances Being late for the interview
.....
.....
.....
the job.
- 2 Unfortunately, his application for the job was unsuccessful.
failed Unfortunately,
.....
..... job.
- 3 You mustn't let change overtake you.
pace You need
change.
- 4 Kay is very like her sister.
lot Kay
common.
- 5 I would like to see what my parents think before I decide.
sound I would like to
..... before I decide.
- 6 Fortunately, Helen and her brother's wife get on well.
terms Fortunately, Helen
..... her brother's wife.
- 7 There are frequent quarrels between William and his colleagues.
odds William is
..... his colleagues.
- 8 Laura was ready to cry.
verge Laura tears.





English in Use

7 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 To look at him you'd think he has no money.
by Judging
..... you'd think he had no money.
- 2 Ruth couldn't park her car in town so she decided to go shopping another day.
able Not
..... Ruth decided to go shopping another day.
- 3 Harry is so mature that his parents let him go on holiday with his friends.
allowed Being
..... go on holiday with his friends.
- 4 People thought the striker was the team's best player but unfortunately he broke his leg.
regarded The striker,
....., unfortunately broke his leg.
- 5 The hostage was freed after the government paid the ransom to the rebels.
been The rebels,
....., freed the hostage.
- 6 When you open a bottle of vinegar, you should use it within six weeks.
used Once
..... within six weeks.
- 7 Diana did not say goodbye before leaving.
without Diana
..... goodbye.
- 8 The late meal last night disturbed my sleep.
did Having
..... sleep well.

8 Rewrite the following sentences using participle clauses.

- 1 He watched the travel documentary. It reminded him of his summer holiday.
Watching the travel documentary, he was reminded of his summer holiday.
- 2 Neil studied tourism. He got a job as a tour guide.
.....
- 3 She didn't realise she had an allergy to shellfish. She ate a plate of prawns.
.....
- 4 Sean had never driven on the left. He had an accident in London.
.....

- 5 Liz sat by the river. She watched the boys fishing.
.....
- 6 Jim told me about the transport strike. I decided to work from home that day.
.....
- 7 Terry arrived late and missed the start of the film.
.....

9 The following sentences contain mistakes. Rewrite them so they are correct.

- 1 Hanging in the gallery, Moira looked with wonder at the masterpiece.
Moira looked with wonder at the masterpiece hanging in the gallery.
- 2 Having been shown a red card, the referee told the footballer to leave the pitch.
.....
- 3 Having crossed the busy road, the child was knocked down by a speeding motorist.
.....
- 4 Being absent from school so often, the teacher gave the student a detention.
.....
- 5 Finishing her project before the deadline, she got a bonus.
.....
- 6 Cooked very fast, we found the chicken rather tough.
.....
- 7 Wearing such a beautiful dress, the groom thought his bride had never looked lovelier.
.....

10 Fill each gap with **one** word.

- 1 Musical talent runs in the – his father is a pianist and his sister is a singer.
- 2 After hours of working on the engine, he managed to get the car up and again.
- 3 We could have taken our chances on a Nepalese restaurant, but we decided to play and go for pizza.
- 4 You may have your lunch later, but it goes without that you must notify the foreman.
- 5 Although his parents told him off, he still tried to have his own and take his sister's toys.

- 6 Nobody can tell where exactly the error occurred, so I'm afraid we'll have to start from
- 7 He may not be the most popular professor, but his understanding of astrophysics is second to
- 8 The coffee machine on the fourth floor is temporarily out of
- 9 Without a of a doubt, The Beatles were one of the greatest pop groups of the twentieth century.
- 10 He was about to leave the park, when he sight of a man trying to break into a flat.

11 Find **one** word which is appropriate for all three gaps in each of the following sets of sentences.



- 1 • Local fishermen say that the average nowadays is three times smaller than ten years ago.
• We could not close the window properly because the was rusty.
• The salesman sounded convincing, but I could sense that there was a somewhere.
- 2 • The entrance fee is £25 but there is a reduced for children.
• Tropical rainforests are shrinking at an alarming
• The of interest on loans of more than £10,000 has been reduced.
- 3 • Some middle-aged parents find it hard to to their teenage children.
• Geraldine reluctantly began to the events of the morning.
• The company claims that they will try to pay increases to inflation.
- 4 • Heather wore an elegant dress of silk to the ceremony.
• Everything we've done today has been a waste of time.
• As an experienced climber, he was not put off by the rock face looming before him.
- 5 • Mr Groves is a known on local history, so he may be able to help you.
• I insist on speaking about this matter to somebody in!
• The headmistress gave Miss Jones to take the class on a picnic.

12 Fill the gaps in the passage that follows with derivatives of the words in capitals.

The Importance of Call Centre Representatives

"To the customer, your call-centre representatives are the company. They are the only 0) **employees** your customers have contact with," says Richard Gerson, primary 1) at Gerson Goodson, Inc. "Yet call-center reps are 2) the most underpaid, undertrained, overworked employees in a company."

EMPLOY

CONSULT

TYPICAL

To manage the increasing service 3) of fickle buyers, call-center reps require training far beyond product 4) and basic phone skills. In addition, much care should be given to hiring the right kind of call-centre rep in the first place.

EXPECT

KNOW

To avoid employing people who are 5) for the job, you should audition potential reps during the hiring process to see them in action. One personal quality to look out for is 6) to sedentary work; not everyone is capable of sitting at a desk for eight hours straight interacting pleasantly with customers.

SUIT

ADAPT

7) pre-hire screening also 8) that candidates understand the nature of the job they are agreeing to – before official hiring takes place.

EXTEND
SURE

Once candidates have been chosen, the calibre of new-hire training determines their success. This should cover not only communication skills and call-center technology, but also customer psychology. They must learn how to recognise and 9) high-stress situations and to build trust. "Every service call is an emotional situation. When reps treat the customers as if they are just a 10) to be completed in a certain amount of time, satisfaction decreases, loyalty suffers, and repurchase behavior declines."

FUSE

TRANSACTION



13 a. You are going to read three passages associated with work. Before you read, discuss the following questions.

- 1 How many jobs can you think of where the professional enjoys good social status and earns quite a lot of money, but has to work very irregular hours? How would you feel about doing such a job? Think about
 - family relations
 - tiredness
 - inability to plan ahead
- 2 Which would you prefer - a job that is virtually stress-free but monotonous, or one which is extremely interesting but quite stressful?
- 3 Sometimes companies have to let employees go although they value their work. What can the reasons be?

b. Now read the passages and for questions (1-18) decide which answer (A, B, C or D) fits in each gap.

A Country Vet in the Fifties

There weren't any electric blankets in the fifties. Which was a 1) pity because nobody needed the things more than country vets. It is surprising how deeply bone-marrow cold a man can get when he is dragged from his bed in the 2) hours and made to strip off in farm buildings when his metabolism is at a 3) ebb. Often the worst part was coming back to bed; I often lay 4) awake for over an hour, longing for sleep but kept awake until my icy limbs had 5) out. Finally, with a sigh of relief I felt the blissful warmth begin to envelop me and almost immediately I 6) off to the sleep which I so richly deserved.

- | | | | |
|-------------|-----------|-------------|----------|
| 1 A large | B big | C great | D vast |
| 2 A tiny | B minute | C small | D short |
| 3 A small | B low | C little | D weak |
| 4 A sheer | B wide | C clear | D fast |
| 5 A melted | B frozen | C defrosted | D thawed |
| 6 A drifted | B floated | C wafted | D roamed |



The Most Boring Job in the World

For somebody who has never had the dubious 7) of working in a factory, it is nearly impossible to explain the boredom and monotony that such toil 8) For stretches of eight hours at a time, one stands in a particular spot and does the 9) same thing over and over again. Perhaps it is your assigned job to tighten a bolt, or maybe it 10) to you to ensure that the label is on straight on one of the infinite number of bottles that pass by your station on the way to the packaging room. Whatever the case may be, such 11) are little more than plain drudgery. The noise level is such that it is pointless attempting to engage your fellow 12) in any type of conversation.

- | | | | |
|-----------------|------------|----------------|-------------|
| 7 A fun | B pleasure | C glee | D happiness |
| 8 A invokes | B incurs | C ensues | D entails |
| 9 A exact | B precise | C accurate | D perfect |
| 10 A comes | B seems | C brings | D falls |
| 11 A deeds | B works | C tasks | D errands |
| 12 A associates | B partners | C counterparts | D workers |

Highly Recommended

Scott Smith worked for me at Atmos Technologies for three years as a 13) technical instructor. I am writing this letter to confirm that his recent 14) from Atmos was not in any way 15) to his performance, and to highly recommend him as an employee with your organization.

Scott is a 16) , highly-skilled technical instructor, worthy of at least a senior or management position. He has 17) insight into the learning process, and is an expert in needs analysis, project management and course development. Scott's in-depth product knowledge, unique instructional techniques, and excellent interpersonal 18) have made him consistently popular with both his students and colleagues. Should conditions change, I would not hesitate to hire him back.

- | | | | |
|----------------|-----------------|--------------|----------------|
| 13 A major | B senior | C superior | D higher |
| 14 A expulsion | B exclusion | C departure | D dislodgement |
| 15 A tied | B attached | C coupled | D joined |
| 16 A conscious | B conscientious | C consistent | D consigned |
| 17 A sharp | B keen | C jagged | D ardent |
| 18 A abilities | B capabilities | C skills | D talents |

14 a. Answer the following questions.

- 1 Why did the narrator in the first passage have to get out of bed to go to work in the middle of the night?

.....

- 2 Explain the phrase 'plain drudgery' in the second passage.

.....

- 3 Where does the passage *Highly Recommended* come from?

.....

- b. For each of the following sets of sentences, place the words given in the correct sentence. The words come from the multiple choice items in Ex. 13.

- 1 a The smell of curry out of the Indian restaurant, making my mouth water.
b Ben in the water of the swimming pool, feeling relaxed for the first time in days.
c Some years ago thousands of buffalo this part of the country; now they are nearly extinct.

• floated • wafted • roamed

- 2 a You will find the complete of Shakespeare on the second floor of the library.

- b She asked me if I could run a couple of for her, but I told her I was too busy.

- c The heroic of Hercules earned him divine status.

• deeds • works • errands

- 3 a Neil worked at the shop from 8 till 4, while his usually worked the evening shift.

