

# Upstream

ADVANCED C1



**Teacher's Book**

Virginia Evans - Lynda Edwards



Express Publishing

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## Unit 1 – Something to Shout About

### Objectives

**Vocabulary:** success and achievements; special occasions; celebrations; career qualities; feelings

**Reading:** multiple matching; multiple choice

**Listening:** listening for gist and detail; blank filling; multiple matching

**Speaking:** asking for/giving advice; giving an opinion; expressing uncertainty; giving and responding to news; comparing and contrasting; speculating

**English in Use:** multiple cloze; error correction; gap fill; register transfer

**Grammar:** gerunds and infinitives; dependent prepositions

**Phrasal verbs:** *carry; wear*

**Writing:** formal and informal letters

Lead in (p. 7)

- 1 a. Direct Ss to the title of the unit. Discuss the meaning. 'Something to shout about' – when you've done something special, or have something to celebrate. Elicit other phrases to express happiness or how the people might be feeling – on top of the world/on cloud nine/ecstatic/proud/overwhelmed, etc.

Ask Ss to look at the pictures and say why the people might be happy.

#### Suggested Answer Key

- A he's won a prize  
 B he's made a breakthrough  
 C they've had a baby  
 D they're celebrating an anniversary/they've been married a long time.

Elicit other possible causes for celebration. *Passing a driving test/passing an exam/getting married/getting a job, etc.*

- b. Direct Ss to the task and ask them to discuss the aspects in pairs. Allow 2 or 3 minutes. Allow longer if the conversation seems animated. Get feedback from one or more pairs and encourage general discussion if Ss seem interested.

#### Suggested Answer Key

- A: For many people success is really important. It makes them feel special and improves their confidence. A lot of people like others to look up to them. For some people it's enough just to know they've achieved what they are able to do and they don't let everyone know what they've done. But most people like to get recognition for hard work or special talents. Happiness is certainly not automatic. People think that if you're successful you'll be happy, but this isn't always true.
- B: Sometimes if you're successful it's like a drug and you want more and more success so that it takes over your life. For other people there is a fear that they might not be able to live up to their success or even lose what they've gained so their lives are completely centred on achieving more and more. In more obvious cases, celebrities have the problem of loss of privacy and people who have made lots

of money might have the problem of people continually asking them for handouts.

- 2 a. Tell Ss they are going to listen to three people talking about what they think are the secrets of success. Put the three people on the board in this order: neurosurgeon – business executive – actor. Check they understand the meaning of 'neurosurgeon'. Elicit from Ss what they think these people might say about the secrets of success and list ideas on the board.

Let Ss listen once to identify the speakers and see if they have predicted correctly. Tell Ss they will have to listen for specific words to complete the sentences in the exercise. Advise them to look at the words that come before and after the gaps and to consider the grammar of the sentence. Tell them that this is a task they will have to do in the Listening paper.

Ask Ss to give synonyms for

**block out** (q. 2) = *try not to listen to / filter out*

**channel your efforts** (q. 3) = *direct your energy*

**becomes second nature** (q. 5) = *becomes automatic*

Let Ss listen again and give them 1 to 2 minutes after listening to fill in the blanks in the exercise.

#### Answer Key

- 1 believe in yourself
- 2 negative thoughts
- 3 sidetracked/distracted
- 4 Remind yourself of your target
- 5 focused and positive
- 6 disciplined
- 7 underestimate yourself

Ask Ss what else they can remember from what the three people said about the secrets of success and list them on the board.

**Optional activity.** Photocopy tapescript and ask them to find collocations for: **obstacles** (to face) – **to knock** (your confidence) – **incompatible** (with) – **get** (side-tracked/howhere, etc). Ask them to suggest other situations when these collocations could be used.

- b. Tell Ss they are going to decide which three elements from Ex. 2a they think are the most important. Remind Ss to use a variety of linking devices to support their choices, e.g. *so that, however, in order to, rather than, etc.* Allow Ss 2 or 3 minutes to perform the task in pairs. Ask 2 or 3 pairs to provide feedback.

#### Suggested Answer Key

Firstly, blocking out negative thoughts is vital. Otherwise you'll lose confidence and never succeed.

Then, channelling your efforts in the right direction will help you to avoid losing focus and will encourage you to be positive.

Finally, reminding yourself of your target in different ways can really help.

Ask Ss if there is **one** single piece of advice they think stands out as the most important.

- 3 Tell Ss to imagine they are a particular person e.g. 'Imagine you are a fitness instructor' and ask them what qualities they would have to have to do this job. Brainstorm these and list on the board. Tell them they will be matching job qualities with particular jobs and giving their reasons. Take them through the list of qualities, explaining any difficulties e.g. *foresight – the ability to think ahead to consider potential problems; diplomacy – the ability to deal with different people tactfully*. Look at the example with them and indicate that Ss are to give extended answers. Ask Ss to work in pairs to match qualities with jobs from the box and to give reasons. The stronger, faster Ss can think of extra jobs of their own. Allow enough time for the weakest Ss to have constructed at least two reasons. Encourage Ss to alternate their sentence structure, e.g. 'Lawyers need to be ...', 'Diplomacy is needed by ...'. Monitor, correct and encourage. Elicit feedback from several pairs.

**Suggested Answer Key**

- A: ... A footballer, on the other hand, needs physical strength and stamina to be able to keep up with the pace of the game.  
 B: Team spirit is obviously a must for him as he doesn't act alone and success depends on the whole team playing together.  
 A: Imagination is vital for an art director as he is always dealing with art and artists in some way or another.  
 B: It is also the most important quality a novelist must have as without it there would be no stories or fantasy worlds.  
 A: Foresight and diplomacy are definitely part of a politician's make-up as he has to deal with a wide range of different types of people and consider future obstacles and changes.  
 B: The business executive must also possess these abilities for the same reasons but obviously in a different work environment. He must be able to see the consequences of his decisions and look ahead to changing economic situations.  
 A: A teacher cannot work without having intellect as he or she needs to be able to teach others and maintain respect.  
 B: This is also important for lawyers and doctors who must command respect in the community.  
 A: Many careers need people who are quick thinking. A firefighter in particular needs this quality as he has to make quick decisions which can save lives.  
 B: The footballer has to think on his feet as well. And teachers. Students can ask them all sorts of difficult questions!  
 A: Determination is a quality which all people need if they really want to do their jobs efficiently and be successful at what they choose to do.  
 B: I agree. If you haven't got determination, you won't get anywhere.
- 4 Tell Ss that here are two different quotations about success. Elicit paraphrases of the first quotation from the Ss and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second one in pairs. Monitor and correct and ask two or three pairs to read out their paraphrases.

**Suggested Answer Key**

*People who are successful often become so because they are busy concentrating on what they should be doing and achieve success for this reason rather than taking their minds off their work to actively seek others' approval, in this way not working as successfully as they might do.*

*This quotation can, I think, be interpreted in two ways. Firstly it says that the road to success is not easy and successful people have always had to deal with failure at some stage in their careers.*

*Failure can also contribute to success by making people stronger, better at what they do and more determined. Secondly it can mean that for every person going up the ladder there is always another person coming down.*

Elicit agreement or disagreement from Ss and encourage them to justify their opinions and maybe contribute some examples from their own personal experience. Feed in vocabulary which might help e.g. *rewarded/get to the top/having a face that fits/the right place at the right time/ mindset/by dint of/stepping into someone's shoes/rejection*, etc.

**Suggested Answer Key**

*Personally, I think there is some truth in both statements but I must admit I don't fully agree with either. The first statement should be true. People who work hard should be rewarded for their work and achievements. However, in real life it is often those who shout about what they do and make a big show of it that get noticed and promoted or whatever. I also think that success sometimes just depends on being in the right place at the right time or even knowing the right people and having a face that fits. If you're determined to get somewhere and have the mindset that wants to get ahead, you will.*

*Regarding the second quotation, I think it's true that we all learn from our mistakes and even people who have made it to the top with apparent ease have often had to work hard on the way up and had to deal with all sorts of rejection. If we interpret it in the second way, I agree that to reach the top you often have to be hard and not think about other people and who you might be stepping on. However, I don't think that this is always true and there are many gentle, considerate people who make it to the top by dint of hard work and talent. It depends on the career.*

Reading (pp. 8-9)

- 1 a. Explain that Ss will read about what people think they need for success. Most of the people are involved in sport. Write 'How to be a Winner' on the board and remind Ss of the secrets of success they heard on the recording. Ask which they think apply to sports winners and list on board. Allow about a minute for Ss to do the task in pairs. Elicit answers.

**Suggested Answer Key**

*According to the introduction, talent is only a very small part of what it takes to achieve success.*

Elicit answers to the second question and add them to the list on the board.

**Suggested Answer Key**

*determination/stamina/hard work/luck/good health*

- b. Inform Ss that the words and expressions appear in the article they are about to read. Check the basic meaning of each.

Allow Ss to discuss possible contexts in pairs and elicit feedback. Then give them three or four minutes to scan the text to check their ideas. Ss should not be given too long at this stage as it is important for them to practise scanning and not to read in detail. Elicit feedback.

- 2 **Strategy box.** Go through the strategy box with Ss and explain clearly what they have to do in these sections of the exam. Point out that it is not necessary to understand every word to be able to answer the questions. Follow the first stage in the box. Students read the whole article quickly to get a general idea. Give a time limit of around 4 minutes. Then read through the questions together. Now read the first section together and see if any of the questions are answered here (*second question: She benefited from failing*). Then allow Ss to continue the questions. As this is the first unit, Ss may work in pairs and divide the questions between them. Allow 5 to 10 minutes for Ss to find the answers and discuss them with their partner. Alternatively, the exercise could be completed at home. Conduct feedback and ask Ss to underline relevant parts of the article.

#### Answer Key

- 1 C *when I matured from a little girl to a woman ...*
- 2 A *I have learned a lot from my own disappointments ...*
- 3 I *I misjudged my race and ...*
- 4 B *Then one of the specialists said there was no reason why ...*
- 5 C *My coach encouraged me to keep going ...*
- 6 H *Imagine you are experiencing success ...*
- 7 C *mark off mini goals on the way ...*
- 8 F *Just by writing down your goals for the day ...*
- 9 B *I was diagnosed as a diabetic ...*
- 10 D *don't get side-tracked ...*
- 11 I *Push yourself beyond your limits ...*
- 12 E *try making a few decisions based on your gut instinct ...*
- 13 F *without being organised.*
- 14 G *it helps to repeat words such as ...*

For Ss who have not done this type of exercise before, spend time in the classroom explaining how the answers relate back to the questions.

- 3 a. Remind Ss of the importance of recording new vocab in context. Allow Ss to reread the text to look at the items in context and match them to the meanings. Elicit feedback, asking several Ss for answers.

#### Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 g | 3 e | 5 d | 7 f |
| 2 c | 4 b | 6 a |     |

- b. Ask Ss to look at the highlighted words and phrases in context. Direct them to the first one and ask for the usual meaning of 'claw' (*the nail of an animal's foot*). Then ask Ss to suggest what 'claw my way back' might mean. Allow Ss 2 to 3 minutes to do the task, before checking answers.

#### Suggested Answer Key

*claw my way back* – get back with difficulty  
*keep plugging away* – keep trying  
*matured* – developed, grew  
*put things into perspective* – decide on priorities  
*side-tracked* – distracted from your goal  
*tackling* – dealing with  
*boost* – increase  
*discipline* – a particular area of study  
*external* – not directly related to your thoughts  
*barriers* – self-imposed limits

- 4 Again, ask Ss to look at the phrases in context. Elicit suggestions and check answers.

#### Suggested Answer Key

*I lost it completely* – I was not in control (point out here the colloquial usage of 'to lose it', meaning to go mad, get angry, get very upset, etc)  
*hurdles block your path to success* – obstacles get in the way of your achieving your objectives  
*inch your way towards it* – move gradually in that direction  
*world peace is not riding on you succeeding* – your failure is not going to have earth-shattering consequences; it's only a sport  
*being on top of my diary* – being organised and keeping to a routine where I can fit everything in  
*a voice inside your head tells you that you can't do something* – you have an overwhelming feeling of inadequacy; you feel sure that you will fail; you are filled with self-doubt; etc  
*become second nature* – develop into an automatic/instinctive response

- 5 a. Remind Ss that they discussed the keys to success in Ex. 1 (and a list was made on the board). Ask Ss to write down individual lists and compare with their partner. Allow 2 to 3 minutes for Ss to do the task and elicit answers from individual Ss. Encourage Ss to link their points (e.g. *Firstly, ... Then, ... Next, ... Finally, etc*).

#### Students' own answers

- b. Allow 2 to 3 minutes for 'free discussion' in pairs before asking for one or two contributions to be retold in front of the class.

#### Language Focus (pp. 10-13)

- 1 Tell Ss that you are going to talk about celebrations. Write the word 'celebrations' on the board. Ask Ss for examples of celebrations and write them on the board. For example, *birthday, name-day, anniversary*, etc. Then tell them to do exercise a in pairs.

#### a. Answer Key

- |              |                 |
|--------------|-----------------|
| A birth      | E anniversary   |
| B wedding    | F graduation    |
| C promotion  | G house-warming |
| D retirement | H engagement    |

#### b. Students' own answers

- 2 Tell Ss that they are going to hear two people talking about a celebration, and that they should make brief notes to help them answer the two questions. Play the recording once, and let Ss compare notes, then play it again.

#### a. Suggested Answer Key

*The special occasion is the girl's grandparents' golden wedding anniversary. It was one of the best celebrations she had ever attended/ she really enjoyed herself/ she had a great time.*

#### b. Suggested Answer Key

*The best celebration I have ever attended was my best friend's house-warming party. She had just bought a small flat in town, and all her friends came to help her celebrate. There must have been about thirty or forty people there, so it was a tight squeeze! We didn't have a sit-down meal because there were too many people, but there were lots of snacks and dips*



and salad things. One friend brought his guitar and played music, and different people sang songs. It went on until about two or three in the morning. We had a great time!

3 Students work together to choose the appropriate answer.

**Answer Key**

- 1 resolution, decision, objective
- 2 victory, breakthrough, achievement
- 3 ethics, values, rights
- 4 inspiration, obsession, ambition
- 5 prosperity, fortune, luxury

4 a. Write 'career success' on the board. Ask Ss for some ideas about what makes a person successful in their career, and write them on the board. Then allow 1 or 2 minutes for Ss to do the task, dealing with any problems as they come up.

**Students' own answers**

b. Allow 2 or 3 minutes for Ss to talk in pairs before asking several pairs to report to the class.

**Suggested Answer Key**

A: *If you are in a profession which involves dealing with people, a positive image can make them like you and trust you.*

B: *I know what you mean. I've also ticked 'popularity' because if you are popular in the workplace, colleagues are glad to help you or work with you.*

A: *Yes, quite. I had a bit of difficulty choosing between 'relevant experience' and 'qualifications', but in the end I ticked the former.*

B: *I didn't tick either. I went for 'influential acquaintances', 'supportive family' and 'well-rounded education' in the first category.*

A: *Hmm. Why do you think a supportive family is so important?*

B: *Well, I think that if you've got support and encouragement at home, and a happy family life in general, you tend to work more efficiently.*

A: *I see. Anyway, what about the second category? ...*

c. Allow 3 or 4 minutes for Ss to scan the text. Check Ss' answers.

**Suggested Answer Key**

**Qualities Steve Jobs had:**

- determination / ambition / self-motivation (he dropped out of college to ...)
- experience of other cultures (... go to India and experience Buddhism.)
- foresight / powers of intuition (Jobs understood that computers ...)
- financial backing (he managed to obtain finance ...)
- charisma (... a brilliantly choreographed demonstration he gave himself.)
- resilience (In 1986, Jobs bought Pixar ...)
- natural talent (quickly engineered an award-winning campaign ...)

**Qualities Steve Jobs didn't have:**

- attractive appearance (... he had long, unkempt hair ...)

d. Allow 3 to 4 minutes for Ss to discuss their qualities. Monitor and deal with any problems.

5 Allow 2 to 3 minutes. Check Ss' answers.

**Answer Key**

- 1 back                      3 right                      5 caught
- 2 purpose                      4 apply                      6 condition

6 Remind Ss of the collocation work they did in the reading passage on pp. 8-9. Explain that adjectives can collocate with nouns, e.g. 'heavy traffic', adverbs can collocate with verbs and/or adjectives, e.g. 'deeply offended', etc. Here they are going to look at collocations with several common verbs. These verbs are often confused. Explain that even the wrong preposition or article can alter the meaning of a collocation.

Put the main verbs on the board and brainstorm collocations Ss might already know.

Give an example 'to earn one's living' (we cannot say 'to earn the living' although we can say 'to earn a living') meaning to get enough money to live on.

Ss work together to fill in the correct verb and then to use the correct collocations in the sentences.

a. **Answer Key**

Get	Gain	Win	Earn	
✓	✓	✓		control of a situation
✓	✓	✓	✓	promotion
		✓	✓	the title
✓	✓	✓	✓	sb's respect
✓	✓	✓	✓	a reputation
	✓	✓	✓	the right to do/have sth
✓	✓			experience
✓			✓	a salary
			✓	one's living
✓	✓			the advantage

- b. 1 gained/got the advantage
- 2 gain/get experience
- 3 earned his/a living
- 4 gets a salary
- 5 gained/earned a reputation

7 a. Explain the meaning of 'fixed phrases' and 'idioms'. (Groups of words without a necessarily transparent meaning.) Ss may know the meaning of individual words but not the overall meaning when they are put together in a particular way. e.g. *You've really got to pull your socks up!* Ask for other examples from Ss. In pairs, Ss do the matching exercise, and then they fill in the appropriate phrase in the sentences given in Ex. 7b.

**Answer Key**

- 1 h                      3 e                      5 b                      7 g                      9 f
- 2 a                      4 c                      6 i                      8 j                      10 d

b. **Answer Key**

- 2 On second thoughts                      4 on target
- 3 on her own                      5 on a budget

- 8 Refer Ss to the reference section at the back of the book. Remind Ss of the importance of phrasal verbs. Advise them to learn them in context rather than lists and to select those they learn for active production rather than passive knowledge. Ask Ss whether they are more likely to find phrasal verbs (multi-word verbs) in speech or writing (*in speech*). Tell Ss that there is usually a formal single verb equivalent. Give an example. *Put up with* = *tolerate*. Ask for examples from them.

Brainstorm particles we can use with 'carry' and 'wear'. Put on the board. Elicit any formal equivalents.

Direct Ss to the exercise and ask them to complete individually. Check Ss' answers.

#### Answer Key

- 1 *wore down* (= *reduced*)
- 2 *carries out* (= *executes*)
- 3 *carried on* (= *continued*)
- 4 *carry them out* (= *accomplish*)
- 5 *carried over* (= *spread*)
- 6 *wore off* (= *subsided*)
- 7 *wore on* (= *passed*)
- 8 *wore out* (= *destroyed through use*)
- 9 *carried off* (= *won unexpectedly*)
- 10 *wear away* (= *dissolve*) (also *wear out/wear through*)

Ss should learn phrasal verbs for homework and select 6 to write sentences for.

- 9 a. Write the sentence 'He's got the world at his feet' on the board and ask Ss to suggest what it might mean. Point out that idioms often convey a 'picture' which explains the meaning. Ss do Ex. a in pairs. Ask Ss if they have similar idioms in their language, pointing out the importance of using them correctly.

#### Answer Key

- |   |   |   |   |   |   |   |   |    |   |
|---|---|---|---|---|---|---|---|----|---|
| 2 | a | 4 | h | 6 | b | 8 | e | 10 | g |
| 3 | c | 5 | i | 7 | j | 9 | f |    |   |

#### b. Answer Key

- 2 *worked his fingers to the bone*
- 3 *keeping up with the Joneses*
- 4 *be on top of things*
- 5 *worked her way up to the top*

- 10 a. Ask for suggestions for the jumbled words. Then point out how 'I'm pleased to inform you' and 'I regret to inform you' can be used to give good and bad news respectively.

#### Answer Key

*pleased, regret*

#### b. Students' own answers

- 11 a. Tell Ss they are going to hear four people responding to either good news or bad news. Play the recording once, and Ss match the topics with the extracts. Check their answers and ask them what helped them decide.

#### Answer Key

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | D | 2 | B | 3 | C | 4 | A |
|---|---|---|---|---|---|---|---|

- b. Play the cassette/CD again, and Ss tick the phrases that they hear.

#### Answer Key

##### Giving News

- *I'm afraid I've got some bad news.*
- *You can't imagine what happened then!*
- *I have wonderful news for you.*
- *I'm pleased to inform you that ...*

##### Responding to Good News

- *You can't be serious!*
- *Who'd have ever thought!*
- *I can't believe this!*
- *Wow! That's fantastic.*
- *Congratulations!*
- *You're joking!*
- *That's incredible!*
- *That's very good news, indeed!*

##### Responding to Bad News

- *Oh, no!*
- *Oh, what a pity!*

#### c. Answer Key

##### Formal

- *I regret to inform you that ...*
- *I have wonderful news for you!*
- *I'm pleased to inform you that ...*
- *I don't like to be the bearer of bad news, but ...*
- *That's very good news, indeed!*

##### Informal

- *I can't believe this!*
- *Oh, my. That's a shame!*
- *I'm afraid I've got some bad news.*
- *You'll never guess ...*
- *I hate to tell you this, but ...*
- *You're never going to believe this, but ...*
- *You can't imagine what happened then!*
- *There's a bit of a problem.*
- *You can't be serious!*
- *Who'd have ever thought!*
- *Wow! That's fantastic!*
- *Congratulations!*
- *You're joking!*
- *That's incredible!*
- *Oh no!*
- *That's terrible/ awful/ horrible!*
- *Oh, what a pity.*

#### d. Students' own answers

### Listening & Speaking (pp. 14-15)

- 1 a. Ask Ss to remember a particular moment in their lives when they were very happy. Tell them that they are going to tell their partner about this time, using the questions in the book as a guide. Select individual Ss to do the task in front of the class.

#### Suggested Answer Key

*A really special moment for me was when I went on holiday to Paris for the first time when I was 11 years old. I went with my parents and we stayed at a really fantastic hotel near the Arc de Triomphe. I remember standing on the balcony of our hotel room just looking at the lights over Paris. It was raining a little but it was just so beautiful – I shall never forget that moment.*

- b. Tell Ss that they are going to listen to some people talking about special moments.

Tell Ss that this listening task is a multiple matching task and is part of the Listening Paper in the exam. Look at the strategy point with Ss and check they understand the types of people, especially 'sibling' *a brother or a sister*.

**Answer Key**

- 1 G *work had stopped me ... someone my age ...*
- 2 F *to be related to someone who ... those terrible things she ...*
- 3 E *I'll get a lot more respect from the kids ...*
- 4 A *I see it all the time in my job but when it's yours ...*
- 5 C *a few months ago I was struggling with revision ...*
- 6 H *I felt like I'd conquered the world ...*
- 7 C *watching her in front of all those people/bring so much pleasure/he represents an agency ...*
- 8 B *seeing your name on it/rejection slips*
- 9 F *she was perfect/ check that everything's there*
- 10 A *creating the right image for the interview*

c. **Students' own answers**

- 2 a. Elicit from Ss what they know about 'Google'.

Explain to Ss that this type of task is found in Part 1 of the Listening paper. Go through the strategy point with them and ask them to read through the text. Suggest that a good way to approach the task is to predict the type and content of the information to fill the gap. Look at the first gap and ask Ss to predict what type of word would grammatically fill it. (*noun*) Why? *Because of 'a' before it.* Remind Ss that they can use 1 to 3 words and so they could fill this gap with a noun preceded by an adjective.

- b. Go through the text and elicit predictions. Accept all possibilities if they are grammatically viable. Do not give answers at this stage.

Play the recording through once and let Ss fill as many gaps as they can. Play the recording for the second time to let Ss check their answers. Check the answers with the whole class, playing sections of the recording again if necessary. Explain to Ss that their spelling must be correct.

**Answer Key**

- 1 *common word/term; household name; frequently-used word; etc*
- 2 *word of mouth*
- 3 *service provider*
- 4 *(academic) research*
- 5 *archive(s); Internet; Web; Net; etc*
- 6 *academics*
- 7 *(initial) capital letter/G*
- 8 *information*
- 9 *nephew*

c. **Students' own answers**

d. **Students' own answers**

If necessary, prompt with multinationals and brand-names, e.g. *Intel, Microsoft, Ford, Coca-Cola, Sony*, etc.

Ask Ss if they can think of any words in either their own language or in English that have been 'coined' or any brand names that have become so popular the name now represents the product e.g. *hoover/ biro*.

**3 Peer Assessment**

Since this is the first CAE-based speaking activity that Ss will have done, before beginning, refer Ss to the Peer Assessment Checklist at the back of the book. Explain that these are the points that the examiner will be listening for. (T should make photocopies of the checklist to be distributed to the class). Go through the checklist, pointing out that, at this stage, it is not necessary for Ss to have a thorough knowledge of all of the marking criteria. However, a general understanding of the basic areas will be needed for the exercises on this page and it is important for Ss to know what abilities they will have to demonstrate in the Speaking test.

For the benefit of weaker or less talkative Ss, it is important to stress that the examiner is looking for competence, rather than perfection. (T could point out, for example, that individual grammatical or vocabulary mistakes are not likely to cost them the exam, as grammar and vocabulary only accounts for 25 per cent of the marks. What is far more important is that Ss are able to follow instructions and maintain a conversation. Even in pronunciation, Ss can be awarded the maximum mark despite the fact that their native accent is evident).

Throughout the Listening and Speaking sections of this book, Ss should be encouraged to develop their own speaking abilities, particularly in the area of fluency.

Explain to Ss what they have to do in Part 2 of the Speaking test. There will be a minimum of three pictures, probably more. The student will be asked to select two or three to compare and contrast and perform a task. Ss have one minute to speak on their own about the pictures. They should try to look at the differences and similarities between the pictures and not simply describe them. There should always be an element of speculation involved. They should try to speak for the whole minute and to answer the questions given. Afterwards, the second student is given 20 seconds to answer a slightly different question on the same set of photographs, so it is important that they listen to their partner.

- a, b. Remind Ss that Student A should talk uninterrupted for one minute. Student B then responds for about 20 seconds. The rest of the class should assess their performance while referring to the checklist.

Ask Ss in pairs to each try to do tasks a and b in turns. Then elicit what language they used for comparing and contrasting. Try to elicit more language. Then look at the 'useful language' section (for the moment, only look at 'comparing' and 'contrasting') and go through the phrases. Ask Ss to use each phrase to relate to the pictures they have just looked at.

**Suggested Answer Key**

Refer to *Tapescript Section – Unit 1, Ex. 4*.

- c, d. Refer Ss to the useful language used for speculating. Ask Ss to look at the second set of pictures. Ss reverse roles (Student B speaks for one minute; then Student A speaks for 20 seconds), trying to use as many of the expressions from the 'useful language' sections as possible. Get feedback and ask for examples of the phrases they used. The rest of the class listen and assess the pair. They will be asked for their comments in Ex. 4.

**Suggested Answer Key**

Refer to *Tapescript Section – Unit 1, Ex. 4.*

**Optional activity.** Ask Ss to choose one set of pictures and to write the one-minute task for homework, using the expressions looked at in class.

- 4 Play the recording and ask Ss to refer to the checklists they filled in earlier. Elicit comments about their classmates' performance compared to what they have just heard on the recording. At this stage, it is sufficient for Ss to make general observations on the four categories. Encourage Ss to make positive comments on their classmates' abilities.
- 5 Refer Ss to the short exchange at the bottom of the page (pay special attention to the intonation of the word 'Typical', as it should have a suggestion of frustration/resignation/annoyance). Ask Ss what other statements might produce the same response, e.g. 'Oh, I forgot to post your letters again.' Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b 'We've got a whole month off in the summer.'  
 c 'I'll have to stay in all week and get this assignment done.'  
 d 'My sister's passed her driving test!'  
 e 'I've got no homework tonight.'

Reading (pp. 16-17)

- 1 Ask Ss the question 'Do you think life is easier for people today than it used to be? In what ways?' Elicit answers. Then ask them to discuss the first question in pairs.

**Suggested Answer Key**

- 1 *I think people today have an easier life than our parents had in many ways, but I think life has become far more stressful and busy so that they don't necessarily have the time to appreciate it or to be happy. There are and will always be worries and responsibilities that take their toll on people. We are also losing sight of the simple things which can make us happy and we're becoming far too materialistic.*
- 2 Ask Ss to look at the title and introduction to the article. Discuss what 'New Age cures' might mean. (Alternative therapies such as acupuncture/hypnotherapy, etc.) Then ask Ss to predict what the writer might say. Ss read through the text quickly. Elicit feedback (relationships).
- 2 Explain to Ss that Part 3 of the reading paper is multiple choice. Go through the theory box with Ss and do the task in the stages suggested. Ss read through quickly to get the gist. Then they look at the question stems. Then they read again and underline relevant sections. Check these with Ss. Then allow them 4 to 5 minutes to do the task.

**Answer Key**

- 1 C *the organisers ... will be down in the mouth*  
 2 B *a rise in reported incivility*  
 3 A *mass media*  
 4 D *for most of the population in a country as affluent ... wears off.*  
 5 A *cheering us up? Not a bit of it.*  
 6 D *the thirtysomethings, fighting on the two fronts ... dejected*

- 3 a. Elicit synonyms for the word 'miserable' (unhappy/ fed up/sad). Ask them to find three words/phrases from the text which mean the same. Ss perform task in pairs.

**Answer Key**

*down in the mouth/wretched/glum/dejected*

Elicit other situations when these could be used;

*She's got flu and is feeling really wretched.*

*He's been a bit down in the mouth since his girlfriend left him.*

*She's in a bad mood and looking glum again.*

*He wasn't accepted by that university. He's extremely dejected.*

- b. Ask the same pairs to discuss the highlighted words. Elicit suggestions.

**Answer Key**

*beaming – smiling happily*

*incivility – rudeness*

*ingrates – ungrateful people*

*affluent – wealthy*

*elimination – eradication*

*massively – greatly*

*prosaic – ordinary*

- 4 Refer Ss to the underlined sections and tell them to look briefly at the first one, 'The organisers of National Smile Week will be down in the mouth.' Point out that this follows the first paragraph where the writer has asked questions about whether the reader noticed people being particularly happy or friendly the previous week. The writer then answers his/her own question with a firm, 'No?'. Explain that we can then assume that National Smile Week has recently been held, and that it was a failure. Remind Ss that 'down in the mouth' means miserable and ask them to suggest why **this** phrase, and not any of its synonyms, has been used ('down in the mouth' has a slight comic feel to it because it creates an image of an inverted smile; as a result, the writer adequately conveys the failure of National Smile Week but, by keeping the tone light-hearted, he maintains the interest of the reader).

Ss work in pairs. Ask them to look at the next underlined section and allow about a minute for them to discuss the language used. Elicit suggestions/explanations from pairs. Repeat for the rest of the underlined sections, helping with the literal meanings of individual words where necessary.

**Suggested Answer Key**

**the sand of our collective scepticism** – If necessary, prompt with a question such as "What particular qualities does sand have?" (*it's not stable; you can sink in it*) or "What happens when you run into sand?" (*you get stuck; you sink*). Remind Ss, if necessary, that the subject of the sentence is 'the efforts of the organisers of National Smile Week', and that the verb is 'run into'. The image of sand is used here to suggest quicksand. 'Our collective scepticism' refers to the shared doubt and misery that exists in society.

The image created, therefore, is that any attempts to make us happy will be overpowered by a general feeling of doubt and gloom in society.

**imagine if somebody stepped on your foot** – Here, the writer returns briefly to direct address. After explaining that a pair of shoes costs a million pounds, the writer engages the reader by creating a scenario. This helps to reinforce the slightly ridiculous concept of such an expensive pair of shoes.

**Medicine has become a victim of its own success** – ‘a victim of its own success’ is a commonly used phrase which has become almost a cliché. It refers to the way success can bring negative consequences with it. (In this case, the success is that medicine has advanced so much that people have very high expectations of it. Medicine becomes a victim when people are overly critical if it fails us). Point out that this statement is fully supported by an explanation and an example if Ss read on to the end of the paragraph.

- 5 a, b, c. Ss discuss the questions in pairs or small groups. Monitor and check Ss’ answers.

**Students’ own answers**

English in Use (pp. 18-21)

- 1 Refer Ss to the Grammar Reference section at the back of the book. Ask Ss to list the main uses of the gerund and put them on the board. (As subject/after prepositions/ after certain verbs and expressions)

Give examples for each.

- a Training is important for sportsmen
- b She left without speaking to me
- c I can’t stand people talking loudly

- a. Look at the first example and identify which use it illustrates. Ss do task. Check Ss’ answers.

**Answer Key**

- 2 Doing two things at the same time is nearly impossible for me.
- 3 Having to deal with such a problem on a Friday afternoon is very frustrating for her.
- 4 Seeing old people holding hands makes me feel really happy.

- b. In pairs, Ss do task using gerunds. Extend to using adjectives of feeling and mood looked at earlier in the unit.

**Suggested Answer Key**

- 1 It takes me a long time to do my homework./Doing my homework takes me a long time.
- 2 It is nearly impossible for me to lose weight./Losing weight is nearly impossible for me.
- 3 It makes me really happy when I get a phone call from someone I haven’t seen for ages./Getting a phone call from someone I haven’t seen for ages makes me very happy.

- 2 a. Remind Ss that a gerund is also needed after a preposition. These could be prepositions in their own right (He left without seeing her) or dependent prepositions or phrasal verbs (multi-word verbs). Explain to Ss how important it is to learn dependent prepositions. They should always learn the preposition with the verb. There is little logic to which prepositions to use so there is no alternative to learning them by

heart. Ss perform the task individually, then check in pairs. Check Ss’ answers.

**Answer Key**

- |       |         |               |
|-------|---------|---------------|
| 1 of  | 6 from  | 11 of         |
| 2 on  | 7 on    | 12 to         |
| 3 of  | 8 for   | 13 against/at |
| 4 for | 9 of    | 14 from       |
| 5 in  | 10 with |               |

- b. Look at the example sentence with Ss, pointing out the use of the word ‘teenagers’ between the preposition and the gerund, and ask them to produce sentences of their own. This can be given as homework.

**Suggested Answer Key**

- 2 He complimented me on my looking young for my age.
- 3 He was ashamed of having stolen the bag.
- 4 She apologised for missing the lecture.
- 5 They were involved in setting up a new company.
- 6 My teacher discouraged me from going into the film business.
- 7 He’s very keen on fishing.
- 8 The airline fully compensated me for losing my luggage.
- 9 He was found guilty of laundering money.
- 10 He’s been obsessed with learning to fly since he was a child.
- 11 The work consists of mainly filing and running the office.
- 12 We strongly object to the using of club facilities by non-members.
- 13 They are protesting against the government’s increasing taxation.
- 14 We could all benefit from doing more exercise.

- 3 Remind Ss what a phrasal verb is and that they are vital to understanding both spoken and written English. Explain that there is nearly always a more formal equivalent. Ask Ss to do the matching task in pairs. Check together. Remind Ss of the use of the possessive pronoun when using phrasal verbs, e.g. I am counting on your helping me.

**a. Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 b | 3 d | 5 e |
| 2 c | 4 a | 6 f |

Elicit sentences from Ss showing the use of these phrasal verbs in context.

- I took up sailing when I was a teenager.
- He gave up his job in London and got one nearer home.
- You have to block out all your fears if you want to do a parachute jump.
- Let’s run through this song one more time.
- He gave me flowers to make up for being late.

- b. Ss do the task individually.

**Answer Key**

- 2 I blocked out the noise from the street and carried on studying.
- 3 Let’s run through all the places where you might have left it.
- 4 Her parents bought her a car to make up for her not being able to go on holiday with them.
- 5 I am counting on your support at the meeting.
- 6 I gave up trying to get my husband to do housework years ago.

**Optional activity.** Ss write sentences of their own.

- 4 Remind Ss of verb patterns. Verbs can be followed in many different ways. Elicit some verb patterns from Ss and put on board. The focus of the next exercise is to look at which verbs can be followed by 'to' and which by 'ing' (the gerund). Before looking at the exercise put the list of verbs used in the exercise on the board and ask Ss to write down what they think the pattern is for each. Check and give correct answers. Wipe off verbs. Ss then do the exercise individually to test themselves. Check Ss' answers.

Ss can test each other.

Verbs are then put on the board again and Ss write patterns. This time they should be 100% right!

#### Answer Key

- |                 |                   |
|-----------------|-------------------|
| 1 living/going  | 5 to buy          |
| 2 to meet       | 6 playing/to make |
| 3 to complete   | 7 going/visiting  |
| 4 going/waiting | 8 seeing/talking  |

- 5 Ss work in pairs to do the exercise and suggest other rules for achieving success.

#### Answer Key

- |            |             |               |
|------------|-------------|---------------|
| 1 respect  | 3 imagining | 5 concentrate |
| 2 focusing | 4 improving | 6 gain        |

- 6 Explain to Ss that this task type is in Part 1 of the English in Use paper. They will have a text with gaps and multiple choices for each gap. The word to fill the gap must be chosen with both meaning and form in mind.

Look at the title and elicit from Ss what they think are normal ways to celebrate birthdays and predict what the 'something different' in the article might be.

#### Suggested Answer Key

normal – party/restaurant/night club  
different – cruise/holiday/balloon flight

- a. Go through the strategy point with Ss. Ask Ss to read the text quickly and answer the questions.

#### Answer Key

- unusual/impressive/dangerous/sporting/stomach-churning/expensive.
- No. (final para.: 'However with my own ... I would not say no to a weekend ... Eiffel Tower.')
- Ironic and humorous: ('oldster', 'Then, there is always ...', 'stomach-churning', 'I recently met an octogenarian ...', 'A well heeled relation ...', 'Unfortunately, I was only a distant relation.', 'I would not say no to ...', 'I can but dream. Perhaps ...')

- b. Ask Ss to do the task individually and then check in pairs. Remind them to consider meaning/collocation and grammar. Check answers and then ask Ss to look again and decide whether the correct word depended on a) meaning, b) collocation, c) grammar.

#### Answer Key

- |                         |                  |
|-------------------------|------------------|
| 1 C collocation         | 8 C collocation  |
| 2 D grammar             | 9 D grammar      |
| 3 B grammar             | 10 D collocation |
| 4 C collocation         | 11 A collocation |
| 5 A collocation         | 12 D meaning     |
| 6 B meaning             | 13 B collocation |
| 7 B collocation/grammar | 14 B collocation |

**Optional activity.** Ask Ss to look at the following collocations from the text and to think of situations of their own where they could be used.

- |                     |  |
|---------------------|--|
| A range of options. | For a career choice.                                 |
| There is always...  | For a suggestion/making a choice.                    |
| A distant relation  | I am going to visit a distant relation in Australia. |
| Looming             | The exam day is looming.                             |
| I can but dream     | I would love to be a film star. I can but dream.     |
| Anything goes       | It's a fancy dress party – anything goes.            |

- 7 Ss work together to find words in the text. Check Ss' answers.

#### Answer Key

- |                            |                          |
|----------------------------|--------------------------|
| 1 a far cry from           | 6 well-heeled            |
| 2 out of the ordinary      | 7 looming on the horizon |
| 3 stomach-churning         | 8 I would not say no to  |
| 4 a milestone              | 9 I can but dream        |
| 5 the world is your oyster |                          |

- 8 Remind Ss of the meaning of 'well-heeled' (rich/wealthy) and elicit from them any other words they know beginning with 'well-' Ss do the exercise. Check Ss' answers.

#### Answer Key

- |                   |                   |
|-------------------|-------------------|
| 1 well-travelled  | 5 well-mannered   |
| 2 well-known      | 6 well-thought of |
| 3 well-spoken     | 7 well-documented |
| 4 well-brought up |                   |

Elicit suggestions to complete the caption in the cartoon (travelling).

- 9 Put the words **ALARM** and **IMPRESS** on the board and ask Ss for the basic meanings of the verbs.

**alarm** – to make someone worried

**impress** – to get a good reaction from someone

Then put Ss into pairs – one S in each pair looks at Ex. a. while the other does Ex. b. After completing the activity, Ss share their information and it is collated on the board under the two headings.

#### a. Answer Key

- |              |            |
|--------------|------------|
| 1 alarmingly | 3 alarming |
| 2 alarmist   | 4 alarmed  |

#### b. Answer Key

- |                |                  |
|----------------|------------------|
| 1 impressive   | 4 impression     |
| 2 unimpressive | 5 impressionable |
| 3 unimpressed  |                  |

**Optional activity.** Ask Ss to write their own gap fill sentences for each other using some of the words in the two exercises.

- 10 Explain to Ss that there will be an error correction task in Paper 3. They are sometimes asked to find the extra word in a line. It can be unnecessary because of grammar or meaning.

Look at the first sentence and do it together. Ss perform the rest of the task individually and then check in pairs. Check together and ask why the extra words should not be there.

**Answer Key**

- |   |             |   |              |   |                    |    |            |
|---|-------------|---|--------------|---|--------------------|----|------------|
| 1 | <i>much</i> | 4 | <i>being</i> | 7 | <i>had (first)</i> | 10 | <i>all</i> |
| 2 | ✓           | 5 | ✓            | 8 | <i>of</i>          |    |            |
| 3 | <i>of</i>   | 6 | <i>had</i>   | 9 | <i>just</i>        |    |            |

- 11 Explain to Ss that this section of the English in Use paper tests their understanding of different styles and can ask them to transfer formal to informal style or vice versa. Elicit the differences between formal and informal style and put on the board.

*formal/informal lexis*

*Contractions in informal writing*

*Phrasal verbs and colloquialisms in informal writing*

*Use of passives in formal writing*

*Sentence structure – more simple in informal writing. Sometimes incomplete sentences.*

*Punctuation. Use of exclamation marks in informal writing.*

- a. Tell students the two letters are connected and ask them to read both and tell you the connection and which is formal and which informal.

**Answer Key**

- *The first is a letter from Mandy to a friend to tell her about getting a second interview for a job which she learned about in another letter from the school.*
- *informal – A, formal – B*

- b. Ss choose the more appropriate alternatives in the second letter. The answers are chosen for the formality of the lexis and precision.

**Answer Key**

- |   |                      |   |                   |
|---|----------------------|---|-------------------|
| 1 | <i>been selected</i> | 4 | <i>tour</i>       |
| 2 | <i>be held</i>       | 5 | <i>due course</i> |
| 3 | <i>be present</i>    |   |                   |

- c. Ask Ss to work in pairs and identify differences between the letters in terms of formality. They can use the points which have been put on the board.

**Answer Key**

- **lexis:** *school vs. premises; a look round vs. tour; next week vs. in due course; too vs. in addition to; After this vs. Following the interview*
- **grammar:** *I'm having the interview in vs. it will be held at/in; is going to be there vs. will be present; They'll let me know vs. you will be informed; I'll be getting a look round vs. we invite you to tour; They'll let me know if I've got the job as soon as they can vs. You will be informed of the outcome in due course*

- 12 Direct Ss to the task and remind them that they have to use the information given informally and change register to fill in the blanks. Ss do task.

**Suggested Answer Key**

- |   |                        |    |                    |
|---|------------------------|----|--------------------|
| 1 | <i>informing you</i>   | 6  | <i>asset</i>       |
| 2 | <i>been successful</i> | 7  | <i>assisting</i>   |
| 3 | <i>induction</i>       | 8  | <i>in addition</i> |
| 4 | <i>be introduced</i>   | 9  | <i>constitute</i>  |
| 5 | <i>impressed</i>       | 10 | <i>experienced</i> |

Check Ss' answers and compare the formal and informal expressions.

Writing (pp. 22-26)

Since this is the first writing section Ss will have done, T may wish to draw attention to the checklists of marking criteria for writing (at the back of the book). Ss will need photocopies at the end of each writing section in the book. Do not spend too much time on the assessment criteria at this stage as Ss will understand them more easily after they have done the tasks.

Go through the theory box and deal with any difficulties.

- 1 Go through the phrases and explain/ elicit the meanings. Allow 2 or 3 minutes for Ss to do the task. Then check Ss' answers.

**a. Answer Key**

- |   |                                   |   |                            |
|---|-----------------------------------|---|----------------------------|
| 2 | <i>which appeared in</i>          | 6 | <i>In addition to this</i> |
| 3 | <i>voice my concern about</i>     | 7 | <i>With regard to</i>      |
| 4 | <i>views contained</i>            | 8 | <i>is concerned</i>        |
| 5 | <i>expressed the opinion that</i> |   |                            |

- b. Read out the first situation and ask Ss how they would feel if they had seen such a documentary. Then ask Ss to suggest sentences. Repeat for the other situations.

**Suggested Answer Key**

- A *I would like to take issue with most of the views expressed in your documentary.*
- B *With regard to your decision to increase the fees, I believe that this will put many students off.*
- C *We would like to voice our concern about your plans to close down the Cottage Hospital.*
- D *As far as the Residents' Committee is concerned, we are going to fight your plans every step of the way.*
- E *I would like to take issue with the views contained in the article which appeared in last week's issue of Environment.*

For Ss preparing for the CAE exam, stress that the compulsory writing task will be similar to this and Ss need practice at interpreting/processing the reading input.

- 2 Tell Ss to read the rubric and the reading input carefully, and then to do the exercise in pairs.

**Answer Key**

- a *a formal letter*
- b *someone you don't know*
- c *complain; present information*
- d *disagreeing*
- e *We do not feel that most people are happy with their lives; Many people in my country have complaints about the education system; A significant percentage of us would move if we could; lack of money is among the most commonly reported complaints; our public transport system is seriously under-funded and our roads are heavily congested*

- 3 Tell Ss to read the model on the right carefully. Then they fill in the gaps, provide alternatives and answer the questions. Ss work in pairs.

**Answer Key**

- |   |                          |   |
|---|--------------------------|---|
| 1 | <i>with reference to</i> | <i>in response to</i>                       |
| 2 | <i>First of all</i>      | <i>Firstly</i>                              |
| 3 | <i>Furthermore</i>       | <i>In addition to this</i>                  |
| 4 | <i>Secondly</i>          | <i>I should next like to point out that</i> |
| 5 | <i>In fact</i>           | <i>Actually</i>                             |

**Alternatives**

- 6 Finally                      Lastly  
7 To conclude                In conclusion

1 Yes, it does. Other information: the fact that the students discussed the article, disagreed with it, and chose the writer to represent them. The introduction also mentions the title of the article and the issue of the magazine.

2 Yes, it does. Each topic sentence is supported by examples/explanation.

**Para 2 Topic/Point:** people not satisfied with the education system and working conditions. Supported by: complaints about standards of education; lack of job satisfaction (stress).

**Para 3 Topic/Point:** people not happy with public transport. Supported by: complaints about public transport system, and the fact that it's under-funded.

**Para 4: Topic/Point:** most people do not have enough money to live on. Supported by: most people face financial problems; widespread poverty.

3 In the conclusion, the writer sums up: the article is not accurate. This is followed by a reference to action the writer wants taken – hopefully, reporting in the magazine will improve.

4 **Suggested Answer Key**

The writer feels strongly about the points he makes, but the tone is moderate throughout the letter.

**Para 1**

to express our disagreement – more forcefully: to say how much we disagree/ to say that we disagree strongly

**Para 2**

– we find it difficult to believe – more forcefully: it is absolutely untrue/ it is a complete lie

– This is certainly not the case – more forcefully: this is not true/ this is complete fabrication

– is known to be among the greatest causes – more forcefully: is one of the greatest causes

**Para 3**

– it certainly is not true – more forcefully: it is ridiculous to say

– one of the most commonly heard complaints is – more forcefully: people are constantly complaining that

– it is a well-known fact that – more forcefully: everybody knows that

– a significant percentage – more forcefully: many/ a lot of people

**Para 4**

– we feel it is unrealistic of you to claim – more forcefully: it is ridiculous to claim

– we found your article to be extremely inaccurate – more forcefully: your article is extremely inaccurate

– we look forward to reading more objective reporting – more forcefully: we hope that your reporting will be more objective in the future

It is important to point out that the moderate tone of the letter is achieved to a large extent by moderate vocabulary and use of the passive. Remind Ss that, even when a writer feels very strongly about an issue, it is generally better to keep a moderate tone: using a lot of very forceful language does not necessarily convey the meaning more clearly and, in fact, can make the writer look ridiculous. There is also the danger that the recipient of the letter could be offended.

5 **Suggested Answer Key**

- I find it difficult to believe that young people do not read books any more.
- It certainly is not true that all pop music is of poor quality.

- It is a well-known fact that teenagers like trendy clothes.
- I feel it is unrealistic to hope that people will stop using cars.

4 Go through the theory box with Ss. Explain the task. Ss do the task. Check Ss' answers.

**Suggested Answer Key**

- |   |   |   |   |   |   |   |   |    |   |
|---|---|---|---|---|---|---|---|----|---|
| 1 | c | 3 | g | 5 | i | 7 | j | 9  | b |
| 2 | f | 4 | a | 6 | h | 8 | d | 10 | e |

5 a. **Suggested Answer Key**

- 1 formal – a newspaper editor
- 2 informal – friend
- 3 informal – a newspaper editor
- 4 informal – friend
- 5 formal – director of programming

b. **Suggested Answer Key**

- 1 Everyone knows that the school doesn't have enough money. – this is less formal and would be suitable for a letter to a friend but would not be very effective in a letter to a newspaper.
- 2 In the article which was entitled 'A National Disgrace', the information was inaccurate. – sounds more polite; reader might take the letter more seriously.
- 3 A significant percentage would do this if they had the opportunity. – sounds less direct; reader is likely to think the writer had done some research.
- 4 I find it difficult to believe that such a large number of people think this. – sounds more polite; reader might be inclined to listen
- 5 I thought I'd drop you a line to say how much I disagree with the opinions in last night's 'Agenda' on BBC2. – sounds more conversational; might make the reader take the letter less seriously.

6 Remind Ss that most main body paragraphs begin with a topic sentence followed by supporting sentences which can give an example or an explanation. Look at A with Ss and then ask them to complete B and C themselves. Check Ss' answers.

a. **Answer Key**

- B contains an example  
C contains both an example and an explanation

**Suggested topic sentences:**

- B - A regular end of term examination is an important part of the course.  
C - There are a variety of fun things you can do to get fit.

b. **Suggested Answer Key**

- A - a formal letter complaining about the poor state of repair of the college buildings.  
B - a formal letter explaining the benefits of exams.  
C - an informal letter of advice on keeping fit.

7 Direct Ss to the task. Consider the context of each extract. Ss perform task individually.

**Suggested Answer Key**

- a Firstly, it gives you a strong indication of the progress you are making and provides an incentive to study. In addition to this, the qualifications you obtain will be a great help in the future.



- b *Has he considered the enormous effect that stress has on our lives today? Crime is rising and more and more people are finding themselves in financial difficulties.*
- c *There are some great sections on sport and music and a really interesting letters page. The information is always up to date.*
- d *I found it a really useful experience to see how things actually work. I must say, I thought the atmosphere was great and everyone seemed to be enjoying themselves. It was nice to see such a fresh approach.*

8 Go through the box with Ss. Ask Ss to work in pairs to complete the tasks. Remind them to look for the various techniques as they go.

**Answer Key**

**Techniques**

- A – 3 *Dear Mr./Yours sincerely,  
I am writing in my capacity as ( WHO YOU ARE)  
The fourth of last month (TIME)  
I trust you will give this issue ...  
(A reference to future action.)  
Thanking you in anticipation. (GRATITUDE)*
- B – 1 *Dear Mark/Lots of love,  
I'm writing to let you know ... (REASON)  
As I've said ... (Reiteration of reason)  
I honestly don't think it ... (REASSURANCE)*
- C – 2 *Dear Sir/Yours faithfully,  
I am writing to express (REASON)  
Advertised in your newsletter (REF TO SOMETHING SEEN)  
I enclose a copy (ENCLOSURE)  
I hope you will consider (WISH FOR FUTURE ACTION)*
- *informal: B – 1  
to a newspaper: A – 3  
applying for a job: C – 2*

9 The purpose of this exercise is to prepare Ss for the writing tasks.

- Tell Ss to read the rubric. Elicit key information and get Ss to underline it.
- Ss read the rubric and underline key information.

**Suggested Answer Key**

- A 1 a) *a formal letter*  
b) *an informal letter*
- 2 a) *a magazine editor*  
b) *a friend*
- 3 a) *the letter to the magazine editor should be formal and respectful*  
b) *the letter to the friend can be very informal*
- 4 a) *Dear Sir/Madam; Yours faithfully,*  
b) *Dear John; love, Brenda*
- 5 a) *your opinions + reasons for disagreeing, supported by explanations/examples*  
b) *a brief explanation of what you wrote to the editor*
- 6 *To begin with, I strongly disagree with your reporter's claim that students are lazy. (work hard, many also have part-time jobs)  
Secondly, the article suggests that students live a life of luxury. (not the case, little money, very careful)  
Finally, it is certainly not true that student life is stress-free. (deadlines, heavy work load, etc)*

- B 1 *a letter of complaint*
- 2 *TV programme producers*
- 3 *quite formal*
- 4 *Dear Sir/Madam; Yours faithfully*
- 5 *Choose three (or more) of the main points that you disagreed with, and support this with examples and explanations.*
- 6 *Firstly, I find it difficult to believe that 45% of the people are unemployed. (Business park opened recently; lots of new jobs)  
Secondly, it is certainly not true that the streets and parks are full of rubbish. (Citizens' awareness groups; clean-up campaigns)  
Finally, I feel it is unrealistic of you to claim that the food in our restaurants is uninteresting and expensive. (Town recently won a prestigious Hospitality Award)*

10 Ss write the letters for homework. Note that the plans given below are suggestions. Ss may structure their writing in a number of ways. Encourage Ss to use paragraphs and to keep the contents of each paragraph to a specific point, preferably beginning with a topic sentence which clearly identifies the point. Remind Ss that the short letter should not exceed the word limit and there will not be space to develop the paragraphs in the same way.

Photocopy the checklist at the back of the book. Hand copies out to Ss. Check their understanding of the criteria and remind Ss to go through the list before handing in their work.

**Suggested points to cover**

- A a) **para 1** *introduction: state reason for writing (e.g. to complain about biased and inaccurate portrayal of students, name and date of publication.)*
- para 2** *state opinion; list points you disagree with; justify opinion with examples from your own experience (e.g. students often work at part-time jobs while studying, have financial problems, have difficulty finding accommodation, etc.)*
- para 3** *give further examples of how students benefit society (e.g. conduct research, provide cheap labour for industry when training, contribute to society after graduation, etc.)*
- para 4** *conclusion: summarise opinion; ask that your letter be published; request that magazine redress the balance by printing a positive article about students.*
- b) **para 1** *greetings to friend; confirm having received their letter, state reason for writing (e.g. to tell friend you agree with them and have followed their advice and have written to magazine to complain.)*
- para 2** *relate to your friend what you said in your letter.*
- para 3** *tell your friend what you expect magazine editor to do.*
- para 4** *conclude by expressing hope that your friend agrees and that magazine will respond to your letter of complaint; promise to keep your friend informed and wish them good luck with their exams.*

- B para 1** introduction: state reason for writing (e.g. to complain that programme misrepresented your home town/city); state name of programme, name and date of channel; where/when broadcast and name of home town/city.
- para 2** state examples of misrepresentation and reasons (e.g. the town does not suffer from traffic congestion - the town centre was undergoing redevelopment at the time of filming, hence the delay caused by road works; since completed; the park was filmed following a festival, hence the amount of litter on that particular day, usually the park is kept clean and tidy; etc; producers failed to film many of the town's/city's best features, give examples and say why; etc.)
- para 3** state what you expect the producers to do about the problem (e.g. broadcast an apology and/or a more positive programme about your town/city including those features you have suggested)
- para 4** conclusion: summarise opinion and restate what you expect producers to do to correct the situation. Express hope that they will respond to your suggestions.

- C** *The man is escaping into nature, away from the stress of a busy life and people surrounding him. He is climbing, leaving any problems below him, to be at one with nature.*
- D** *The surfer is escaping into a world of exhilaration, speed, danger and one where the normal controls are missing. He is leaving the restrictions of solid earth and safety and trying to adapt to the rules of a strong natural force, the sea.*
- E** *This woman is escaping into another world entirely but this time it is one which she creates and visualises inside her own head. She is losing herself in another place and time where anything can happen and probably leaving behind a mundane and boring life.*

- b.** Ask Ss to discuss their answers to this question in pairs and then ask two or three to respond by telling the class.

#### Suggested Answer Key

*I like to escape from city life by getting into my car and heading for wide open spaces, sometimes with friends, sometimes alone. It's nice to breathe fresh air and not be surrounded by people rushing everywhere.*

*I like to escape from the boredom and quiet of village life by taking the train into the city and just mingling with the crowds on the pavements. It's so exciting after the tranquillity of my home!*

*I sometimes try to escape from my family or friends when things just get too much for me. If I'm feeling low I don't always want people around me, asking me to talk about my problems or giving advice, or even just being around! Sometimes if they're arguing amongst themselves I like to get away too. I usually go for a walk on the beach and sit on my own for a while.*

*Sometimes the routine of my life really gets me down, going to the same old places and seeing the same old faces. At the weekend I like to change it all and maybe take a hike in the hills with some sandwiches and a good book, or even take a cheap flight to somewhere different for a couple of days. It can make all the difference.*

*Most people's jobs become mundane and boring eventually, so it's important to have other interests. Personally, I escape from the pressures of work by taking a drive in the country or going shopping with my friends, it depends on my mood.*

*In winter, the weather really affects my mood; it's always cold and wet and dull so I try to plan a holiday in the sun somewhere and spend months looking forward to it. Escaping to a warmer climate is very common for people in my area. Some people even move to live in warmer countries because the weather affects them so much. I can quite understand!*

- 2 a.** Lead into the questionnaire by asking Ss the following questions.
- How much free time do you have?
  - Do you prefer to spend your free time at home or outside?
  - Do you prefer to relax with family and friends or on your own?

Direct Ss to the questionnaire and ask them to fill it in and compare answers with their partners. Allow 2 to 3 minutes before eliciting feedback.

#### Suggested Answer Key

*My ideal night out would begin with dinner at a restaurant, then I would like to go to see a play at the theatre and end up clubbing. If I stay in for the night I usually go on the net for a*

## Unit 2 – Escape Artists

### Objectives

**Vocabulary:** free time and entertainment; film; theatre; holidays; descriptive adjectives  
**Reading:** multiple choice; gapped text (paragraph insertion)  
**Listening:** blank filling; multiple matching  
**Speaking:** negotiating; reaching agreement  
**English in Use:** structural cloze; error correction (spelling and punctuation); sentence completion; word formation  
**Grammar:** review of present tenses; dependent prepositions  
**Phrasal verbs:** put; set  
**Writing:** reviews

Lead in (p. 27)

- 1 a.** Direct Ss to the title of the unit. Discuss the meaning of the title in the context of the pictures. *People who find escape in different ways.*

Elicit other phrases which express a similar idea; *getting away from it all, losing yourself in....., she's in another world, miles away, etc.*

Ask Ss to look at the pictures and say in what sense each picture is an escape and what the people might be escaping from.

#### Suggested Answer Key

**A** *The people are heading into open spaces with no particular aim, escaping from the city confines.*

**B** *The woman is escaping into the world of TV. This is a very common form of escapism. She is probably escaping from the routine normality of her own life. As she is smiling, she is probably watching something amusing which might make her forget any problems.*

while and then watch some television. On average, I spend less than £50 a month on entertainment.

- b. Tell Ss they are going to listen to a report on how people in the UK responded to the questionnaire. Elicit predictions to the answers below. Then play the recording and allow Ss to fill in the gaps. Allow brief discussion afterwards to assess reactions.

**Answer Key**

- |   |                 |   |              |
|---|-----------------|---|--------------|
| 1 | 17–35           | 3 | 65, watch TV |
| 2 | married couples | 4 | £92          |

- c. In pairs or small groups, ask Ss to predict what a similar survey might show about their own countries.

**Suggested Answer Key**

A: *Well, for one thing, I don't think as many people would name watching television as their number one form of entertainment. I think people go out a lot more in our country than in Britain.*

B: *Yes, I totally agree. I think that most people prefer to be outside, sitting in parks or cafés or at the beach, than staying at home, but then we're lucky that we have such good weather that we can do those things.*

A: *I think most young people would prefer to go clubbing on a Saturday, though, don't you?*

B: *Definitely. And I also think that, like Britain, it's young people who spend the most on entertainment and I think the average will probably be about the same in our country as in Britain.*

- 3 Ask pairs to talk about the different types of holiday. Ask if they have been on any of these types of holiday and get them to talk about when, where they went, etc. Encourage them to talk about the advantages and disadvantages of each type of holiday, what could make a holiday tiring and what items are essential for going on holiday. Elicit opinions and develop into a general open discussion.
- 4 Tell Ss that here are two different quotations about living a balanced life. Elicit paraphrases of the first quotation from Ss and build up the paraphrase on the board. Allow Ss to write a paraphrase for the second one in pairs, monitor and correct and ask two or three pairs to read out their paraphrases.

**Suggested Answer Key**

*Some people concentrate so hard on making money that they forget that life should also be enjoyed.*

*It is very important to have fun and enjoy yourself but, according to the writer of this quotation, if you go too far with pleasure and enjoyment, it is a bad thing.*

Ask Ss to discuss the quotations in pairs and say how far they agree or disagree with them. Encourage them to justify their opinions. Feed in vocab which might be useful e.g. everything in moderation, to go over the top, decadent, etc. Elicit opinions and develop into a general open discussion.

**Suggested Answer Key**

*I think on the one hand, this is very true; people are so busy these days – they want more and more money and power – that when they get home all they want to do is go to bed. I think it's also true for school kids, although it's not really their fault. There's so much pressure on them to do well in exams that they're studying all the time. We mustn't forget that we only have one life and we need to enjoy it as well.*

*On the other hand, the second quotation can also be very true. Some people think life is all about having a good time and this often affects other people; their families, friends, colleagues – people who depend on them. Life is really all about getting the balance right, not being too serious but not playing around all the time.*

Reading (pp. 28-29)

- 1 a. Write 'Tolkien' on the board and ask Ss if and what they know about him. If they do not know, write 'Lord of the Rings' and elicit from Ss what they know about this. Ask if they have seen the film, liked it, why, why not, what impressed them, etc. Then ask if any have read the book and elicit their reactions. If possible, ask Ss who have both read the book and seen the film to compare them.

**Suggested Answer Key**

*Tolkien wrote 'The Lord of the Rings' and 'The Hobbit'. He was a don at Oxford University and his books are now considered to be classics. 'Lord of the Rings' has been made into a trilogy of films which have won awards in many different countries. The special effects are stunning and the scenery of New Zealand, where the films were made, is absolutely beautiful. Of course the films cannot do complete justice to the book, which is very detailed and complex, but they are breathtaking to watch and I think Tolkien would have approved!*

- b. Direct Ss to the title and introduction of the article and ask them to read the statements and decide which they think the writer will agree with and why. Elicit feedback.
- c. Ask Ss to explain 'escapist yarn' (a good story but not particularly of literary value) 'unparalleled' (never been equalled). Allow 3 to 4 minutes for Ss, working in pairs, to scan the article for the answers. Do not encourage Ss to spend too long on this task.

**Answer Key**

*The writer agrees with all the points except that it is an overrated novel.*

- d. Remind Ss how to tackle the multiple choice task in the exam and ask them to read the article and answer the questions. Ask them to discuss their answers and underline the sections in the text which helped them.

**Answer Key**

- |   |               |   |               |
|---|---------------|---|---------------|
| 1 | C (ll. 5-6)   | 5 | C (ll. 43-54) |
| 2 | D (l. 15)     | 6 | D (ll. 56-57) |
| 3 | C (l. 23)     | 7 | B (ll. 70-72) |
| 4 | B (ll. 28-32) |   |               |

- 2 Direct Ss to the highlighted words in the text and ask them to work in pairs to match them to their synonyms. Allow two or three minutes for this. Conduct feedback.

**Answer Key**

*dismay – shocked displeasure  
gratifying – pleasing  
enduring – lasting  
innovations – new developments  
ravenous – very hungry  
repels – causes dislike in  
fragments – small pieces  
concepts – ideas*

**Optional activity 1.** Ss find three new words in each paragraph and look up meanings in their dictionaries. They pool their knowledge after the activity.

**Optional activity 2.** Ss summarise the article in one paragraph, either in writing or orally.

- 3 a. Draw Ss' attention to the lines immediately before and after line 12 and allow about a minute for them to refresh their memories. Point out the use of the intensifier 'so ... that' and the adverb 'deeply'. Explain, if necessary, that it is often difficult or impossible to find an exact synonym for words like 'ingrained', 'popular' and 'culture' and that Ss would do better to try to paraphrase the whole phrase using different structures. Elicit suggestions and build up a paraphrase on the board (e.g. *such an important part of our knowledge that there is almost nobody who does not know the story*).

Allow 3 to 4 minutes for Ss to discuss the other items in pairs before eliciting suggestions.

**Suggested Answer Key**

- 2 *be willing to read this book, despite the fact that it is very difficult/involved, etc*
  - 3 *heavily influenced by the fact that Tolkien was an expert at languages*
  - 4 *be careful/cautious about viewing/regarding, etc, the book in this way*
- b. Tell Ss that they are going to act out a short dialogue based on paragraph one of the article. Ask them to look again at the first paragraph. Elicit who the dialogue will be between (Susan Jeffreys, a Sunday Times reporter, and her colleague, who is presumably a reporter on the same newspaper); where the conversation takes place (in the office where they both work); what they might have been doing (Susan Jeffreys may have been reading the relevant article about the Channel 4/Waterstones poll, while her colleague may have been doing other work, coming into the office, etc); why the colleague might have reacted in such a way (he/she probably feels that there are many other books/writers which should be considered the greatest of the 20th century); how the conversation may have continued (presumably with a discussion about literature and the literary merits of *The Lord of the Rings*).

Allow Ss 2 to 3 minutes to discuss what they might say and select pairs to act out their dialogue in front of the class.

**Suggested Answer Key**

- Colleague: *Morning, Susan. All right? What are you up to?*
- Susan Jeffreys: *Fine, thanks. I'm just going through the press releases. I didn't know there'd been a poll to find the greatest book of the 20th century, did you?*
- Colleague: *Oh, I think I saw something on Channel 4 about it.*
- Susan Jeffreys: *Well, guess which book has won!*
- Colleague: *I have no idea.*
- Susan Jeffreys: *The Lord of the Rings.*
- Colleague: *What? Has it? Oh dear.*
- Susan Jeffreys: *That's what I said.*
- Colleague: *The Lord of the Rings?! Dear oh dear oh dear.*

Susan Jeffreys: *Ridiculous, isn't it?*

Colleague: *Well, it's not that it's a bad book ...*

Susan Jeffreys: *No, not at all. But it's hardly the best work of literature to come out of the 20th century. I mean what about ... etc*

- 4 Ask Ss to name some works of fiction (novels, short stories, etc) they have read recently. Ask pairs to talk about the things they liked and didn't like about these works and then elicit feedback.

**Language Focus (pp. 30-33)**

- 1 a. Ask Ss to look at the sentences and underline the correct words. Check answers and, for each one, ask Ss to say which 'escape' from the box is being referred to.

**Answer Key**

- 1 *instructor* – *going to a fitness centre*
- 2 *lodge* – *going on a fishing trip*
- 3 *solitude* – *going on a picnic*
- 4 *rendition* – *going to a rock concert*
- 5 *cliff-hanger* – *going to the cinema*
- 6 *trek* – *going hiking*
- 7 *curator* – *going to a museum/gallery*
- 8 *deck* – *going on a cruise*

- b. Direct Ss to the language box. Then refer them back to the activities in Ex. 1a. Begin by asking individual Ss to say how they would feel about going on a fishing trip (*I'd be over the moon/I'd be really bored*). Point to the sample dialogue and allow 2 to 3 minutes for Ss to take turns asking and answering in pairs. Ask one or two pairs to act out their dialogues in front of the class.
- 2 a. Write the verbs *Book, Do, Have, Take* on the board and elicit phrases about entertainment that can be used with these verbs. Direct Ss to the table and get them to complete the exercise individually.

**Answer Key**

Book	Do	Have	Take	
		✓	✓	<i>time to relax</i>
			✓	<i>it easy</i>
	✓			<i>an on-line crossword</i>
		✓	✓	<i>a soothing bath</i>
✓		✓		<i>tickets for a match</i>
		✓		<i>an extravagant dinner</i>
		✓		<i>a party</i>
		✓		<i>close friends over</i>
✓				<i>a table for two</i>
✓			✓	<i>a weekend break</i>

- b. Ask Ss what they are doing at the weekend. Ask Ss to act out the dialogue in pairs using phrases from part a. Elicit feedback from one or two pairs.
- 3 a. Look at the exercise and get Ss to choose the correct word for each sentence individually. Then ask Ss which pastime each sentence is about and elicit another word which fits with each group of words.

**Answer Key**

- 1 racket – tennis (ball)
- 2 darkroom – photography (film)
- 3 stirrup – horse riding (reins)
- 4 big wheel – going to a fairground/amusement park (dodgem cars)
- 5 soap opera – watching TV (reality show)
- 6 colander – cookery (wooden spoon)

b. Direct Ss to the Preferences language box. Ask Ss, in pairs, to talk about what they like doing in their spare time using phrases from the language box. Get two or three pairs to perform their dialogues in front of the class.

4 Ask Ss to look at the groups of adjectives. Go through the first group explaining that 'audible' is more intense than 'silent'; 'deafening' is louder than 'raucous', etc. Then get Ss, in pairs, to complete the exercise.

**Answer Key**

- 1 raucous, silent, deafening
- 2 harrowing, agreeable, disconcerting, distressing
- 3 challenging, gruelling, undemanding, daunting
- 4 freezing, chilly, wintry, mild

5 a. Go through the theory box and deal with any problems. Then ask Ss to complete the exercise individually.

**Answer Key**

- 1 absolutely      5 absolutely/really      9 really/very
- 2 absolutely      6 really/totally      10 really/very
- 3 totally      7 absolutely
- 4 really/very      8 really

b. Ask Ss to name some very good and very bad CDs that they have heard, books that they have read, films they have watched, etc. In pairs, Ss should talk about these CDs, books, etc, using the phrases from part a. Ask 2 or 3 pairs to act out their conversations in front of the class.