- b The minister's closest advised him against a change in policy.

- c The Italian minister of commerce will meet his French today in Paris.

• associate • partner • counterpart

- 4 a As soon as the new measures were announced, motorists started to protest against their from the city centre.

- b The fact that most trees on that slope had been burnt contributed greatly to the of rocks and boulders whenever it rained.

- c Although he is one of the founders of the club, his recent behaviour leaves us with no option but to recommend his

• dislodgement • exclusion • expulsion

Listening & Speaking

15 a. You will hear the beginning of an interview in which a recruitment advisor talks about the work environment of the future. Before you listen, answer the following questions.

- 1 Do you think computers will continue to gain importance in the workplace? How important are computer-related skills for people who will be looking for a job in 5 years' time?
- 2 Do you think that someone with a degree in History, Literature or Philosophy would be suitable for a managerial / technical job? Why? Why not?

b. Now listen to the recording. Fill the gaps in the sentences below (1-9) with a word or short phrase according to what you hear.

Robert Lee runs an organisation that specialises in the

1 of professionals.

Robert is certain that it will not be possible to succeed in the e-economy without possessing

2 .

According to Robert, more people will use the Internet to work 3 as companies grow smaller.

Employers of e-lancers benefit from the talent auction because it gives them a(n) 4 of candidates.

Robert says that those people who want to and are able to 5 will be most in demand in the future.

Research has shown that increased 6 can ensure better learning choices.

According to Robert, it is not the subject, but the actual 7 of learning that is important.

As a result of changes in the working environment, managers will need to 8 .

Nowadays, the amount of time employees spend on their work is less important than their

9 .

- c. Look at the questions in **a** again. How close were your ideas to the speaker's? Were you surprised by what the speaker said?

16 In pairs, do the following speaking tasks.

- a. Student A, talk about the following question for about two minutes.

To what extent has the workplace changed in the last fifty years?

- technology
- working conditions
- salaries

- b. Student B, say if you agree or disagree with what Student A said, or if there is anything you would like to add.

- c. Discuss the following question together.

- Do you think some people are overpaid for what they do?

d. Listen to two students doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

- e. Student B, talk about the following question for about two minutes.

How important is it to maintain a balance between work and play?

- hobbies and interests
- relationships
- productivity at work

- f. Student A, say if you agree or disagree with what Student B said, or if there is anything you would like to add.

- g. Discuss the following question together.

- Do you prefer to work alone or as part of a team?

h. Listen to two students doing the task above and assess your classmates as you did in **d**.

- i. Discuss the following questions together.

- What are some of the negative effects of having too much leisure time?
- To what extent are people judged by the jobs they do?
- What makes some people become workaholics?
- Apart from a high salary, what do you look for in a job?



Communication

• Talking on the phone (2)

17 a. Read the dialogues and fill in the blanks (1-9) with items from the list (a-i).

- a Good afternoon. I'd like to speak to Ms Howard, please. Room 226.
- b Hello, Barry. How's it going?
- c That's great. Thanks very much.
- d Ah ... okay ... could you let her know that the payment from Gordon & Gordon has been received?
- e It's Barry Bentley.
- f She's just popped out, actually. I'll tell her to call you back when she gets in, if you like.
- g Sure. What's the message?
- h 261 508.
- i Okay, Barry ... got that. I'll tell her as soon as she gets in, okay?

- 1 A: (1)
 B: Hello, Mr Cox. It's Barry here.
 A: (2)
 B: Not bad. Is Elena there?
 A: (3)

B: Ehm ... Actually, I'm just about to go out myself ... Can I leave a message?

- A: (4)
 B: Okay, I just need her to know that Marcy and Chris aren't going with us tonight after all, so we'll only need two tickets.

- A: (5)
 B: Thanks very much, Mr Cox. Bye.

- 2 A: The Swan Hotel, Lynda speaking, how can I help?
 B: (6)
 A: May I ask who's calling, please?
 B: (7)
 A: Hold the line, please. [Pause] Hello, Mr Bentley? I'm afraid Ms Howard is not answering at the moment. Would you like to leave a message?
 B: (8)
 A: ... Payment from Gordon and Gordon ... received. Okay, Mr Bentley, as soon as Ms Howard comes in someone will give her your message.

B: (9)

A: Thank you for calling. Bye.

- b. Which of the two dialogues is more formal? Find formal/informal expressions in each dialogue to justify your answer.

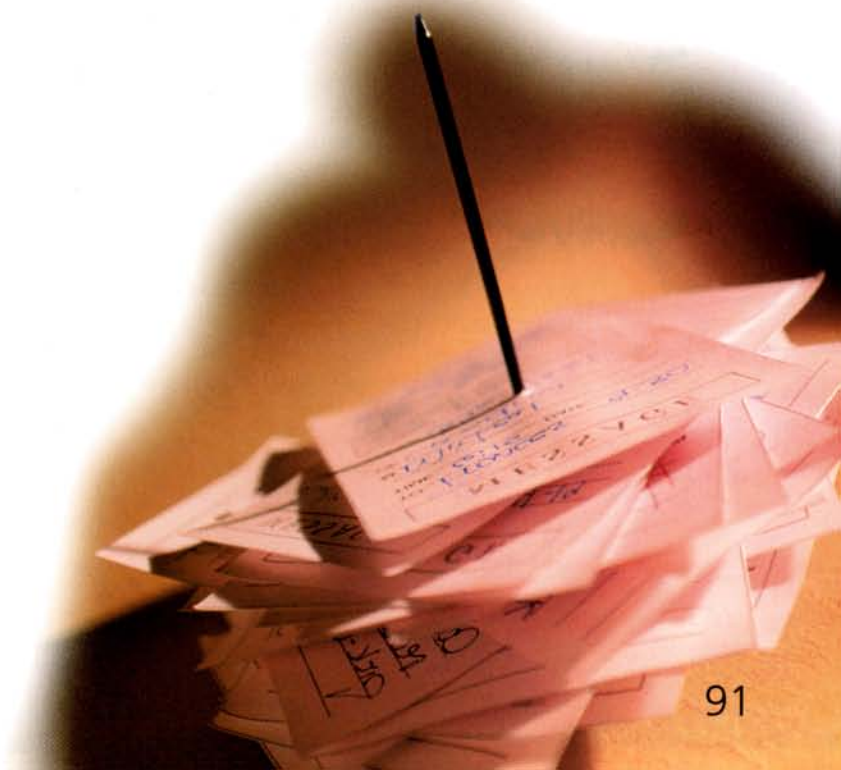
- c. Work in pairs. Act out the following dialogues. Remember to use the appropriate level of formality.

- 1 Call your friend at work to tell him that you've bought the football tickets; he is unavailable, so leave a message with one of his colleagues.
- 2 You arranged to meet a friend at eight o'clock, but you're going to have to be about an hour late. Call him at home and leave a message with his brother.

- 18 a. Listen to some recorded telephone messages. Which of the following words/phrases are heard in messages recorded for business telephones, and which are heard on home telephones? Write B or H

- Thank you for calling... ..
- Hello,
- beep
- tone
- If you wish to leave a message
- We'll call you right back.
- If your call is an emergency
- Please hold.

- b. Work in pairs. Write a message to record on your answerphone at home, as well as one which would be heard on your business number. Then read the messages out in class.





• Brainstorming & Discussion

- 19 a.** Look at the following extracts from various types of letters. For each one, say whether it is a letter of complaint, apology or application.

A You remain one of our most valued customers, and we would like you to accept the enclosed £100 voucher, accepted in all Carey & Gordon stores, as a token of our appreciation.

B The tardiness with which our last order has been dealt is surprising, especially when one considers that the agreement we signed last summer is up for renewal in less than two months.

C Although I am not dissatisfied with my current employment and remuneration package, I feel that the opportunities for personal development in this company are limited.

D Finally, let me assure you that all necessary measures to avoid such situations in the future have been taken, including the dismissal of the person responsible for this misunderstanding.

- b.** Which parts of the extracts could the following phrases replace?

- steps to prevent this from ever happening again
- there are few prospects of promotion
- your custom is still of the utmost importance to us
- in particular when one takes into account

- c.** What was the reason for which each letter was written?

- d.** With a partner, write beginnings and endings for letters B and C.

- 20 a.** Read the opening remarks from the letters below and fill in the gaps with the words and phrases given.

- attention • appalled • express • draw • of • at
- over • notify

- 1 I am writing to my regret the unfortunate incident which took place at my restaurant on the evening of 5th July.

- 2 I am sending you this letter to you the changes which have been made to the scheduled events at the forthcoming 'English In Action' seminar.
- 3 I am writing this letter to your to a series of inaccuracies in your report on our company, dated 30th March 2003.
- 4 I am writing to say how I am the decision to close down the public library in Whiteside.

- b.** For each of the sentences above, identify the writer, the target reader and the reason for writing.

• Upgrading

- 21 a.** Read the short extract below and underline the words and phrases which you consider to be too informal. Suggest more suitable alternatives.

If I can just put you in the picture, we've been having a few problems with our computer. What must have happened was that your order got here OK but then something went terribly wrong. I don't know if it was the secretary, but for some strange reason, the order was lost. It'd be great if you could send it again. I promise you that I'll deal with it myself this time. Sorry again for giving you so much trouble.

- b.** Using some or all of the prompts below, re-write the extract so that it is suitable for a formal letter.

- bring you up to date • encountered some technical difficulties • it appears that • received your order • administrative error • apparently • mislaid • we would appreciate it • I give you my assurance • my personal attention • may I apologise once more • the inconvenience you have been caused

- c.** Now rewrite the following paragraph to make it more formal.

I thought I'd drop you a line to fill you in on the latest about Michelle Rayburn's trip to Russia. She rang me yesterday and said that she had spoken to the guy who works for the Russian Ministry of Commerce. The Russian government are very hot on attracting foreign business right now, so there's not much red tape and the whole thing doesn't normally take more than two weeks. Rayburn is coming back the day after tomorrow, and she is bringing back all the info we need. Give me a ring if you want me to pass anything on to her.

• Linking Words and Phrases

- 22** a. Link the sentences in column A to those in column B using the words and phrases given. You should make all necessary changes.

The car was delivered three hours later than I had expected. What is more, it was not the model that I had reserved.