6 a. Ask Ss the meanings of the adjectives in column A. Elicit what nouns they could be used to describe. Then Ss, in pairs, match the adjectives to the nouns.

**Answer Key**

- 1 e      3 f      5 g      7 h
- 2 c      4 d      6 a      8 b

b. Allow Ss 2 or 3 minutes to do the task.

**Answer Key**

- 1 fragrant      4 pristine      7 sparkling
- 2 slow-moving      5 fanciful      8 extreme
- 3 strict      6 gnarled

Check Ss' answers around the class.

7 a. Ask Ss to complete the exercise individually then ask them to explain the meanings of the idioms. Get Ss to complete the sentences in pairs.

**Answer Key**

- 1 c      3 f      5 d      7 g      9 j
- 2 h      4 i      6 e      8 a      10 b

**Suggested Answer Key**

- bring the house down** – give a very successful or amusing speech, performance, etc.
- read somebody like a book** – understand somebody so well that you know what they are going to do, how they are feeling or what they are thinking
- face the music** – face the consequences of one's actions
- let one's hair down** – relax and enjoy oneself
- off the beaten track** – away from usual routes and places
- on a shoestring budget** – with very little money/ at low cost
- on the house** – (at a restaurant, bar, etc) free
- on the edge of one's seat** – very excited
- paint the town red** – go out and have a good time
- read between the lines** – understand what something really means even if it is not openly stated

- 1 off the beaten track      4 read her like a book
- 2 on a shoestring budget      5 paint the town red
- 3 read between the lines      6 on the house

b. Direct Ss to the cartoon. Elicit the correct idiom (let your hair down).

c. Ask Ss to draw their own cartoon, based on one of the other idioms. See if other Ss can guess the idiom.

8 Go through the list of fixed phrases with Ss. Elicit/Explain the meaning of each one, then Ss do the exercise in pairs.

**Answer Key**

- 2 at present      7 at large
- 3 at odds with      8 at a standstill
- 4 at times      9 at a loose end
- 5 at last      10 at a loss
- 6 at a glance

**Suggested Answer Key**

- It was a shame that we couldn't go to the concert, but **at least** we got a refund on the tickets.
- Despite a massive police search, the bank robbers are still **at large**.
- **At last**, I've finished my homework.
- I haven't got enough money for a holiday **at present**, but hopefully I'll be able to go away later in the year.
- He was **at a loss** to explain how it happened.
- **At times** I wish I didn't live in such a big city.
- I am totally **at odds with** Mark on this issue.
- It took me two hours to get to work this morning. On George Street traffic was practically **at a standstill**.
- When we were given the menu, I could tell **at a glance** that it was going to be a very expensive meal.
- She was **at a loose end**, so she decided to call one of her friends.

9 a. Ss match the phrasal verbs to their meanings.

**Answer Key**

- 1 put up – erect, pitch
- 2 put off – postpone
- 3 put sb through – cause sb pain
- 4 put sb down – criticise
- 5 put up with – bear
- 6 put aside – save
- 7 set sb back – cost sb
- 8 set in – continue, develop

- 9 put sth back – replace  
10 set off – leave/start

**put up** matches the picture

- b. Ask Ss to write their own sentences using four of the phrasal verbs.

**Suggested Answer Key**

- 1 Dad said that he will **put up** the new shelves in the kitchen tomorrow.
- 2 John wanted to **put off** cleaning the house because he knew it was going to take hours.
- 3 I can't believe you let him **put you through** all of that.
- 4 Jenny's very arrogant; she's always **putting people down**.
- 5 Keith said that he can't **put up with** his boring job any longer.
- 6 They want to **put aside** some money so that they can buy a flat.
- 7 Tony's new car must have **set him back** quite a bit.
- 8 It looks like the rain is **setting in**. We'll have to go to the beach another day.
- 9 She **put** the kitchen knife **back** into the drawer.
- 10 If we don't **set off** right away, we're going to miss the train.

- 10 a. Direct Ss to the language box. Elicit/Explain which sentences are formal and which are informal.

**Answer Key**

**Making Suggestions**

**Formal:** Would you be interested in ... , I thought perhaps you might like to ... , I was thinking it would be nice ... , It would be a nice change if ... ,

**Informal:** I think we should ... , So, what do you think? , What about ...? , How about ...? Maybe we could ...?

**Responding Positively**

**Formal:** You're probably right. , That would be lovely

**Informal:** Sounds perfect. , That's a great idea.

**Responding negatively**

**Formal:** I'm not sure that's such a good choice. , Perhaps it would be better if ... , No, I'm afraid that wouldn't be appropriate.

**Informal:** I don't think that ... , Well, I don't know.

- b. Direct Ss to prompts. Ss talk in pairs using the phrases from the table. Get two or three pairs to perform their dialogues in front of the class.

**Students' own answers**

- 11 Direct Ss to the table. Explain that these are expressions that are used to interrupt. In pairs, Ss act out dialogues using the expressions.

**Students' own answers**

Listening & Speaking (pp. 34-35)

- 1 a. Ask Ss about the problems of organising and going on a family holiday. Get Ss to talk about the childhood holidays that they remember. Ask them what they didn't enjoy about those holidays.

- 1 Refer Ss to the activity and ask them to read the notes. Elicit information about the hotel chain (e.g. it seems to be specially designed to accommodate children; there seem to be a lot of things for kids to do).

- 2 Elicit suggestions for words/phrases to fill in the gaps. Remind Ss that they did a similar task on p. 14, and they might be looking for a noun, verb, adjective, compound noun, etc. Accept all logical suggestions at this stage.

**Students' own answers**

- b. Explain that Ss are going to listen to a short talk about a hotel group that specialises in family holidays.

Direct Ss to the strategy point and explain to Ss what they have to do in Part 2 of CAE Paper 4. They need to listen to the recording and fill in one or two words in the gaps. Play the recording and then check Ss' answers.

**Answer Key**

- |                      |                   |
|----------------------|-------------------|
| 1 UK, Europe         | 5 Qualified staff |
| 2 room service       | 6 area/room       |
| 3 May, September     | 7 bunk beds       |
| 4 (a) 20% (discount) | 8 advance         |

- c. Allow 2 or 3 minutes for Ss to discuss the question in pairs before eliciting feedback from several pairs.

- 2 a. Ask Ss how important they think it is to relax and why. Then ask them to look at the quotation and, in pairs, discuss how far they agree with it. Then ask questions to elicit the importance of relaxing.

**Suggested Answer Key**

- The body and brain both need time to recharge.
- If you keep pushing yourself to the limit you lose sight of reality and objectivity and this will inevitably lead to mental problems.
- Relaxing helps you to look at problems from a fresh angle.
- It makes you more alert when you return to concentrating.
- It is vital for our physical and spiritual well-being.

- b. Direct Ss to the task. Play the recording twice and allow Ss to check answers with each other.

**Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 C | 3 F | 5 B | 7 F | 9 H  |
| 2 D | 4 H | 6 B | 8 D | 10 E |

Play the recording again and ask Ss to note down what indicates the answers.

**Suggested Answer Key**

- 1 on board/ at sea
- 2 my finals/ the lap top/uni(versity)
- 3 chaos of the kitchen/ the diners/ clatter of the saucepans
- 4 the assembly line/ screwing caps on bottles
- 5 keep flying/ 30,000 feet above the ground
- 6 three or four course meal/chockie mousse
- 7 the movies/good film/romantic comedy/adventure film
- 8 Mozart/ Chopin/jazzy/ piano recording
- 9 ingredients/ preparing the food
- 10 power of my own legs/ wind on my face

Allow 2 or 3 minutes for discussion. Ask Ss which speaker they identify with most and why.

- 3 Remind Ss that in Part 3 of the Speaking test they will be set a task to do together. This involves discussing the subjects shown in a range of pictures and selecting one. There will be a minimum of 5 pictures. The task could be an imaginary situation; e.g. a new international magazine is

going to be published and they have to select the best picture for the front cover. It could be general; e.g. these pictures show different ways of dealing with stress. Discuss the different ways shown and then choose which you think is the most effective. Whatever the task, it will involve asking for and giving an opinion, and a degree of negotiating. There will be no right or wrong answer and Ss can agree to disagree. Ss will be given about three to four minutes for this task and must ensure that they interact with each other and not just give alternate long turns, as in this section the examiners are giving marks for their interactive ability.

Go through the strategy point. Direct Ss to the task and ask them to do it in pairs. Time them. Then, from feedback, elicit what language they used for negotiating and reaching agreement. Put headings on board. 'Giving opinion' 'Seeking opinion' 'Agreeing' 'Disagreeing' and list their language under these headings. Try to elicit more language. Then look at the 'useful language' section and go through the phrases.

Hand out photocopies of the Peer Assessment Checklist. Select one or two pairs of students to do the activity in front of the class while their classmates assess them on the checklist. Tell Ss they will be asked for their comments in Ex. 5.

#### Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 5.

- 4 Tell Ss that in Part 4 of the Speaking test they will be asked questions individually. The first two or three questions will be related to the Task 3 they have just completed. The questions will then go into another related subject.

The questions should be addressed to each candidate in turn. They will require the students to give personal opinions, perhaps based on personal experience and speculation.

Look at the strategy point with Ss and ask Ss to discuss the questions in pairs. Monitor and advise.

Next, ask single questions to Ss who spoke in Part 3, inviting at least a two-sentence response. The rest of the class continue their assessment.

#### Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 5.

- 5 Tell Ss that they will hear both Part 3 and Part 4. Ss listen and compare performances. Encourage Ss to say how their classmates' performances could be improved next time.
- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other questions which might produce the same response, e.g. 'How often do you go to the theatre?'. Encourage Ss to offer a variety of ways of forming questions. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/ intonation.

#### Suggested Answer Key

- b Do you ever miss being at (primary) school?  
 c Have you ever wondered what you'll be doing in ten years?  
 d How regularly do you revise the work you've done?  
 e How often do you watch sport on television?

## Reading (pp. 36-37)

- 1 a. Tell Ss that they are going to read an article about Tasmania. Ask them what they already know about Tasmania. *Where is it? What's it like?* Then direct them to question 1. Ask them to discuss it in pairs. Write suggestions on the board.

#### Suggested Answer Key

- 1 Tasmania is an island off the south coast of Australia; greenery, mountains, lakes, forests
- 2 To relax in peace and quiet, especially if they have a busy and stressful job, life, etc. To enjoy the scenery and have time on their own to think.
- 3 The article will probably focus on the isolated nature of Tasmania and its suitability for hiking.

- b. Tell Ss about this type of task and look through the strategy point with them. Emphasise the importance of reference and looking at the endings and beginnings of paragraphs to help in making their choice. Since Ss will need time, this could be given as homework.

Direct Ss to the task. Ask them to read through the gapped text first. Then look at the choice of paragraphs. Ask them to read the first paragraph of the text carefully and select which paragraph should be inserted. Check this with Ss before progressing further.

**Answer:** 1. G. (Para G talks about 'the farmer' and 'this was a recommendation or warning' This relates back to what the farmer said.)

#### Answer Key

- 1 F (startling emptiness – isolation)
- 2 C (pointed out the route to Twisted Lakes – That's when I found Twisted Lakes)
- 3 E (Hanson's peak – the trail)
- 4 D (And was I even going the right way? – Finally I recognised the path ...)
- 5 B (... the pair of them ... The girlfriend shouted back)
- 6 A (lounging against his Land Cruiser was my old mate the park ranger – Survive that lot ...?)

- 2 Ask Ss to explain why paragraph G fits the first gap (It talks about the farmer and relates to what the farmer said). Direct Ss to the task. They read through the text again and underline the parts of the text that helped them to answer Ex. 1b (See Answer Key).

- 3 a. Direct Ss to the task. Elicit/Explain what the first two highlighted adjectives mean. In pairs, Ss discuss possible synonyms. Check Ss' answers.

#### Answer Key

desolate – deserted  
 windswept – affected by strong winds  
 startling – very surprising  
 chilly – cold  
 bare – without plants  
 slippery – smooth and difficult to walk on  
 blistering – very strong  
 savage – wild

- b. Ask Ss what each of the adjectives is used to describe in the text. What else could they be used to describe? Direct Ss to the task.

#### Answer Key

desolate – alpine scrub (landscape)  
 windswept – alpine scrub (hillside)  
 startling – emptiness (news)  
 chilly – lake (afternoon)  
 bare – granite peaks (feet)  
 slippery – slide (floor)  
 blistering – heat (summer day)  
 savage – highlands (dog)

**Optional Activity 1.** 'I recognised the path heading down.....'

Ask Ss to give sentences showing the difference in meaning between recognise/realise/notice.

**Optional Activity 2.** Give Ss this list and ask them to find collocations in the text.

Grizzled – farmer  
 Slippery – slide  
 Cloudless – blue  
 Blistering – heat  
 Potential – reward

**Optional Activity 3.** Explain the meanings of these verbs from the text.

Chortle – laugh to yourself  
 Lounge – lean against, relax  
 Stumble – nearly fall  
 Smirk – smile nastily  
 Stoop – bend over

- 4 a. Direct Ss to the first underlined section and ask them to make suggestions as they did in the first unit. Allow 3 to 4 minutes for pairs to discuss all of the underlined sections before eliciting explanations/paraphrases.

**Suggested Answer Key**

*you can keep your own company – you are happy to be alone as deliberately arranged as a Japanese garden – ordered, neat and formal; as if it was man-made*

*like something from Journey to the Centre of the Earth – like a scene from a fantasy/science fiction novel/film*

*the potential reward for bothering to unpack my climbing gear far too great to ignore. – (refer Ss back to the 'temptation' mentioned in the previous sentence) it would be an effort to prepare for a climb but the writer decided that it would be worth it*

*I wasn't sure if this was a recommendation or a warning – (refer Ss back to the end of the first paragraph) the writer couldn't tell if the farmer considered solitude a good or a bad thing; the writer probably suspected that the farmer did not understand why hikers would want to be isolated*

- b. Without looking at the text again, ask Ss how many words or phrases they can remember connected with the idea of being alone. List on board. Let Ss check back through text and add to the list.

*desolate, lonely, the only living soul, isolation, solitary, solitude*

Ask Ss to give a sentence or situation using each of these.

- 5 a. Ask Ss what they enjoy doing when they are on holiday. Do they prefer to visit busy cities or somewhere more peaceful? Get Ss, in pairs, to talk about whether they would enjoy a holiday like the one described in the text.

Why/Why not? Ask two or three Ss to explain their partner's point of view to the class.

- b. Put Ss in pairs and allow 3 to 4 minutes for them to make notes about each of the situations. Remind Ss that the conversation between the writer and the ranger will focus on asking for and giving practical information, as well as recommendations/ suggestions/ warnings on the part of the ranger, and questions about the difficulty/conditions/time involved from the writer. In the second dialogue, some of this information is likely to be used but there will probably be more emphasis on the beauty of the area. Then select one or two pairs to act out each situation in front of the class.

- c. Write 'Welcome to Tasmania' on the board and elicit suggestions for the type of information that a brochure with this title would contain (Ss should imagine that the brochure is aimed at hikers). Remind Ss that the purpose of the brochure is to attract people to the island, so it should be described in fairly glowing terms, making frequent use of the adjective/noun collocations that Ss have learned. Encourage pairs to look through the article again for vivid description and expressions that would be suitable for a brochure (e.g. You can 'taste the isolation in the air'). After allowing a suitable period for Ss to find expressions, ask for suggestions and write sentences on the board under the heading. Build up the text on the board.

Alternatively, if time is very limited, T could draw attention to some of the expressions which would be suitable for a brochure and Ss could do the task individually for homework. Ss should write one or two paragraphs, rather than a full-length text for a brochure.

English in Use (pp. 38-41)

- 1 a. Remind Ss of the Grammar Reference section at the back of the book. Elicit examples of all present tenses. Present Simple / Present Continuous / Present Perfect / Present Perfect Continuous. Ask Ss to discuss the main differences between Simple and Continuous Tenses. Then ask them to write down as many different uses for these tenses as they can remember.

Direct Ss to task a to work on in pairs.

**Answer Key**

- 2 Present Simple because the action is regular.
- 3 Present Simple because it describes an action generally true after a frequency adverb.
- 4 Present Simple because the action is one of several in a dramatic sequence describing the plot of a book/film.
- 5 Present Continuous because it shows a future arrangement.
- 6 Present Simple because it is a future action which is timetabled or scheduled.
- 7 Present Continuous because it is an irritating habit.
- 8 Present Continuous because it shows a trend, something which is in the process of changing.
- 9 Present Perfect because the action has happened recently.
- 10 Present Perfect because it indicates experience.
- 11 Present Perfect Continuous because it shows the present result of a continued action before the present.
- 12 Present Perfect Continuous because it shows an action continuing up to the present time.

Obtain one more example of each use and put it on the



board.

- b. Ask Ss to complete task individually. Ask them to read one of them to their partner and extend it using expressions such as 'it gets on my nerves' 'it drives me mad' 'it's so rude!'.

**Suggested Answer Key**

*My daughter is always leaving cupboard doors open! She gets a cup out and never shuts the door. It drives me mad.*

- c. Ss do the same with this task and ask them to extend with an example.

**Suggested Answer Key**

*The traffic is getting worse and worse in my area. There are so many traffic jams that I can never get anywhere on time.*

- 2 Elicit from the Ss as many time expressions as they can remember and list on board. Direct them to the task which they can complete in pairs.

**Present Simple:** *nowadays, every other week, regularly,*

**Present Continuous:** *at present, right now*

**Present Perfect:** *already, since, for, lately, how long, just, so far*

**Present Perfect Continuous:** *since, for, lately, just, how long*

Ask Ss to make sentences to show their function. This can be done individually for homework or round the class.

**Suggested Answer Key**

*I usually go to bed around 10.30.*

*Nowadays, I don't like to walk home late on my own.*

*I go to the cinema every other week.*

*I regularly go shopping in Tesco's.*

*At present, I'm working on an assignment for Mr Marshall.*

*I'm dealing with that problem right now.*

*I've already answered that question.*

*I've been here since 4 o'clock.*

*How long have you lived in this part of town?*

*I haven't seen much of him lately.*

*I've marked 15 essays so far today.*

*He's been a teacher for 15 years.*

*I've just posted your results.*

*I've been reading since 5 o'clock.*

*How long have you been waiting?*

*I've been doing a lot of revision lately.*

*He's been studying this for at least two years.*

*I've just been looking at that article.*

**Optional Activity.** Teacher gives set of cards with time expression on each. S takes one at random and has to construct a sentence using that time expression. OR teacher gives S an expression at random OR one student chooses another student and gives them an expression. That S makes a sentence and does the same to another student.

- 3 a. Direct Ss to the headlines. Explain that they should write a sentence or two about each headline using present tenses.

**Suggested Answer Key**

2 *A survey has revealed that people are spending more time on the Internet than ever before. They are also playing less sport and spending more money on entertainment.*

3 *Our readers have chosen their favourite holiday*

*destinations. In this issue we visit each one and see what makes it special.*

- 4 *A comprehensive study into how the British spend their free time has been completed by academics at Oxford University.*
- 5 *Department of Health officials are investigating standards at the Royal Hotel in Glasgow after several complaints from guests.*
- 6 *A report looking at delays at Manchester Airport has been released by the consumer group Airport Action. It states that more flights than ever are being delayed and that many passengers find the situation to be 'unacceptable'.*
- 7 *Foreign food has never been more popular with the British public. Not only are we visiting Chinese, Indian and Italian restaurants in greater and greater numbers but we are also using more exotic ingredients when we cook at home.*

**b. Suggested Answer Key**

2 *a newspaper or magazine*

3 *a travel magazine*

4 *a newspaper*

5 *a local newspaper*

6 *a newspaper or travel magazine*

7 *a food/cookery magazine*

- 4 Ask Ss why we have to be careful with verbs like 'think'.

**Answer:** There are several verbs which cannot be used in the continuous aspect.

e.g. *I think this is a good idea (not 'I am thinking'). Elicit other verbs like this and list on the board. e.g. think/believe/want/see/hear/have/smell/feel/expect, etc.*

Ask if this is always true for these verbs. (Not when they have another meaning. e.g. *The meal smells delicious. Look at him. He's smelling the roses!*)

Direct Ss to the task and ask them to complete the table to show how the verbs can be used in both forms. Ss compare answers.

**Suggested Answer Key**

1 *I can help you out as I have a lot of time at the moment.*

2 *I feel very strongly that we should not proceed with this plan.*

3 *How does your food taste?*

4 *I see that's a problem for you.*

5 *What do you think about John's idea?*

- 5 Initiate a general discussion about sleep with the questions: How much sleep do you need/get every night? How important is sleep? What would be the effects of too little sleep?

Tell Ss about Part 2 of the English in Use paper. It is a cloze. Check through the strategy point with them. Ask them to read the text to get an idea of content. Then look at the first three gaps with them, asking what type of word they are looking for and taking their suggestions. Ss then complete the task individually.

**Answer Key**

1 *at*                      6 *are*                      11 *be*

2 *with*                    7 *to/for*                    12 *the/this*

3 *which*                    8 *from*                    13 *or*

4 *and*                      9 *can/may*                    14 *as*

5 *our*                      10 *through*                    15 *to*

**Optional activity.** Ss use dictionaries to find meanings of

recuperate (*recover from*)/fragmented (*in pieces*)/harrowing (*difficult to endure*)/debilitating (*causes us to suffer*)/wade (*walk with difficulty through*)/dim (*lose brightness*).

- 6 a. Test Ss on dependent prepositions learned in Unit 1. Ss complete task. Check together and Ss test each other. Ss choose 6 verbs and write sentences for each. Direct Ss to the task. They read through the text again and underline any verbs with dependent prepositions.

**Answer Key**

**To be underlined:** *escape from, thrown at, cover with, prepare us for, consisting of, suffer from, sets in, cope with*

b. **Answer Key**

1 in 4 of 7 with 10 on 13 in  
2 for 5 of 8 to 11 in  
3 on 6 over 9 for 12 for

c. **Suggested Answer Key**

- 1 I have every confidence in you, I'm sure you'll do a fine job!
- 2 He was blamed for losing the contract because he was rude to the client.
- 3 You shouldn't depend on others to support you! Go and find a job!
- 4 The police are not convinced of his innocence.
- 5 You were far too critical of Linda's proposal.
- 6 I puzzled over it for a long time, but I never did figure out how it worked.
- 7 She pleaded with the guard to let her see her son one last time.
- 8 A lot of people seem to be allergic to nuts these days.
- 9 The minister was criticised in the press for his comments regarding the unemployed.
- 10 His findings were based on a survey.
- 11 There's nothing wrong with taking pride in one's appearance.
- 12 They arrested him at customs for drug smuggling.
- 13 You should never have confided in Anna; you know what a gossip she is!

- 7 Ask Ss what an escapist movie is. Do they enjoy watching this kind of movie? Refer Ss to the title of the text. Ask them to predict what answers might be given.

Tell Ss that the task they are about to do is from the English in Use paper and they will be asked to look for errors in spelling and/or punctuation.

Go through the strategy point with them, eliciting further examples.

Ask Ss to read through the text quickly to see if their predictions were right.

Look at the first sentences together and elicit the answer to number 1. Ss perform the rest of the task individually and then check in pairs.

**Answer Key**

- |                           |                             |
|---------------------------|-----------------------------|
| 1 princesses              | 9 of                        |
| 2 talking animals inhabit | 10 boredom                  |
| 3 adolescents             | 11 ✓                        |
| 4 ✓                       | 12 inevitably               |
| 5 there's                 | 13 Whatever the attractions |
| 6 become                  | 14 there                    |
| 7 performance             | 15 innocence                |
| 8 alien                   | 16 rainbow of our           |

- 8 a. Explain to Ss that the ending -ence/-ance is difficult to

spell as they have the same sound. Ss work together to find the misspelt words in their dictionaries.

**Answer Key**

1 assistance 5 deliverance 10 insistence  
4 preference 7 turbulence

Ask Ss to think of three more words ending in -ence and three more ending in -ance.

e.g. *inference/difference/dependence*  
*ignorance/performance/tolerance*

- b. Explain that another spelling problem can be -ie/-ei. There is a rule for this but it does not always apply: 'i before e except after c.' Ask Ss to correct the misspelt words in the exercise.

**Answer Key**

1 weird 5 conceive 7 retrieve  
4 deceive 6 relieve 8 siege

Ask each student to make a list of 15 words which are difficult to spell from these three exercises. He/She should then dictate them to his/her partner who must write them down with the correct spelling.

- 9 Ask Ss if they think time travel is a real possibility or whether it exists only in the realms of science fiction. Discuss in pairs.

Refer Ss to the task. Explain that in the English in Use paper they will be asked to complete a gapped text with a phrase or sentence from a list of possible choices.

Go through the strategy point with them.

Suggest that to make the right choice they should check the words preceding the gap and those following. There will be clues such as – singular or plural? Which tense? Is there a dependent preposition? Does the choice finish, start or provide a middle to a sentence? Does it follow a linking device? And, most importantly – does it make sense? Look at the first answer with Ss and point out that one reason why J has been chosen is because 'in recent years' at the beginning of the sentence would suggest a present perfect tense. Ss complete the exercise individually. Ss check in pairs.

**Answer Key**

1 G 3 I 5 F  
2 D 4 B 6 A

Ask Ss to reread the completed text and to underline what gives the clues to the correct choice.

**Answer Key**

- 1 'recreational' – 'fun'
- 2 'to construct' needs an object – a unified theory
- 3 'prior to these theories' indicates past – was 'Absolute' – the same
- 4 'how the observer' indicates – 'is moving'
- 5 'one year' opposes '10 years'
- 6 'Sally and Sam' indicate plural – are

**Optional activity.** For homework, Ss can be asked to bring into class a short text from a book or magazine from which they take out phrases. They should make a list of the phrases taken out with three added phrases. Their partner has to complete the text using phrases from the list.

- 10 Put a word on the board. e.g. PAY and ask Ss to make as

many different words from it as possible. This could also be a word that they have learned previously in the unit.

*pay/payment/paid/unpaid/paying*

Point out the different parts of speech and elicit common endings for nouns/adjectives/adverbs, etc. Elicit how to negate.

*-er / -ence / -ance / -ness / -ment  
-un / -im / -il / -dis, etc.*

Give each pair a group of four words from the unit and ask them to form more words from them. Elicit more endings from these to go on the board.

Explain that in the English in Use paper they will have to complete a gapped text by forming words from words given. Go through the strategy point. Emphasise that Ss must ensure that the word makes sense in the text. For example, it is quite common for Ss to form the word correctly as a part of speech and not realise that it must be negative.

Direct Ss to the task. Go through the first item with them, eliciting the correct answer. Ss continue the task individually. Check Ss' answers.

**Answer Key**

- |                |                |                |
|----------------|----------------|----------------|
| 1 judgement    | 6 promptly     | 11 suggestions |
| 2 entitled     | 7 unchanged    | 12 suitable    |
| 3 wrongfully   | 8 announcement | 13 exceptional |
| 4 continuous   | 9 employees    | 14 additional  |
| 5 restrictions | 10 proposal    | 15 invitations |

**Optional activity.** Before doing the second task, Ss could look at it as an open gap-fill and try to predict the words to fill the gaps. They should indicate whether these should be nouns/adjectives/adverbs, etc.

Writing (pp. 42-46)

Begin by explaining that reviews can be written about a wide variety of subjects. Elicit from Ss where reviews can be found (e.g. CD reviews can be read in a Sunday newspaper or a music magazine; restaurant reviews may be found in a local newspaper; general interest magazines review all kinds of things, including new electronic equipment, consumer goods, games, books, etc).

Ask Ss what they would expect from a review. Elicit such things as: good points and bad points; whether or not they should buy the product/use the service; whether or not it represents value for money; if it is worth visiting (e.g. for a restaurant), worth buying/watching/listening to, etc (e.g. for a CD/film/video/DVD, etc).

Ask Ss if any of them have ever been influenced by something they have read in a review, or if they have bought (or not bought) something as a result of what they have read, etc.

Go through the theory box, dealing with any difficulties. Point out that reviews usually appear in Part 2 of the CAE Writing paper. However, they could appear in Part 1, in which case Ss will have to respond to the reading input as they did in the writing section of Unit 1.

- 1 Direct Ss to the task. Explain that each of the sentences

might be found in a review. Elicit/Explain the meaning of each of the adjectives in the first question. Ask Ss which could be used to complete the sentence. Explain that more than one of the adjectives can be used. Ss complete the exercise in pairs. They then write sentences of their own using the words they have not circled.

**Suggested Answer Key**

- 1 *chilling, spine-tingling*
  - 2 *depressing, hilarious, slow-moving, underrated*
  - 3 *rousing, stirring, haunting*
  - 4 *thought-provoking, spectacular, action-packed*
- The novel is very **compelling**. Once you start it, you won't be able to put it down.*
- There are no jokes in the script. It is a very bleak and **humourless** film.*
- It is a very **entertaining** and thought-provoking play.*
- In my opinion it is an excellent book and is very **underrated**.*
- Generally, the play was **well-received** by both audiences and critics.*
- Rachel Williams gives a very **moving** performance as the dying woman.*
- The film is let down by its **unimaginative** script.*
- The plot is **overcomplicated** and confusing.*
- An absolutely **marvellous** novel that everyone should read.*

- 2 Go through the theory box. Refer Ss to the table (headed 'Books, Films and Plays') at the bottom of p. 42. Point out that the categories in the left-hand column are the aspects that are usually described in reviews of books, plays and films. Go through the adjectives and deal with any problems. Mention that the first two adjectives in each category are negative.

**Suggested Answer Key**

- *He gives a **totally convincing** performance as the **extremely likeable** record shop owner, Rob.*
- *All of the characters are **totally believable** and the plot is **absolutely gripping**.*
- *The **extremely absorbing** plot is spoilt by a **highly predictable** ending.*
- *The story is **overcomplicated** and the special effects are **utterly laughable**.*
- *His latest science fiction blockbuster has **absolutely stunning** special effects and **hugely impressive** photography.*
- *Despite all of the hype, the photography is **incredibly poor** and the performances are **absolutely appalling**.*
- *Although the acting is **very natural and powerful** throughout, I was disappointed by the **extremely amateurish** photography.*
- *She is back to her best, giving an **exceptionally powerful** performance which brings this **highly thought-provoking and compelling** script to life.*
- *Unfortunately, despite the promising beginning, the film suffers from a **totally contrived and very confusing** script and at times the acting is **unbelievably wooden**.*
- *An **absolutely spectacular** performance from the star and an **extremely realistic** script make this one of the best films of the year so far.*

- 3 a. Allow Ss 3 to 4 minutes to read the extract and replace the adjectives. Advise Ss to be careful with intensifiers (extremely, totally, etc), as they may not collocate with the new adjectives.

Point out that some of these adjectives collocate with

specific nouns (e.g. *wooden acting*) but do not collocate with others (e.g. *wooden script*). Other adjectives are more general and collocate with a variety of nouns (e.g. *incredible character/plot/special effects/photography/acting/script*, etc).

#### Suggested Answer Key

*This is definitely a film worth seeing; not only are the special effects astounding, but there is some powerful acting as well. The main characters are (totally) convincing, and Vivian Farlough (who plays Copeland) is (extremely) natural, due in part to the (extraordinarily) thought-provoking script. As far as the plot is concerned, I found it riveting, especially when, halfway through the film, the action shifts to North Africa and the storyline becomes even more absorbing. Another point worth mentioning is that ...*

- b. Refer Ss back to the negative adjectives in the table. Allow Ss 3 to 4 minutes to read the extract and replace the adjectives.

#### Suggested Answer Key

*This is definitely a film to avoid; not only are the special effects laughable, but there is some appalling acting as well. The main characters are (totally) unconvincing, and Vivian Farlough (who plays Copeland) is (extremely) shallow, due in part to the (totally) contrived script. As far as the plot is concerned, I found it overcomplicated, especially when, halfway through the film, the action shifts to North Africa and the storyline becomes even more predictable. Another point worth mentioning is that ...*

- 4 Refer Ss to the table (headed 'Music') on p. 43. Point out that the categories in the left-hand column are the aspects that are usually described in music reviews. Go through the adjectives and deal with any problems. Point out that the last two adjectives in each category are suitable for negative reviews.

Allow Ss 3 to 4 minutes to read the extract and replace the adjectives. Advise Ss to be careful with intensifiers (extremely, totally, etc), as they may not collocate with the new adjectives.

#### Suggested Answer Key

*As far as the individual tracks are concerned, most of them are (very) impressive. The CD opens with their best-known song, 'Down Low', which is an (extremely) moving piece of work. In my opinion, the use of violins in this piece is (incredibly) inventive. As for the lyrics, well, there are four verses of thought-provoking poetry and one of the most profound choruses I have ever heard. Most of the other tracks are equally outstanding, with the possible exception of ...*

- 5 a. Ask Ss to each think of a book that they have read. Allow 2 to 3 minutes for Ss to make notes in the table. Select 2 or 3 individual Ss to read out their notes, encouraging them to connect their notes in sentences. Deal with any difficulties.

- b. Explain the task. Allow 3 to 4 minutes for Ss to write their sentences. Point out that, depending on the book they have chosen, it may not be possible for Ss to complete all of the sentences. Ss should also feel free to change elements in the stem sentences if it suits their views – (e.g. 'One of the worst things about this book is the way ...') but warn Ss against being unnecessarily

negative unless they can justify their views. Select individual Ss to read out their sentences.

#### Students' own answers

- 6 a. Refer Ss to the rubric and allow about a minute for them to underline the key words.

**Key words to underline:** *review, magazine aimed at students of English, film or play, you have seen, related to life in your country, how the film or play portrays aspects of your culture, whether or not you thought the portrayal was accurate.*

Point out that this rubric does not require a 'straight' review of the film or play, but that it contains a discursive element ('how the film or play portrays ...', 'whether or not you thought ...') that Ss need to address.

You could also point out at this stage that the rubric refers to a film or play 'that you have seen'. This means that a certain amount of narrative writing could be included.

Refer Ss to questions 1-7. Elicit answers from Ss.

#### Answer Key

- No, the rubric does not require a full summary of the plot. In fact, the plot is unlikely to be very relevant, perhaps deserving just a passing mention in the review.*
- You should not write about the whole film/play – only those aspects that relate to your own country.*
- No, names are not important. Remind Ss that in the exam they will not be tested on the accuracy of the information so much as their ability to express their opinions.*
- No, it is not necessary to make a comment on the acting, unless it is in some way relevant to your country (e.g. if the portrayal of people in your country was particularly accurate or inaccurate).*
- Students' own answers – Aspects of your culture could include: domestic life, food, hobbies, recreational activities, traditional occupations, clothes, tastes, etc.*
- Students' own answers – Your culture could be portrayed in a way which is positive, negative, mocking, stereotyped, etc.*
- The writing should be quite formal. You are writing about a serious issue (aspects of your culture). It would not be easy to write effectively about such a subject if the style was too informal or light-hearted. On the other hand, if the writing was overly formal, it would not be suitable for the target readers (students of English).*

- b. Direct the Ss to the task. They read through the model and check their answers to Ex. 6a.

- 7 a. Explain the task. Allow Ss 3 to 4 minutes to scan the model and insert the correct words in the gaps. Check answers.

#### Answer Key

- |   |       |   |      |   |      |   |      |
|---|-------|---|------|---|------|---|------|
| 1 | which | 3 | with | 5 | This | 7 | also |
| 2 | who   | 4 | What | 6 | as   | 8 | to   |

- b. Allow Ss 3 to 4 minutes to look back at the model and do the task. Then elicit answers.

#### Answer Key

- 1 **Present Tenses:** *the play is set; as the plot evolves, etc* – to describe different aspects of the play  
*Italian people are hospitable, etc* – to describe the writer's culture  
**Past Tenses:** *I was lucky enough, etc* – to relate the fact that the writer attended the play  
*was written ... has been translated* – to describe the 'making' of the play  
**Future Tense:** *it will prepare you* – as part of the recommendation
- 2 *managed to see* – *was lucky enough to catch*  
*helps people understand* – *provides a valuable insight into*  
*develops* – *evolves*  
*different* – *diverse*  
*impressive* – *striking*  
*as soon as* – *the moment*  
*in my opinion* – *I would say that*  
*are proud of* – *hold very dear*

3 **Suggested Answer Key**

**The film is set in Portugal in the 1920s.**  
*(The setting of the film is 1920's Portugal.)*  
**The events take place in a small village.**  
*(All of the action occurs in a small village)*  
**The action is based on a novel by a famous Portuguese writer.**  
*(The source of the film is a novel by a famous Portuguese writer.)*  
**As the plot evolves we realise that there is more to the main character than meets the eye.**  
*(As the story unfolds we realise there is more to the main character than meets the eye.)*  
**What is striking is the way that the actors bring this world to life.**  
*(The most impressive thing is the way that the actors bring this world to life.)*  
**I would say that it is one of the best films of the year.**  
*(In my opinion it is one of the best films of the year.)*  
**If nothing else it gives us an insight into a world that most of us know very little about.**  
*(Apart from anything else it gives us an insight into a world that most of us know very little about.)*

- c. Ask Ss to focus on the structure of the model and elicit the main point of each paragraph. Allow Ss 2 to 3 minutes to make notes.

**Answer Key**

<b>Introduction</b>	<i>main details: names of play/ theatre/ writer, type of play (comedy), original language (Italian), brief opinion on accuracy of portrayal ('provides a valuable insight')</i>
<b>Paragraph Two</b>	<i>setting of the play, brief plot/character details</i>
<b>Paragraph Three</b>	<i>realistic script, atmosphere, aspects of writer's own culture</i>
<b>Paragraph Four</b>	<i>how the play portrays writer's culture, accuracy of portrayal</i>
<b>Conclusion</b>	<i>recommendation</i>

**Suggested Answer Key**

*There are many ways in which the review could be written differently, depending on the film or play which is chosen. The introduction and the conclusion should remain approximately the same with the details changed to suit the chosen film/play. The following changes could be made to the main body:*

- *The tone of the review could be more critical (a negative review)*
- *The paragraphs could be rearranged to emphasise other factors*
- *More emphasis could be given to the discursive element of the task, if the play/film demands it*
- *Other aspects of the play/film could be included (e.g. the photography, the soundtrack), if they are relevant to the portrayal of culture*
- *The main body could contain more language of recommendation – rather than leaving it all for the final paragraph*

- 8 Go through the theory box for Recommending. Deal with any difficulties. Point out that the rubric might suggest a positive rather than a negative review and remind Ss of the danger of being overly critical without justifying their opinions. Go through the example and elicit that it is a negative recommendation from a film review. Ask Ss how this could be turned into a positive recommendation.

If time allows, ask Ss to write four recommendations – a positive and a negative one for a book and a positive and negative one for a film. Encourage Ss to expand their answers with a second sentence providing a justification for (or an explanation of) their views. Allow time for Ss to compare their answers and select individual Ss to read out their answers.

**Students' own answers**

- 9 Explain to Ss that it is very important to write an effective beginning (as this attracts the attention of the reader/examiner and makes him/her want to read on) and an effective ending (as this completes the writing and leaves the most lasting impression).

- a. Go through the words and deal with any difficulties. Allow Ss 3 to 4 minutes to fill in the gaps and complete the sentences with ideas of their own.

**Suggested Answer Key**

**BEGINNINGS**

- *With the 1) release of his latest film, the director has achieved yet another triumph.*
- *When this play 2) opened, critics were ecstatic about the performances.*
- *The book, 3) published last year, is a novel which examines the relationship between a boy and his grandfather.*
- *This CD, which is the result of a 4) collaboration between two great recording artists, has sold over a million copies.*

**ENDINGS**

- *This is a film which is well worth 5) seeing, if only for the spectacular special effects.*
- *I would unreservedly 6) recommend this book to anyone who has ever questioned how life on earth began.*
- *If you 7) persevere with this book, you will not only find that it was worth the effort, but it may well become an*

*all-time favourite – one that you will re-read many times.*

- *In spite of all the media hype, this CD is a bitter disappointment for the thousands of loyal fans who know that this band can do better.*
- b. Refer Ss back to the beginning and ending of the model and ask how they could have been written differently using the phrases they have learned in the unit. Allow Ss 3 to 4 minutes to write their suggestions. Check Ss' answers.

#### **Suggested alternative beginning**

*Eduardo de Filippo's 'Saturday, Sunday, Monday', which has opened at the Angus Bowmer Theatre in Ashland, Oregon, has received an ecstatic response from critics. Translated from the Italian, this comedy helps audiences to understand what life is like in an Italian family.*

#### **Suggested alternative ending**

*This is a play which is well worth seeing if you get the chance. Not only is it a very realistic portrayal of Italian life, but I would unreservedly recommend it to anyone who enjoys good comic acting.*

- 10 Explain that Ss are going to read an extract from a film review. Allow Ss 4 to 5 minutes to read the extract and correct the mistakes.

#### **Answer Key**

- 1 Joy visits Lewis – wrong tense
- 2 refuses to accept – wrong choice of word
- 3 stay in England – wrong preposition
- 4 is forced – passive voice
- 5 tragically – spelling
- 6 when – wrong linker
- 7 manages to achieve – gerund/infinitive
- 8 is a tremendous – unnecessary word
- 9 Debra Winger, who plays Joy, – punctuation
- 10 in Oxford in the 1950s – omitted word

Remind Ss of the importance of checking their work for such mistakes before they hand it in.

- 11 a. Explain that Ss are going to read four extracts from reviews which have been written in different styles. Ask Ss to read the first extract. Elicit what it is reviewing. Ask Ss how formal the language is and where they may read such a review. Ask what tenses are used and why. Get Ss to complete the task by answering the same questions for the other extracts. Ask several Ss to report back to the class.

#### **Suggested Answer Key**

- A
- a board game
  - a magazine aimed at young people
  - mainly present tense as it is a review but past tense used to talk about how the game has been designed and future to talk about what it can do – it will keep you amused
- B
- a festival or cultural event
  - a school/college newsletter
  - past tenses as it is describing a personal experience of the festival
- C
- a restaurant
  - in a local newspaper or travel guide

- past tenses as it describes the diner's experiences

- D
- a CD-ROM
  - in a computer magazine or an English language journal
  - mostly present tenses as it describes the features of the CD-ROM, past tense used to talk about it being based on a book.

- b. Direct Ss to the task. They will read through the extracts again and find examples for each of the headings.

#### **Suggested Answer Key**

- **sophisticated vocabulary:** tastefully decorated, courteously shown, complimentary appetisers
- **simple vocabulary/contractions:** a lot of fun, there's nothing, it's not,
- **the passive voice:** designed for two, dance performed by, tastefully decorated, conveniently located, shown to, served with, Based on, critically acclaimed, clearly presented
- **direct address:** will keep you amused, Buy it!
- **formal linking devices:** despite the fact, as well as having, a factor which
- **simple linking devices:** and, It's not only, but, the other thing, where
- **complex sentence structure:** e.g. tastefully decorated, conveniently located and with a wide range of courses to suit all occasions, this is the perfect meeting place after a hard day's work.
- **simple sentence structure:** e.g. There's nothing quite like 'Chocks Away'.

- c. Explain task to Ss. They individually rewrite two of the extracts in a different style.

#### **Suggested Answer Key**

- A 'Chocks Away' is a unique game. It is designed for two to six players and will provide hours of entertainment. This game is not only amusing and entertaining, but is also very reasonably priced. It would make an ideal gift for any teenager and I highly recommend it.
- B One of the highlights of the festival is when a local group performs a traditional dance. This is enhanced by the dancers' fabulous costumes which help to set the scene for the whole festival. One thing to bear in mind is that obtaining a programme can be very useful as the announcements are not always particularly helpful.
- C This is an excellent restaurant. It's stylishly decorated and in a very good location. There's a wide range of different dishes on the menu and even though it's always really busy, the service is excellent and the waiters are really helpful.
- D As a teacher I have been using John Sweeney's 'Learn English Fast' book for years and have been very happy with it. I didn't hesitate therefore to try out the new CD-ROM version with my class. My students found that it worked very well and was very clearly presented. It covered all the same useful topics as the book and it's one of the best products of its kind that I have come across.

- 12 Allow 2 to 3 minutes while Ss read through the rubrics. Encourage them to underline the key words in each rubric

so that they know exactly what they are expected to write.

Taking one rubric at a time, go through the questions eliciting answers from Ss.

#### Answer Key

- A**
- 1 a film
  - 2 readers of a film magazine/cinema fans; semi-formal writing would be safer because if it is too formal, it will lose the interest of the average reader, whereas if it is too informal, there is a danger that the topic will not be covered in enough depth
  - 3 the introduction should contain the relevant details about the film, such as the title/writer/director, etc, as well as a brief mention of why you think it is suitable for a feature entitled 'The Great Escape'
  - 4 this rubric calls for a favourable review
  - 5 the main body should contain examples of the way this film provides an escape from everyday life; details of plot, characterisation, special effects, etc, should be included where they are relevant
  - 6 the review could end with a recommendation/comment about what other people might gain from watching this film
- B**
- 1 a book
  - 2 the target readers are fellow students; the style of writing should be less formal (but not so informal that the reader will not take the review seriously)
  - 3 the introduction should contain the relevant details about the book, such as the title/author/type of book, etc, as well as a brief mention of what you thought of it
  - 4 the review should be favourable since you will have to give reasons why other students would benefit from reading it
  - 5 the main body should contain a brief outline of the plot/subject matter of the book, as well as details of characterisation, style, message, etc, where they are relevant to your reasons for recommending it
  - 6 the review could end with a summary of your views, as well as your recommendation and reasons
- C**
- 1 a CD
  - 2 readers of a music magazine/music fans; semi-formal writing would be safer because if it is too formal, it will lose the interest of the average reader, whereas if it is too informal, it will be difficult to cover the topic in enough depth
  - 3 the introduction should contain the relevant details about the CD, such as the title/group/singer/type of music, etc, as well as a brief mention of why you think it is a classic
  - 4 the review will be favourable since you will have to give reasons why you think it is a classic
  - 5 the main body should contain brief descriptions of the music/lyrics/performances/songs, etc, where they are relevant to your reasons for calling the CD a classic
  - 6 the review could end with a summary of your views and a recommendation to other listeners

- 13 Ss write the review for homework. Hand out photocopies of the Writing Checklist and remind Ss to go through it checking for mistakes before handing in their work.

#### Suggested points to cover

- A para 1** introduction: state name of film; type of film;

main actors; briefly state opinion on film in general

- para 2** describe your thoughts on escapism and films and say why you think this film is a good example of how cinema provides escapism from everyday life (e.g. helps us forget the routine of daily life; reminds us of our dreams and ambitions; transports audience to a different world/into the future/past, etc)
- para 3** describe: setting (e.g. exotic/fairytale location); special effects (awesome, spectacular, out of this world); storyline, (e.g. uplifting, optimistic, thought-provoking, nostalgic, suspend belief, etc); characters (heroic, courageous, awe-inspiring, three dimensional, sympathetic, etc); plot (easy to follow, predictable, complicated, etc); direction (inspiring, professional, intuitive, etc.)
- para 4** conclusion: summarise opinion; recommendation (e.g. a good example of escapism and should be included among the reviews published)

- B para 1** introduction: state name of book, author, genre; give brief outline of subject (e.g. fiction, science fiction, historical, romance, true story, etc.), state reason for recommending it
- para 2** state reasons for recommending the book (e.g. interesting storyline/premise; solid characters; well-researched, thought-provoking, original concept; new take on an old theme, etc.) Give examples.
- para 3** give further reasons for recommending the book (e.g. it gives an insight into the workings of the human mind/that particular period of history, etc.) Give examples.
- para 4** conclusion: summarise/restate opinion; make recommendation.
- C para 1** introduction: state name of CD; type of music (e.g. rhythm & blues, country & western, dance, jazz, rock, etc.); name of artist(s); state reason for choosing CD.
- para 2** describe CD in general terms (classic; typical; change of direction; innovative, etc); describe 2 or 3 tracks in detail (e.g. lyrics, instruments, style, personal associations/memories, etc)
- para 3** explain why the CD deserves to be called a 'classic' (e.g. is comprised of the artist's best work; commemorates an era; represents the best of its genre, etc.)
- para 4** conclusion: summarise opinion; make a recommendation

### Self-Assessment Module 1

- 1 a. 1 C 4 B 7 B 10 A 13 A  
2 B 5 D 8 D 11 A 14 D  
3 C 6 B 9 C 12 B 15 C

- b. 1 to go 4 being  
2 wasting 5 mentioning  
3 going

- 2 1 judgement 9 commander  
2 wrongly/wrongfully 10 contented  
3 restrictions 11 incivility  
4 changeable 12 scepticism  
5 unemployed 13 elimination  
6 additional 14 adventurous  
7 invitations 15 gratifying  
8 governor

- 3 1 C lines 3-8  
2 C lines 17-19 ("the one thing that he had learned to identify himself with" refers to Carl's job – see previous paragraph.)  
3 C lines 23-24  
4 C lines 32-33  
5 A lines 45-52 (The writer admits that he was "not happy" in his profession, then states that we can all change and finally tells us that Carl's story helped him make his life worth living.)  
6 B global meaning  
7 C global meaning

- 4 1 with/harnessed to 5 (absolutely) terrified  
2 five years 6 serene/in a trance  
3 sixteen 7 (sheer) shock  
4 a (big) joke 8 cure for

5 **Speaking** (Students' own answers)

6 **Writing** (Students' own answers)

### Unit 3 – People Power

#### Objectives

**Vocabulary:** character; relationships; idioms; fixed phrases with 'of'

**Reading:** multiple matching; multiple choice

**Listening:** listening for gist and detail; matching; blank filling; multiple choice

**Speaking:** giving/reacting to advice; offering/accepting/rejecting an apology; comparing and contrasting; speculating; discussing pros and cons; inviting speaker to continue

**English in Use:** register transfer; error correction (extra words); cloze; multiple cloze

**Grammar:** past tenses, used to/ be used to + ing/would

**Phrasal verbs:** bring; stand

**Writing:** articles

#### Lead-in (p. 53)

- 1 Direct Ss to the photographs and elicit answers to the first question (e.g. 'In the first picture, it looks as if a young father is teaching his children to read. It's a nice picture because it shows the closeness between ...'). Do the same with the rest of the photographs and the other questions. T could put vocabulary about relationships and influences on the board as it comes up naturally in conversation. Encourage Ss to add to the points made by their classmates. Allow discussion to continue around the class as long as Ss offer ideas.

#### Suggested Answer Key

- A father/children C twins  
B school friends D teacher/pupils

- other relationships: mother/daughter; cousins; teammates; etc

A: I think that all the relationships shown are important and influential in one way or another. I suppose most people would say the parent/child relationship is the one that affects us above all others, and I think it's true that our parents are instrumental in forming our characters at an early age. However, our relationships with our siblings can also have a lasting effect on us, especially if they are bad.

B: But don't you think that as we get older, the importance we put on different types of relations changes? For example, nowadays, most young people care far more about what their friends and peers think than they do about their parents or teachers. I also think it's fair to say that these days, teachers don't play a central role in the lives of their pupils any more, nor do they influence their students as they might have done in the past, nor do they command the respect they used to.

C: I think it's worth mentioning that ...

- 2 a. Explain to Ss that they are going to listen to four people talking about influences in their lives. Play the recording while Ss do the task.

#### Answer Key

- 1 H 2 M 3 E 4 A

If necessary, play the recording again.

- b. Allow 3 or 4 minutes for Ss to discuss the subject in pairs. Elicit feedback.

#### Students' own answers

- c. Elicit suggestions for one of the factors. Then allow 3 or 4 minutes for Ss to discuss in pairs. Elicit feedback.

#### Suggested Answer Key

A: I think most people are affected by the weather to some extent. I know I am. I usually get really moody and depressed during the winter, and I feel really lethargic.

B: Yes, I know what you mean, I always feel better when the sun comes out and I seem to have a lot more energy. I think a lot of people are like that. But I don't think the weather affects us as much as our work, for example. I think if you're dissatisfied at work, then it's hard to be happy in any other area of your life, wouldn't you agree?

A: Yes, I would. I think it's certainly true that people's relationships and home life can suffer as a result of them being miserable at work. In fact, I'd go so far as to say it probably has the greatest influence of all, especially for those who can't find work.



B: *I think I'd agree. I mean, I know the news can be depressing at times, but you don't have to watch it, do you? etc.*

- 3 a. Go through adjectives and deal with any problems. Refer Ss to the example (the yellow circle) and explain that this person considers themselves to be about halfway between being assertive and being submissive with a slight tendency towards the former. Ask Ss to say whether they consider themselves to be the same, more assertive, or more submissive. They should then put their own dot on the bar according to what they believe. Allow 1 to 2 minutes for Ss to mark all the bars. Ask individual Ss to report to the class after reading the example. Encourage use of language such as 'tend to be', 'can be', 'a bit on the (impatient) side', 'am inclined to be', 'usually', 'nearly always', etc.

**Students' own answers**

- b. Ask Ss to repeat the process, marking a square on each bar to show what they look for in a friend. Ss discuss while T monitors.

**Students' own answers**

- 4 Ask Ss to paraphrase the two quotes in pairs. Elicit feedback, building up paraphrases on the board.

**Suggested Answer Key**

*If you are good friends with someone, you can't just contact them from time to time, you have to give them constant attention.*

*Friendship can help us survive the bad times in life because things don't seem so bad if you have good friends to support you.*

Ss discuss the two quotations in pairs or groups.

**Suggested Answer Key**

*I agree with the first quote. I think it's true that, in most cases, if you want to enjoy a close friendship with someone, you have to work at it. You have to call them regularly and meet up in order to maintain the relationship. However, I can see how that can be tiresome for some people, especially those who have busy lives, but it's also true that you do lose friends if you neglect them for any length of time, unless they're really old friends with whom you have an understanding.*

*I agree that true friends can be a blessing, especially for people who don't have a close family. I think you know who your true friends are when you're in need, and if you're lucky enough to have good friends then they can certainly make life bearable, even during hard times. Of course, friends shouldn't only be people we call upon in times of need, they should also be people we can have fun with and whose company we enjoy.*

Reading (p. 54-55)

- 1 a. Ask Ss to think about their relationships with their grandparents. Ask them to discuss the questions with reference to their own experiences.

**Suggested Answer Key**

- *I think in most cases the grandparent benefits more than the grandchild in the sense that most older people get a thrill out of seeing younger relatives. Of course, children benefit from having willing childminders in the form of their grandparents. However, grandchildren can be spoiled.*

*Also, in some cultures, people look to their grandchildren to care for them in their old age.*

- *As we've already said, I think grandparents are far more likely to spoil their grandchildren than their parents are, and are less likely to discipline them. It's a parent's job to discipline their children, not a grandparent's.*

- b. Explain to Ss that they are going to read an article about the role of grandparents today. Refer them to the title of the article and ask them to guess what they think the article will be about.

**Suggested Answer Key**

*The title suggests that grandparents find it hard to understand or communicate with their grandchildren, and vice versa.*

- c. Refer Ss to the task and allow about a minute for discussion. Then allow 1 or 2 minutes for Ss to scan the text.

**Suggested Answer Key**

- *caring for grandchildren, exploiting grandparents*
- *deceased grandparent*
- *the love between a grandparent and grandchild*
- *young people helped by memories of grandparents*
- *parents give this reason for not visiting*
- *including grandparents*
- *arguments which might split up families and cut off grandparents*

- d. Refer Ss to the task which they complete individually. This can be set for homework.

**Answer Key**

- 1 B line 5 (key phrase = "globe-trotting adventures")
- 2 D lines 18-20
- 3 C lines 33-35, 39-42
- 4 A lines 53-56
- 5 C lines 61-65
- 6 D lines 70-73

- 2 Ss perform task individually and compare answers.

**Answer Key**

- *innumerable – numerous*
- *perplexing – puzzling*
- *conscientious – dependable*
- *diverse – varied*
- *stable – secure*
- *mere – simple*
- *precious – valuable*
- *bitter – hostile*

- 3 Ss scan text to find the phrases and explain their meaning.

**Answer Key**

- 1 *her children had left home*
- 2 *an understanding of where they fit in*
- 3 *the situation is worse than anyone imagines*
- 4 *made her feel extremely confident*
- 5 *live not far from one another*
- 6 *all their free time is taken up*

- 4 a. In pairs or groups, Ss discuss the quote from the text and whether they agree or not, drawing on their own experiences.

**Students' own answers**

- b. Encourage Ss to put themselves in the place of a grandparent. Monitor and offer guidance.

## Language Focus (p. 56-59)

- 1 a. Write on the board, 'first impressions are the most lasting' and invite Ss to suggest what this saying means (no matter how wrong you are, the impression you form when you first meet someone stays with you for a long time). Then ask Ss to give their first impressions of the people in the photographs by doing the task.

**Suggested Answer Key**

1 Ted	3 Ted	5 Joe	7 Joe
2 Ted	4 Clive	6 Joe	8 Joe

- b. Ss do the exercise in pairs. The boxes will be needed for Part c.

**Students' own answers**

- c. Ss listen to the recording and compare their answers.

**Answer Key**

a C	c F	e J	g F
b T	d C	f T	h J

- d. In pairs or groups, Ss discuss the importance of first impressions. Ask individual Ss to report to the class.

**Students' own answers**

- 2 a. **Answer Key**

A extended family                      B nuclear family

- b. Ss discuss the questions in groups or pairs.

**Suggested Answer Key**

- *It's true that strong family bonds can be inhibiting, but the upside is that you always have support, be it emotional, financial or practical, in times of need. Strong bonds between relatives also give us a sense of belonging, which is important for most people.*
- *A lot of things can cause conflict between family members, but I think the most common cause is jealousy. In other words, when certain family members are favoured over others by parents or grandparents. Family members also often row about money, especially when a relative dies and they squabble over their estate or their valuables. And many arguments break out between siblings over who is going to look after a sick or ageing parent.*
- *Again, misunderstandings often arise between siblings and in-laws due to the care of, or behaviour toward an ageing parent. There are also a lot of misunderstandings between parents and their children. It's important to resolve these situations in order for the relationship to survive and to solve the problem.*
- *In my culture it's not common for people to show affection to their relatives, even to their parents. Most people are very reserved. However, I don't hold with that attitude because I think it's important to show affection to the ones we love, especially when someone is feeling down, a hug can make all the difference. In fact, it's been proven to be unhealthy to deprive children of affection as it hinders both their mental and physical development. So I think parents should always show affection to their children, and not just when they are well-behaved, but every day, to give them confidence.*

- c. **Answer Key**

1 M	3 B/M	5 B
2 B	4 M	6 B

- 3 a. Ss rank the five most important qualities in a partner according to their own opinion, then discuss their choices with a partner.

**Students' own answers**

- b. Allow 2 or 3 minutes for Ss to scan the text. Elicit suggestions.

**Answer Key**

*spouse – husband or wife*  
*protracted misery – misery that goes on for a long time*  
*lifestyle choice – deciding how to live your life e.g. married or single*  
*drifting apart – growing away from one another*  
*move on – leaving a partner*  
*tied the knot – got married*  
*frowned upon – disapproved of*  
*cohabiting – living together, but not married*  
*marital breakdown – ending a marriage*  
*divorce-prone – more likely to divorce than others*  
*embarked – started*  
*parental divorce – whose parents have divorced*  
*vulnerable – sensitive/susceptible*

- c. Go through prompts and useful language. Tell pairs that one S will be playing the part of a troubled spouse, while the other is a counsellor. Ss can reverse roles half-way through.

**Suggested Answer Key**

B: *It might be advisable to ask a relative or close friend to mediate for you. It's often the case that our partners automatically react defensively if we criticise them in any way without listening to what's actually being said. He might, therefore, be more likely to listen to a third party.*  
 A: *That sounds like a good idea, but I'm not sure who would be the right choice. It could make things worse if he thinks I've discussed our problems with one of his friends. etc.*

- 4 a. Direct Ss to the spidergram and compose words adding the prefix 'self'. Elicit what the adjectives mean. Then refer Ss to the five sentences and ask which adjective applies in each case.

**Answer Key**

1 self-disciplined	3 self-centred	5 self-reliant
2 self-indulgent	4 self-conscious	

- b. Ask Ss to make similar sentences of their own.

**Suggested Answer Key**

*self-confident – 'I don't mind going to parties on my own. I find it easy to talk to people I don't know.'*  
*self-obsessed – 'I'm sorry, I really can't help you. I'm tired and I just want to be alone.'*  
*self-opinionated – 'I don't agree with you. I think that's absolute rubbish!'*  
*self-destructive – 'I have no intention of giving up smoking, even though I can't afford it and I know it's affecting my health.'*  
*self-confessed – 'I just love being in love. I admit it. I'm a hopeless romantic.'*

**self-denying** – 'I don't understand why I can't lose weight. It's not that I eat a lot!'  
**self-righteous** – 'I really don't understand people who don't recycle. I recycle everything!'  
**self-aware** – 'I'm really sorry I said that. I realised afterwards how hurt you must have been.'  
**self-appointed** – 'In the absence of the manager, I'm in charge.'  
**self-assertive** – 'I demand an apology and I'm not leaving until I get one!'

5 **Answer Key**

- |         |           |            |
|---------|-----------|------------|
| 1 term  | 3 ease    | 5 positive |
| 2 lasts | 4 advised | 6 change   |

6 a. **Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 e | 3 a | 5 f | 7 h |
| 2 c | 4 b | 6 d | 8 g |

- b. Ss complete the task and, in pairs, use the remaining collocations to make up sentences.

**Answer Key**

- |                |                 |
|----------------|-----------------|
| 1 close-knit   | 3 unconditional |
| 2 long-lasting | 4 superficial   |

**Students' own answers**

7 a. **Answer Key**

- |             |             |            |
|-------------|-------------|------------|
| 1 sadness   | 5 happiness | 9 sadness  |
| 2 happiness | 6 sadness   | 10 sadness |
| 3 sadness   | 7 happiness |            |
| 4 happiness | 8 sadness   |            |

b. **Answer Key**

- |                              |                          |
|------------------------------|--------------------------|
| 1 are full of beans          | 6 had a whale of a time  |
| 2 Look on the bright side    | 7 be a wet blanket       |
| 3 needs a shoulder to cry on | 8 swept ... off his feet |
| 4 hit rock bottom            | 9 has been on cloud nine |
| 5 was down in the dumps      | 10 cried her heart out   |

c. **Students' own answers**

8 a. **Answer Key**

- |                      |                        |
|----------------------|------------------------|
| 1 heart of gold      | 5 change of heart      |
| 2 slip of the tongue | 6 trace of remorse     |
| 3 grain of truth     | 7 glow of satisfaction |
| 4 touch of concern   | 8 glimmer of hope      |

b. **Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| a 6 | c 3 | e 8 | g 4 |
| b 1 | d 5 | f 2 | h 7 |

Ss write their own sentences. Pay special attention to syntax/word order.

9 **Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 3 D | 5 H | 7 A |
| 2 F | 4 E | 6 B | 8 G |

10 **Answer Key**

- |              |            |                |
|--------------|------------|----------------|
| 1 a arrogant | b proud    | c superior     |
| 2 a youthful | b naive    | c innocent     |
| 3 a timid    | b hesitant | c apprehensive |

- 11 a. Go through the useful language with Ss. Ss do the task in pairs, using the useful language where possible.

**Answer Key**

- B: How can I make it up to you?  
A: Let's just forget about it.  
A: It's not entirely my fault, I missed the last bus.  
B: That's just not good enough, I'm afraid.  
A: I promise to be more careful in the future.  
B: I appreciate your apology, but you'll have to do more than that.

b. **Suggested Answer Key**

- 1 A: I'm sorry, Sir, but I haven't finished my homework. Could I hand it in tomorrow, instead?  
B: Would you mind telling me why?  
A: I didn't realise it had to be in today.  
B: Oh, well, never mind. Just make sure you hand it in tomorrow.  
2 A: I can't apologise enough for missing the party. What can I do to make it up to you?  
B: It doesn't matter, I understand.

Listening and Speaking (p. 60-61)

- 1 a. Allow 2 or 3 minutes for pairs to discuss the questions before asking one pair to act out their dialogue in front of the class.

**Suggested Answer Key**

- 1 A: I have to admit, I rarely read newspapers, I prefer to watch the news on TV, and even then I might only catch it once a week. I know I should watch it, but I don't really have time to keep up with it. I find it so depressing that I think it's better not to know what's going on in the world.  
B: I know what you mean, but I think it's important to keep up with the news. I watch it on TV, but I also try to read a newspaper at least once or week. I don't really bother with the radio, though, because they just give you the headlines; you don't get in-depth coverage like you do on CNN, for example.  
2 A: I think both newspapers and television have a lot of influence over the public, but I'd have to say I think TV has the most, simply because more people watch TV than read newspapers, don't you think?  
B: Yes, I do, and for the same reason. As for radio, well I'm not sure how much influence it has regarding the news, but obviously it has influence over people's choice of music because it controls what people can listen to.

- b. Allow about a minute for Ss to scan the questions. Play the recording.

**Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 C | 3 C | 5 B |
| 2 A | 4 A | 6 C |

Play the recording a second time for Ss to see why these answers are correct.

c. **Students' own answers**

- 2 a. Elicit suggestions to fill in the gaps. Allow any logical suggestion at this stage.

- b. Play the recording while Ss do the task.

**Suggested Answer Key**

- |   |  |   |                   |
|---|--|---|-------------------|
| 1 | twenty (20) per cent                   | 5 | tension           |
| 2 | social interaction                     | 6 | disease/infection |
| 3 | a relaxed mood                         | 7 | isolated          |
| 4 | power/social dominance/<br>superiority | 8 | social skills     |

- c. **Suggested Answer Key**

A: Lots of things make me laugh. I think I've got a pretty good sense of humour, although some would say not very sophisticated. What about you?

B: Well, I do like a lot of American comedy shows, I mean the good ones like 'Friends' and 'Frasier'. I think they're very funny. ... etc.

- 3 a. Hand out photocopies of the Peer Assessment Checklist. Select one pair of Ss to do the activity in front of the class while their classmates assess them on the checklist. Tell the rest of the class they will be asked for their comments in Ex. 5. Remind Ss that in Part 2 of the Speaking test, they are expected to talk uninterrupted for about a minute. Point out that they must listen very carefully to the question so that their answers are relevant.  
Tell Student A that he or she should try to use some of the expressions from the box. Read out the question to Student A. Allow exactly one minute for SA to do the task.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 3, Ex.5.

- b. Read out the question to Student B. Student B answers the question. He/She should speak for about 20 seconds.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 3, Ex.5.

- 4 a, b. Repeat the procedure with Ss' roles reversed (Student B now has the long turn and Student A speaks afterwards for about 20 seconds). Tell the rest of the class to continue assessing each student on their checklists.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 3, Ex.5.

- 5 Tell Ss that they will hear two candidates doing this part of the test. Ss listen and compare performances. Encourage Ss to be constructive in their criticism of their classmates – e.g. 'Student A could have been more fluent', rather than 'Student A was too hesitant'.

- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'So I marched into the manager's office'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b So, you'll never guess what happened next.  
c Then I realised I'd got the wrong man!  
d The bus leaves at six.  
e I've made arrangements to see John tonight.

Reading (p. 62-63)

- 1 Allow about a minute for Ss to look at the introduction, then elicit answers to the questions.

**Suggested Answer Key**

- people who are lacking in confidence
- It's important to be confident in our work as the workplace is very competitive these days and only those confident in their abilities are likely to get on. As far as personal relationships are concerned, it's also important to be confident if you want to have a full social life because it's difficult to meet people if you're shy.
- I think a lot of it has to do with how we're treated in childhood. I think it's up to parents to instil self-confidence in their children by praising them when they're good and by listening to them and talking to them. However, parents can't always control what happens outside the home, like at school for instance. Children who are bullied or teased by their classmates are far more likely to grow up lacking in self-confidence.

- 2 a. Ask Ss to suggest exercises. Accept all logical answers. Allow 2 to 3 minutes for Ss to scan the text.

**Answer Key**

- A practising marketing yourself  
B having someone listen to you talk about yourself  
C recalling a time when you felt confident  
D pretending to be someone you admire

- b. This exercise could be done for homework.

**Answer Key**

- 1 B Section B, lines 21-23  
2 A Section A, lines 21-24  
3 C Section C, lines 25-27  
4 A global meaning - you need someone to interact with for B and D  
5 C global meaning - you need someone to interact with for B and D  
6 D Section D, lines 17-20  
7 A Section A, lines 9-11  
8 C Section C, lines 4-5  
9 A Section A, lines 12-14  
10 C Section C, lines 8-10  
11 A Section A, lines 28-29  
12 C Section C, lines 9, 10; lines 28-31  
13 B Section B, lines 5-7  
14 D Section D, lines 11-12; lines 19-20  
15 A Section A, lines 24-25  
16 B Section B, lines 15-18  
17 B Section B, lines 23-25  
18 D Section D, line 1  
19 C Section C, lines 21-23  
20 D Section D, lines 13-15

- 3 Ss work in pairs. Allow 2 to 3 minutes or set as homework.

**Answer Key**

- get across – communicate  
taken a back seat – become less important  
come in handy – be useful  
jump in – interrupt  
tap into – make use of  
get the hang of – learn how to do  
trigger off – activate  
look up to – admire

- 4 Ss offer suggestions while paraphrases are built up on board. This could be prepared at home.

**Suggested Answer Key**

- 1 your positive characteristics that make you an individual.
- 2 your existence has no importance.
- 3 believed themselves to be amazing

- 5 Ss work in pairs or small groups. Monitor and check pronunciation/vocabulary.

**Suggested Answer Key**

- A: I think the 30-second commercial sounds like a good idea, especially if you're preparing for a job interview.
- B: I think it's important for us to understand how others see us, in order to avoid making a bad impression because we all have unconscious habits or gestures that others find irritating and it isn't until someone points them out that we realise we're doing it. So I think practising talking in front of a mirror is a really good idea.
- C: I also think 'storytelling' is a good idea for couples who feel that they aren't communicating enough, and it might be useful as part of marriage guidance counselling, but I don't think it's feasible to expect just anyone to indulge us in that way.
- A: As for 'C', well I think this might work, remembering an occasion when you were confident and trying to get the feeling back, but again, I think it goes a bit far, as does pretending to be your own hero, which I think would make a great party game, but as a strategy for confidence boosting, well, it's not really practical, is it – more like just a bit of fun if you ask me.