A		B
The car was delivered three hours later than I had expected.	However	The car was not the model that I had reserved.
The seminars will now be held in the Dawson Rooms.	On the contrary	They will not be held in the Main Hall.
I am a member of several college societies.	So that	I am also the deputy welfare officer.
I was offered a replacement.	What is more	I demand a full refund and compensation for my time.
I insist that you print a written apology in your newspaper.	As well as	This matter can be cleared up swiftly and further misunderstanding can be avoided.
The office is not 'a disorganised disgrace', as your reporter described it.	Instead of	We have been frequently complimented on our high level of organisation and service to the public.

- b. Now write your own sentences using these linking words and phrases.

• Closing Remarks

- 23** Match the two halves to make appropriate closing remarks for formal letters.

- 1 I look forward
- 2 If I do not hear from you, I
- 3 I trust you will give this matter
- 4 Once again, please accept
- 5 I would be grateful if you would consider my application
- 6 Thank you very much for
- 7 I can be contacted at the above number

- a your urgent attention.
- b should you require further information.
- c my sincere apologies.
- d your co-operation in this matter.
- e to hearing from you soon.
- f in the light of the above information.
- g will be forced to take legal action.

Discuss & Write

- 24** Read the two rubrics below and write one of the letters in 300-350 words.

- A** You have decided to leave your job to return to full-time education. Write a letter to your employer, offering your resignation. In your letter you should also explain the reason you are leaving and mention some of the more useful experiences you have gained while working for this company.
- B** You recently travelled to Paris on a weekend break. You chose your hotel based on the following advertisement:

Hotel Saint Germain

The Hotel Saint Germain is located in a pedestrian street in the heart of Paris. We have 22 cosy rooms (most of them en suite) with all modern conveniences at your disposal. All food served in our restaurant is prepared by highly skilled chefs using the freshest ingredients.

While staying in this hotel, the following things went wrong:

- Your reservation had been mysteriously cancelled, so you had to settle for a room which was not en suite.
- The air conditioning in your room was broken, so the room was very cold at night.
- The food you ordered in the hotel restaurant took 50 minutes to reach your table, by which time it was unsurprisingly cold.

Write a letter to the hotel manager, complaining about the poor service and lack of facilities and asking for a full refund.

Our Planet, our Home

Language Focus

1 Complete the sentences using the verbs below in an appropriate form.

- flow • leak • spurt • run • splash • trickle
• lap • drizzle • flood • pour



- 1 It with rain all week; it's beginning to get me down.
- 2 The river Tweed into the sea at Berwick.
- 3 The sea was calm, and I could just hear the gentle sound of waves against the hull.
- 4 Several houses when the river burst its banks.
- 5 This bottle of oil seems; perhaps the top isn't screwed on properly.
- 6 A tear down Sue's cheek.
- 7 I shook the bottle, then opened it, and immediately Coca-Cola out all over the ceiling.
- 8 My nose; I must be getting a cold.
- 9 A car sped past, us with muddy water from the potholes in the road.
- 10 Although it hasn't rained heavily, it all day.

2 Choose the best word to complete each sentence.



- 1 The sun behind the mountain, giving the whole sky a rosy glow.
A lay B settled C set D tumbled
- 2 It's a for decent jobs these days, so you need every qualification you can get.
A scramble B jumble C jostle D flurry
- 3 The headmaster's speech was in contrast to the one he made last year.
A strict B sheer C gross D stark
- 4 The artist's use of swirls of colours conveys a sense of excitement.
A vigorous B drastic C vibrant D strident
- 5 Leftover food is a breeding for bacteria, so it should be reheated thoroughly.
A habitat B ground C territory D situation
- 6 It's been a winter this year, with temperatures as low as -15°.
A fervent B sharp C bitter D fetid
- 7 There is pressure on the minister responsible for the disaster to resign.
A intense B compulsive C sturdy D prevailing
- 8 It's a fertile region, with a temperate climate and vegetation.
A rife B vivid C lush D lavish
- 9 Keith is a of knowledge when it comes to computers.
A stream B fountain C pool D spring
- 10 It's a modern city, full of tower blocks.
A rising B heaving C ascending D soaring

3 Fill each gap with the correct preposition.

- 1 All our future projects depend the success of our current one.
- 2 Our attempt to repair the car engine ended disaster.
- 3 Young children have a thirst knowledge.
- 4 Richard was successful, but never achieved the fame which he aspired.

- 5 This hill is sacred the locals.
- 6 Women account over 60% of our customers.
- 7 Some youngsters have little respect the environment.
- 8 This cat food is enriched vitamins and minerals.

4 Use each verb once in an appropriate form to complete the sentences.

- clear up • dry out • pick up • clean up • dry up
• wash away • die out • kill off • cut down • give off

1 Many species of flora and fauna may if, due to climatic change, natural water sources completely.

2 You can help to the beaches by all the litter you find there.

3 After the storm, I the mess in the yard, which was littered with leaves and other bits of debris, and left the cushions in the sun to

4 In the film I saw, deadly plants that a poisonous gas when

touched managed to the human population.

5 Tree roots hold the soil in place, so when trees are, soil is more easily by the rain.



5 Match the expressions with their meanings (consult a dictionary if necessary), then complete the sentences using the expressions.

- | | |
|------------------------------------|---|
| 1 water off a duck's back | a do sth to calm or settle a difficult situation/ dispute |
| 2 water under the bridge | b whatever the difficulties |
| 3 in(to) deep water | c (criticism) has no effect on sb |
| 4 a fish out of water | d do sth new very easily |
| 5 come hell or high water | e involved in complicated, dangerous affairs |
| 6 in hot water | f in trouble |
| 7 take to sth like a duck to water | g (event/mistake) now forgotten or no longer important |
| 8 pour oil on troubled waters | h sb who feels uncomfortable in unfamiliar surroundings |

- 1 Look at Jenny skating round the rink! She's
- 2 I've absolutely got to get there by 5pm
- 3 I've told her how upsetting I find her comments, but it's; she just carries on regardless.
- 4 I felt like at first in the new job, but now I feel quite at home.
- 5 You're going to land yourself at school if you play truant again!
- 6 There are frequent rows at work, but Janice is always the one to try and
- 7 When a member of the audience challenged his statistics, the speaker realised he was
- 8 I know Peter betrayed me, but that was a long time ago; that's all now.

6 Rewrite the following sentences using the words in bold type. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 As a result of this conflict, neighbours have been fighting one another.
pitched This conflict
- 2 The temperature is not often lower than 0°.
drop Rarely 0°.
- 3 Jane is really quite happy in her new job.
far Jane in her new job.
- 4 After a few hours, you won't feel the pain any more.
wear The pain a few hours.
- 5 The effects of global warming are greater here than anywhere else.
having Nowhere an impact as here.
- 6 Nobody had ever run a mile in 4 minutes before Roger Bannister.
first Roger Bannister a mile in 4 minutes.
- 7 We suspected the weather would get cold so we took warm clothes.
anticipation We took warm clothes cold.
- 8 Whenever I see that picture, I remember my schooldays.
back That picture my schooldays.



English in Use

- 7 Using the word given in brackets, complete the following sentences in your own way. Do not change the form of the given words.



- 1 *Although she doesn't particularly like driving*, she decided to tour Germany by car. (although)
- 2, Tony can be quite sarcastic at times. (seem)
- 3 The film which has just won the Oscar as last year's winner. (nowhere)
- 4, Kristina cannot pass her driving test. (however)
- 5, he plays the piano beautifully. (although)
- 6, from Oxford, he lacked common sense. (even though)
- 7 His exam performance is, (nowhere)
- 8, I want to buy those designer jeans. (matter)
- 9, we support different political parties. (while)
- 10 The sooner you, (better)

- 8 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.



- 1 What surprises me is that the government is not worried about pollution in the cities.
seem Surprising
..... the government is not worried about pollution in the cities.
- 2 What Anna hates most is posing for photographs.
than There's
..... posing for photographs.

- 3 Everything Ben does seems to go wrong.
what No
..... seems to go wrong
- 4 It doesn't matter how hard you try, she won't appreciate it.
effort However
....., she won't appreciate it.
- 5 Letters posted by 5 pm are delivered the next day.
post As
by 5 pm they will be delivered the next day.
- 6 Tired though she was, Emma was able to continue driving.
of Emma managed
..... tiredness.
- 7 Melissa's dad was busy but he still played with her.
though Busy
....., he still played with her.
- 8 Despite his selfishness, she loved him.
although She
..... selfish.
- 9 I really like her but not her choice of friends.
approve Much
..... of her choice of friends.
- 10 The two bicycles are virtually the same.
choose There is
..... the two bicycles.

- 9 Find **one** word which is suitable for all three gaps in each of the following sets of sentences.

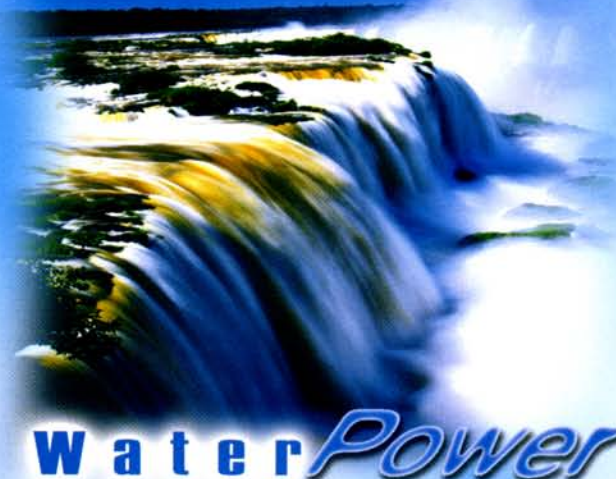
- 1 • He tried to make his voice sound, but it was obvious that he was excited.
• To the observer, Shakespeare's tragedies do not differ much from one another.
• He's been working here for 12 years, and I've never seen him come into the office in clothes.
- 2 • The course will all of Lawrence Durrell's poetry, including some poems that were never published.
• By including this condition in the contract, the company tried to itself against lawsuits.
• When Fred goes on holiday in July, Judith will stay behind to for him.
- 3 • The pilot noticed that there was a small amount of ice on the left, and so take-off was delayed.
• The injured seagull was taken to the local veterinarian surgery with a broken
• Some football managers opt for two players on each so that they have added cover on each side of the pitch.

- 4 • The fact that Mary comes from a good and stable shows in her impeccable behaviour.
- Many regard Paris as the of the finest European cuisine.
- He spent the last years of his life in a for the elderly in Brighton.
- 5 • Despite the young actor's inexperience, the director him in the lead role.
- The flickering candle frightening shadows on the walls of the cellar.
- Once on the open sea, he his line and sat on the deck waiting for fish to bite.

10 Fill the gaps with ONE suitable word.

- 1 I've seen you be rude to people before, but the way you spoke to Janet this morning really the biscuit.
- 2 You can argue with him till the cows come, but you won't manage to convince him.
- 3 The debate was fierce enough as it was, but the comments the minister made yesterday really added fuel to the
- 4 Buying products which are harmful to the environment just because they're cheaper is clearly not seeing the wood for the
- 5 Instead of trying to clear up his debts, he builds castles in the about owning a private jet.
- 6 With a monthly income exceeding £5,000, I should have been home and
- 7 We must not sight of the fact that all of these issues are management-related.
- 8 The police are leaving no unturned in their search for evidence.
- 9 Her flat is a stone's from the beautiful sandy beach.
- 10 The terrifying scream from the front garden made Sheila's blood run

11 Fill the gaps with ONE suitable word.



Harnessing water power, 0) *which* was one of the great stimulators of the Industrial Revolution, is an important source of energy. Today renewable water power generates 1) to 20% of the world's electricity 2) causing emissions or pollution. 3) potential to help transform 4) our energy is generated is vast 5), sadly, the technology has 6) been allowed to develop to its full capacity. Today there are three main technologies harnessing water power: wave, tidal and hydro.

The year 2000 saw the 200th anniversary of the first patent on a wave energy device. 7) is extraordinary is that so 8) work has been done exploiting the vast natural energy of the sea 9) 1800. The waters around Scotland are conservatively thought 10) to provide all the UK with its energy, but 11) an early lead, the technology is not favoured by the British government.

Wave devices are many and various, ranging 12) barges and oscillating columns, to pendulums, buoys and devices installed on land, none of 13), however, have been successfully commercialised. But Islay, off the Scottish coast, is becoming the world capital of wave energy, 14) been the location for a small experimental plant for the 15) five years.

Reading

- 12 a.** You will read four passages associated with the environment. Before you read, look at the titles of the passages and try to guess in which passage each of the following words/phrases will appear. In what context do you expect them to appear?

• acid rain • huge tree • fossil fuels • a croak
 • industrial landscapes • incinerator • landfill
 • vanish into darkness • poachers • park warden
 • carbon dioxide emissions

- b.** Now read the passages and choose the best answer to each question (1-8). Were your predictions in a correct?

A Vanishing World

It is harvest time; there is an edge to the breeze and the nights are drawing in. Shadows are getting fatter, feeding from the leaves and roots, soaking up their harvest from the juice of summer like an osmosis of light into dark. Up on the top fields above us, the combine harvester was working late, droning long into the night. Tonight the fields are mown but not baled, and so are strewn with long hanks of straw.

I walk across the scratchy stubble. Up the bank there is a huge tree, inky black against a thin clear sky. The fierce, tiny fire of Mars blinks eastwards above its boughs. As I get nearer, a bird flies out of the crown. I can just make it out against the sky and I think at first it is an owl, but even with such little light it is obviously not. The size of the bird and the wet-rag-against-window sound of its wings give it away as a raven. But it makes no other sound, not a croak, and vanishes into the darkness.

Close up the tree emerges from its film of shadow. It is an old boundary oak that stands on what remains of its hedgerow between two fields that run across the slope, and its great roots straddle the lip between the upper and lower field caused by years of erosion. The tree is very still; only the tips of its outer branches flex in the breeze.

How long before this world disappears?

- 1** The text describes the countryside

A at the start of summer.
 B in the spring.
 C at the end of summer.
 D in the winter.

- 2** The writer seems to be

A uneasy about the future.
 B afraid of the dark.
 C worried about the tree.
 D interested in the stars.

Old Energy

Traditional methods of power generation have created a legacy of acid rain, oil spills and - despite billions of pounds of research - nuclear waste, issues which need to be tackled.

Most serious of all is the contribution to climate change. We have been steadily pumping carbon dioxide and other gases into the atmosphere. The gases unlocked by burning the coal which fuelled the industrial revolution are augmented by the steadily increased burning of other fossil fuels, such as oil and natural gas, as well as other carbon dioxide emissions, those from car exhaust fumes are a case in point. The carbon dioxide creates a blanket around the earth. Heat which would normally disappear into space is reflected back to be soaked up by the oceans. The world gets hotter. Yet, despite all the warning and all the evidence it seems to be business as usual for the energy companies, which continue to invest in power stations that burn fossil fuels and discharge 40 million tonnes of carbon dioxide emissions every year. At the same time, the amount of electricity that could be generated from renewable sources is vast: both offshore wind turbines and wave power could meet our energy needs three times over.



- 3** According to the text, although the problems caused by power production are well-known,

A insufficient money is spent on research.
 B nuclear power has not been thoroughly investigated.
 C approaches to energy production have not changed.
 D global warming is increasing.

- 4** What does the writer imply about using renewable sources of energy?

A It is cheaper.
 B It is more efficient.
 C It is cleaner.
 D It is safer.



A Fresh View

'Design is the first signal of human intention,' says Bill McDonough, who was in London recently to address a Greenpeace conference on business and the environment. At this point in history we have to decide just what is our intention. As we see environmental tragedies in the making we can't just say to ourselves "it's not my problem. I didn't cause it" any more. These tragedies become our de facto plan - the things that happen because we didn't have a plan.'

McDonough's plan is to apply nature's cycles to industry. Industrial landscapes should mimic as much as possible natural landscapes, with grass roofs to purify air and retain stormwater, and interiors that are flooded with natural light. But the truly revolutionary bit is that, as in nature, factories should not produce waste as their by-products, but 'food', or 'nutrients' for other industrial processes, a cyclical model dubbed 'cradle to cradle'.

What most of us think as 'green' design is not green at all, McDonough maintains. Eco-efficiency, the credo of reduce, reuse and recycle to which most forward-thinking companies now subscribe, will never deliver anything but an illusion of change. 'It is still based on the one-way, linear, cradle-to-grave manufacturing line, where things are created and eventually discarded, usually in an incinerator or a landfill,' he says.

Protecting the Rhino

Matusadona National Park has been designated an Intensive Protection Zone and, soon after putting ashore near the national park headquarters, where young rhinos are given round-the-clock armed protection, we saw a park warden ambling through the bush with a rifle across his shoulders.

In the long run, in terms of tourism, a live black rhino is worth considerably more here than a dead one, but if the integrity of the national parks is undermined then short-term personal gain would take over (a kilo of black rhino horn fetches several thousand dollars and a mature animal's horn can weigh more than three kilos). Some are optimistic about the fact that in the past ten years black rhino numbers in the Matusadona have recovered from a handful of animals to scores. Others are less hopeful, seeing the protection zone as a stopgap measure giving little real protection against determined poachers. In one attempt to thwart the poachers, rangers sawed the horns off rhino to make them commercially worthless. But poachers killed them anyway, to save themselves the trouble of tracking the same animal a second time. If the tourists go and the revenue they bring dries up, the rhino will be under more pressure than ever from such a ruthless trade.



5 The essential element of McDonough's plan is

- A the recycling of products.
- B reduced use of electricity.
- C throwing nothing away.
- D postponing present aims.

6 According to the writer, McDonough

- A disagrees with current environmental designs.
- B proposes change in natural landscapes.
- C wants to build more usable landfills.
- D regards superficial change as adequate.

7 Rhinos are important to the country

- A to preserve world biodiversity.
- B to generate profit from their horns.
- C to attract more tourists.
- D to justify the national parks.

8 The rhinos in the national park are

- A decreasing in number.
- B still under threat.
- C completely unprotected.
- D impossible to attack.

13 Answer the following questions.

- 1 Which words/phrases in the first paragraph of the first passage tell you that the narrator is in the countryside? Underline them.
- 2 In the second passage, locate the part where the writer explains how pollution-related climatic changes come about. Then summarise the process in no more than 25 words.
- 3 In your own words, say what the difference is between 'cradle-to-cradle' and 'cradle-to-grave' production lines described in the third passage.
- 4 Explain why rhino hunters do not spare rhinos which have had their horns cut off, as explained in the fourth passage.

Listening & Speaking

- 14 a.** You will hear an interview with an environmentalist talking about various kinds of pollution in Britain. Before you listen, look at the following statements and predict whether they are true (T) or false (F).

- 1 The number of British people who were killed in road accidents last year is only marginally higher than that of people who died from illnesses related to traffic pollution.
- 2 Experts expect a 50% increase in UK traffic by the year 2026.
- 3 The British government are doing all they can to address the problem of traffic pollution.
- 4 Overall, British rivers are more or less clean.

b. Now listen to the recording. For the following questions, choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 One effect of air pollution in the capital is
 - A that it causes the quality of life to deteriorate.
 - B that hospitals are becoming increasingly overcrowded.
 - C that it can hasten the death of someone who is already gravely ill.
 - D that more people are becoming allergic to traffic fumes.
- 2 Linda Grey suggests that the government is not solving the traffic problem because
 - A it doesn't want to antagonise car owners.
 - B it fears job losses in the car manufacturing industry.
 - C it doesn't think it's a pressing problem.
 - D it cannot get local authorities to cooperate.
- 3 According to Linda, the problem of traffic pollution can only be solved
 - A if the government gets involved.
 - B with the cooperation of the public.
 - C if cars are banned from city centres.
 - D once industrial pollution has been dealt with.
- 4 Noise pollution differs from other forms of pollution in that
 - A no one ever reports it.
 - B its effects can't be measured.
 - C people have learnt to live with it.
 - D it doesn't cause health problems.

- 5 There are still relatively few fish in Britain's lakes and streams because
 - A too many plants in the water leave little space for fish.
 - B pesticides in the water are killing the insects that fish feed on.
 - C there is an increase in chemical waste in the water.
 - D there are not enough plants in the water for the fish to eat.

c. Were your predictions in **a** correct?

- 15 a.** Here are some photographs showing various ways in which people use nature. Look at photographs A and C. For what purpose do you think each photograph was taken?