English in Use (p. 64-67)

- 1 As a warm-up activity, quickly run through the main uses of past tenses. Ss do task.

**Answer Key**

- 1 I always cycled (past simple)
- 2 had been working (past perfect continuous)
- 3 had already gone (past perfect)
- 4 was taking (past continuous)

Deal with any difficulties by directing Ss to the Grammar Reference section.

2 **Suggested Answer Key**

- 1 ... for five hours when his car broke down.
- 2 ... her handbag on the train.
- 3 ... when the phone rang.
- 4 ... before I got there.
- 5 ... he had already left.
- 6 ... a nervous breakdown.

3 **Suggested Answer Key**

- I had never been in such a situation before.
- It wasn't until I got home that I found out the truth.
- I don't know when I last had a day to myself.
- I didn't get here myself until an hour ago.
- I haven't been to the city centre for months.

- 4 Remind Ss of the use of past tenses in narratives. Point out that they will use mainly simple past. Remind them that, for the sake of variety and accuracy, the past perfect and the past continuous can be used. However, Ss should remember that these tenses rarely stand alone in sentences; they are

usually supported by the simple past, e.g. 'she **had just got** home when the phone **rang**'; 'She **was enjoying** a few minutes of quiet time when she **heard** a loud banging noise'. Exceptions to this rule include the use of past perfect in flashbacks (see below) and the use of past continuous to set the scene (e.g. John was walking home as the rain was getting heavier and heavier).

**Suggested Answer Key**

Mary had been having a wonderful dream when her alarm clock had gone off and woken her at the usual time. She was surprised that the dream was still vivid in her mind and hadn't evaporated into the morning light as most dreams did, but this one had been different. She recalled in detail the pretty summer dress she had been wearing in the dream and how slim she had looked in it. Mary heaved herself out of bed and looked at her dumpy form in the full length mirror on her wardrobe door. She glumly rifled through the hangers of dowdy, baggy clothes, all of them the same, shapeless and dull, but all that she could fit into. How she wished she could wear the kind of clothes other girls wore, like the lovely flowered dress she had been wearing in her dream. Dressed, Mary made her way downstairs. For once her mouth didn't water at the familiar aroma of fried bacon coming from the kitchen. "Bacon and eggs coming right up, love" chirruped Mary's pleasantly plump mum as Mary entered the kitchen. "No thanks, mum. I think I'll just have some fruit and cereal, and how about salad for lunch?"

5 a. **Answer Key**

- 1 A                      2 B

b. **Answer Key**

- past habit – 1            accustomed to – 2

- 6 a, b. If there is any confusion, explain to Ss that there is no connection between these two phrases and elicit further examples of each.

**Answer Key**

- incorrect:            2 My grandmother lived in a small cottage in the countryside.  
 4 When I was young, it was very difficult to get a job.

If Ss have problems, explain that 'would' cannot be used to describe a state, only a repeated action.

7 **Suggested Answer Key**

- 2 When I was little, my grandfather would sit me on his knee ...
- 3 I was sitting in the living room watching TV ...
- 4 By the time we got home, ...
- 5 ... had already been playing it for ten years.
- 6 I'm used to working at night, ...
- 7 ... to get used to wearing contact lenses.

- 8 Elicit memories from individual Ss. Correct **only** problems with past tenses/structures.

**Students' own answers**

- 9 Explain the task and allow 3 or 4 minutes before eliciting feedback.

**Answer Key**

- |              |                      |
|--------------|----------------------|
| 2 a informal | b ... was likely ... |
| 3 a formal   | b ... seeing ...     |
| 4 a formal   | b ... sick ...       |

- 5 a *informal*                      b ... *had misunderstood...*  
 6 a *informal*                      b ... *keen...*  
 7 a *formal*                         b ... *make up...*

- 10 Explain how to do this task (it is an extension of what Ss did in Ex. 9). Allow Ss 2 to 3 minutes to read the advertisement and check understanding. Then refer Ss to the letter and remind them that the register will be very different (much less formal, in this case). Allow 3 to 4 minutes for Ss to fill in the gaps with their suggestions. Remind Ss that they must not use the words in the advertisement, and that they must come up with a less formal paraphrase for each gap. This exercise can be done in pairs or individually.

**Answer Key**

- |                    |                   |                     |
|--------------------|-------------------|---------------------|
| 1 <i>couple of</i> | 6 <i>worked</i>   | 11 <i>be living</i> |
| 2 <i>in charge</i> | 7 <i>get on</i>   | 12 <i>pay</i>       |
| 3 <i>teach</i>     | 8 <i>trust</i>    | 13 <i>off</i>       |
| 4 <i>stuff</i>     | 9 <i>fitting</i>  |                     |
| 5 <i>least</i>     | 10 <i>putting</i> |                     |

When Ss have attempted the task, go through the answers with them and relate them back to their 'equivalents' in the advertisement (e.g. 'for a couple of months in the summer' – 'for a 2-month summer period').

- 11 a. **Answer Key**

- 1 *did*                      2 *had*                      3 *was*

- b. **Answer Key**

- 1 *him*                      2 *he (first)*                      3 *it (first)*

- c. **Answer Key**

- 1 *who (second)*    2 *which*                      3 *which*

- 12 Go through the strategy point. Explain task. Allow 3 to 4 minutes before checking answers.

**Answer Key**

- |                 |                    |                 |
|-----------------|--------------------|-----------------|
| 1 <i>them</i>   | 7 <i>therefore</i> | 13 <i>that</i>  |
| 2 <i>keenly</i> | 8 <i>as</i>        | 14 <i>fully</i> |
| 3 <i>been</i>   | 9 ✓                | 15 <i>such</i>  |
| 4 <i>you</i>    | 10 <i>how</i>      | 16 ✓            |
| 5 <i>most</i>   | 11 <i>over</i>     |                 |
| 6 ✓             | 12 <i>when</i>     |                 |

- 13 If time is limited, this can be set for homework. Spend time explaining why the answers are correct.

**Answer Key**

- |                    |              |                             |
|--------------------|--------------|-----------------------------|
| 1 <i>to</i>        | 6 <i>on</i>  | 11 <i>that</i>              |
| 2 <i>the</i>       | 7 <i>an</i>  | 12 <i>would/might, etc.</i> |
| 3 <i>also/even</i> | 8 <i>so</i>  | 13 <i>that/why</i>          |
| 4 <i>to</i>        | 9 <i>way</i> | 14 <i>is</i>                |
| 5 <i>most</i>      | 10 <i>On</i> | 15 <i>like</i>              |

- 14 This can be done at home. Make sure Ss understand why the answers are correct.

**Answer Key**

- |     |     |      |      |
|-----|-----|------|------|
| 1 A | 5 B | 9 C  | 13 B |
| 2 D | 6 D | 10 B | 14 B |
| 3 C | 7 A | 11 A | 15 D |
| 4 C | 8 B | 12 D |      |

## Writing (p. 68-72)

Go through the theory box and deal with any difficulties.

- 1 Direct Ss to rubric A and point out that this is a Part 1 question (with reading input) from the CAE Writing paper. Allow 2 or 3 minutes for Ss to read and underline the key information. Then elicit answers to questions 1 – 5. Repeat for rubrics B and C, reminding Ss that these are Part 2 questions.

**Key words/phrases to underline:**

- A *article; college newsletter; using this information; examine both sides; give views; free to do what you want; teaches you self-reliance; can be lonely; can be dangerous; other*  
 B *Youth magazine; article; special edition entitled 'The Best of Friends'; describe what qualities you look for in a friend; examples of people you know*  
 C *Magazine for students of English; articles; interesting or unusual experience they have had while they were with other family members; describe the experience in detail; say how it would have been different; alone or with friends*

**Suggested Answer Key**

- A 1 *You will use mainly discursive writing.*  
 2 *to examine both sides of the issue and give your views*  
 3 *points in favour of and against living alone*  
 4 *students and staff of the college; semi-formal*  
 5 *Living Alone – the Highs and the Lows*  
 B 1 *You will use mainly descriptive writing.*  
 2 *to entertain magazine readers with a description of what you think makes a good friend*  
 3 *the qualities you look for in a friend and examples from your own experience*  
 4 *readers of a youth magazine (young people); informal – semi-formal*  
 5 *What Makes a Good Friend?*  
 C 1 *You will use mainly narrative writing.*  
 2 *to describe an interesting or unusual experience*  
 3 *the events in the order they happened; how people felt; how it could have happened differently*  
 4 *students of English; informal – semi-formal*  
 5 *A Family Affair*

- 2 Go through the 'Narrative Writing' theory box and deal with any difficulties.

Allow 1 to 2 minutes for Ss to read the rubric and underline the key information. Then elicit answers to the questions.

**Key words/phrases to underline:** *English Club, newsletter; 'Going it Alone'; describing an experience you had when you were on your own and saying what was special about it*

**Suggested Answer Key**

- 1 *Students' own answers*  
 2 *by giving information about the weather, time of year/day, who was there, how the main characters were feeling, etc*  
 3 *past tenses*  
 4 *then, after that, almost immediately, etc*  
 5 *nervous, excited, frightened, etc*  
 6 *by describing what you could see, hear, smell, etc (depends on what Ss have decided in question 1)*

- 3 a. Tell Ss that they are going to read a model based on the rubric they have just discussed. Explain the task and allow 3 to 4 minutes for Ss to find the answers.

**Answer Key**

- |                    |                    |
|--------------------|--------------------|
| 1 had first talked | 6 was              |
| 2 came             | 7 After            |
| 3 When             | 8 Within seconds   |
| 4 before           | 9 had won          |
| 5 listening        | 10 was going to be |

- b. Explain the task and allow 3 to 4 minutes before checking Ss' answers.

**Suggested Answer Key**

- 1 Who and what was involved
- 2 Arriving at the stadium
- 3 The match itself
- 4 The return home

- c. Allow 3 to 4 minutes before checking Ss' answers.

**Suggested Answer Key**

**past tenses** – had first talked, had been, was, decided, turned, listening, etc

**time words/phrases** – When, With over an hour to go, before, As I sat there, By the time, etc

**description of feelings** – enthusiastic, obviously having second thoughts, excited, nothing else mattered, etc

**references to the senses** – colourful banners, a huge roar, listening to the singing, etc

- 4 a. Allow 3 to 4 minutes for Ss to do the task before checking answers.

**Answer Key and Suggested Sentences**

- 1 b
- 2 d We couldn't help it; we were all depressed about the cancellation.
- 3 a I was furious when they refused to let me into the club.
- 4 c He just sat there biting his nails, nervous about what was going to happen.

- b. Refer Ss to the example sentence in 4a. Ask them to imagine that they have just been told that they had passed a test and they are delighted. Then ask them to imagine what they might see and hear in this situation. If necessary, prompt with 'smiling faces, loud cheering, shrieks, excited laughter, sighs of relief', etc. then refer Ss to the prompts and deal with any difficulties. Allow 2 to 3 minutes for Ss to do the task before checking answers.

**Suggested Answer Key**

We were all over the moon, shouting and cheering in the bright sunshine.

I was angry because we had been standing in the pouring rain for hours and the crowds were jostling me and getting on my nerves.

The dark clouds had made me feel despondent; then there was a loud crash of thunder and I nearly jumped out of my skin.

I was anxious because I heard a strange noise.

- 5 a. Point out that the items in column A contain time words and phrases. Explain that they have to match these items to those in column B. Allow Ss 3 or 4 minutes to do the task before checking answers.

**Answer Key**

- 1 g By the time I got there, the service was nearly over.
- 2 f It was not until the evening that things started to liven up a little.
- 3 e Hardly had we got inside the stadium when the heavens opened and we all got soaked.
- 4 h Had I known what was involved, I would never have chosen to go there.
- 5 c While I was getting ready, I noticed that the tickets were no longer in my rucksack.
- 6 a Immediately afterwards, I felt a warm glow of happiness.
- 7 d Within seconds, we were surrounded by photographers.
- 8 b Almost immediately, the organisers announced that the main act had been cancelled.

- b. This exercise could be given as homework. Explain to Ss that the phrases in bold in Ex. 5a can add dramatic interest to narrative writing. Ask them to write an account of an event they have attended (Ss can write something from their imaginations if they wish). Encourage them to use at least half of the expressions, if not all of them. Remind Ss that references to feelings and senses will make their writing better.

**Suggested Answer Key**

I had been looking forward to going to the folk festival for weeks, so when the day finally came, I was more excited than I had ever been in my life. **Had I known**, however, what a disaster it was going to be, I could have saved myself an awful lot of trouble. **Hardly had I** left the house than dark clouds started looming on the horizon and it seemed fairly obvious that it was going to rain. **Within seconds**, there was a bright flash of lightning, followed **immediately afterwards** by a loud crash of thunder. **Then** the first few heavy drops of rain began to fall and **almost immediately** we were soaked to the skin and desperately rushing for cover. **By the time** we got to the venue, we were shivering with cold. So we were despondent to say the least at the sight of the flooded field where we were expected to stand and watch the performances. **While** we were standing there someone must have picked my pocket and it was **not until** I got home, wet, tired and miserable, that I realised what an expensive day it had been.

- 6 Go through the 'Descriptive Writing' theory box and deal with any problems. Allow 1 to 2 minutes for Ss to read the rubric and underline the key information. Then elicit answers to the questions.

**Key words/phrases to underline:** magazine for English students; a feature entitled 'Personalities of the World'; articles; one famous person; describing the person and saying what it is that makes them a great personality

**Suggested Answer Key**

- 1 you should include descriptions of the person/their personality/their achievements and your reasons for writing about them
- 2 Students' own answers
- 3 their generosity, kindness, work, etc
- 4 the style of writing should be lively and entertaining – not too formal or too informal
- 5 kind, industrious, carefully, tactfully, endeavour, strive, etc
- 6 discursive writing will be needed for explanation and narrative writing may be used to relate an incident

- 7 a. Tell Ss that one of the models is better than the other, for the reasons given in the bullet points. Allow Ss about five minutes, working in pairs, to scan the models and do the task.

**Answer Key****Model A**

has the most appropriate title  
 has the most interesting introduction  
 has the most clearly defined paragraphs  
 has an appropriate style for the target readers  
 contains a variety of adjectives and adverbs  
 has the most effective conclusion

**Model B**

is repetitive  
 contains irrelevant information  
 is written from the perspective of a fan and is too subjective  
 is too short

- b. Allow 1 to 2 minutes for pairs of Ss to do the task. Then check Ss' answers.

**Suggested Answer Key**

**descriptive adjectives and adverbs** – enormous, incredible, unbelievable, memorable, etc  
**descriptive verbs** – attract, look up to, mature, etc  
**narrative writing** – when he was sent off... he overcame it and matured ...  
**discursive writing** – However, Beckham is more than ..., It is for this ability ..., etc

- 8 Go through the example, pointing out how the alternatives are more sophisticated than the underlined word. (Remind Ss that the alternatives are not exact synonyms and may slightly change the meaning of the sentence).

**Suggested Answer Key**

- 1 The manager is a very polite man. (*warm, friendly, courteous, pleasant, etc*)
- 2 We had a very profitable day (*exciting, pleasant, etc*)
- 3 I was feeling depressed. (*miserable, awful, etc*)
- 4 The CD is tremendous. (*amazing, fantastic, etc*)
- 5 It was extremely good. (*remarkably, incredibly, etc*)
- 6 I peeped into the room. (*peered, glanced, etc*)
- 7 He hinted that we should give him some more money. (*suggested implied, etc*)

- 9 a. Go through the 'Discursive Writing' theory box and deal with any difficulties. Allow 1 to 2 minutes for Ss to read the rubric and underline the key information. Then elicit answers to the questions.

**Key words/phrases to underline:** college magazine; the importance of relationships among students; using this information; article; 'Having a good social life is an excellent way to cope with problems'; 'Activities should be organised by the college'; 'Students should focus on their studies; not on relationships' (Explain why this is wrong)

- b. Ss work in pairs. Allow 2 to 3 minutes for Ss to do the task before eliciting answers. Remind Ss that these questions are designed to help them understand what to write, so they need to pay careful attention to the wording.

**Suggested Answer Key**

- 1 T (because the notes in the reading input say 'Good point' next to it)
- 2 F (although some light-hearted language may be used, the subject is quite a serious one, so it needs at least semi-formal language)

- 3 T (it will be needed to express your opinions and explanations)
- 4 T (all articles have titles and since none is given, you should choose one)
- 5 F (you should always paraphrase as much as possible from the reading input, although certain words and terms – such as 'relationships' cannot be changed)
- 6 T (the article is about the situation which exists today, so present tenses are appropriate, as are hypothetical constructions)

- 10 a. Explain the task. Refer Ss to the model and remind them that this is in answer to the rubric they have just discussed. Ask them to read only the underlined sections and explain that these are the topic sentences for the main body. Ask them to guess what might follow (in the way of supporting sentences) in each paragraph. Allow pairs 2 to 3 minutes to do the task, then check Ss' answers. Ask Ss how close they were to the supporting sentences in the model and encourage them to say whether or not their alternatives would be suitable, giving reasons.

**Suggested Answer Key**

First of all, as far as I am concerned, if students have a good social life, then they will find it easier to deal with any difficulties that they may face with their studies.

- more relaxed
- cope better with stress
- network of friends
- talk things over

On the subject of making friends, I do not agree that the individual student should be left to do this alone.

- need help in the form of organised activities
  - students may be struggling away from home
  - for the reasons mentioned above, they should be encouraged by the college
  - it is an important time and friendships are formed early on
  - some students could be left out
  - clubs and societies would help students to meet others
- Finally, I totally disagree with the viewpoint that students should be made to concentrate exclusively on their studies.
- all things in moderation
  - college life is not just about studies
  - too much work could be destructive
  - a variety is important
  - students need a break from their studies

- b. Tell Ss to read the model and pay attention to the words/phrases in italics. Ss then work in the same pairs to suggest alternatives. Allow Ss about 3 minutes to do the task.

**Suggested Answer Key**

Although – despite the fact that  
 First of all – To begin with  
 particularly – especially  
 For this reason – Because of this  
 On the subject of – With regard to  
 In this way – Thus  
 Finally – Lastly  
 In other words – By this I mean that  
 To sum up – In conclusion

- c. Ask Ss to look again at the supporting sentences in the main body of the model, as well as the conclusion. Allow 2 or 3 minutes for Ss to do the task (they can do this in pairs, as before). Then check Ss' answers.



Focus Ss' attention on the beginning and ending of the model and ask them to work individually to produce alternatives. Allow 3 to 4 minutes before asking Ss to compare their answers. Elicit suggestions from various Ss and write a selection of good alternatives on the board for Ss to copy.

#### Suggested Answer Key

**Explanation:** As we all know, talking to friends is ... , In this way, students would ... In other words, students should have ... , etc

**Suggestion:** students should be encouraged to ... , colleges should also take the initiative ... , etc

**Example:** this is particularly important for students who might be ... , the full range of activities – academic, cultural and social ...

#### Beginning

Going to college can be a bewildering time for young people. You are often away from home for the first time, missing your family and friends. Is it any wonder, then, that student relationships are such a complicated issue? But there are things that can be done to make this transition easier.

#### Ending

When all is said and done, college is no different to any other part of society. Students, like everyone else, sometimes need to deal with sensitive relationship issues. As I hope I have made clear above, college authorities can and should offer a helping hand.

- 11 Refer Ss to rubric A and ask them to read it and discuss the key words and phrases with a partner (this rubric contains extensive reading input, so encourage Ss to read everything carefully to get a good idea of what is required of them). Go through the questions, eliciting and checking answers. Repeat for rubric B.

#### Key words/phrases:

- A You are on the welfare committee of your college; the welfare officer; article for the college newsletter describing the work of the committee; use this information to write your article; 'It's basically just to remind students that we're here and to tell them what we do, so we need it to be informative and friendly (we want students to feel they can come to us with their problems)'; Round-the-clock emergency telephone help-line – Free (and confidential); Expert advice always available; Covers emotional, health and financial problems
- B magazine for students of English; a feature on friendship; articles describing the relationship that they have with one of their friends; Describe your friendship; saying what it is about the person that you like

#### Suggested Answer Key

- A 1 this is mainly descriptive with some discursive for explanations, etc  
2 the target readers are your fellow students  
3 the writing does not need to be very formal – it should be 'friendly'  
4 Suggested title: Problems? – We're Here to Help  
You could begin by mentioning one or two of the problems typically faced by students, e.g. 'Lonely? Something on your mind? The student welfare service is only a phone call away and we can ...'  
5 the main body must contain the services offered by the welfare committee

6 with a friendly reminder that students should feel free to use the service

- B 1 this is mainly descriptive with some discursive for explanations, etc  
2 the target readers are magazine readers  
3 the writing should be semi-formal  
4 Suggested title: That's What Friends are For  
You could begin by mentioning your friend's name, how you met, etc.  
5 the main body must contain a description of various aspects of the relationship and the qualities your friend has.  
6 with a final comment about how much you value this friendship/how lucky you are, etc

- 12 Ss do the task for homework. Hand out photocopies of the Writing Checklist and remind Ss to go through it checking for mistakes before handing in their work.

#### Suggested points to cover:

- A **Para 1:** (introduction) give background information about the welfare committee and/or a rhetorical beginning as mentioned above  
**Para 2:** describe the help-line service and the type of problem it might help; mentioning examples from Students' Comments box  
**Para 3:** describe other ways in which the committee might be able to help (mention the expert advice that is available); illustrate where appropriate with examples from Students' Comments box  
**Para 4:** reassurance that, whatever the problem, the welfare committee can help
- B **Para 1:** (introduction) give background information about your friend  
**Para 2:** describe the relationship  
**Para 3:** describe the qualities you admire in your friend  
**Para 4:** express gratitude for friendship / express hope that you will remain close

## Unit 4 – Growing Concerns

### Objectives

**Vocabulary:** social/community issues – problems/solutions; law, crime and punishment; idioms/fixed phrases  
**Reading:** multiple matching; gapped text  
**Listening:** sentence completion Part 1; sentence completion Part 3; multiple matching Part 4; listening for specific information, identifying speakers and topics  
**Speaking:** discussing problems/offering solutions; Parts 3 and 4; evaluating, discussing, speculating, giving opinions  
**English in Use:** gap fill; error correction; multiple choice; word formation  
**Grammar:** passive voice/causatives  
**Phrasal verbs:** cut; pass  
**Writing:** reports and proposals

## Lead-in (p. 73)

- 1 Ask Ss to look at the title and discuss the meaning. e.g. *social, cultural, political, environmental issues which are becoming more problematic or a cause of growing worry to people.* Brainstorm class for a list of such 'growing concerns' (e.g. *discrimination, violence, disease, substance abuse, etc.*).

Which 'growing concerns' are illustrated by the pictures and how serious are they? Ss discuss in pairs, then give feedback.

**Suggested Answer Key**

- A *The first picture shows a young man circling small ads in a newspaper, so he could be looking for a job. Unemployment is a serious problem these days; someone might have spent two or three years at university only to find that their time and education have been wasted because there aren't enough jobs to go round. Unemployment also has serious social implications, because it leads to poverty, alienation, discrimination and even crime.*
- B *Picture B depicts a young man spraying graffiti on a wall. I'm not sure how serious a problem this is, because some graffiti can be considered quite artistic. But the picture could be trying to illustrate the issue of vandalism, or truancy, both of which seem to be on the increase. Maybe kids who miss school all the time feel there's no point in getting educated because there are no jobs and no future for them. Graffiti artists, on the other hand, might be making an active protest against the society they live in.*
- C *This is a sign warning people that those who live locally keep a sharp eye out for any unusual or suspicious behaviour, and report it to the police. This would suggest that it is an area where there is a lot of crime and that the police on their own aren't able to keep the crime rate down. We do hear all the time in the media that crime is on the increase, and it is a major cause of concern for ordinary people trying to go about their daily lives.*
- D *This is a close-up of dry, parched earth, where there has been no rain for weeks or even months, and where nothing can grow. So it makes us think about drought and its consequences, such as famine and disease. At first it seems a purely environmental problem, but it is political and economic as well, as those nations that don't suffer such terrible natural disasters should help and cooperate in every way they can.*
- E *I think this picture is about poverty and homelessness. This man probably sleeps rough on the streets, and carries all his possessions around with him in a supermarket trolley. I think this is a particularly urban problem, as more and more people come to the cities looking for work and somewhere to live, only to find that both are very hard to come by. Local authorities don't have either the money or the will to build or provide housing quickly enough to cope with the influx. It's a very serious problem, and getting worse.*
- 2 a. Ask pairs to match the headlines with the pictures and give reasons for their choices. Report back to the class.

**Answer Key**

1 D    2 C    3 E    4 B    5 A

- b. Ask Ss to discuss what the content of each report might be. Elicit feedback.

**Suggested Answer Key**

- 1 *The report might tell us that Kenya, like other African countries, is prone to drought, but this is the worst in one hundred years. It will probably describe the current situation: how long since it has rained; which areas are most affected; how many people are likely to feel the effects of the drought. Next it will say what is being done to help, and what needs to be done – what international assistance is needed and how the rest of the world can help. The report might also speculate on what measures could be taken to minimize the effects of such natural disasters in the future.*
- 2 *This report will probably be full of facts and figures. For example, it might show a graph giving the percentage increase in housebreaking over the last ten or twenty years. It will probably compare the crime rate with other countries and may say how those countries deal with the problem. It may criticise the police or local authorities for not doing enough to prevent crime, and suggest more effective methods. e.g. If crime is on the increase, especially housebreaking, why are there not more policemen on the beat, or more surveillance cameras, and so on.*
- 3 *This will be a report about the plight of the homeless. A particularly cold spell of weather has driven those who are homeless to seek shelter, but the shelters are full and many are left out on the streets to fend for themselves. The report might criticise the government for allowing such a situation to arise: first, that there should be so many homeless; and second, that there should be so little provision made for them. It might say that more money needs to be spent to alleviate the problem and that it's the government's job to create employment for its citizens. It is a growing problem that everyone needs to be aware of and to help in any way they can – on a government as well as individual level.*
- 4 *More and more schoolchildren of all ages are 'playing truant', or missing school, more frequently, or not going at all. A 20% rise in truancy is a huge increase and obviously a cause for concern all round. The report will look at the probable causes of the problem, such as whether schools are providing what children really need, whether children feel that an education is a waste of time because there's no future for them, etc. The question of parental responsibility will be raised, and of what penalty is suitable for persistent absence from school. Is it the schools' fault, the parents' fault, society's fault?*
- 5 *This is about a local factory or business making 2000 workers redundant. It's about the economic situation and unemployment. So many jobs lost will have a profound effect on the community. Perhaps business has been so bad that the company has been forced to make drastic cut-backs to survive. The report might relate this to the country's economy as a whole – or to the global economy.*

- 3 a. Tell Ss they are going to be listening to people talking about the greatest problems in their communities. Elicit what problems Ss think might arise in the discussion. Put suggestions on the board. Ss listen once to see if they predicted correctly. Ss listen again to do the task, matching the people to the problem and to the solution.

**Suggested Answer Key**

Sarah Chamberlain – invasion of privacy – alternative methods of fighting crime

Les Iverson – unemployment – retraining schemes

Edwina Kennedy – social isolation – establishment of clubs/organisations

- b. Ask Ss if they agree with these solutions and elicit several reasons. Ss could also suggest alternative solutions.
- c. Ask Ss to discuss in pairs what they think is the most pressing problem in their community and what can be done to solve it. Monitor and get feedback from one or two pairs.

**Suggested Answer Key**

*The most pressing problem in my community at the moment is that the Ports Authority is planning to build a new container port two miles away. To accommodate the increased traffic, they will have to build a completely new road system. In an area which is already hugely congested this will be devastating for the whole community and will affect people's lives and jobs for about 5 years. The local people should petition the government to intervene.*

- 4 Ask Ss to paraphrase the two quotations in pairs. Elicit feedback.

**Suggested Answer Key**

*It is only people who feel they are inferior who want to be the same as others. People in good positions would not want to come down a level.*

*If a country's policies are successful, its people will be happy, have good lives and not commit crimes. If a country's policies are not successful, the opposite will happen and by looking at the crime rate we can assess the success of the state's policies.*

Ss discuss the two quotations in pairs or groups.

**Suggested Answer Key**

*This is an extremely complex and difficult subject to think about. The quotation seems to say that people can never really be equal. I think that equality is an ideal situation, but one which many people feel is totally unreachable because some people will always have more ability and power than others. In this case, some people will always want to have more – that which they see others have – and seek equality. Those with more will not want to lose it and drop to a lower level.*

*The idea of enforcing equality on people has been tried and in most cases has failed. But this does not mean we cannot strive for equality in many fields, such as equality of pay for men and women, equality of opportunity, etc.*

*The second quotation suggests that leading bad lives and the crime rate are ultimately the state's responsibility and I believe that the state obviously affects how people end up leading their lives. But we shouldn't abdicate all personal responsibility for what we do. In the end, crime is a choice. Some people are forced to make this choice because of their situation, but not all. Some people commit crimes because they have a total lack of respect for other people and/or their property.*

## Reading (pp. 74-75)

- 1 a. Ask Ss if they have heard the term 'Big Brother' and the phrase 'Big Brother is Watching You'. Elicit what it means to them. (*The state watches our every move*). Ask Ss how this might be true today. Elicit opinions concerning CCTV, police computer files, etc and discuss their reactions.

Explain to Ss that they are going to read an article about the ways in which the authorities monitor our movements. Refer them to the title and the section headings. Ask Ss to discuss in pairs why they are in the first person and what atmosphere the writer is trying to create.

**Suggested Answer Key**

*I can see you ... Is a phrase that many mothers use with their children, often when they are doing something wrong. In this context we hear it in our heads with that slightly playful but deadly serious tone and it scares us. The use of the first person in the article headings is designed to make this idea of surveillance very personal and frightening, the idea that someone is watching us all the time, monitoring our every movement, like the Big Brother of Science Fiction. It seems as if we are being stalked.*

- b. Ask Ss to discuss the statements and say which they agree with more.

**Suggested Answer Key**

*Personally, I agree with the first one because life has become so dangerous that we need to be protected from these people. I don't mind people knowing everything I do if it helps them catch criminals. New technology can help us cut crime, so let's use it.*

*I agree with the second statement. I hate the idea of being watched all the time. It's OK to say it's to catch criminals but where will it end? They'll know every little thing about all of us. And it's open to abuse! You have a cup of coffee with someone who, unknown to you, is on some criminal list... and before you know it you're down as an associate!*

- c. Refer Ss to the task and they complete it. Elicit feedback before they scan.

**Suggested Answer Key**

- 1 We may mistakenly believe we have these
- 2 Searching crowds with cameras to find persistent offenders who are on a list
- 3 controlling traffic/tracking criminals
- 4 keeping records of everyone to check against
- 5 tracking people through their mobiles
- 6 tracking people through their credit cards

- d. Refer Ss to the task which they complete individually.

**Answer Key**

- 1 C "I know your number...", lines 23-25
- 2 D "I know where you are...", lines 22-23
- 3 E "I know how much you spend...", lines 2-4
- 4 A "I've seen your face before...", lines 4-6
- 5 E "I know how much you spend..." lines 10-14 (It is clear from this passage that the government will gain access only if the social security fraud bill becomes a law.)
- 6 D "I know where you are...", lines 9-12
- 7 A "I've seen your face before...", lines 7-9
- 8 B "I know your number...", lines 7-11
- 9 D "I know where you are...", lines 15-16

- 10 B "I've seen your face before...", lines 9-11  
 11 B "I know your number...", lines 4-6  
 12 D "I know where you are...", line 19  
 13 C "I know your number...", lines 23-26  
 14 A "I've seen your face before...", lines 14-16

2 Ss perform task individually and compare answers.

#### Answer Key

- track – follow
- booming – flourishing
- spokesperson – representative
- prohibit – forbid
- indicator – gauge
- precision – accuracy
- invasive – intrusive

Ask Ss to summarise parts of the text by making sentences using the above words.

3 Ss scan text to find words/phrases connected with the idea of watching someone and explain their meanings.

#### Answer Key

- curtains are twitching – As when neighbours watch from their windows
- To scan – To read quickly
- near Orwellian surveillance – As in 1984 where each citizen was constantly being watched.

4 In groups, Ss discuss the surveillance techniques covered in the text and how they could be misused and become a threat to privacy and personal freedom.

#### Students' own answers

### Language Focus (pp. 76-79)

1 a. Brainstorm for vocabulary connected with crime. Write on board. Now ask Ss to look at list **A** to see how many match with their list. Ask Ss, in pairs, to match the words in list **A** with the definitions in **B**, resorting to a dictionary if necessary. Check Ss' answers.

#### Answer Key

- |     |     |     |      |      |
|-----|-----|-----|------|------|
| 1 a | 4 g | 7 f | 10 l | 13 k |
| 2 b | 5 c | 8 m | 11 e |      |
| 3 h | 6 d | 9 i | 12 j |      |

b. Ss discuss the seriousness of the listed crimes. Ask pairs to rate them on a scale of 1-10. For example: **murder** would rate as 1, whereas **littering** might be only 10 and **vandalism** might rate a 5 or 6. Allow Ss about five minutes to complete the task, then ask pairs to give their results and explain their choices.

#### Students' own answers

2 Ask Ss to look at the list of people who work in the legal profession. Ask Ss if they know what their jobs involve, and write on board. Ss use dictionaries to find any they don't know and to check the definitions written on the board. Ss write their own sentences about the people and their jobs.

#### Suggested Answer Key

- 2 A **prosecutor** is a lawyer who brings charges against someone and tries to prove them guilty at a trial.  
*The prosecutor told the court that he had evidence that would prove beyond a doubt that the accused was guilty.*
- 3 A **constable** is a low-ranking police officer.  
*A police constable's job involves patrolling the streets and keeping the peace.*

4 A **probation officer** is someone who supervises those who have committed crimes but are not sent to prison, or newly released prisoners, both of whom are on probation, which means that for a set period of time they must satisfy the authorities that they are obeying the law.

*When on parole, Stan had to check in with his probation officer every Wednesday.*

5 A **solicitor** is a lawyer who gives legal advice and prepares documents (eg wills) and cases.  
*Jeremy called his solicitor for advice on the legalities involved in selling some of his property.*

6 A **barrister** is a lawyer who represents clients in the higher courts of law.

*The disgraced minister employed the most renowned barrister in the country to defend him against charges of fraud and misusing public funds.*

7 A **Justice of the Peace (JP)** is a person (not a lawyer) who can act as a judge in a local criminal court.

*After a day of settling minor offences such as driving without a licence, the Justice of the Peace wished for something a bit more exciting – a bank robbery, for instance.*

8 A **juror** is one of twelve members of the jury, made up of members of the public, whose duty it is to hear the cases for and against the accused and reach a verdict of guilty or innocent.

*It took the jurors three days to agree unanimously that the accused was innocent.*

3 a. Go through the list of words/phrases with Ss and elicit definitions. Write on board. Ss complete the task, using dictionaries, if still necessary, to check. Check Ss' answers.