- b. Now look at all the pictures. Imagine that these pictures are part of a photographic exhibition entitled 'The Power of Nature: Present & Future'. Together, decide which one of the four pictures should go on the poster advertising the exhibition.

- c. Suggest two photographs (not necessarily depicting sources of power) which you think should feature in the exhibition. What will their themes be, and what will they add to the exhibition?

- d.** Listen to two students doing this speaking task and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammatical resource
- lexical resource
- discourse management
- pronunciation
- interactive communication

- Debating (2): Negotiating decisions

16 Work in groups. Your school/college is organising a one-day festival with the purpose of promoting environmentally-friendly views and attitudes.

- a. You have £13,000 to spend on any number of events. Decide which items from the suggested events list you will include. Apart from cost, consider the following:
 - how relevant the events are to the purpose of the festival
 - how popular each event would be with the people in the local community
 - how effective each event would be in promoting environmental awareness
- b. Once your group has reached a decision, get together with the rest of the class to reach a final decision.
- c. Finally, decide on a time schedule for the day's events.

A: I think ... would be a good idea.

B: Well, I don't see how ... are relevant to the purpose of the festival. Besides, ...

C: I agree with you about... but in my view...

A: Perhaps we should consider ... instead; ...

D: I tend to agree with 'D', because ...

B: It certainly suits our purpose, and ... but the problem is ...

C: How about...

Suggested Events for "Earth Matters" Festival

The student body has submitted the following suggestions concerning events and attractions to be included in the festival. The cost of each event is indicated in the parentheses.

- 1 Film showing: *The Medicine Man*. Directed by John McTiernan. Hollywood drama about the search for a cancer cure in the Amazon rain forest. (£1,500)
- 2 Lecture: *How to be Environmentally Conscious*, by Professor James Mills of the University of Keele (£1,500)
- 3 Live rock concert: Jack Wilmot and the Recyclers (£6,000)
- 4 Theatrical play: Shakespeare's *The Tempest*, performed by the Oxford Stage Company (£6,500)
- 5 Modern Ballet: *The Dance of the Sycamore Trees*, performed by the Cornton Visual Arts Society (£3,000)
- 6 Exhibition: *The Touring Plant Show*. Plants and trees from all over the world in the biggest moving hothouse in the world. (All-day event, £7,000)
- 7 Photography exhibition: *Images of the Amazon* (All-day event, £6,500)
- 8 Classical music concert: Vivaldi's *Four Seasons*, performed by the Bromwell Classical Orchestra. (£4,000)
- 9 Black-tie dinner for 100 people; the Public Relations Officer of the local petrol refinery, the Mayor and the Minister for the Environment will attend. (£7,000)

Festival Schedule

All-day event (if applicable)

[illegible]

Text Analysis

• Understanding meaning from context

17 Explain the meaning of the bold parts in each of the following paragraphs without using a dictionary.

A Last week Janet Mills of Ealing, West London, **1) went bananas**. Literally. She went to a petrol station and found a single fruit sealed inside a thick, moulded plastic container. "Right, that's it. It's far too much," she told the man at the till.

She ripped the plastic open, put the banana back on the shelf and the package in a bag which she then took round to the nearest recycling bin. The man, perhaps fearing for his life, was **2) dumbstruck**.

Mrs Mills is waging a fierce one-woman, some would say obsessive, campaign against excessive food packaging. Her self-appointed task is **3) herculean** – to reduce the amount of plastic that British food retailers and fast food outlets use.

- 1
2
3

B The editor-in-chief is talking to Steuart McGill. He speaks with a fierce rapidity, his sentences sauced with slang, his words **4) crashing through the babble of voices and the clatter of printers and photocopiers** on the fourth floor of the newspaper's editing department. It's hard not to think of his father, Michael, who ran this newspaper for 43 years before that Monday morning when he died.

McGill walks away, unclear, it seems, about the instructions he has just acknowledged, staring **5) blankly** at a sheet of notes just handed to him by the chief. I watch him walk to his desk. Then the chief's voice breaks my trance.

"Mr Armitage," he **6) barks**, "in my office."



- 4
5
6

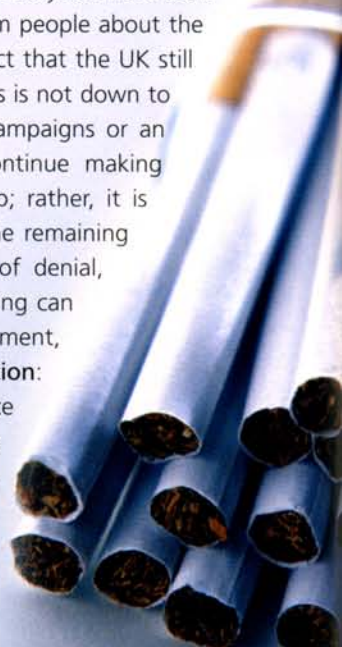
C If I recall rightly, when I was at Oxford there was one **7) mighty precious** PC available to the entire student body. It was kept in a 'computer room' - you had to ask for a key if you **8) wanted in** – and the beast was an Amstrad with a green monochromatic screen and a dot-matrix printer. Even then, we knew it was pathetic.



Now megapower computers are ubiquitous and we wonder how we lived without them. And, if Steven Spielberg's new movie *AI* is to be believed, we will soon have computers with emotions. So has Steven finally **9) lost his marbles**, or is he more sane and insightful than most of us? Check out our special report on page 84.

- 7
8
9

D **10) To give the devil his due**, it is fair to say that governments of the last 20 years have done everything possible to inform people about the dangers of smoking. The fact that the UK still numbers 2,1 million smokers is not down to perfunctory anti-smoking campaigns or an **11) ulterior motive** to continue making profits from tax on tobacco; rather, it is the very stubbornness of the remaining smokers, who, in a state of denial, refuse to believe that smoking can harm them. For the government, it is **12) a no-win situation**: taking measures to convince smokers to stop, like forcing restaurants to become non-smoking establishments, brings on accusations of infringements on civil liberties; not taking measures exposes them to allegations of indifference.



- 10
11
12

18 Read the following passages and answer the questions that follow (1-5).

London's most fashionable districts are becoming more polluted than decaying northern industrial towns, the first health check of Britain's city streets reveals.

Roads in Mayfair, Knightsbridge, Kensington and around Hyde Park will soon have the highest levels of nitrogen dioxide air pollution in the country. Streets in Newcastle, Wakefield, Jarrow, Sunderland and Wolverhampton will have among the lowest.

Environmentalists say Londoners will suffer an epidemic of lung disease and heart attacks if the levels are not reduced. Pressure groups are calling on Tony Blair to set tough new targets to cut traffic.

New analysis of government figures shows that 500 roads in London are set to exceed official air pollution targets for nitrogen dioxide by up to 40% over the next six years. Sought-after addresses from Hyde Park to South Kensington will be worst hit.

Park Lane, known as 'Billionaire's Boulevard', is becoming the most polluted street in Britain, closely followed by Knightsbridge. Overall, 22 of the 25 most polluted roads will be in London, including Victoria - home of John Prescott's Environment Department.

Reacting to the figures, Friends of the Earth condemned the Government for failing to set tough traffic reduction targets in the Transport White Paper published last year.

The question was unrefined and tough. It came from a journalist the mayor didn't know. She was a woman of about 25, with the air and cheek of inexperience making the tone of her voice sharper than everyone else's.

"If it came to a choice between jobs and the environment, which would you go for?"

She was sat where Brimson usually sat, so the mayor assumed she worked for The Voice. He paused, but only for a second. "Allowing people to earn a living is more important than the environment right now. I believe the smelter should continue to operate. And you are Miss..."

"Yardley. Nellie Yardley. Mayor, the smelter is 300 yards from the nearest housing estate. The whole city is two miles down wind. Dark smoke containing sulphur dioxide, lead, cadmium, zinc and a variety of other deadly substances, blocks out the sun and showers pollution on the city. In the last year, sulphur dioxide levels exceeded World Health Organisation guidelines on 190 days. Lead levels in the soil are five times higher, and cadmium 12 times, than the WHO safe limit. Spinach, peppers and tomatoes grown in the city's gardens all contain dangerously high levels of lead and the locals are advised not to eat them. Lead accumulates in the body and can lead to anaemia, as well as damage vital organs such as the kidneys. It causes high blood pressure, spontaneous abortions and, in children, brain damage. Now, let me repeat my question. If it came to a choice between jobs and the environment, which would you choose?"

- 1 Which phrase later in the text echoes the phrase 'most fashionable districts' found in the first sentence?

.....

.....

- 2 What is ironic about Victoria being one of the most polluted districts in the country?

.....

.....

- 5 In no more than 70 words, and using your own words as far as possible, summarise the causes and effects of the high levels of pollution mentioned in the two passages.

.....

.....

.....

.....

- 3 How did Nellie Yardley's lack of experience as a journalist affect her manner?

.....

- 4 Explain why Nellie Yardley repeated her question in the last paragraph.

.....

.....

.....

.....

Paper 1 – Reading

Part 1

For questions 1–18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

Trying to Escape

Travel is now the world's biggest (1), according to the World Trade organization. It beats arms and pharmaceuticals both in turnover and in numbers of people employed. Man's collective endeavours – our technology, our money, our precious time – seem more and more directed at (2) an oddly unnecessary urge: to be somewhere else.

As the scope of our travel (3) and we become more efficient at getting there, and as the material standards of hotels and resorts improve, a predictable paradox emerges: the experience itself is (4) with disappointment.

We naively suppose that distance can separate us from ourselves while in fact we are often more aware of ourselves when travelling – we are cold, hot, ill, exhausted, (5) Yet without these discomforts, we would never be allowed those moments of transcendence that justify our efforts.

The world is still full of wonders and being able to fly to any country in a single day has not really (6) them any closer, which makes finding them just as difficult and just as rewarding as ever.

- | | | | | | | | | |
|---|---|--------------|---|------------|---|-------------|---|----------|
| 1 | A | industry | B | factory | C | enterprise | D | concern |
| 2 | A | preoccupying | B | completing | C | satisfying | D | filling |
| 3 | A | intensifies | B | ranges | C | amplifies | D | widens |
| 4 | A | traced | B | tinged | C | toned | D | stained |
| 5 | A | secluded | B | unfrequent | C | uninhabited | D | isolated |
| 6 | A | brought | B | removed | C | spread | D | taken |

Waiting ...

It was fifteen minutes later that he realised the queue had (7) so much that he would probably be stuck for at least another half hour. There were six people ahead of him and only two interviewers. After a couple of moments of dither, Amiss (8) his seat. The queue moved up one behind him. As he opened the door he turned back for a moment to survey the (9) The two men being interviewed finished together, rose and shuffled towards the back of the room. One vacant seat was taken by the woman first in (10); the second by a man behind whom the next four people formed a semi-circle. With a low moan of disbelief Amiss realized he had failed to spot they were a family. He (11) trying to regain his place at the top of the pecking order, thought (12) of it and left to meet Milton.

- | | | | | | | | | |
|----|---|-----------|---|-----------|---|------------|---|-----------|
| 7 | A | held up | B | set up | C | slowed up | D | mixed up |
| 8 | A | abandoned | B | discarded | C | relieved | D | disposed |
| 9 | A | view | B | outlook | C | scene | D | depiction |
| 10 | A | row | B | queue | C | file | D | line |
| 11 | A | discussed | B | debated | C | questioned | D | disputed |
| 12 | A | more | B | second | C | hard | D | better |

Parents and Teenagers

Adolescent children whose parents exert firm but fair control over them are much more likely to steer (13)delinquency, researchers have discovered. Youngsters whose parents are overbearing, inconsistent or (14) are at far greater risk of becoming problem teenagers, the long-term study of criminal offending shows. Closely supervised adolescents who are allowed some autonomy not only (15) of trouble but also have fewer rows and less conflict at home.

Parenting style was a main influence on whether young people (16) in criminal or delinquent behaviour. The most successful parents are those who are prepared to negotiate and have clear (17) rules, such as knowing where their children are, who they are with and what time they are to come home. The least successful are those who try to (18) the law, those who make arbitrary and intermittent attempts to control their children or make threats which are not carried out

- | | | | | | | | | |
|----|---|----------|---|----------|---|-----------|---|-----------|
| 13 | A | clear of | B | out of | C | far from | D | free of |
| 14 | A | informal | B | decisive | C | lax | D | flexible |
| 15 | A | stay out | B | make out | C | leave out | D | talk out |
| 16 | A | occupied | B | engaged | C | absorbed | D | committed |
| 17 | A | bottom | B | base | C | floor | D | ground |
| 18 | A | put down | B | take up | C | lay down | D | set up |

[Turn over]

You are going to read four extracts which all have something to do with places to live. For questions 19-26, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Just the Style

'Makeover' television shows and magazines are not enough for some people. Unimpressed by the prospect of turning net curtains into bed canopies and suspicious of clever photography, they want a taste of the real thing – and the source of that inspiration is a stylish home for sale. What better way of collecting style hints than by looking around places where neither money nor good design are scarce? It may have overtones of a spy story, but gaining entry to a smart house and peering at the furnishings is a sophisticated way to get inspiration for your own interior décor. The features most likely to attract are bound to be highlighted by estate agents, who unwittingly help the snooper by-pass properties that are not up to scratch.

Thus it seems peering into other people's homes has become something of a national pastime, with the top five items on the snooper's list being structural alterations, such as loft conversions; extensions, particularly conservatories; colour schemes; layout of kitchens and bathrooms and such features as fireplaces and shelving. The experienced viewers refine their searches by choosing certain areas for the types of people who live there. Notting Hill has a particular following among those keen to see trendy lifestyles in the flesh, architects too, are not averse to checking out their colleagues' schemes in this part of London.

19 According to the text, who is most likely to want to view someone else's house?

- A Aspiring architects
- B Prospective purchasers
- C Professional decorators
- D Other home owners

20 How do people first select which houses to visit?

- A According to particular interest
- B From newspaper advertisements
- C According to area
- D At random

Henry's House

This house that Jude and I live in, though far from an ancestral home, was my father's and my grandfather's but never Henry's. His was a huge stucco mansion on the other side of Abbey Road, next door but two or three to the much prettier house of Joseph Bazalgette who built London's drains and river embankments and not far from Lawrence Alma Tadema's studio. Having at one time been divided into flats, it has returned to its single-owner occupied status, the owner-occupier being a multi-millionaire property developer called Barry Dreadnought. Since buying it for three million he has had the front garden paved with two square boxes inserted as flower beds and two enormous white urns each containing one of those spiky red palms. A covered way with plain glass sides and a stained-glass peaked roof runs from the gates to the front door.

The two sash windows on the second floor on the left indicate Henry's study. Or so I've guessed. There's something about the house that troubles me, something unpleasant, I don't know what it is. Of course it's ugly, the worst kind of Victorian, but it's not that which makes me uneasy. I suppose it's that I sense there was suffering and misery within those walls while Henry and his family inhabited it, though I've no real reason to think there was, only a suspicion.

21 Henry's house now seems to

- A be as it was in Henry's time.
- B have been converted to a new use.
- C have changed its outward appearance.
- D become more attractive than its neighbours.

22 The house has a disturbing effect on the writer because

- A of what he knows about its design.
- B he has an intuitive reaction to it.
- C it's not representative of its era.
- D of his knowledge of the family who lived there.

[Turn over]

5

What Every House Hunter Should Know ...

- Always use a reputable estate agent. Tell them exactly what you want and they can take some of the stress and strain off you.
- Prioritise. Are you more interested in site or location? Do you want space for your money or security and seclusion? Is garaging a necessity or are you content to settle for the street? Are you a suburban animal or do you need the city buzz?
- When you find something you like, think about re-sale value. You may not want to live in this house for ever after all, so if you think you might want to move on after a couple of years, be conservative rather than going for something wildly eccentric. Look at the area too – is it likely to increase in value or to decline?
- If you're not into DIY, stay away from anything that needs renovating or major alterations to suit your taste. Altering a house is an enormous drain on finances and causes considerable domestic upheaval. So unless you enjoy it and can afford it, buy something you can move straight into.
- Make a realistic estimation of your income and buy accordingly. Banks are keen to lend and it is easy to be tempted to over-extend yourself. Look for the mortgage that suits your pocket and will not leave you too strapped for cash!

23 Which of the following is the buyer advised **not** to do?

- A Play safe when purchasing
- B Take on the search alone
- C Borrow money
- D Avoid building work

24 This advice would probably be of most use to

- A a full-time student.
- B a property developer.
- C a wealthy professional.
- D a first-time buyer.

6

Outside the city limits

Modern small-town England, and especially its suburban southeast, is a place that seems firmly resistant to quests for dark secrets. Its car parks, its roundabouts, its high streets lined with identical chain stores – any visiting writer with romantic ideas about probing this landscape would surely not persist for too many drizzly afternoons. Yet recently, as London has become an over-familiar subject for non-fiction explorations, so this hybrid genre – part travelogue, part history, part gothic speculation – has turned its attentions outward from the capital. Now David Seabrook has crept round the blustery coast of Kent from Rochester to Broadstairs via Margate with his notebook. What he finds fills the pages much better than you might imagine.

Seabrook lives in the country; from the autobiographical glimpses he provides, he seems to have done so all his life. However his book is only fleetingly interested in modern Kent, that bruised thumb of land with its asylum seekers and troubled resorts. In Margate he sees 'hunched and sedated souls in cafes'; elsewhere he notes the tense silence in pubs full of unemployed dock workers. His contemporary descriptions are spare and vivid – a seafront bench is painted 'ketchup red' – but they are mainly a context for a deeper project, a theory which can be sensed throughout the book of the seaside both as a refuge and a dead-end for unconventional Britons.

25 The writer of the extract seems to be

- A a novelist.
- B a book reviewer.
- C a travel writer.
- D a biographer.

26 One characteristic of the coastal area is that it

- A has a romantic appeal.
- B is ripe for tourist development.
- C has a shifting population.
- D is quiet and relaxing.

[Turn over]

You are going to read an extract from an article. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

MERGING ART & SCIENCE: A FALSE PREMISE

The current vogue is for believing that art and science should be brought together. This obsession for showing that art - particularly the visual arts - is similar to science in content and the creative processes is bemusing. I detect in it an element of social snobbery - artists are envious of scientists and scientists want to be thought of as artists.

27 [] If Watson and Crick had not got the structure of DNA, we know that Franklin and Klug would soon have had it. Indeed simultaneous discovery is a common feature of science. If one could rerun the history of science and start again it would have a different history but the end results would be the same: water would be H₂O and genes would code for proteins but the names would be different.

28 [] Whatever the feelings of the scientist, these are absent from the final understanding of a process, while art is a personal creation and contains the personal views of the artist. And since science is a communal process, a scientist has to be very aware of what is known about the problem being investigated. There are strict criteria about lack of contradiction and, of course, correspondence with reality. Science makes progress, we build on the work of our current and earlier colleagues. To talk about progress in art makes no sense, there is change but not progress.

29 [] Thus, I cannot understand what is being referred to when there is reference to critical thinking in art. In what sense can a painting be right or wrong? Anyone can have views about a painting and engage in art discussions. Non-scientists can thrill to scientific ideas but to make meaningful comments about them, and I exclude their application to technology, one actually

has to have detailed knowledge: science needs a much greater, and quite different, intellectual effort.

30 [] It is very rare for referees to recommend acceptance without changes. This can be a complex procedure but, in general, authors are grateful for the careful reading and criticism of their paper. Even so we reject about half of all papers we receive. Paintings, however, are neither revised nor can be shown to be wrong.

31 [] The idea of creativity may make scientists want to be thought of as artists and vice versa and there may well be something similar in all human creativity, but that it is particularly similar in scientists and artists is without foundation. The similarity between art and science is even less than that between billiards and rugby, both of which at least use a ball.

32 [] It seems just poetic licence to suggest that this picture did much to convince European scientists that the great mystery of life might be explained in terms of electrochemical forces. (Although it may be that Jan Vermeer did indeed discover that more compelling illusions can be achieved through a kind of optical illusion that makes special use of the perceptual system inside our brains, rather than through the details that reach our eyes).

33 [] Art does not explain, but it broadens our experience in ways that are not clearly understood. I value it in its own terms, but it has nothing to do with understanding how the world works. To pretend that it does is to trivialise science and do nothing for art. We should stop pretending that the two disciplines are similar, and instead rejoice in the very different ways that they enrich our culture.