#### Answer Key

- |                      |                             |
|----------------------|-----------------------------|
| 1 court warning      | 5 fine                      |
| 2 capital punishment | 6 community service         |
| 3 prison term        | 7 probation                 |
| 4 parole             | 8 Revocation of a privilege |

b. Tell Ss they are now going to take on the role of judge and decide what punishment should fit the crime. In pairs Ss look again at the list of crimes in Ex. 1a, and match each to a punishment from Ex. 3a. Ss discuss and reach their verdicts. Then, get feedback and see where pairs agree/disagree.

#### Students' own answers

4 a. Ask Ss to guess, using the logos to guide them.

#### Answer Key

- A – helps the aged by doing domestic chores, delivering meals and going shopping for those who are housebound and organising excursions or transport for those who can get about.
- B – raises funds by means of telethons on national TV (for children's charities) which are used to pay for holidays and toys for sick children.
- C – an environmental organisation that campaigns against deforestation and protects endangered species.
- D – a wildlife organisation that cares for lions and other wild animals in their natural habitats.
- E – cares for the needs of the blind by training and supplying guide dogs.
- F – helps the homeless, refugees and victims of war or natural disasters by providing food, shelter, medicine and healthcare.

b. Ss can do the tasks in pairs.

**Answer Key**

1 – E    2 – C    3 – D    4 – A    5 – F    6 – B

- |               |               |             |
|---------------|---------------|-------------|
| 1 charities   | 5 leading     | 9 aim       |
| 2 represented | 6 vision      | 10 suffered |
| 3 pressure    | 7 potential   |             |
| 4 committed   | 8 authorities |             |

c. Encourage class discussion on charities in Ss' own country/ countries. Prompt if necessary.

**Students' own answers**

**5 Answer Key**

- |            |             |              |
|------------|-------------|--------------|
| 1 produced | 5 change    | 9 though     |
| 2 suitable | 6 fired     | 10 functions |
| 3 handle   | 7 rarity    |              |
| 4 kept     | 8 direction |              |

6 Allow Ss 3 to 4 minutes to complete the task in pairs.

**Answer Key**

- |                                    |                            |
|------------------------------------|----------------------------|
| 1 break out of prison              | 9 pass/break a law         |
| 2 make/take a stand on/against sth | 10 lay down the law        |
| 3 make an arrest                   | 11 do/serve time in prison |
| 4 pay for one's crime              | 12 serve sb with a warrant |
| 5 make amends for                  | 13 commit a crime          |
| 6 do one's bit                     | 14 plead guilty            |
| 7 take the blame                   | 15 reach a verdict         |
| 8 pay a fine/penalty               | 16 give evidence           |

Ss can write sentences for homework.

7 a. Ask Ss to look at columns **A** and **B** and match the items to form idioms. Ask Ss how many they are familiar with and whether they have similar idioms in their culture. Ask Ss to guess what the meanings of any unfamiliar idioms might be. Help with any difficulties.

**Answer Key**

- on the fringes – of society*
- take the law into – one's own hands*
- kill two birds – with one stone*
- throw oneself on – the mercy of the court*
- bridge the – generation gap*
- the law of – the jungle*
- rob Peter – to pay Paul*
- make a – killing on sth*
- charity – begins at home*

b. **Answer Key**

- 2 had made a killing
- 3 kill two birds with one stone
- 4 the law of the jungle
- 5 on the fringes of society
- 6 charity begins at home
- 7 robbing Peter to pay Paul
- 8 bridge the generation gap
- 9 threw himself on the mercy of the court
- 10 take the law into his own hands

**8 Answer Key**

- |              |          |         |
|--------------|----------|---------|
| 1 guide      | 3 native | 5 jail  |
| 2 discussion | 4 power  | 6 heavy |

**Suggested Answer Key**

- 1 In the case of complaint, contact the company's legal representative in your country./I need to consult my legal advisor before I sign the papers.
- 2 The media have had a field day covering the court case./She had to get a court order to prevent her husband seeing the children.
- 3 Under military law, he could be court martialled./All countries are obliged to abide by international law.
- 4 His employer only recently discovered that he had a police record./There will be a police inquiry into the cause of the shooting.
- 5 He was charged with murder and given a life sentence./All murderers should be given life imprisonment; they should never be let out.
- 6 Capital punishment is no longer the law in the UK./ Burglary should carry a more severe punishment than merely a suspended sentence.

9 a. Ss look at the fixed phrases with 'against' and match the verbs to the phrases. Elicit meanings; explain where necessary.

**Answer Key**

- |                             |                        |
|-----------------------------|------------------------|
| <b>Do something against</b> | one's better judgement |
|                             | somebody's wishes      |
|                             | the law                |
|                             | one's principles       |
|                             | somebody's advice      |
| <b>Race against</b>         | the clock              |
| <b>Go against</b>           | the establishment      |
|                             | somebody's wishes      |
|                             | one's principles       |
|                             | somebody's advice      |
| <b>Win against</b>          | all odds               |

b. Ask Ss to look at the example dialogue and ask and answer questions in pairs based on the example.

**Students' own answers**

10 Write the verbs *Cut* and *Pass* on the board and elicit prepositions that go with them. Direct Ss to the exercise, which they complete individually. Ask them to use the phrasal verbs in another context.

**Answer Key**

- |        |        |       |        |
|--------|--------|-------|--------|
| 2 over | 4 away | 6 out | 8 down |
| 3 in   | 5 back | 7 on  |        |

11 Tell Ss they will be looking at several aspects of unemployment. Explain the task and go through the boxes.

a. **Suggested Answer Key**

- causes:** lack of qualifications, lack of government funding/subsidies
- results:** loss of self-esteem, homelessness
- solutions:** government grants/funding, lowering of retirement age

Ss discuss the subject using the language given.

**Suggested Answer Key**

- A: Have you seen the latest unemployment figures? It's scary. I don't think anybody's safe these days.
- B: I know what you mean. It is a big worry. I think one reason there are so many unemployed is automation and computerization: a lot of jobs don't need people these days.

A: You're right. But I'd have to say that having a service economy instead of industries also plays a part. What I mean is, we don't make things any more, so there's far less need for both skilled and unskilled workers.

B: One way forward would be to make sure that people are computer literate from school onwards, and have retraining schemes for those made redundant and who need them.

A: Mm. I agree. I think a good old-fashioned education has a lot to be said for it, but these days it doesn't guarantee your getting a job. More and more people go for an education that will have some practical application in the job market.

B: Yes, but a key factor is that there just aren't the jobs out there, or not the kind of job people who've spent years getting an education would be willing to do.

A: If that's the case then maybe the best solution would be to have job-sharing on a larger scale.

B: Yes, and perhaps a shorter working week all round.

A: That would be nice.

- b. Tell Ss that they are now going to look at different aspects of other problems. T could build up spidergrams on the board using suggestions from the class. Ss then discuss the issues.

#### Suggested Answer Key

##### Homelessness

**causes:** poverty, breakdown of the family, high rents

**results:** people living on the streets, loss of self esteem, unemployment

**solutions:** affordable housing, shelters, refuges

##### Juvenile Crime

**causes:** lack of parental control, loss of basic family values, working parents, unemployment

**results:** imprisonment, become unemployable, become hardened criminals

**solutions:** tougher sentencing, rehabilitation, hold parents legally responsible, increase police presence

##### Third-age loneliness

**causes:** breakdown of family, lack of respect, longer life expectancy

**results:** increased pressure on health/social services, isolation, victims of crime

**solutions:** improved social services, sheltered housing, community involvement

### Listening & Speaking (pp. 80-81)

- 1 a. Tell Ss they are going to hear somebody talking about a 'helpline'. Elicit what Ss think a helpline is, if they know of any (eg Samaritans). Discuss the purpose they serve and how useful they are. Before listening, Ss read text through and try to predict what the missing information might be.
- b. Now play the recording. Ss listen and complete the task. Play the recording a second time if necessary.

#### Answer Key

- |                      |                        |
|----------------------|------------------------|
| 1 several programmes | 5 cultures             |
| 2 24, twenty-four    | 6 four hours           |
| 3 concern(s)         | 7 half a dozen, six, 6 |
| 4 hundreds           | 8 leaflet              |

- c. Encourage Ss to say what is available in their country and how successful they think this scheme would be.

#### Students' own answers

- 2 a. Tell Ss they are going to hear a radio discussion about the introduction of a new law to do with motoring. Go through questions 1-3 with the class and write main points on the board.
- b. Ask Ss to read through the text and try to predict what the missing information might be. Remind Ss that they can use no more than three words per gap. Now play the recording. (Repeat).

#### Answer key

- government research
- 30mph/thirty mile-an-hour/speed
- prison penalties/sentences
- inadequate
- excessive speeding
- existing law
- has (been) halved
- (made) reasonable/reviewed

- c. In pairs or as a class, Ss discuss what they have heard and voice their own opinions as to whether prison is a suitable punishment for speeding.

- 3 a. Tell Ss they are going to hear five people talking about five different social problems. Remind Ss that this is a multiple-matching listening which requires them to do two tasks, in this case listening for the occupation of the speaker, and what social problem he/she is talking about.

Ask Ss to look at the list of occupations in task 1 and speculate as to what social problem might concern them most. Brainstorm and write suggestions on the board.

#### Suggested Answer Key

- A a politician: unemployment, the economy, homelessness, etc
- B a security officer: shoplifting, robbery, breaking and entering, etc
- C an army officer: civil unrest
- D a student: jobs, (un)employment, money, housing & almost anything else
- E a journalist: (almost anything)
- F an actor: funding for the arts, any fashionable issue
- G a novelist: should be interested in most social issues
- H a doctor: the state of the health service, government funding, more hospitals, etc

- b. Play the recording twice. Ss complete the task.

#### Answer Key

- Task 1: 1 D 2 C 3 A 4 B 5 F
- Task 2: 6 B 7 C 8 A 9 D 10 H

- 4 Ask Ss to look at the five pictures and elicit the theme. (They are all concerned with help or care in the community.) Draw Ss' attention to the useful language box with prompts for evaluating, and encourage them to use the language in their discussions. Choose one pair to do the task. Hand out photocopies of the Peer Assessment Checklist and tell the rest of the class to assess the pair. They will be asked for their comments in Ex. 6.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 4, Ex. 6.

- 5 Remind Ss that in Part 4 of the Speaking test the topic area of Part 3 is opened up by discussing wider issues, and is meant to be a real conversation. Give Ss a little time to read the questions and think of what to say. Then ask the questions for the same pair of Ss. The rest of the class continue their assessment.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 4, Ex. 6.

- 6 Tell Ss they will hear both Parts 3 and 4. Ss listen and compare performances, using the notes they have made on their checklists.
- 7 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'I'm afraid I won't be able to make it to your party'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b I've just heard that I have to rewrite my essay on constitutional law.
- c I had a slight accident last night – I crashed my car.
- d I'm just calling to say that I won't be able to make it this weekend after all; my uncle died yesterday.
- e My landlord's threatened to throw me out if I don't pay him what I owe him by next week.

Reading (pp. 82-83)

- 1 a. Ask Ss what they think a Magistrates Court is. If appropriate, give them a mini lecture on the legal system in the UK. Refer Ss to the title of the article and ask them to discuss the task.

**Suggested Answer Key**

Judgement day is from the Bible and refers to the day when we must all be judged and pay for our sins. The writer uses it here because many people will have to answer for their crimes in court and they will learn the consequences of their actions.

- b. Explain the task and elicit that magistrates courts deal with minor offences.

**Suggested Answer Key**

traffic fine, shoplifting, driving uninsured

- 2 a. Ss perform the task. This can be done for homework.

**Answer Key**

1 E      2 G      3 F      4 B      5 A      6 C

- b. Ask Ss to underline sections of the text which indicate these answers.

**Suggested Answer Key**

- 1 ... this is Bexley Magistrates Court ...  
The wonder of courts like these ...
- 2 Para 2 talks about one case  
I settle down for the next case ... Surely a mugging wouldn't be too much to ask ...  
But it's all traffic: ...

- 3 ... and though they plead guilty as charged ...  
an early guilty plea is taken ...
- 4 ... he thinks it's all a bit unfair ...  
Articulate and polite he plays ...
- 5 but the defendant disappointingly isn't there ...  
Back in court one ... the traffic is more than traffic ...
- 6 My last image is of a barber ...  
By 4.30 everything's done ...

- 3 Ask Ss to look through text for words associated with courts and trials.

**Suggested Answer Key**

- Any of the following
- Plead their guilt or innocence
  - Plead guilty as charged
  - Is charged with
  - A district judge is sitting
  - The defendant
  - The public gallery
  - Give an absolute discharge
  - Clerks of the court
  - A guilty plea

Check Ss understand the meanings of these (a judge **sits** – presides over the court; public gallery – where the members of the public can sit and watch the proceedings; the defendant – the person on trial; a discharge – set free with no punishment; clerks of the Court – officials of the court, etc.)

- 4 Ss complete task individually and then check in pairs.

**Suggested Answer Key**

- lad – boy
- conferred – deliberated
- ancient – elderly
- tricky – tough
- misery – sadness
- articulate – eloquent
- mandatory – obligatory
- baffling – bewildering

Ask Ss to choose 4 of these words and make sentences of their own to show the meaning.

- 5 Ask Ss to refer back to the article to look at the phrases in bold and explain their use. Ss complete task individually. Feedback.

**Answer Key**

- 1 it looks serious and threatening.
- 2 what passes through the court is not just driving offences
- 3 the vicious circle of misery, weakness, crime. Conveyor belt suggests the inevitability of it all.
- 4 he puts his case well, like an actor who has to convince an audience.
- 5 deal with him quickly
- 6 fine, upstanding, honest men
- 7 the writer wants something more interesting/entertaining.

- 6 Ask Ss to discuss the atmosphere/procedures in Bexley magistrates court. Allow 3 or 4 minutes for discussion and elicit the main points from various groups.

English in Use (pp. 84-87)

- 1 Write on the board: **My sister knitted my socks**, and **He is believed to have committed the crime**. Elicit/Revise Ss' knowledge of difference between active and passive and

what general rules can be drawn from the examples. (Refer Ss to Grammar Section at back of book). Ss do exercise individually. Check Ss' answers.

#### Answer Key

- 1 Which painting was eventually chosen?
  - 2 The arrangement will be changed again.
  - 3 Smoking is known to be dangerous.
  - 4 This bill must be paid on time.
  - 5 They didn't allow him to buy it.
  - 6 Will they/somebody make them leave?
  - 7 I don't like being laughed at.
  - 8 Don't let her negative attitude discourage you.
  - 9 He was made to show them his ID card.
  - 10 The report has been thrown away.
  - 11 Will he be appointed as the new chairman?
  - 12 People think the man escaped through the window.
- 2 Write on the board: **This house was built by Jim.** and **This cake was made with eggs, flour,** etc. Elicit the rule that in passive sentences we use *by + agent* to talk about who or what carries out the action, and *with + instrument/material/ingredient* to say what the agent used. Ss complete the task individually. Check Ss' answers.

#### Suggested Answer Key

- |        |        |        |         |
|--------|--------|--------|---------|
| 1 with | 4 by   | 7 by   | 10 with |
| 2 by   | 5 by   | 8 by   |         |
| 3 with | 6 with | 9 with |         |

- 3 Ask Ss to look at the example sentence. Elicit when we use causatives and what it is we want to express. i.e. We either have something done for us by someone else or get someone to do something. Elicit examples: e.g. *I have my hair cut at Luigi's./You could get Fred to mow the lawn for you.* Allow Ss about 5 minutes to complete the task, using causative structures and their own words. Check Ss' answers.

#### Answer Key

- 2 ... having the house rewired ...
  - 3 ... is having his car repaired ...
  - 4 ... can get him ...
  - 5 ... I'm having my flat ...
  - 6 ... she's had her hair cut ...
  - 7 ... getting him to change his mind ...
  - 8 ... have the lawnmower fixed ...
  - 9 ... get the TV mended ...
  - 10 ... has had his house burgled ...
- 4 Ask Ss to look at the first sign and the example. Explain that headlines and signs, for reasons of space, are often a kind of shorthand for full sentences and that they cut grammatical corners (e.g. they often leave out auxiliary verbs, use infinitive or present simple to express the future, etc.) Elicit meaning of unfamiliar words in the items, then ask Ss to rewrite them in the passive voice.

#### Suggested Answer Key

- The National Health budget will be/is going to be slashed/dramatically cut (by the government)
- The local council is/are shocked by the latest homeless figures.
- You are requested to be properly/appropriately dressed/attired when in the dining room.
- Orders of over £5 are delivered free (of charge).
- At Mendy's Deli only the freshest ingredients are used.
- An organized crime boss has been apprehended/arrested.
- The children's matinee is/will be shown/screened twice on Saturdays.

- 5 Direct Ss to task and ask them to complete it individually. Check Ss' answers.

#### Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 2 g | 4 c | 6 d | 8 a |
| 3 h | 5 e | 7 b |     |

Ask Ss to analyse the syntax of the sentences and to write a set of new sentences similar in structure, paying particular attention to the syntax.

#### Suggested Answer Key

- 1 James cheated in order to pass his test.
  - 2 James cheated so as to pass his test.
  - 3 In an attempt to pass his test, James cheated.
  - 4 However much I study it, I still can't master the present perfect tense.
  - 5 Although many people hated the film, it still made a huge profit.
  - 6 Despite many people hating the film, it made a huge profit.
  - 7 Martin, who hated fantasy films, went to see Lord of the Rings.
- 6 As a lead in, ask Ss what problems they think are faced by elderly people, and what problems an increasingly elderly population might present society with.

Ask Ss to quickly read the text to get the gist. Remind them that the emphasis in an exercise of this type is on coherence and cohesion, and that the missing phrases must fit, as in the previous exercise, grammatically and lexically.

#### Answer Key

- |     |     |     |
|-----|-----|-----|
| 1 E | 3 C | 5 A |
| 2 D | 4 I | 6 G |

- 7 Remind Ss that error correction exercises can be of two types. In this case they are looking for spelling and punctuation mistakes. Brainstorm the kind of mistakes they are likely to find in an exercise of this type. Write on board. Allow Ss 2 or 3 minutes to complete the task individually. Check Ss' answers.

#### Answer Key

- |                |             |                   |
|----------------|-------------|-------------------|
| 1 ingredients? | 5 bread and | 9 necessary       |
| 2 attempts     | 6 recently, | 10 electronically |
| 3 Italian      | 7 ✓         |                   |
| 4 ✓            | 8 led       |                   |

- 8 Ask Ss a selection of the following questions.

- 1 How important are animals to us?
- 2 Should animals have rights?
- 3 Why do people keep pets?
- 4 What is your ideal pet? Why?
- 5 Do you believe it is possible to communicate with animals?
- 6 Some people give animals equal status with human beings. How do you feel about this?

Direct Ss to the text. Ask pairs to work together to try to fill the gaps without looking at the possible answers. Elicit suggestions. At this stage do not tell Ss if they were correct or not.

Ss now complete task individually, choosing answers from those given.

Ask Ss to indicate why the answers are correct.



**Answer Key**

- 1 C *have the right to. Meaning of the word being tested*
- 2 D *as a representative. Collocates with on ... of*
- 3 B *collocates with 'rights'*
- 4 A *collocates with 'to'*
- 5 A *requiring help collocates with 'in' and is not necessarily followed by anything else*
- 6 C *make people aware of. Does not have dependent preposition*
- 7 B *collocates with 'living'*
- 8 B *organised*
- 9 D *collocates with 'money'*
- 10 A *By means of collocation*
- 11 D *collocates with 'for'*
- 12 C *make sure*
- 13 C *collocates with citizen – old age pensioner*
- 14 A *collocates with 'term' (long term)*
- 15 B *collocates with 'research'*

Ask Ss to form sentences of their own to practise the following from the text:

- Entitled to ...** *Older people are entitled to reduced fares on public transport.*
- On behalf of** *On behalf of my class, I should like to thank you for everything.*
- Subjected to** *Footballers are often subjected to verbal abuse from the crowd.*
- In need** *Children In Need is a British charity.*
- To promote** *This magazine promotes racial harmony.*
- To raise money** *How much money did the charity raise last year?*

- 9 a. Direct Ss to the task, which they complete in pairs. Put on board in headed sections.

**Answer Key**

PERSON NOUN	VERB	ADJECTIVE	ABSTRACT NOUN
_____	<b>accept</b>	<i>acceptable</i>	<i>acceptance</i>
<i>advisor</i>	<i>advise</i>	<i>advisable</i>	<b>advice</b>
<i>suspect</i>	<i>suspect</i>	<b>suspicious</b>	<i>suspicion</i>
_____	<b>grow</b>	<i>growing</i>	<i>growth</i>
<i>friend</i>	<b>befriend</b>	<i>friendly</i>	<i>friendship</i>
<i>volunteer</i>	<b>volunteer</b>	<i>voluntary</i>	_____

- b. Ask Ss for some common prefixes to provide 'oppositeness'.

**Answer Key**

*un/dis/il/im/in*

Refer Ss to the exercise, which they complete individually.

**Answer Key**

- *uncommon* • *inflexible* • *immovable* • *unemotional*
- *displeased* • *improbable* • *disagreeable* • *impatient*
- *illegal* • *unapproachable*

- c. Ask Ss to complete exercise in pairs. Check answers together.

**Answer Key**

- *readable* • *presidential* • *persistent* • *persuasive* • *attractive*
- *visual* • *residential* • *stationary*

- d. Ss write sentences as described in d. This could be done as gap fills for their partners.

- 10 Ask Ss to read through first text ignoring the gaps. Look at the example given: what part of speech is it? Do the first question as a class, e.g. *operate* - *operation*. Ss do the task individually. Check Ss' answers.

**Answer Key**

- |                       |                      |                      |
|-----------------------|----------------------|----------------------|
| 1 <i>operation</i>    | 4 <i>development</i> | 7 <i>participant</i> |
| 2 <i>(in)valuable</i> | 5 <i>supportive</i>  |                      |
| 3 <i>beneficial</i>   | 6 <i>willingness</i> |                      |

Ask Ss to find two more words with each ending and list on board.

Ask Ss what they know about Amnesty International. Read through quickly ignoring gaps. Ss do the task individually. Check Ss' answers.

**Answer Key**

- |                        |                       |                      |
|------------------------|-----------------------|----------------------|
| 8 <i>movement</i>      | 11 <i>elimination</i> | 14 <i>persuasion</i> |
| 9 <i>regardless</i>    | 12 <i>supporters</i>  | 15 <i>membership</i> |
| 10 <i>specifically</i> | 13 <i>impartial</i>   |                      |

As with first text, Ss add two words for each ending.

Writing (pp. 88-92)

Go through the theory box and deal with any problems.

- 1 Allow 2 to 3 minutes for Ss to read the rubric before eliciting answers to the questions.

**Answer Key**

- A
- 1 *You are the secretary of your college debating society.*
  - 2 *A report.*
  - 3 *The college principal. Formal.*
  - 4 *To report on the main social issues covered this term. The subjects you have covered. Other relevant information (e.g. conclusions reached, class participation, scheduled subjects).*
  - 5 *Students' own answers. The first heading should be called Introduction or Purpose. Main body headings could refer to the subjects covered (e.g. Unemployment, Debt, Homelessness, etc). Alternatively, the headings could reflect the components from the rubric (e.g. Subjects Covered, Conclusions Reached, Class Participation, Conclusions, Scheduled Subjects, etc). The final heading could be called Conclusion.*
  - 6 *Students' own answers (elicit suggestions and advise Ss regarding suitable information, building up notes on the board under a selection of headings)*
- B
- 1 *You are a member of your local Neighbourhood Watch scheme.*
  - 2 *A proposal.*
  - 3 *The local police. Formal.*
  - 4 *To outline what individuals can do to reduce their chances of becoming crime victims. The target reader is looking for practical suggestions.*
  - 5 *Students' own answers. The first heading should be called Introduction or Purpose. Main body headings could refer*

to the suggestions (e.g. *Safety in the Home, Avoiding Street Crime, Crime Prevention and Motor Vehicles, etc.*). The final heading could be called *Conclusion*.

- 6 Students' own answers (elicit suggestions and advise Ss regarding suitable information, building up notes on the board under a selection of headings)

- 2 a. Allow 1 to 2 minutes for Ss to fill in the gaps. Check understanding of phrases.

**Answer Key**

- 1 led to
- 2 wide range of
- 3 in favour of
- 4 members of the public
- 5 focused on
- 6 all in all
- 7 the main issues
- 8 unanimously agreed

- b. Briefly remind Ss of rubric A in Ex.1. Allow 4 to 5 minutes for Ss to read the model and fill in the gaps, then elicit answers to the True/False questions on p. 89.

**Answer Key**

- |                   |                         |
|-------------------|-------------------------|
| 1 the main issues | 5 focused on            |
| 2 wide range of   | 6 unanimously agreed    |
| 3 in favour of    | 7 members of the public |
| 4 led to          | 8 All in all            |

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 T | 3 T | 5 T | 7 T | 9 F  |
| 2 F | 4 T | 6 F | 8 T | 10 T |

- 3 a. Ask Ss to look back at the model and to say what makes this report formal. Examples of formal style include:  
*A wide range of opinions was expressed and a final vote was taken in which ...*  
*The approach which ... was two-fold*  
*Our members voted overwhelmingly in favour.*  
*In addition, it was suggested that ... etc*

Then refer Ss back to the tenses which have been used, and ask for explanations.

The tense most used is the simple past, because it refers to past events. The present perfect is used once to express the subjects that have been covered. The first section contains a simple present tense to refer to the purpose of the report. The last section also contains present tenses (we hope to; we discuss) but these are used with a future meaning.

- 3 a. Draw Ss' attention to the beginnings of the sentences in column A. Tell them that these are good ways to begin sentences in the type of formal writing they need for reports and proposals. Allow about a minute for Ss to match them to their other halves in column B.

**Answer Key**

- 1 c    2 e    3 b    4 a    5 d

- b. Tell Ss that the beginnings of sentences 1-8 are also suitable for formal writing in reports and proposals. Allow pairs of Ss 2 to 3 minutes to discuss how the sentences could be completed. Then elicit suggestions and write suitable sentences on the board. Be careful to correct any grammatical mistakes (e.g. *In recent years, we + simple past – instead of present perfect*).

**Suggested Answer Key**

- 1 In recent years, we have seen an increase in the number of people out of work.
- 2 I would suggest that we include this subject in next term's course.
- 3 I wholeheartedly support the college's decision to change this course.
- 4 This situation is potentially disastrous.
- 5 As far as the expense is concerned, we feel that this is justified by the considerable benefits it will bring to the community.
- 6 During the last academic year, we have completed both the course book and the companion.
- 7 In the next six months we intend to completely review the situation.
- 8 All in all, the project has been a great success.

- 4 a. Direct Ss to the extract from a report (the section entitled '12- to 15-year-olds'). Ask them to briefly look at the extract and say why the underlined words and phrases are inappropriate (they are too informal for a report). Allow 3 to 4 minutes for Ss, working in pairs, to decide on the best formal replacements from the prompts given.

**Answer Key**

12- to 15-year-olds

*With the exception of very rare instances, there were a relatively small number of crimes committed by children under the age of twelve. In the twelve to fifteen age group, there has been an alarming increase in the number of crimes committed. By far the most serious of these include knife attacks, which have been carried out by offenders as young as thirteen. In terms of statistics, however, the most frequently committed crimes are shoplifting and petty theft. Our organisation believes that, unless prompt action is taken, we are likely to see a sharp increase in these figures in the near future.*

- b. This exercise can be done orally in class and written out in full for homework. Go round the class eliciting suggestions for each sentence. Correct any mistakes as they come up.

**Suggested Answer Key**

16-to19-year-olds

*The crimes which are committed (the) most in this age group are vehicle theft and driving offences. On average, (over/around/at least) three cars are stolen each day by people under 20. In addition, (the) magistrates courts (have to) deal with up to 200 cases of reckless driving and driving without a licence (per day). The majority of these cases involve teenagers. The only way to/that we can prevent such crimes is by severely punishing offenders. The effect of this would be to deter others.*

- c. Go round the class asking the questions.

**Suggested Answer Key**

- It may be a report on the types of crimes committed by young people.
- Other sections would include Introduction, Conclusion and possibly another age-group (e.g. 20- to 22-year-olds).
- It could be written for a teacher following a class discussion on crime. Alternatively, it may be for a local authority or department, such as Social Services.

- Students' own answers. Encourage Ss to discuss the question and use the words/phrases they have learned.

- 5 a. Go through the theory box and deal with any problems. Then refer Ss to the two beginnings and ask them to guess how they might continue.

**Suggested Answer Key**

- A *This will probably continue with sections headed 'Protect your Possessions', 'Keep Yourself Safe', etc.*  
 B *This report will contain details of the Global Issues seminar. Headings could be based on the subjects covered in the seminar (e.g. Debt, Poverty, Terrorism, etc).*

- b. Refer Ss to the two endings and ask them to say what they contain. Then get Ss to match the beginnings to the endings.

**Suggested Answer Key**

- 1 *This ending contains a personal opinion and a recommendation for further action. It is the conclusion to the report (B).*  
 2 *This contains a summary of the points in the main body and is the conclusion to the proposal (A).*

- 6 Go through the 'Tenses' theory box and deal with any problems. Then allow 2 to 3 minutes for Ss to find the wrong word or phrase in each sentence. Ask them to justify their answers. Finally, ask Ss to say whether these sentences are likely to be found in a report, a proposal, or either.

**Answer Key**

**Wrong answers:**

- 1 **Monitoring** – because the sentence is passive. Proposal.
- 2 **Be completing** – the sentence is future perfect because of the phrase, 'by the first of next month'. Either.
- 3 **Are reading** – the sentence is simple present because of the phrase, 'every month'. Report.
- 4 **Predict** – because of the infinitive, 'to be', which collocates with 'hope' but not with 'predict'. Proposal.
- 5 **Have attended** – because the time is given (in March). This calls for the simple past. Report
- 6 **Potential** – because it does not make sense here with 'events'. Report.
- 7 **Forthcoming** – because it does not collocate with 'costs'. Proposal.
- 8 **Should** – because it conveys obligation, rather than a hypothetical situation. Proposal.

- 7 Allow 4 to 5 minutes for Ss to read the rubric and reading input and discuss it with their partners. Encourage them to underline/highlight the key information which they would need for this task. Then elicit answers to the questions.

**Answer Key**

- 1 *To suggest what should be included in the new course.*
- 2 *The college principal. Formal.*
- 3 *According to the notes on the list of suggestions, World debt, Crime and Environmental concerns should be covered.*
- 4 *No, because they are ruled out by the notes and comments.*
- 5 *The first three comments could be included (elicit paraphrased versions that Ss could use in their writing to avoid 'lifting').*

- 8 a. Direct Ss to the model and ask them to scan it in order to choose the section headings that fit best.

**Answer Key**

- |                       |                                 |
|-----------------------|---------------------------------|
| 1 <i>Introduction</i> | 4 <i>Environmental Concerns</i> |
| 2 <i>World Debt</i>   | 5 <i>Benefits</i>               |
| 3 <i>Crime</i>        |                                 |

- b. Direct Ss to the first phrase ('should be included in the course'), which is in the rubric. Ask Ss to suggest ways of paraphrasing this (e.g. 'ought to be covered'). Then refer them to the model and point out the way it is paraphrased there ('would be a useful addition to the curriculum'). It should be made very clear to Ss that they should not 'lift' whole phrases from any part of the rubric/reading input. Allow 2 to 3 minutes for Ss to find the rest of the phrases and their paraphrased equivalents.

**Answer Key**

- 1 *should be included in the course – would be a useful addition to the curriculum*
- 2 *heard about – aware of*
- 3 *we really don't know enough about – very few of us fully comprehend*
- 4 *do something about – find solutions to*
- 5 *affects nearly all of us – is relevant to the majority of students*
- 6 *give us – provide us with*
- 7 *what causes it – the reasons behind it*
- 8 *plan to work – intend to take up positions*
- 9 *ways of protecting the environment – environmentally friendly policies*
- 10 *help us get a job – be helpful in our future careers*

The reason for paraphrasing is to avoid 'lifting' and to transfer the register to a more formal style suitable for a proposal.

- 9 Allow 3 or 4 minutes while Ss read through the rubrics. Encourage them to underline/highlight the key information so that they do not miss any vital points in their writing. Go through the questions for each rubric and elicit answers from Ss.

**Answer Key**

- A
- 1 *a report*
  - 2 *you represent your English class*
  - 3 *the TV company*
  - 4 *to write a report on social conditions in your country*
  - 5 *the views of your class on poverty, equal opportunities and attitudes towards animals in your country*
  - 6 *the purpose of your report, your role, name of country and a general comment on conditions*
  - 7 *details about: poverty (compared to other countries); equal opportunities (including job opportunities); positive comments about attitudes towards animals*
  - 8 *mostly present tenses*
  - 9 *Ss could use headings based on the points in the original advertisement – Poverty, Equal Opportunities and Attitudes Towards Animals*
  - 10 *Students' own answers (encourage Ss to look back through the unit before they write)*
  - 11 *summary of main body, personal opinion*

- B
- 1 *a proposal*
  - 2 *you are someone who attended the recent seminar*
  - 3 *the organisers of the seminar*
  - 4 *to suggest ways of dealing with the problems discussed at the seminar*

- 5 how you think the problems should be addressed  
 6 the purpose of your proposal, your role, a general comment about the usefulness of the seminar  
 7 specific, practical suggestions to combat homelessness, crime and anonymity  
 8 mostly future tenses and hypothetical structures  
 9 Ss could use headings based on the points in the original advertisement – Homelessness, Crime and Anonymity  
 10 Students' own answers (encourage Ss to look back through the unit before they write)  
 11 summary of main body, personal opinion, benefits of implementing your suggestions
- 10 Ss do the task for homework. Hand out photocopies of the Writing Checklist and remind Ss to go through it checking for mistakes before handing in their work.

**Suggested points to cover**

- A **Section 1** Introduction/Purpose: who you are; main content of report  
**Section 2** description of your thoughts on poverty – with a mention of the idea of it being a 'real problem in some parts of the country' – as suggested in the Class Comments; comparison with other countries – as suggested by the notes on the advertisement  
**Section 3** description of your thoughts on equal opportunities – with a mention of women in the workplace – as suggested in the Class Comments; mention of job opportunities – as suggested by the notes on the advertisement  
**Section 4** description of your thoughts on attitudes towards animals – with a mention of stray dogs – as suggested in the Class Comments; broadly positive comments – as suggested by the notes on the advertisement  
**Section 5** Conclusion: expression of hope that TV company will feature your country
- B **Section 1** Purpose: mention of having attended seminar; date of seminar; expression of thanks to the organisers for allowing you to attend the seminar; reason for writing (to suggest ways of dealing with the problems discussed)  
**Section 2** suggestions for ways of dealing with homelessness (government shelters; charities; financial support, etc)  
**Section 3** suggestions for ways of dealing with Crime (stricter policing; heavier fines; crime prevention, etc)  
**Section 4** suggestions for ways of dealing with anonymity (social clubs, community centres, individuals to make more effort to socialise, etc)  
**Section 5** Conclusion: expected results of these suggestions; reiteration of thanks to organisers; expression of hope that future seminars will take place

- b. 1 hadn't been done  
 2 was leaving the bedroom  
 3 being given  
 4 went out/would take me, etc  
 5 were beaten

- 2 1 its 5 ✓ 9 though 13 to  
 2 if 6 year 10 ✓ 14 were  
 3 ✓ 7 over 11 was 15 these  
 4 the 8 had 12 wide 16 ✓

- 3 1 D In D: "He has called it Making the Best (MTB). In paragraph after gap 1: "...you realise that this is a particularly appropriate title."  
 2 G In G: "I asked myself the question, what is life all about?" In paragraph after gap 2: "I decided it was about doing the best we can..."  
 3 B Paragraph after gap 2 talks about Chris Moon's army career. B begins: "After leaving the army, he...". Also, paragraph after gap 3 begins "When we were first kidnapped,..." while the last sentence of B has introduced the kidnap story.  
 4 F Note the phrase "this experience" in F which refers to the kidnap incident in paragraph before gap 4.  
 5 A A begins "After completing the degree...". This refers to Chris Moon's masters degree in security management which is mentioned in paragraph before gap 5.  
 6 C C talks about empowering disabled people, which is relevant to the ending of the paragraph before gap 6.