A What are the criteria used by the director of a gallery and his or her advisers when selecting for exhibition? Is he or she like the editor of a science journal? No, for there is nothing in art like the peer review so fundamental to science; there are no art critics, just art writers. As the editor of a scientific journal it is extremely rare that my personal view determines whether or not a paper gets published. My role is to choose a good editorial board and to know to whom the papers to be reviewed should be sent.

B Bringing visual artists and scientists together merely makes them feel elevated: it is not a scientific experience. Although it must be said that science has had a strong influence on certain artists - in the efforts to imitate nature and thus to develop perspective or in the area of new technologies - art has contributed virtually nothing to science.

C Then of the hundreds of thousands of papers published each year, few have a lifetime of more than a few years. Most disappear with little if any trace. The original papers, with very rare exceptions, like those of Einstein, are never part of scientific culture and they are not for sale. Science, unlike art, is not entertainment.

D What intrigued me at the opening was how the exhibits were chosen. There is less of a problem with well-established artists such as Lucian Freud, Francis Bacon or Matisse. It is the very modern works that present the problem.

E How different from this are all the arts. No Shakespeare - no Hamlet; no Picasso - no Guernica. Moreover a work of art is capable of many interpretations and has moral content. There is but one correct scientific

explanation for any set of observations and reliable scientific understanding has no moral or ethical content; that is to say that the scientist does not allow his own reactions to come into play.

F The Oxford University art historian Martin Kemp takes a very different view from mine here. He claims that during the 'Scientific Revolution' some artists were able to play an active role in the dialogue between seeing and knowing. He gives the fiery emissions of Joseph Wright's volcanoes painted in the late eighteenth century as an example. Wright's painting of Vesuvius erupting may be dramatic but it owes nothing to geology.

G Art is not constrained by reality. It cannot be shown to be wrong. And of all the arts, painting is the one least related to science as it does not deal with complex ideas or explanations, is the easiest to appreciate, and the response is often an emotional one. Ideas in the visual arts come from art critics and historians, not the works themselves.

H Science is about understanding how the world works, there being only one right description of any observed phenomenon. Unlike the arts it is a collective endeavour in which the individual is ultimately irrelevant - geniuses merely speed up discovery.

[Turn over]

Part 4

You are going to read an extract from an article on food. For questions 34–40, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Currying Favour

In the last half century, curry has become more traditionally English than English breakfast; there is a Koh-i-Noor or a Taj Mahal on just about every high street in the country. The most extraordinary thing about them, however, is that each and every one of them has the same menu. You can find more or less identical lamb pasandas and chicken vindaloos in Bradford and Brick Lane, Alderley Edge and Virginia Water. Indian food is a 3.2 billion pound industry in Britain, accounting for two-thirds of all eating out. But until recently, all the available dishes were based on a couple of sauces, alternatively spiced up with chillies or cooled down with yoghurt or cream. The resulting concoctions have only a tangential relationship with food as eaten in India. The balti, for example, was invented in Britain, probably in Birmingham. Various derivations of the word have been offered – that it's a region between India and Pakistan, and, no less mischievously, that it's a dialect word for bucket. But no one actually knows what it means.

The homogeneity of Indian restaurant food is even more surprising when you consider that India is around the size of Europe and at least as topographically varied: thousands of miles of coastline, vast arid plains, marshy lowlands and extremely high mountains. Diet is also determined by religion and caste. More than half the population is vegetarian, the Parsees are influenced by the Persians, the southern Muslims by the Malaysians, some southern Christians by Irish missionaries; the Jains will not eat anything that grows underground. Talking about Indian food in a generic way is scarcely more informative than talking about European food when what is actually meant is Italian or Portuguese.

The truth of the matter is that more than 90 per cent of Indian restaurants are owned by people for whom initially it was next to impossible to reproduce their home cooking, which involves using ingredients that were difficult to source in Britain then at reasonable prices, certainly in a sufficiently fresh state. Most of the would-be restaurateurs had not been cooks at home, so it was almost irrelevant what food they made. And when a successful formula was found it spread like wildfire.

This hybrid Indian curry house is a much loved institution, but its cooking is scarcely inventive. However, in the last few years something very different has been happening to Indian food. Curry has gone upmarket. The British consumer, long familiar with bryanis and bhunas and increasingly sophisticated about spicy flavours, is ready to try something new. This growing discernment about Indian food has coincided with a deepening appreciation of the country. India has ceased in the British mind to be about the Raj and poverty-stricken villages, and become the home of computer programmers, call centres serving British companies and such striking films as *Lagaan* and *Monsoon Wedding*. There's no longer a simple idea of India as a large hot country to which we gave a civil service, and which in return, gave us curry.

Indian food is so interesting partly because it is so scientific. In any house, no matter in which part of India, every single ingredient that goes in has a reason to be there. Chefs make it sound like an art, so it has acquired a certain mystique, but if translated into chemistry it becomes crystal clear. For example, the spices must be put into hot oil, because the oils in the spices are oil solvent, and hot oil tends to penetrate and release their flavour and aroma. Tomato has to be cooked on a low flame, to remove the acid; if it is cooked at too high a temperature, the water evaporates and leaves the acid behind. Desserts present a trickier problem. There is no tradition of parcelling food up into courses in India. Starters and main courses can be separated relatively easily for Western tastes, but Indian sweetmeats are too heavy and sugary to work at the end of a three-course meal. In India they are served for afternoon tea, but the pressure to produce desserts that work for an increasingly sophisticated British consumer has produced some inventive combinations of fruits and spices. Another area that seems ripe for expansion is street food. There may not be many restaurants in India, but there is a legion of roadside stalls.

One way or another, Indian food seems on the brink of a revolution in Britain, which may even be at the cutting edge of Indian cooking. The curry house is not about to disappear, but the very existence of Michelin starred Indian restaurants may signal the death knell of flock wall-paper, lager and the onion bhaji.

- 34 In the first paragraph the writer states that the food served in Indian restaurants in Britain
- consists of authentic Indian dishes.
 - is always extremely hot and spicy.
 - is varied and interesting.
 - would be found unusual in India.
- 35 Restaurant food gives the impression that Indian food
- changes according to population group.
 - is mainly cooked with vegetables.
 - is similar to European food.
 - is standard throughout India.
- 36 When Indian restaurants were first opened in Britain
- their owners were expert cooks.
 - fresh ingredients were expensive.
 - owners were able to call on their experience.
 - Indian home cooking became accessible to the British.
- 37 The British public is now
- finding Indian food too expensive.
 - developing a less superficial view of India.
 - sending government officials to India.
 - becoming less interested in Indian food.
- 38 To cook Indian food successfully
- chemical formulas need to be used.
 - a large variety of ingredients is necessary.
 - precise procedures are required.
 - hot oil must not be used.
- 39 Why do restaurant owners find problems with desserts?
- They can only be eaten with tea.
 - British people will not eat three-course meals.
 - Traditional Indian sweets are unsuitable.
 - British consumers have become too demanding.
- 40 Compared to the past, Indian food in Britain is now
- developing in an exciting way.
 - on the verge of disappearing.
 - sold from the street.
 - becoming more conservative.

Part 1
You must answer this question. Write your answer in 300-350 words in an appropriate style.

- 1 The extract below comes from an article you have recently read in a newspaper. You feel strongly about the points raised in the article and decide to write a letter to the editor in which you comment on the opinions expressed and give your views.

Recent studies have shown that there is virtually no correlation between a student's performance at school and at university.

Therefore, there is no point in continuing with competitive examinations to decide who should go to university and who should not. The best thing to do would be to abolish all such examinations and make universities accessible to everyone.

After all, there is an evaluation system in place within universities themselves, so the students who are not capable will, sooner or later, drop out.

Write your letter. Do not write any addresses.

Part 2
Write an answer to one of the questions 2-4 in this part. Write your answer in 300-350 words in an appropriate style.

- 2 Your local council has recently acquired a large disused factory site near the city centre. Residents have been asked to send in proposals as to how to make the best use of the site and its buildings. In your proposal, comment on the present amenities the town offers and make recommendations as to how the factory could be used.

Write your proposal.

- 3 You have been attending a course entitled 'Ways to Protect our Environment' and have been asked by your tutor to write an essay on the main environmental problems your country faces and how to deal with them.

Write your essay.

- 4 A magazine is publishing a series of articles on 'Modern Life'. Readers have been asked to contribute. You write an article in which you describe the way of life and attitudes of young people today and compare these with those of 50 years ago.

Write your article.

- 5 Based on set texts.

Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example: 0 as

Buying art on the Internet

Spending on art has trebled to more than 3 billion pounds in the past year, (0) as Britons abandon art galleries and rush to snap (1) bargains on the Internet.

Recent research (2) domestic art buying has revealed that 31% of people have (3) one and five (4) of art in their home and it (5) suggests that people are now spending larger (6) on fewer items. No longer (7) the middle classes merely buy art for its own (8) but as a means of investing their ever growing surplus income.

(9) purchasing on the Internet is a relatively new concept and (10) which some find unnatural and unacceptable. (11) is viewed cautiously by art purists as they (12) would never consider acquiring a painting without (13) seen it in person beforehand or knowing the pedigree of the artist. To many, though, buying art on the Internet is a far (14) daunting prospect than having to face gallery owners, (15) knowledge of the subject is far superior to the purchaser's and who often adopt a condescending manner towards the less knowledgeable prospective buyer.

Part 2

For questions 16-25, read the text below. Use the word given in **capital**s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example: 0 leading

Rupert Brooke

Rupert Brooke, one of the (0) **leading** poets of his generation, was renowned as a (16) , unlike many of his contemporaries who specialised in writing about the (17) of war.

He was born in 1887, the son of a House Master at Rugby, where Rupert attended both the (18) and main schools. When he went up to Cambridge in 1906 as a classics scholar, he fared badly in his examinations as his interests lay in (19) and theatre. During his time at Cambridge, his wit and good looks (20) his place as a member of the elite circle of (21) studying there.

After university he went to study German in Munich, falling in love with a sculptress there and working (22) to complete his first volume of poetry, which produced a profit within a few weeks of its publication in 1911.

Despite his early success, Brooke often felt (23) as he struggled to come to terms with the (24) contradictions in his character. Many times his free spirit and bohemianism conflicted directly with the innate puritanism he had inherited from his mother. Because of this he would sometimes distance himself from his fellows and adopt an (25) suspicious attitude towards them.

LEAD
ROMANCE
POINT

PREPARE

LITERATE

SURE

INTELLECT

FEVER

SETTLE
LIE

RATIONAL

[Turn over]

Part 3

For questions 26-31, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 She never the things he did for her.

He said that the value of the house had considerably.

His employer that he had been ill, and she did not penalise him for having been absent.

0 appreciated

Write only the missing word on the separate answer sheet

26 The mother the child's hand as he was about to walk in front of the speeding car.

All the students cheating in the exam will be dealt with by the disciplinary committee.

Mary was late for the meeting and only part of the chairman's speech.

27 is becoming less of a social issue in most countries today.

Regular reunions have helped me keep in touch with friends from my at primary school.

The Russian ice skater was simply in a of her own and easily won the gold medal.

28 Many people feel that the government should be more concerned about issues.

He was only a recruit, fresh from college and with no experience in sales.

All dishes are served with chips or a salad.

29 The of land was too near the river to be safe to build a house on.

Police discovered the to overthrow the government.

Critics raved about the film but I thought the was weak and unconvincing.

30 Germany don't have the players they had in the past, but they remain a major in world football.

Although one of the engines was off, the pilot had enough to safely fly the aircraft back to the airport.

The emotional of her poetry is such that she has been dubbed the new Sylvia Plath.

31 Anger flashed in her eyes and flooded her skin as she understood what his insinuation was.

London is a city full of and character, and visitors always enjoy its rich culture and unique style.

With the passing of years, many events in her past life had taken on a different

[Turn over]

5

Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use **between three and eight** words, including the word given. Here is an example (0).

Example:

0 He wanted to travel incognito, so he wore a wig and sunglasses.

recognised

He wore a wig and sunglasses the journey.

0 to avoid being recognised during

Write only the missing words on the separate answer sheet.

32 He did not expect his opponent to take that line of argument.

unawares

He line of argument..

33 Felix's cold passed quickly.

get

It didn't his cold.

34 The restaurant refused Jim entry because he was wearing jeans.

turned

Jim because he was wearing jeans.

6

35 The play wasn't as enjoyable as I had expected because of the poor acting.

short

The play because of the poor acting.

36 Mark isn't very keen on pop music.

care

Mark pop music.

37 Many parents find it difficult to understand the ideas of the younger generation.

tune

Many parents ideas.

38 I am sure David never intended to repay the money he borrowed from you.

intention

I am sure David had no him.

39 The Foreign Minister is the most articulate politician I have ever heard.

than

The Foreign Minister speaks I have ever heard.

[Turn over]

Part 5

For questions 40-44, read the following texts about **vegetarian food**. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a **summary** according to the instructions given.

Write your answers to questions 40-44, on the separate answer sheet.

There are moments when you cannot but feel sorry for vegetarians. It's goat's cheese, you see, although wild mushrooms are as much to blame. Pick up almost any menu in any restaurant and you can be sure that the vegetarian option from the first courses will involve goat's cheese: frequently grilled, plonked on top of mixed salad leaves, tomatoes or roast vegetables. The main courses are much the same. Not goat's cheese this time, but wild mushrooms, a hideous, vicious mass, like compost in the early stages of decomposition, piled high onto pasta, polenta or pastry. And that, all too frequently, is that for the vegetarian in our midst.

Vegetarians are not helped much by the publications set up to exploit the market. With very few exceptions the books written by vegetarians for vegetarians suffer from a poverty of thought, originality and instinct for simple pleasure. There are only so many wonderful ways with pasta that anyone can stomach. Yet it need not be that way. The prepared meals stacked so temptingly in freezer chests should provide relief from this dreariness, as they do for so many carnivores. But even here the curse of vegetarianism casts its long shadow. Those products developed for the non-meat eaters are devoid of any interest as food.

In the final analysis, vegetarians could, perhaps, call upon their noted qualities of tolerance and humour, and recognise that they have only the intractable nature of the vegetable world to blame for their plight.

40 What do the words 'a hideous, vicious mass, like compost in the early stages of decomposition' imply?

41 Find two phrases from the text that echo the word 'dreariness' (para 2).

A growing number of young people, particularly females, are adopting a vegetarian lifestyle and there is concern that this may cause nutrient deficiencies which affect the growth and development of adolescents, especially those adhering to a vegan or macrobiotic diet. Parents express concern about their offspring's dietary practices that affect eating habits and nutrition whilst sports coaches worry about the endurance and strength of their non-meat eating players.

However, research in the last decade has shown that these concerns are generally unfounded since a vegetarian diet has been shown not to impair growth and development as long as care is taken to ensure adequate intake of nutrients and calories.

As the food intake of the vegetarian child may be haphazard or lack variety or be higher in fat than is desirable, to ensure a balanced diet, there is a need to create specific food combinations at each meal. For example, iron deficiency can be a problem and, whereas the vegetarian's high intake of vitamin C aids the mineral's absorption, large quantities of grains and soya can have the opposite effect, resulting in anaemia.

Interestingly, although doubts are raised over the adequacy of the non-meat diet, teenagers, regardless of whether they are carnivores or not, do not meet baseline national dietary recommendations for growth and disease prevention. Indeed, compared to their nonvegetarian counterparts, vegetarian teens eat more fruit and vegetables and consume smaller quantities of salt and sugar but still do not eat enough from the five food groups considered necessary for a healthy lifestyle.

42 Explain in your own words the reservations adults have about teenagers following a vegetarian diet.

43 What does the writer mean by the word 'unfounded'?

44 In a paragraph of 50-70 words, summarise in your own words the problems a vegetarian may face in pursuing his choice of diet as described in both texts.

Part 1

You will hear four different extracts. For questions 1-8, choose the best answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a woman talking about remembering music.

- 1 According to the speaker, what does music cause people to recall?
 A events
 B people
 C feelings 1
- 2 What does the speaker say about the music heard after adolescence?
 A It is difficult to remember particular pieces.
 B It all sounds like the songs they used to listen to.
 C It is never forgotten. 2

Extract Two

You hear two people talking about flower shows.

- 3 The speakers agree that, as a pastime, competing at flower shows is
 A exciting.
 B strange.
 C aggressive. 3
- 4 By the end of their conversation, the speakers
 A disagree.
 B feel puzzled.
 C agree on an explanation. 4

Extract Three

You hear part of a radio report about Asian elephants.

- 5 According to the report, the African elephant
 A is more vulnerable than the Asian elephant.
 B is considered sacred by some people.
 C is more numerous than the Asian elephant. 5
- 6 A white elephant seems to
 A be a sign of bad luck.
 B have no special features.
 C not be completely white. 6

Extract Four

You hear a woman talking about superstitions.

- 7 According to the speaker, horoscopes are read
 A only by people who believe in them.
 B by the majority of newspaper readers.
 C only by very few readers. 7
- 8 The speaker's tone is best described as
 A amused.
 B incredulous.
 C outraged. 8

[Turn over]

Part 2

You will hear a radio report about photography. For questions 9-17, complete the sentences with a word or short phrase.

Photography initially developed in various 9 .

Improved technology in the late 19th century meant that photographs could be printed in 10 .

In the first half of the 20th century most news came via 11 .

When TV became a more important means of giving news, photographs in periodicals focused on 12 .

Steichen began the fashion for taking 13 pictures.

Other photographers started the trend towards 14 by depicting the injustices in society.

August Sanders is well-known for his depiction of 15 in Germany.

Our own photographs allow us to immortalise our 16 .

Nowadays what we know as a photograph is often made from electronically combined 17 .

Part 3

You will hear an interview with Mike Harvey, a local history enthusiast. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

- 18 Mike became interested in the pottery factory
 A after he had completed other research.
 B because the workers were outsiders.
 C because of its connection with the miners.
 D because he had lived in the area for a long time. 18

- 19 The research was particularly thrilling for him since
 A he was the first researcher to investigate the pottery.
 B he felt very curious about it.
 C there were various questions to ask.
 D he needed to know who had built the pottery. 19

- 20 He feels it is essential
 A to do a course in local history.
 B visit other similar sites.
 C to have a system for storing information.
 D to collect people's reminiscences. 20

- 21 The original owner of the pottery
 A knew a lot about the making of pottery.
 B was an American by birth.
 C thought the factory would flourish.
 D had previously owned mills in Britain. 21

- 22 The pottery finally closed down because
 A it couldn't keep pace with the times.
 B women found alternative employment.
 C it supplied the local market.
 D the area was mainly a mining one. 22

[Turn over]

Part 4

You are going to listen to two writers, Anita and Ian, talking about their experiences of getting their work published. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **A** for Anita

I for Ian

or **B** for Both, where they agree.

23 It's never pleasant to have work turned down.

☐ 23 ☐

24 Writing at length about something is a talent of mine.

☐ 24 ☐

25 Short stories require greater skills than novels do.

☐ 25 ☐

26 I changed the kind of writing I do to avoid dealing with publishers.

☐ 26 ☐

27 Collaborative work is very fulfilling.

☐ 27 ☐

28 Other people may want aspects of the writing changed.

☐ 28 ☐

Paper 5 – Speaking

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

Part 1 (3 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

Part 2 (4 minutes)

You will be asked to discuss some photographs. There are two stages in this part.

Stage 1

Here are some photographs which show various means of transport within the city.

Look at photographs 2 and 3 and talk together about the relative merits of each.

Stage 2

Now look at all the pictures. Imagine these photographs have been chosen to illustrate an article on commuting. Discuss the different means of getting to work in terms of convenience, speed, comfort and cost-effectiveness. Then suggest two other ways of getting to work to illustrate the article.



2



4



Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the interlocutor around a certain theme.

Arts and Entertainment

A

Prompt Card (a)

What qualities are needed to be successful in the performing arts?

- discipline
- adaptability
- talent

B

- Do you agree?

A & B

- To what extent should governments subsidise the performing arts?

B

Prompt Card (b)

Do you think the media overemphasise the violent and sensational aspects of the news?

- disasters
- local news
- war

A

- Do you have anything to add?

A & B

- Do you think there should be censorship of the press?

A & B

- To what extent does advertising influence people's behaviour?
- Is violence in the media at all responsible for the rise in the crime rate?
- Do you think art treasures should remain in the country of their origin?
- How important are arts and literature in our daily lives?

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