- 4 1 C 3 A 5 E 7 F 9 A  
 2 B 4 H 6 C 8 D 10 E

5 **Speaking** (Students' own answers)

6 **Writing** (Students' own answers)

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**Unit 5 – Our Changing World**


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**Objectives**

**Vocabulary:** science and technology; machines; computers; idioms; fixed phrases with 'in'  
**Reading:** multiple choice; multiple matching  
**Listening:** listening for gist and detail; blank filling; multiple matching  
**Speaking:** agreeing; asking for justification;; comparing and assessing  
**English in Use:** error correction (unnecessary words); cloze; register transfer; word formation  
**Grammar:** future forms  
**Phrasal verbs:** send; take  
**Writing:** book entries

Lead in (p. 99)

- 1 a. Direct Ss to the title of the unit. Prompt discussion, if necessary, with:  
 A traffic congestion, reliance on the car, etc  
 B technology, computers, the Internet, etc  
 C climate changes, flooding, drought, etc  
 D architecture, inner cities, environment, etc

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**Self-Assessment Module 2**


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- 1 a. 1 C 4 B 7 B 10 B 13 D  
 2 A 5 A 8 C 11 A 14 B  
 3 D 6 D 9 B 12 D 15 C

- b. Refer Ss to the task and ask them to discuss in pairs.

**Suggested Answer Key**

A: *Well, traffic congestion is already significantly affecting the lives of those who live in cities, not only in terms of air pollution but also in that it causes stress and noise pollution. As for technology, well I think most people would agree that it has made our lives a lot easier although it has also contributed to unemployment.*

B: *The flooding shown in C could be the result of climate changes as a result of global warming. Regarding the skyscrapers in D, well I realise they are necessary because so many people choose to or are forced to leave rural areas and move to cities for work or entertainment. I think all of the changes shown are having a major impact on the world today, both good and bad, but I think technology will ultimately have the greatest.*

A: *Yes, I think that in the future, ... etc*

- 2 a. Tell Ss they will hear 3 people talking about the past. Play the recording and ask Ss to listen for the information in the questions.

**Answer Key**

A – *travel, means of transport*  
 – *people travelled less and shorter distances in the past*  
 – *long haul travel is popular and easy today*  
 – *in the future people will travel into space*

B – *banking*  
 – *the service was more personal in the past*  
 – *nowadays the service is impersonal*  
 – *in the future people won't need cash because of the Internet*

C – *health, eating habits*  
 – *in the past people ate what they wanted or could afford*  
 – *nowadays people are more health conscious*  
 – *in the future food will be replaced by vitamin supplements*

- b. Play the recording again and ask Ss to tick or highlight the expressions they hear.

**Answer Key**

A – *in my grandparents' time; whereas these days; in the not too distant future*

B – *in the old days; today; a thing of the past; in a few years time*

C – *in recent years; years ago; in years to come*

- c. Ss work in pairs. Encourage them to talk about the past, present and future of the items listed. Monitor discussions and elicit a selection of ideas from the class.

- 3 Ask Ss to discuss the questions in small groups and elicit feedback. Develop into open discussion.

**Suggested Answer Key**

A: *I think the first will happen but it depends how you define 'proper'. A computer that can 'think' through a conversation will probably take a while to develop but I'm sure it will come. 50 years? Maybe.*

B: *A manned mission to Mars is definitely going to happen, and soon I think. I'm sure the technology exists to do this, the question is how important and expensive it's going to be. Whatever people say about space exploration, I don't think man can just sit back ... we have to push the limits as far as we can. I think it'll happen within the next 10 years. What about the third point?*

C: *This is also on the cards, in my opinion. I think in about 10 years there will be a vaccine. Progress in the field of medicine is being made at such a rate that I really believe they will find a vaccine. It also has top priority right now as this terrible disease is affecting such a large and potentially devastating number of the world's population.*

B: *The electric car is an interesting one. I think it probably already exists but it's like the rust free car! There are too many people interested in it NOT happening. The petrol giants for example. It's in their interest to keep a car like this off the road, surely? So, I think it depends on pressure from environmentalists and politicians whether this ever happens. If it does, I put it at 50 years ahead.*

D: *Earthquake prediction must surely exist soon. They've had the technology to predict earthquakes for ages – it's the precision that needs to be there. I think another 10 to 20 years maybe.*

A: *I don't know how long this last one will take. The battle against the elements is always going to exist. I imagine the technology is there but the price would be prohibitive. Maybe another 10 years. I think we are close to realising all these dreams but politics and money are what stops them coming true.*

- 4 Ask Ss to paraphrase the quotations. Build up on the board.

**Suggested Answer Key**

*Unless we are careful and wise when developing new technology, it will eventually destroy us.*

*Any change – even a beneficial one – has some negative consequences.*

Ask Ss to discuss the questions related to the quotations. Develop into open class discussion.

**Suggested Answer Key**

*This means that we have to be careful how new technology is applied or things can get out of control. Nearly all technological advances can benefit mankind in many ways. However, it can also be applied in negative ways and technology can be abused. Cloning, for example, can be beneficial, but if we are not careful to ensure that strict moral guidelines are followed it could ultimately be used to clone human beings, controlling what they look like as well as their personalities and behaviour. An ultimate scenario could be the creation of a super race. Technology can also be applied to the development of weapons of mass destruction. We could end up literally destroying ourselves. Technology should serve us, not control us.*

*The person probably distrusts technology or the controls we put upon its application.*

*The second quotation means that any change, whatever it is and whether or not it is beneficial, is going to create some disruption to our lives. This person doesn't seem to be against technology as such, just aware that it has a profound effect on our lives.*

*I think I would agree more with the first quotation because it's more serious and we can see how it might happen. The second one is true but it's obvious really.*

## Reading (pp. 100-101)

- 1 a. Begin by asking Ss what, if anything, they understand by the term 'Artificial Intelligence'. Elicit suggestions as to what might be involved in such a concept. Then elicit answers to the three questions.

**Suggested Answer Key**

- 1 *At the moment robots are used in the military for bomb disposal and they're also used in some hospitals as surgeons. In Japan, robots are popular pets and some can carry out basic domestic duties.*
- 2 *I'd say the most famous is HAL from "2001: A Space Odyssey". The most recent is the robot boy, David, from the film "Artificial Intelligence."*
- 3 *No, I don't believe we will ever be able to create machines that will think or feel as we do. I don't see the point. If we do, we are in danger of making our own species obsolete.*

- b. Ss scan text to find information. Ss compare answers. Elicit feedback.

**Answer Key**

- *Alan Turing: British mathematician regarded as the father of AI*
- *The Turing test: a computer that is able to hold a five-minute conversation with humans and fool 30 per cent into believing they were dealing with another human*
- *Herbert Simon: predicted in 1957 that a computer would make a mathematical discovery*
- *AM: a computer that made a mathematical discovery*
- *Christian Goldbach: an 18th century Prussian mathematician who had originally made the discovery*
- *Deep Blue: an IBM computer that beat a human at chess*

- c. Refer Ss to multiple choice task. This may be set for homework.

**Answer Key**

- 1 B lines 3-6
- 2 A lines 18-20
- 3 C lines 35-36
- 4 D lines 54-57
- 5 B lines 68-70 (key phrase: "caused a stir")
- 6 C lines 78-80

2 **Answer Key**

<i>time limit – deadline</i>	<i>imitate – mimic</i>
<i>disputes – feuds</i>	<i>trick – fool</i>
<i>groups – camps</i>	<i>achieved – pulled off</i>
<i>publicity – hype</i>	<i>creates in the mind – conjures up</i>

- 3 As in previous units, encourage Ss to look at the phrases in context and suggest how to paraphrase them.

**Suggested Answer Key**

*earning its keep – benefiting us*  
*got AI out of the door – put artificial intelligence into practice*  
*working away from the mainstream – carrying out research in specialised areas*  
*AM had been pipped to this discovery – AM had been beaten to it; someone got there first*  
*caused a stir – created publicity; generated a lot of interest*

- 4 Ask Ss to scan the text for the answers.

**Answer Key**

*Pragmatists see AI as a means of relieving humans of boring, time-consuming tasks.*  
*Visionaries want to develop computers that mimic the human mind.*  
*Visionaries have helped publicise AI.*  
*Pragmatists have got AI working, for example, in microwave ovens.*

- 5 a. Allow 3 to 4 minutes for Ss to discuss the task. If necessary, prompt with the following: robot teachers; menial tasks; interactive TV; 'intelligent' controls on electrical appliances; robot tour guides; robotic surgical/monitoring devices; electronic methods of payment.

**Students' own answers**

- b. If there is time in the lesson, allow 5 to 10 minutes. Encourage pairs to use some of the vocabulary from the unit so far. Monitor and help with vocabulary. Prompt pairs with ideas if necessary. Then select several pairs to report back to the class.

**Students' own answers**

## Language Focus (pp. 102-105)

1 a, b. **Answer Key**

- 1 *text messages – communications*
- 2 *modem – information technology*
- 3 *endoscopic surgery – medical*
- 4 *scanners – electronics*
- 5 *assembly lines – industrial*
- 6 *satellites – space/communications*
- 7 *solar – energy*

- 2 Allow pairs 3 to 4 minutes before eliciting feedback.

**Suggested Answer Key**

- A: *I feel that over the next twenty years books will have become obsolete.*  
 B: *I agree and I think that they will have been replaced by online books. As for typewriters, well they have been obsolete for years already, haven't they?*  
 A: *Well, most people use word processors nowadays, don't they? I don't think cars will become obsolete, though, just faster, cheaper and more environmentally-friendly.*  
 B: *The same goes for planes. I think they'll just get faster and cleaner. However, I think fewer and fewer people will be required to do manual tasks, don't you?*  
 A: *Yes, I do, more's the pity. They'll probably be replaced by robots, etc*

- 3 Refer Ss to the task. In pairs, Ss find alternative meanings and use them in sentences of their own.

**Suggested Answer Key**

- terminal:*
- *The patient has a terminal illness.*
  - *Linda spends eight hours a day at her computer terminal.*
- hack:*
- *The guide hacked a path through the jungle with a machete.*
  - *Someone hacked into the computer's mainframe and deleted all the files.*

- load:
  - The removal men loaded all the furniture onto the back of the van.
  - You can load the data onto the computer for processing.
- navigator:
  - The navigator worked out a flight path that would bypass the storm.
  - A navigator is a piece of software that allows you to browse the Internet.
- update:
  - The director updated his management team on the recent developments.
  - If we don't update our navigator, we won't be able to surf the net.
- web:
  - I was put off renting the room by the spider's web in the corner.
  - Not everyone has access to the worldwide web.
- wallpaper:
  - Sheila changes the wallpaper in her living room every two years.
  - Malcolm chose a picture of his children for the wallpaper on his desktop.
- mouse:
  - The cat chased the mouse under the bed.
  - If your mouse doesn't move smoothly, it probably needs cleaning.
- wizard:
  - Harry Potter is a young wizard who gets involved in many exciting adventures.
  - A wizard is a programme that helps you to install hardware or software.

**b. Students' own answers**

**4 a. Answer Key**

- |                      |                            |
|----------------------|----------------------------|
| 2 unemployment       | 8 GM foods                 |
| 3 space junk         | 9 biological weapons       |
| 4 consumer society   | 10 stressful lifestyle     |
| 5 fast food          | 11 extreme weather changes |
| 6 urban sprawl       | 12 nuclear power           |
| 7 impersonal service |                            |

**b. Suggested Answer Key**

B: ... you can't deny cars are very convenient and useful and there's a high demand for them. I also don't think unemployment is a direct result of technology. I think a lot of other factors come into play there.

A: Space junk, on the other hand, is a direct result of technology, wouldn't you say?

B: Absolutely, as are GM foods and nuclear power, which, unlike cars, haven't been developed to benefit the public, but industry.

A: I totally agree with you.

**5 a. Answer Key**

- |          |             |            |
|----------|-------------|------------|
| 1 shop   | 4 excursion | 7 epidemic |
| 2 result | 5 beginning | 8 costs    |
| 3 future | 6 anger     |            |

**b. Suggested Answer Key**

- outdistance – The lead runner outdistanced the rest of the pack by 100 metres.
- outdo – My sister always tries to outdo me by buying bigger and better things.
- outsmart – We need to outsmart the opposition to win the contract.
- outrun – The bag snatcher was able to outrun the police officer and get away.

- outgrow – Sally is thirteen now; she's outgrown her favourite doll.
- outsell – This particular software has outsold all other similar brands on the market.

**6 a. Answer Key**

- technological – warfare/era
- automated – factory/appliances
- new age – philosophy/travellers
- scientific – inquiry/journal
- high-tech – gadgetry/industry
- experimental – stage/research
- space – exploration/station
- digital – voice discs/camera

**b. Answer Key**

- |                      |                         |
|----------------------|-------------------------|
| 1 space station      | 4 technological warfare |
| 2 scientific journal | 5 digital voice discs   |
| 3 experimental stage | 6 new age philosophy    |

**7 Answer Key**

- |        |        |        |         |
|--------|--------|--------|---------|
| 1 do   | 4 make | 7 have | 10 make |
| 2 make | 5 make | 8 have | 11 do   |
| 3 have | 6 do   | 9 hold | 12 hold |

- 1 He is doing experimental work in the field of genetics.
- 2 He has made major advances in the field of robotics.
- 3 The space shuttle had a successful mission.
- 4 Scientists have made an important discovery in their search for a cure for AIDS.
- 5 The politician made an important observation on the state of the economy.
- 6 He is well-known for doing ground-breaking research in the field of cloning.
- 7 Adrian had a life-changing experience when travelling around India.
- 8 The police have evidence of his involvement in the crime.
- 9 Students are holding a demonstration in the city centre today.
- 10 Paul's made a change for the better and left his old job.
- 11 They're doing a scientific project on the environment.
- 12 An international conference is being held on poverty in developing countries.

**8 Suggested Answer Key**

- 2 She can't lie in the sun because she burns really easily. She always listens to both sides of the argument before making a decision.
- 3 He didn't look anything like what they had expected. They didn't think he was the right man for the job.
- 4 He's always asking questions. He has some very strange habits and hobbies.
- 5 He's very tall and muscular. He has a lot of friends in politics.
- 6 It was obvious he didn't believe a word I was saying. He was dressed in black and wore a hat with a very large brim that covered his face.
- 7 I like making people laugh. I like people who can amuse me.

**9 Answer Key**

- |            |            |            |
|------------|------------|------------|
| 1 recent   | 5 concerns | 9 outdated |
| 2 operate  | 6 stored   | 10 good    |
| 3 range    | 7 highly   |            |
| 4 reflects | 8 bear     |            |

## 10 a. Answer Key

- 1 break the mould – do something completely new
- 2 blind someone with science – confuse someone with technological know-how
- 3 move with the times – adopt new fashions and trends
- 4 be somebody's guinea pig – allow somebody to experiment on you
- 5 once in a blue moon – very rarely
- 6 turn the clock back – go back in time
- 7 come down to earth – be realistic
- 8 reinvent the wheel – rediscover something
- 9 it doesn't take a rocket scientist – it doesn't require a lot of intelligence
- 10 stand the test of time – last for a long time

## b. Answer Key

- 1 Jeff finally came down to earth after his employer explained to him that extra responsibilities went along with his new promotion.
- 2 In order to ensure our company's continued success we have to move with the times.
- 3 I don't know why you think he's so special. It doesn't take a rocket scientist to install a software program.
- 4 You're blinding me with science with all that technological language. Just tell me in simple terms how to connect to the Internet.
- 5 Sue, can you be my guinea pig for this new program I designed?

## 11 a. Answer Key

- |                |                   |              |
|----------------|-------------------|--------------|
| 1 in private   | 3 in the light of | 5 in brief   |
| 2 in any event | 4 in the long run | 6 in writing |

## b. Suggested Answer Key

- He was, in fact, the first man to walk on the moon.
- He's done very well in spite of his lack of formal qualifications.
- I think you should tell him the news in person, not by phone.
- In case of fire, press this button to activate the fire alarm.

## 12 Answer Key

- |                 |               |               |
|-----------------|---------------|---------------|
| 1 took ... in   | 4 took up     | 7 sent out on |
| 2 send ... back | 5 send ... on | 8 took on     |
| 3 took back     | 6 sent for    |               |

## 13 a. Students' own answers

- b. Go through the box, dealing with any problems.

**Suggested Answer Key**

1. B: ... don't you think there's something special about real books? I think a great treasure will be lost if libraries become a thing of the past.  
A: I see what you mean, but on the other hand, the knowledge they contain won't be lost, will it? It's just the form of delivery that will change.  
B: I suppose you're right, but I still think it's a shame.
2. A: I'm not sure I totally agree, because, for one thing, not everyone has a computer and you can hardly expect old people to be computer literate enough to benefit from it and there's a lot to be said for the personal touch. And don't forget, a good doctor can tell a lot from a patient's appearance.

B: I see what you're getting at, but I think it's also true that a lot of people put off going to the doctor's out of sheer embarrassment. Those are the people who are likely to benefit most from telemedicine, not to mention those who can't find the time to go.

3. A: You're absolutely right. I think that's definitely the way the job market is going, not only because of pollution but also because of the advances made in technology.

B: Do you really think so? I think it might be the case for some people, but not everybody is capable of working unsupervised. What's more, for a lot of people, work is their only opportunity to socialise. I think a lot of people would become isolated if that ever happened.

## c. Answer Key

- 1 I'm quite certain that ...
- 2 I'm positive ...
- 3 I'm personally of the mind that ...

- 14 Ss discuss the subjects in pairs, using the vocabulary from the previous exercise.

**Students' own answers**

## Listening &amp; Speaking (pp. 106-107)

- 1 a. Encourage Ss to think about the pros and cons of fast-food restaurants.
- b. Allow 2 to 3 minutes for Ss to guess the missing words. Accept any logical suggestions.

## c. Answer Key

- |  |                       |
|--|-----------------------|
| 1 (strong) opposition                  | 6 reverse the trend   |
| 2 (local) environment                  | 7 loitering           |
| 3 good quality food                    | 8 scared              |
| 4 reasonable                           | 9 meeting point/place |
| 5 local specialities/<br>food cultures | 10 the economy        |

## d. Suggested Answer Key

A: I think most people would agree that it's extremely important for teenagers to have a meeting place that is safe and that their parents approve of and I think a fast food restaurant is far more appropriate than a bar or just hanging out on the street corner, don't you?

B: I agree it's important for teenagers to have somewhere safe to meet, but I'm not sure parents would agree a fast food outlet is appropriate. I think one of the speakers made the point that fast food isn't particularly healthy. I think a coffee bar would be much more appropriate.

A: Yes, I see your point. I suppose it isn't a good idea to eat junk food every day and once you've eaten, you can't really hang around that long, so I suppose a coffee bar would be a much better alternative.

- 2 a. Encourage Ss to use their time carefully, trying to predict what they will hear.

## b. Play the recording.

**Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 C | 3 C | 5 C | 7 C | 9 C  |
| 2 B | 4 B | 6 B | 8 A | 10 B |

## c. Students' own answers



- 3 Remind Ss of the procedure for Part 2 of the Speaking test. Then conduct the exercises as you did in Unit 3 (see pp. 32-33, Exs. 3 & 4).

**Suggested Answer Key**

Refer to *Tapescript Section – Unit 5, Ex. 4.*

- 4 Ss listen and compare the candidates with their classmates.
- 5 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'I'm afraid we're going to have to think again about our holidays'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b Press F1 and choose from the drop-down menu.
- c I'm afraid that dog's gone too far this time.
- d That's it! I'm finished! No more!
- e Just scroll down until you see the last item you entered and you can bring it up by hitting the green key.

Reading (pp. 108-109)

- 1 a. Elicit from Ss what they know about the first moon landing. Refer them to the quotation and ask what they understand the message to be.

**Suggested Answer Key**

*Although it was physically only one pace for him, it represented a huge achievement for mankind.*

- b. Ask Ss to do the quiz in pairs. Check.

**Answer Key**

- 1 Twelve    2 yes.    3 USSR

- 2 a, b. Refer Ss to the task. Allow time for them to complete the task individually. Tell Ss to mark the text where they find the relevant information. This can be done at home. Allow Ss to compare answers in class. Check Ss' answers.

**Answer Key**

- |                 |                  |
|-----------------|------------------|
| 1 B (l. 69)     | 9 C (ll. 18-20)  |
| 2 F (ll. 93-95) | 10 D (l. 57)     |
| 3 C (ll. 5-11)  | 11 A (ll. 23-25) |
| 4 C (ll. 20-23) | 12 D (ll. 53-54) |
| 5 F (l. 89)     | 13 C (ll. 32-42) |
| 6 B (ll. 70-71) | 14 E (ll. 73-74) |
| 7 F (ll. 79-81) | 15 A (ll. 61-65) |
| 8 A (ll. 45-46) |                  |

- 3 Allow 2 to 3 minutes for Ss to do the task. Check Ss' answers.

**Answer Key**

*Mesmerised – transfixed*  
*Distinguish – make out*  
*Problem – hitch*  
*Dishonourably-shabbily*  
*Spoken – uttered*  
*In a state of uncertainty - in limbo*  
*Vivid and moving – evocative*  
*Disconnected – cut off*

Ask Ss to form their own sentences using the words from the text.

**Suggested Answer Key**

- 1 *The rabbits were transfixed by the headlights of the car.*
- 2 *We could barely make out the horizon in the fog.*
- 3 *There's been a hitch in our plans and we won't be arriving until six.*
- 4 *He was very shabbily treated by his last boss./The tramp was very shabbily dressed.*
- 5 *These words were uttered by the first president of the USA.*
- 6 *She has no idea what is going to happen – she's in limbo.*
- 7 *He gave a very evocative account of his childhood in America.*
- 8 *I like living in the country but it does feel a bit cut off from civilisation.*

- 4 Allow 3 to 4 minutes for Ss to discuss the phrases. Elicit answers.

**Answer Key**

- 1 ... *for what was an extremely long time under the circumstances*
- 2 ... *it would have always weighed heavily on his mind*
- 3 ... *(I was) told how wonderful it would be if I went into space*
- 4 ... *tours to meet and talk to people*
- 5 ... *nothing has surpassed that moment*

- 5 Divide the board into two columns, marked Positive and Negative. Then ask Ss to scan the text and call out the examples given for each astronaut. Ask Ss to say whether the experiences were positive or negative for the individuals concerned. Write the examples on the board and encourage discussion with Ss.

**Suggested Answer Key**

**POSITIVE:**

*Collins/Armstrong/Aldrin – (presumably) pride and relief after a successful mission*  
*Schirra – found a way to go "higher, faster and farther"*  
*Schweickart – was able to relax and see where he lived from space*  
*Borman – appreciated the beauty of the earth*

**NEGATIVE:**

*Collins – loneliness while completely cut off*  
*– worry/concern about the safety of colleagues*  
*– disappointment over missing historic moment*  
*Schirra – disinterest early on (1959)*  
*Armstrong – disillusionment at being treated badly/overworked by the government*  
*Aldrin – manic depression*

- 6 If Ss have time/motivation, this can be set as a project that they work on over the coming week. Ask Ss to try to find out as much as they can from magazines/the Internet, and to select information which they could include in the presentation. Remind them that they are not looking for the history of space travel, but the present situation and predictions for the future. Set aside about ten minutes in a future lesson for pairs to decide on how to present the material. Pairs give their presentations to the rest of the class.

## English in Use (pp. 110-113)

- 1 Ss match the sentences to the functions.

**Suggested Answer Key**

a 2      c 6      e 3      g 1      i 9      k 7  
b 4      d 11      f 8      h 10      j 5

For any difficulties, refer Ss to Grammar Reference section.

- 2 **Answer Key**

1 She's about                      5 I'll take you  
2 he's going to                    6 leaves at 4  
3 will agree to it                 7 He's going to fall  
4 He starts                         8 I'm going

- 3 a. **Answer Key**

1 on the verge of                      3 are due to  
2 until your name is                 4 he is bound to

- b. **Suggested Answer Key**

2 Do not enter until the light is green.  
3 PM says talks are bound to fail.  
4 The plane is due to arrive at 20:55.  
5 The UN warns that the country is on the verge of civil war.

- c. Direct Ss to the cartoon and ask them to guess the forms of the verbs in brackets.

**Answer Key**

'll give/'m giving/'m going to give  
will be ... finish/have finished

- 4 Explain the task and elicit answers after allowing Ss about 5 minutes.

**Answer Key**

1 out                      7 the                      13 ✓  
2 ✓                      8 whether                14 to  
3 they                    9 might                    15 be  
4 ✓                      10 ✓                      16 being  
5 do                      11 as  
6 quite                    12 ✓

- 5 Direct Ss to the task, reminding them to look at words preceding and following the gap. Ss complete task individually and then check in pairs giving reasons for their choices.

**Answer Key**

1 for (spend money on something for someone ...)  
2 of (sales of ...)  
3 than (comparative. More than ...)  
4 are (they are fed up ...)  
5 parents/families (lexis)  
6 to (to be unable to ...)  
7 if (first conditional)  
8 done (passive)  
9 may/could/might (lexis: may well be ...)  
10 hand (contrastive expression 'on the other hand ...')  
11 this/that (reference)  
12 who (relative pronoun)  
13 made (make sth easier)  
14 with (an appointment with ...)  
15 to (lexis: to put an end to ...)

- 6 **Answer Key**

1 about                    3 been                    5 a                    7 have  
2 can                      4 which                    6 the                    8 that

- 7 **Answer Key**

1 lose  
2 refund, legal  
3 service/warranty/guarantee; reduction/discount  
4 apologise for, replace

- 8 **Answer Key**

1 non-stop/heavily                      8 running  
2 go on/continue                         9 get over  
3 expecting/prepared for                10 put in/submit  
4 flooded                                    11 deal/cope  
5 safe                                         12 it difficult/hard  
6 water                                        13 put out/control  
7 cut off

- 9 When Ss have done the exercise, elicit other derivatives of the roots given.

**Answer Key**

1 decisive                    decision/indecisive/the decider/deciding  
2 remarkable                remark/unremarkable  
3 leisurely                    leisure  
4 objectionable              object/objection/objector  
5 stabilises                    unstable/stability/instability  
6 simplify                    simplicity/simpleton  
7 pressure                    press/pressing/pressurise  
8 unchecked                (un)checkable  
9 sweetener                    sweeten/a sweet/sweetly/sweetheart/  
10 speakers                    unspeakable/speech/speechless

- 10 **Answer Key**

1 residence                    6 security                    11 exceedingly  
2 occupants                 7 automatically            12 exploration  
3 favourite                    8 evolution                 13 puzzling  
4 centrally                    9 selection                    14 manned  
5 appliances                 10 hospitable                15 behaviour

## Writing (pp. 114-118)

Explain to Ss that they might be asked to write an entry for a book as one of the questions in paper 2. Elicit what type of book this might be. (*Guide book for tourists to the area; book about famous people from your country; book describing national and local events, cultural activities, etc*)

Ask whether all the information you give should be accurate. (*No, because in the exam you do not have access to information. Sometimes you will need to invent.*)

Go through the theory box and deal with any problems.

- 1 Refer Ss to rubric and ask them to underline key words and phrases. Then elicit answers to the questions.

**Answer Key**

A guidebook, places to visit, interested in science and technology, an entry for the book, recommending a suitable place in the area you live in, include, A description of the place, Why people should go there, Practical information such as travel details, opening times

- 1 an entry for a guidebook (place of scientific/technological interest)
  - 2 Descriptive – to describe the place/practical details/exhibits, etc  
Discursive – to give reasons why people should go.
  - 3 This could be written with or without headings. Ss might find it easier to organise their work if they use headings, however. These could include: (The Place); Reasons to Visit; Practical Information, etc.
  - 4 Visitors to your area interested in science and technology. Semi-formal.
  - 5 The Science and Technology Museum. Because this is what the readers are interested in and the rubric calls for a description of one place, not several.
- 2 Inform Ss that they will now read a model answer to this question. Ask them to read through and summarise the information from what they can remember.
- 1 Which place is described? *Imperial War Museum, Duxford.*
  - 2 What can you see there? *Collection of planes*
  - 3 Why should you go there? *Interesting for technophiles. History of aviation. Many other technical exhibits.*
  - 4 How can you get there? *Free bus service from Cambridge.*
  - 5 Practical information? *Opening times/prices.*

Ask Ss to work individually to fill gaps. First try without looking at choices, then use words given. Check.

**Answer Key**

- |              |      |         |
|--------------|------|---------|
| 1 among      | 5 on | 9 to    |
| 2 of         | 6 in | 10 from |
| 3 throughout | 7 to | 11 from |
| 4 of         | 8 of | 12 of   |

Ss discuss questions and feedback.

**Answer Key**

- 1 Yes, all the points are covered.
  - 2 Yes, it is friendly, informative, and not too formal.
  - 3 Yes, this could be a summary of a longer entry in the book.
  - 4 Transport to the museum – Section 3, Getting There  
The exhibits on display – Section 1, The Imperial War Museum, Duxford  
How to find out more information – Section 4, Opening Times and Admission Fees  
Reasons it might appeal to technophiles – Section 2, Why go there?
  - 5 Different section headings could include:  
**A Technophile’s Dream** (less formal); **Things to see and do** (more formal); **Travel Details** (more formal); **further Information** (more formal).
  - 6 Discursive: e.g. ‘Of the many ... well worth a visit’; ‘The IWM will be of ... technology’; ‘Although ... equipment’  
Descriptive: e.g. ‘Huge collection of aeroplanes’; ‘midget submarines and communications equipment’  
Narrative: e.g. ‘Air shows and special events are held ...’; ‘a free bus service runs ...’
- 3 Elicit examples of scientific or technical places of interest. Ask Ss to name any local places like these and to decide which they would recommend to a visitor. Ss consider questions.

**Students’ own answers**

- 4 a. If Ss have chosen the same places, put them in pairs to do the task. Otherwise Ss complete individually.

**Suggested Answer Key**

- 1 A motor museum. Exhibits of cars from first motors to present day. Motorcycles/Powerboats/Moving exhibition of history of the car.
- 2 Can see development and history of engines and design.
- 3 by car/coach
- 4 9.00 – 5.30 every day of the year. £10 per person.
- 5 Contact Beaulieu Motor Museum.

- b. Tell Ss that by completing this task, they will have built up four basic sections/paragraphs for a book entry. Remind Ss to try to learn the linking devices used.

**Answer Key**

*Beaulieu Motor Museum is the national motor museum of my country where visitors can see thousands of exhibits, including cars, motorcycles and power boats. There are often specialist exhibitions such as the fastest boats in the world and motor enthusiasts attend regular rallies to meet others with similar interests.*

*Beaulieu MM will be of interest to tourists and motor enthusiasts alike because the exhibitions are of both general and specialist interest. You can see John Lennon’s car from the 60s as well as the first engine ever developed. In addition, there are several displays of car photography, the development of the pneumatic tyre and designs of the future.*

*BMM is located just outside the famous and beautiful village of Beaulieu in the New Forest and on the estate of Lord Montagu. It is possible to reach Beaulieu by bus or car and there are many excursions by coach organised from Southampton, the nearest large town. There is a train station but this is situated 5 miles away and it is difficult to access Beaulieu from there.*

*BMM is open every day of the year from 9.00 am to 5.30 pm and admission is £10 for adults and £5 for children. Further information can be obtained from any local tourist office or directly from the museum on 02380 615234.*

- 5 By looking at the first pair of sentences, show Ss how to avoid repetition in their writing through the use of a variety of structures. Ss complete the task in pairs. Elicit feedback and check.

**Answer Key**

- 2 Offering a choice of tours ensures that there will be something to suit everybody.
- 3 With over 9000 exhibits, the museum covers the main ...
- 4 Visitors can not only see the exhibits but also operate working models.
- 5 Although the museum is designed with children in mind, there are plenty of things for adults to do as well.
- 6 Admission is free for students with a valid ID.
- 7 Further information can be obtained by calling the free information hotline on ...
- 8 Founded in 1890, the museum has something of interest for everyone.
- 9 Containing photographs of the various stages in the project’s development, the coffee shop is the perfect place to.....
- 10 With the exception of December 25th and 26th, the centre is open to the public every day.

**Optional activity.** Ask Ss to write sentences of their own about their chosen place (Exs. 3 & 4) starting with the phrases given.

- 6 a. Refer Ss to rubric and ask them to read. Elicit differences.

**Answer Key**

*The previous question required information about a place to inform visitors. This question requires a description of a person.*

- b. Ss complete task. Check Ss' answers.

**Answer Key**

1 False	4 False	7 True
2 False	5 True	8 False
3 True	6 True	9 True

- 7 Ask Ss if any of them have ever heard of John von Neumann. If so, what do they know?

Ask Ss to read the model and underline the correct answers. After this they should discuss the questions in pairs. Elicit feedback.

**Answer Key**

1 <i>as well as</i>	4 <i>perspective</i>	7 <i>led</i>
2 <i>Even</i>	5 <i>However</i>	8 <i>remembering</i>
3 <i>On moving</i>	6 <i>It was</i>	

1 *A piece like this is better with no headings as it is a short biographical entry. However, headings could be used, such as His Early Life; His Achievements, etc.*

2 *Yes.*

3 *... who was born in Budapest ... / On moving to the USA ... soon becoming distinguished ... The narratives have been used here to talk about sequence of actions in his life which is necessary when giving a biography.*

4 a) *... famous / highly accomplished/distinguished / ... was a genius / ... memorise pages ... / a phenomenon.*

b) *appointed a strategic advisor/Director of ... /realised that a computer's program ... /nearly all the computers today ... / ... would probably be no home computers, mobile phones ...*

5 *3, 4, 1, 2*

6 *Yes. It is concise, clear and contains relevant information which is easily accessible and of interest to the reader.*

- 8 Elicit from Ss names of some people from their countries famous in the fields of science and technology. Ask each student to choose a person and make notes on the plan. If necessary, they can research this for homework.

- 9 a. **Answer Key**

*He was a talented man who not only made a great contribution to physics but was also behind a number of significant inventions in the field of communications.*

*Her rather unconventional approach to her work led to her being rejected by several prestigious universities.*

*Her humility and her shyness in the face of public attention was the result of her upbringing in the quiet town of St Luke.*

*His progressive approach to scientific principles enabled him to pioneer a completely new approach to the problem.*

*If it hadn't been for his determination to succeed, the way we listen to music today would be radically different.*

*Thanks to her logical and persistent approach, we now have safe and efficient operating theatres.*

*After years of painstaking research carried out at great personal expense, he finally made the breakthrough for which he is best remembered today.*

**b. Students' own answers**

- 10 Refer Ss to text and ask them to read through and elicit what type of book this could be an entry for. (*Book on how current technology is helping different countries to develop.*) Ask Ss how current technology is helping their own countries.

Refer Ss to the task and ask them to find the ten mistakes. They can do this in pairs.

**Answer Key**

1 (l. 3) <i>that – this</i>	6 (l. 10) <i>construction</i>
2 (l. 6) <i>has</i>	7 (l. 12) <i>being</i>
3 (l. 7) <i>as well as</i>	8 (l. 15) <i>our country looks ...</i>
4 (l. 9) <i>as far as</i>	9 (l. 15) <i>it is anticipated</i>
5 (l. 10) <i>in progress</i>	10 (l. 19) <i>It seems probable that ...</i>

- 11 For the discussion clock, explain to Ss that this is a way to help them brainstorm for ideas. When writing discursive tasks, they may need to analyse a topic from different perspectives. Write the word 'Computers' on the board and elicit comments from Ss using the different perspectives, e.g. *'from an educational perspective, computers have given us great new opportunities', 'As far as health is concerned, there are several drawbacks to the increased use of computers.'* Ss do task.

**Answer Key**

2 <i>health</i>	4 <i>historical</i>	6 <i>economic</i>
3 <i>economic</i>	5 <i>scientific</i>	

- 12 Refer Ss to rubrics and ask them to discuss questions in pairs.

**Answer Key**

A 1 *How important computers in schools have become – in all subjects. Ss need to develop computing skills for their future careers. In workplaces computers have become the norm. Greater speed and efficiency. Home computers – both children and parents use constantly for both entertainment, communication and information.*

2 *Students' own answers*

3 *4,5. a) introduction, b) use in education, c) use at work, d) use at home, e) conclusion.*

4 *discursive/descriptive*

5 *With an introduction giving general picture and a conclusion on what might happen in the future.*

B 1 *Students' own answers*

2 *Students' own answers*

3 *4,5. a) introduction, b) description of achievement, c) importance of achievement, d) views on future, e) conclusion.*

4 *All three types of writing could legitimately be used here.*

5 *With an introduction giving a background to your country's involvement in technology. It could conclude with your thoughts on the future and/or your country's role in the technological age.*

- 13 Ss do the task for homework. Hand out photocopies of the Writing Checklist and remind Ss to go through it checking for mistakes before handing in their work.

**Suggested points to cover**

- A para 1 – Introduction of subject, purpose of article, background information.  
 para 2 – Explain importance of computers in education (e.g. From an educational point of view...). Give examples (e.g. training for employment, teaching tool).  
 para 3 – Discuss uses of computers in the workplace (e.g. Regarding the use of computers in the workplace, ...). Give examples (e.g. filing, storing information, billing, emailing, etc).  
 para 4 – Discuss the growing popularity of computers in the home. (As regards computers in the home, ...). Give examples (e.g. Internet, computer games, email).  
 para 5 – Conclusion: summarise opinion.
- B para 1 – Introduction of subject, purpose of article, background information.  
 para 2 – Describe one major achievement of your country in the field of science or technology (e.g. cloning, genetics, medicine, computers, etc).  
 para 3 – Explain how this achievement has benefitted the world.  
 para 4 – Discuss how this achievement might be improved upon, how it might be developed in the future, what it might lead to.  
 para 5 – Conclusion: summarise opinion, benefits and possible future developments.

**Unit 6 – A Job Well Done**

**Objectives**

**Vocabulary:** work; the workplace; business; professions; money; idioms; fixed phrases with 'on'  
**Reading:** multiple matching (parts 1&4); gapped text (part 2)  
**Listening:** exam practice: part 3 (sentence completion); part 2 (note taking)  
**Speaking:** requests; exam practice: parts 3&4 (discuss, evaluate & select)  
**English in Use:** exam practice: parts 1,4&6 (multiple choice cloze, word building, gapped text): structure and cohesion  
**Grammar:** conditionals and wishes  
**Phrasal Verbs:** *get, work*  
**Writing:** business option; reports; letters of application; making suggestions; presenting results & consequences

Lead-in (p. 119)

- 1 a. Ask Ss to look at the pictures and brainstorm what qualities and qualifications are necessary for each. Write on board.
- A army officer                      C bicycle repair man  
 B teacher                              D doctor

Now direct Ss' attention to the list of positive and negative aspects of certain jobs and ask Ss to decide which aspects apply to the jobs shown in pictures.

**Suggested Answer Key**

high earnings – doctor, army officer(?)  
 sense of achievement – doctor, teacher (possibly all)  
 job satisfaction – (possibly all)  
 physical tiredness – army officer, (possibly teacher, doctor)  
 stress – doctor, teacher, army officer  
 danger – army officer

- b. Ss now discuss which personal qualities listed apply to the four jobs shown. Are there qualities not listed here which were brainstormed in Ex. 1a?

**Suggested Answer Key**

an adventurous person – army officer  
 a caring person – teacher, doctor  
 a person who likes children – teacher, doctor  
 an ambitious person – doctor, army officer (possibly repair man because self-employed)  
 a team player – army officer  
 a person who likes to keep fit – army officer

- 2 a. Allow Ss 2 or 3 minutes to rank aspects of job satisfaction individually. Then compare with another S. Survey class to see how much they agree/disagree. Ss give reasons for their choices.

**Students' own answers**

- b. Ss read the four statements and select the one which best applies to them. If none are suitable, Ss come up with their own statement of their attitude to work. Ask Ss to justify their choices. Allow Ss 2 to 3 minutes to complete the task.

**Students' own answers**

- 3 a. Tell Ss they are going to hear a short extract from a radio report. Before listening Ss look at the four questions and try to predict what they think the answer is likely to be: true or false. Play the recording. Ss do the task. Play the recording again if necessary.

**Answer Key**

1 F                      2 T                      3 T                      4 F

- b. In pairs (or as a class), Ss discuss what results a similar survey conducted in their country would produce.

**Students' own answers**

- 4 In pairs, Ss read the two quotes and discuss. Ss then provide a definition/paraphrase of the quotes.

**Suggested Answer Key**

The first quote is saying that work plays such a large and important part in our lives that people often define themselves and others by what work they do.

The second quote is trying to put a serious point in an amusing way and says that you can't be successful without hard work.

## Reading (pp. 120-121)

- 1 a. Tell Ss they are going to read a passage about people who work at night. Brainstorm class for jobs that require people to work nights. Write on board. Now ask Ss to look at the list of words/phrases and decide which profession(s) they associate them with. Write on board.

**Suggested Answer Key**

nasty incidents – policeman, security guard, emergency services, etc

behind the mike – disc jockey (DJ), night club mc, etc

fares – taxi driver

provide news flash cover – newsreader

keep pilots informed – air traffic controller

- b. Ss discuss the two topics in pairs or small groups.

**Suggested Answer Key**

1 usually get paid more for working 'unsociable hours', quieter, getting to and from work much easier (no rush hour), etc

2 See Ex. 1a above, plus any others Ss can come up with.

- c. Ss now read the text and answer the questions. Help Ss with any unfamiliar vocabulary.

**Suggested Answer Key**

1 B The Early Morning Messenger, lines 5-6

2 E The Man Who Takes You Home, line 5

3 C The Rescuer, lines 12-13 (the job involves "nasty incidents")

4 D The Friendly Voice in the Night, lines 7-8

5 C The Rescuer, lines 3-6

6 E The Man Who Takes You Home, lines 13-14

7 A The Sky Watcher, lines 4-7

8 C The Rescuer, lines 10-12

9 D The Friendly Voice in the Night, lines 16-19

10 B The Early Morning Messenger, lines 8-9 (key phrase: "ready and made up")

11 C The Rescuer, line 10

12 C The Rescuer, lines 15-16

13 A The Sky Watcher, lines 11-12

14 D The Friendly Voice in the Night, lines 3-4 (key phrase: "no spring chicken")

15 A The Sky Watcher, lines 11-12 (key phrase: "no room for blunders")

16 C The Rescuer, line 14

17 D The Friendly Voice in the Night, line 3

18 B The Early Morning Messenger, lines 15-18

19 E The Man Who Takes You Home, lines 5-8

- 2 Refer Ss back to the passage and the highlighted words. Ask Ss to match the synonyms with the highlighted words – from the context if the words are unfamiliar.

**Answer Key**

blunders – mistakes

stomach – endure

exhausting – very tiring

switching – changing

pattern – schedule

engage in – become involved in

bolt – dash

- 3 Ss find the sentences/phrases in the texts and rephrase them in their own words.

**Suggested Answer Key**

- 2 You need to be completely focused when you have to deal with several planes at once.

3 Something that at first appears to be bad turns out to be good.

4 It would be very difficult to organise my life around a new schedule.

5 I finish my shift at six in the morning and Kelly Shaws takes my place at the mike.

- 4 Ss work in pairs. One S takes on the role of one of the characters in the article and the other prepares questions for him/her (e.g. What do you like/dislike most about working nights? What would you change about your job if you could?) Allow about 5 minutes for Ss to prepare their mini-interviews and ask several pairs to act them out in front of the class.

## Language Focus (pp. 122-125)

- 1 a. Allow pairs sufficient time (using a dictionary if necessary) to match items from columns A and B to form job descriptions, and then to put them into the appropriate categories in the table. Check Ss' understanding of the categories: blue- and white-collar may be unfamiliar. (Blue-collar workers work in industry and/or do physical work, white-collar workers work in offices.) Check Ss' answers.

**Answer Key**

**Creative:** graphic designer, sound technician, talent scout

**Manual:** refuse collector, assembly-line worker, fire fighter

**Blue-collar:** refuse collector, assembly-line worker

**White-collar:** computer programmer, business executive, civil servant, plastic surgeon, general practitioner, dental hygienist

**Administrative:** civil servant, business executive

- b. Elicit meanings of unfamiliar adjectives. Ss use dictionaries if necessary. Ask them, in pairs, to decide which adjectives best describe the jobs in Ex. 1a, using the example dialogue as a model.

**Suggested Answer Key**

1 A: Being a refuse collector must be a pretty dirty and arduous job, mustn't it?

B: Yep. Mind-numbing, too, I'd say. Same old thing all the time. Smelly as well.

2 A: What about a business executive, then. Quite stressful, I think, but rewarding, too.

B: Yes. There's a lot of responsibility involved, but they're well paid.

3 A: Computer programming must be a fairly stimulating and demanding job.

B: I suppose so. I gather you have to be quite intelligent to be able to do it.

4 A: I think it must be great fun being a graphic artist. Any kind of creative work would suit me.

B: Yes. I think jobs like that must be very fulfilling.

5 A: Now, being an assembly-line worker must be really mind-numbing.

B: Yeah. Just watching the same product go by on a conveyor belt all day long must be so boring.

6 A: Being a talent scout must be a fairly glamorous job.

B: Mm. I suppose you must get to meet a lot of interesting people.

7 A: Now, a plastic surgeon has a lot of responsibility. It must be a very stressful job.

B: Absolutely. Very demanding and stressful. What if you botch the job?

8 A: Being a dental hygienist doesn't appeal to me at all – rather dull and mundane.

- B: Yes. Imagine spending all day looking into people's mouths. Ugh!
- 9 A: Now, being a civil servant really is mundane. It's just paperwork, you know, boring old bureaucracy and red tape.
- B: I know what you mean, but at least it's secure work. Apparently you can't be fired.
- 10 A: A general practitioner must have a busy schedule. I imagine it must be quite a demanding and stressful job.
- B: Yes. Sometimes they have to be on call 24 hours a day. And all that responsibility!
- 11 A: I don't know exactly what a sound technician does, but it's connected with the theatre and music and TV, so it must be quite interesting and exciting.
- B: In fact I'd say it's probably a very stimulating job, even if a bit too technical for me, if you like that kind of thing.

- 2 Direct Ss' attention to the useful language box, and help with any unfamiliar phrases – e.g. "Have you ever toyed with the idea..." – elicit responses. Ss use the phrases to talk in pairs about the subjects listed.

#### Suggested Answer Key

- A: **What do you do for a living?**
- B: I'm still at university; reading Modern Greats.
- A: What's that?
- B: PPE. Politics, Philosophy and Economics.
- A: Phew! Sounds heavy. What do you plan to do with that? I mean, are you going to be a politician or something?
- B: Well, my immediate plans are to get this degree; then ... We'll see.
- A: With a degree like that I imagine there's a lot you could do. **Have you ever toyed with the idea of becoming a university professor?**
- B: Absolutely not! I don't intend to spend the rest of my life in an institution.
- A: **Have you got any plans for the future?**
- B: Yes, indeed, I'm thinking of going into journalism.
- A: But it's not very well paid, I hear. **Have you ever thought of business?**
- B: As little as possible. **There's no way I could sit in an office all day in a suit and tie making deals. Too boring. etc.**

- 3 a. Explain to Ss that while the words/phrases in each question are in lexical sets (ie. sacked, laid off, dismissed are all ways of losing your job), two are inappropriate in the context.

#### Suggested Answer Key

- |                |              |              |
|----------------|--------------|--------------|
| 1 go on strike | 4 wages      | 7 overtime   |
| 2 laid off     | 5 recruits   | 8 references |
| 3 bonuses      | 6 department |              |

Elicit sentences from Ss and check usage of vocabulary.

#### b. Answer Key

- workers' protest** – work to rule, go on the picket line, go on strike
- loss of work** – sacked, laid off, dismissed
- incentives** – perks, benefits, bonuses
- pay** – salary, profits, wages
- new employees** – trainees, apprentices, recruits
- the workplace** – head office, department, boardroom
- working hours** – part-time, overtime, flexi-time
- applying for a job** – credentials, references, applications

#### 4 Answer Key

- |            |           |             |
|------------|-----------|-------------|
| 1 job      | 4 project | 7 vacancies |
| 2 vocation | 5 board   | 8 dismissed |
| 3 works    | 6 grant   |             |

Ss write sentences for homework.

#### Suggested Answer Key

- The minister said he was pleased with the latest **employment** figures.
- He was of the opinion that accountancy was a dull **occupation**.
- After years in the legal **profession** he turned to politics.
- He learnt his **trade** as a cabinet maker in Spain.
- Jackie **toils** away all day in a dirty, hot ironworks plant.
- Her husband **labours** night and day to keep their large family solvent.
- It's Jack's **duty** to make sure that all the computers are switched off at night.
- Rosy had one or two minor administrative **tasks** to do before going home for the weekend.
- All the **staff** in the company get four weeks' paid leave, no matter how long they've worked here.
- He thought it in his best interests to join the workers' **union** when he started work at the factory.
- Tom was pleased to hear that he had been given a substantial **raise** after only six months at the company. (Point out that, in British English, 'rise' is used)
- With your qualifications there are plenty of **occupations** open to you.
- Heather has taken up the **appointment** of consultant at St Mary's Hospital.
- After a third warning the heckler was **removed** from the lecture hall.
- After years of misrule the dictator was finally **deposed**.

- 5 Allow about 5 minutes for Ss to do the task. Check Ss' answers.

#### Answer Key

**WORK** – mate, load, place, shop, bench, station, horse, (shy)

**JOB** – satisfaction, title, description, market, hunter, centre, prospects, (seeker)

- |                   |                |
|-------------------|----------------|
| 1 job title       | 4 work station |
| 2 job description | 5 workhorse    |
| 3 workload        | 6 workbench    |

- 6 a. Go through the expressions and explain that these are terms used to describe various 'types' who work in offices. Point out that they are informal expressions and are often used in more humorous contexts.

#### Answer Key

- the whiz** – someone who is very quick at solving problems, especially mechanical/technical/mathematical ones
- the perfectionist** – someone who always wants to get a job exactly right, even though it may take an extremely long time
- the paper-shuffler** – someone who goes to great trouble to look busy but is probably not very productive
- the gossip** – someone who likes to tell stories and spread rumours about colleagues
- the stirrer** – someone who likes to cause trouble for others
- the workaholic** – someone who works long hours and doesn't seem to have a life outside the office
- the slave driver** – a manager/supervisor who makes inferiors work unnecessarily hard

- **the techno-freak** – someone who has an unusual interest in the workings of office machinery, computers, etc
  - **the yes-man** – someone (especially in middle management) who cannot say no to superiors and lacks the courage to challenge decisions/regulations
- b. Ask Ss to suggest which of the people have desirable/undesirable characteristics (they can all have negative connotations; however, the whiz and the perfectionist could be referred to in a more favourable light). The man in the picture could be a yes-man or a workaholic. He could have a slave driver for a boss. Ask Ss to talk about any experience they may have of these types.
- 7 a. Do the first two idioms as a class and elicit meanings. Either do the rest as a class with T helping, or ask Ss to use their dictionaries for help. Allow about 5 minutes for both a. and b. Check Ss' answers.
- Answer Key**
- beaver away at something
  - keep one's mind on the job
  - mean business
  - make ends meet
  - get something off the ground
  - be someone's right-hand man
  - call the shots
  - have time on one's hands
  - keep one's nose to the grindstone
  - be an inside job
- b. **Answer Key**
- 1 get the business off the ground
  - 2 is the President's right-hand man
  - 3 beaver away
  - 4 keep one's mind on the job
  - 5 calls the shots
  - 6 make ends meet
- 8 a. Allow 3 to 4 minutes for Ss to discuss the words with their partners before eliciting suggestions.
- Answer Key**
- division** – branch, department  
**recruiting** – taking on, hiring, employing  
**leading** – top, senior  
**decision-makers** – executives, managers, chairmen  
**enterprises** – businesses, companies  
**pressure group** – organisation that campaigns on behalf of a minority  
**for and on behalf of** – representing and benefiting  
**seeking** – looking for, keen to employ  
**assume complete responsibility** – manage, take control of  
**day-to-day operations** – the running of the charity  
**plus car** – a company car is provided in addition to the salary  
**consider applications** – are interested in employing  
**plus benefits** – extra allowances are payable
- b. Allow 3 to 4 minutes for Ss to discuss the jobs. Elicit their preferences, together with reasons.
- c. Go through the boxes and deal with any difficulties. Allow Ss about 5 minutes to prepare their questions and answers. Ask several pairs to act out their dialogues in front of the class.
- 9 a. Help Ss with unfamiliar vocabulary or ask them to use dictionaries.
- Answer Key**
- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 c | 3 h | 5 e | 7 i | 9 a  |
| 2 d | 4 b | 6 f | 8 g | 10 j |
- b. **Answer Key**
- |                   |               |
|-------------------|---------------|
| 1 on the level    | 4 on the dole |
| 2 on the verge of | 5 on and on   |
| 3 On the basis of |               |
- 10 Brainstorm class for phrasal verbs they know with *work* and *get*. Write on board. Ss use dictionaries to find those they don't know. Allow 3 or 4 minutes for Ss to complete the task.
- Answer Key**
- WORK** – out, off, up, around, into  
**GET** – into, ahead, around, up, out, down
- |             |                 |
|-------------|-----------------|
| 2 work off  | 4 get around    |
| 3 work into | 5 worked ... up |
- 11 a. Go through the language boxes with the class. Explain that in English we often preface polite requests with such phrases as 'Sorry to bother you ...' etc.
- Answer Key**
- |                        |                              |
|------------------------|------------------------------|
| 1 see you're very busy | 8 think you could (possibly) |
| 2 could you            | 9 I can't do                 |
| 3 I could              | 10 is a bit much to ask      |
| 4 me a big favour?     | 11 wondering if you          |
| 5 mind if I            | 12 pleasure                  |
| 6 you can/may          |                              |
| 7 cause a fuss         |                              |
- b. **Suggested Answer Key**
- By being made either more or less formal/polite.
- c. **Suggested Answer Key**
- 1 A: Can you do me a big favour? Do you think you could possibly give me a lift to work tomorrow?  
 B: With pleasure. What time shall I pick you up?
  - 2 A: I can see you're very busy, but do you think you could help me with this filing?  
 B: I wish I could, but I've got this report to finish.
  - 3 A: Sorry to bother you with this and I know it's a bit much to ask, but I was wondering if I could take the day off tomorrow?  
 B: I'm afraid you can't do that. You see, it would set a precedent.
  - 4 A: Would it be at all possible for me to be excused class this afternoon?  
 B: I'm afraid I can't allow that. You have missed too many classes recently.
  - 5 A: Sorry to bother you with this, but do you think you could do me a big favour? I wonder if you could talk to your boss about giving me a job?  
 B: Sure. I can do that. No problem.



## Listening and Speaking (pp. 126-127)

- 1 a. Elicit meanings of listed words. Explain unfamiliar vocabulary and ask Ss to decide, based on the question, the most likely context in which the words/phrases will occur.
- b. Play the recording. Ss answer questions 1-9.

**Suggested Answer Key**

a **briefing** is a meeting where information or instructions are given to people – in the context of a company wanting to join IIP being informed of what is required.

a **review meeting** is when what has been done so far is assessed – it could refer to regular meetings between the company and the IIP.

a **complaints procedure** is the process you have to follow to make a complaint – someone complaining about their company to the IIP.

a **letterhead** is the name and address of a company printed at the top of their writing paper, etc. – in the context of having the IIP seal of approval on the company's letterhead.

**appraisals** are assessments or judgements after careful consideration – member companies probably have frequent appraisals.

an **assessor** is an expert in a certain field called in to appraise the situation – this would probably be a part of IIP procedure.

**random spot checks** are inspections performed without warning – the IIP could do this as part of their quality control.

Play the recording a second time.

**Answer Key**

- |                       |                        |
|-----------------------|------------------------|
| 1 development         | 6 fake                 |
| 2 status symbol       | 7 a few days           |
| 3 feedback/new skills | 8 (random) spot checks |
| 4 procedures          | 9 complaints procedure |
| 5 anonymous           |                        |

- c. Allow 3 to 4 minutes for Ss to check.
- 2 a. Brainstorm for vocabulary associated with firefighting, including: qualities needed for the job, degree of danger, hours, interest/boredom, pay, etc. Discuss questions 1 and 2. Based on this, Ss try to predict what the missing information is. Remind Ss that part 2 of the Listening test is only heard once.

**Suggested Answer Key**

- 1 Someone who has courage, who is a good team-player, and who cares about people.
- 2 The job is dangerous, that's one major disadvantage. And I'm not so sure how good the pay is. Advantages would include the satisfaction of knowing that you are doing something valuable and important – saving lives and property.

**b. Students' own answers**

- c. Play the recording. Ss listen and do the task.

**Answer Key**

- |                           |                          |
|---------------------------|--------------------------|
| 1 aptitude                | 6 good holiday           |
| 2 teamwork/helping people | 7 arrangements           |
| 3 interest/variety        | 8 gyms/sports facilities |
| 4 police officer(s)       | 8 excellent/good         |
| 5 £21,000                 |                          |

- d. Ss discuss in pairs or small groups.

**Suggested Answer Key**

*I think it's important to take into account how necessary or useful to society as a whole the work is. So, people like firefighters and nurses should get better pay because their contribution to society is greater than, say, a pop musician. The danger involved in a job should also be taken into consideration – if your job involves risking your life, then of course you should be paid more.*

- 3 Go through the useful language. Ss look at pictures. Ask what Ss think would be an ideal/good working environment. Write ideas on board. Again, brainstorm for what creates a stressful working environment. What working environments are shown in the pictures? Ask one pair to do the task in front of the class while the other Ss assess them.

**Suggested Answer Key**

*Refer to Tapescript Section – Unit 6, Ex. 5.*

- 4 Continue with the same pair. The rest of the class continue their assessment.

**Suggested Answer Key**

*Refer to Tapescript Section – Unit 6, Ex. 5.*

- 5 Ss listen to the recording and compare. Point out that in Part 3, the two candidates agree to differ.

- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'My uncle is going to buy me a new CD player'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b I passed all my exams.  
c I've been offered a place at university.  
d I came top in the maths test.  
e I've been promoted.

## Reading (pp. 128-129)

- 1 Tell Ss they are going to read an article about public sector working hours. Ask Ss what they understand by 'public sector' – eg. civil servants, government workers – and what they think their working hours are.

**Suggested Answer Key**

- 1 Flexi-time, a four day week, irregular hours, part-time work, working from home and time off are probably disadvantageous for employers because they involve such things as employing more staff, are more difficult to organise and keep track of and cause a certain loss of control. (Whereas employees would look on them as advantages.) Long hours, overtime, rigid working times, early starts and a rigid 9 to 5 day are things which employers would probably consider advantages.
- 2 Brainstorm for ideas about the phrase 'Get a life'.

*It means that they spend so much time at work, and so much time getting to and from work, that there is no time left for other important aspects of life, such as family, friends, leisure and fun.*

- 2 a. Ss read the text and do the task.

**Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 B | 3 C | 5 F |
| 2 E | 4 G | 6 A |

**b. Suggested Answer Key**

- 1 'But the journey to work was taking its toll.' / 'She had to be in for 9am, ...' / 'I used to get quite stressed sitting on the bus, ...'
- 2 '... the council was hardly an employer of choice.' / 'We had recruitment problems, ... and high staff turnover.'
- 3 'fund to pilot a 'work-life balance' scheme.' / '...the pilot has been a ... success ...' / '... came up with suggestions...' / '... not all ideas were taken up ...'
- 4 'Staff can take time off ... to meet other commitments, ...' / 'It gives me a chance to organise my working time around my other needs.'
- 5 'The cynic may think it is ... a ploy to increase working hours' / '... the scheme is not a backhanded way of ... extending working hours.'
- 6 '... If the new system was taken away now ...' / 'Far from taking it away, Davis ...'

- 3 a. **Answer Key**

*readily* – willingly  
*pilot* – try out/test  
*devised* – designed/created  
*core* – central  
*commitments* – obligations  
*adamant* – unsusceptible to persuasion  
*stifle* – prevent  
*morale* – confidence and cheerfulness  
*incentive* – encouragement/motivation  
*backlog* – accumulation of things waiting to be done  
*ploy* – trick

**b. Answer Key**

*on the verge of* – on the point of or just about to (leave her job)  
*taking its toll* – having a bad effect on/causing suffering (the journey to work was having a bad effect on her health)  
*raised concerns* – the staff expressed their worries about...  
*came up with suggestions* – thought of and expressed some new ideas  
*meet their targets* – as long as staff do all the work they are supposed to do  
*at short notice* – with little advance warning, only a short time beforehand

- 4 Elicit suggestions from Ss and build up paraphrases on the board.

**Suggested Answer Key**

- 1 We have changed our attitude from one where we simply dismissed such suggestions out of hand, to one where we are willing to find ways of making things work.
- 2 I don't respond well to/cope well with situations like that.
- 3 Merton has been used by the government as an example of a council whose policies work well.
- 4 This point is strongly reinforced by the results of a recent survey.
- 5 People who still have their doubts would suspect that this is a trick by the management.

- 5 a. Allow 4 to 5 minutes for Ss to scan the text for the points the writer makes, make their lists, and discuss their findings with their partners. Elicit comments and suggestions from a variety of Ss, building up a list on the board.

**Suggested Answer Key**

- Sickness levels drop
- Productivity rises
- Staff can meet other commitments
- You can avoid the rush-hour traffic
- You have less stress
- You have more control over your life
- You can take your children to school
- You can work when it is quieter
- You can work from home
- People are happier
- Morale is boosted
- People have a greater incentive

- b. Ss discuss the points in pairs or small groups.

**Students' own answers**

English in Use (pp. 130-133)

**1 Answer Key**

- 2 Suppose you won the lottery, what would you do?
- 3 I've bought some food in case Marianne and John come round for dinner.
- 4 If I had known you were coming to London, I would have picked you up at the airport.
- 5 If I told you I love(d) you, what would you say?
- 6 Unless Brian instructs us otherwise, we will close the shop at 7.
- 7 Should he ring, tell him I'll meet him in the library.
- 8 Had I known you'd been shopping, I wouldn't have gone myself.

**2 Answer Key**

- If Alice hadn't transferred to another department, she wouldn't have got a huge pay rise.
- If it weren't for the current economic crisis, ten workers wouldn't have been laid off.

**3 a. Answer Key**

- |                       |                       |
|-----------------------|-----------------------|
| 1 b (type 3 + type 2) | 3 d (type 2 + type 3) |
| 2 c (type 2 + type 3) | 4 b (type 3 + type 2) |

**b. Answer Key**

- 2 If he'd followed my advice, the work would have been finished (by now).
- 3 If he had been arguing with his boss all morning, he wouldn't look so relaxed.
- 4 If she had the money, she would have given me the loan.
- 5 If I wasn't planning to leave this job anyway, I wouldn't have been rude to the boss.

**4 Answer Key**

- 2 I wish I'd followed my friend's advice.
- 3 I wish I hadn't lost my lecture notes.
- 4 I wish my friend wasn't out of the country, (so I could ask for his help).

**5 Answer Key**

- 1 ... I'd go to university instead of going straight into a job.
- 2 ... I would collect modern art.

- 3 ... hadn't thrown away that winning lottery ticket.
  - 4 ... I'd go to Tierra del Fuego.
  - 5 ... dance.
  - 6 ... taken his advice.
  - 7 ... stop behaving like a spoilt child.
  - 8 ... good at tennis.
- 6 Direct Ss to the cartoon and ask them to fill in the gap (was/were). Ask them to suggest similar situations for cartoons.
- 7 Explain to Ss that this exercise is to test cohesion and coherence, awareness of discourse features and general grammatical awareness in preparation for part 6 of the English in Use paper.

**Answer Key**

- 2 B                    4 C                    6 B                    8 C
- 3 C                    5 A                    7 A

- 8 Explain the task to Ss. Allow them 4 to 5 minutes to complete the task. Check Ss' answers.

**Answer Key**

- 1 E            2 C            3 A            4 I            5 F            6 B

- 9 Make sure Ss understand the task. Do part one of question one as a class. Ss complete the task on their own. Check Ss' answers.

**Answer Key**

- 1 tiring/tireless                    4 competition/competitive/competitors
- 2 leadership/leading
- 3 excellent/excellence            5 contractors/contractual

- 10 Ask Ss to quickly read through the texts first for general understanding. Elicit meanings of any unfamiliar vocabulary. Allow Ss about 10 minutes to complete the task. Check Ss' answers.

**Answer Key**

- 1 termination            6 industrial            11 poorly
- 2 broadly                7 organisation            12 discussion
- 3 unfair                 8 chaotic                13 indispensable
- 4 disability            9 productive            14 collective
- 5 refusal                10 ensure                15 alternatives

- 11 Ask Ss to cover column B and elicit meanings of phrases in A, pointing out how meanings can be confused. Ss complete the task in pairs. Check Ss' answers. Ss write sentences for homework.

**Answer Key**

- 2 g                    4 b                    6 h                    8 f
- 3 a                    5 c                    7 e

- 12 Ask Ss to look at the title. Do they know the thumbs down gesture and what it means? What could it refer to in this context? Ss read through text quickly to get gist. Check understanding of unfamiliar vocabulary. Ss complete task individually. Check Ss' answers.

**Answer Key**

- 1 C            4 A            7 D            10 B            13 A
- 2 D            5 B            8 A            11 A            14 D
- 3 B            6 D            9 C            12 B            15 B

Writing (pp. 134-138)

- 1 Go through the theory box with Ss. Explain that there is always a business option in the writing paper. Impress upon Ss that they should not attempt the business question if they are totally unfamiliar with work practices and the relevant vocabulary. Then Ss underline the key words in the rubric. Check Ss' answers.

**Answer Key**

*the head office of the company you work for, prepare a report on the conditions in your department, Managing Director, mentioning factors that affect the day-to-day running of the department, recommendations you feel would increase efficiency and profits.*

- 1 Very formal, you are writing to the Managing Director
- 2 d (b and c are of less importance)
- 3 working environment, equipment, recommendations

Elicit suggestions regarding what Ss would include.

- 2 Check Ss understand phrases given and ask them to quickly read the report for gist. Ss read again and fill in the gaps, then answer the questions that follow. Check Ss' answers.

**Answer Key**

- 1 as are                    4 tend to                    7 with the result that
- 2 such as                5 resulting in                8 were to be made
- 3 due to                    6 would mean that

- 1 Yes. Formal language, e.g. 'The purpose of this report ...'/I would strongly recommend ...'/ 'Another change which would benefit .../I feel if the above changes were made ...'
- 2 The suggestions below should lead to increased efficiency and profits.
- 3 To give the reader a balanced view of the situation.
- 4 Upgrade office computers, replace switchboard, convert storerooms into offices. They are his solutions to the problems mentioned in the previous two sections.
- 5 ... 'I feel the increased efficiency and resulting sales will more than compensate for the costs incurred.'

- 3 Go through the example with Ss and make sure they understand the nature of the task. Allow Ss a couple of minutes to complete the task in pairs. Check Ss' answers.

**Suggested Answer Key**

- 1 Problems have arisen **due to/because of/as a result of** the new measures.
- 2 The contract was lost **even though/despite the fact that** the staff has worked overtime.
- 3 These proposed changes will **result in/lead to** much better working conditions.
- 4 The figures are excellent **in view of/ considering** the disastrous start to the year.
- 5 Cutbacks will have to be made **particularly/especially** in the exports department.
- 6 Steps have been taken **so as to/in order to** rectify the situation.

- 4 Before going through table with Ss, brainstorm for experiences of or ideas about good and bad working conditions. Ss, in pairs, go through the table and fill in the gaps. Allow about 5 minutes for the task.

**Suggested Answer Key**

- 2 Divide tasks (typing, answering phone) between reception staff, or hire more staff. Purchase head sets for reception staff.

- 3 *Telephones and printers all in one place, people talk – too much noise.*
- 4 *Install air conditioning system.*
- 5 *Chairs uncomfortable. Staff complaining of back pains.*
- 6 *Have regular short breaks.*

Encourage Ss to think of at least one other problem or solution.

- 5 a. Ask Ss to read through the two paragraphs and discuss what differences there are between them. Refer Ss back to Ex.3 (Sentence Construction) to help them.

#### Suggested Answer Key

*Paragraph B is made up of more complex sentences, using various linking devices (e.g. with the result, if we were to, it would lead to) in order to join sentences.*

*Paragraph A still uses linkers but the sentences are shorter. Remind Ss that both styles are acceptable and, ideally, their writing should combine the two approaches.*

- b. Now Ss read the paragraph and choose the phrases which are suitable in the context. Explain why the others are not suitable.

#### Answer Key

*Not suitable – thanks to expresses a positive result  
with the intention of typing expresses intention rather than ability  
With a view to expresses intent  
leading to the eradication of the problem doesn't fit syntactically or express cause and effect*

- c. Go through boxes. Ss do task at home.

#### Suggested Answer Key

*A number of staff have complained that the heating system is inadequate and as a result the office is too cold in the winter and too hot in the summer. A consequence of this is that work days are lost because of colds and aches and pains caused by the antiquated heating system. I strongly suggest that if we were to invest in an air conditioning system for the office building it would lead to fewer days lost and a more comfortable working environment.*

- 6 Go through theory box with the class. Ask Ss how many have applied for jobs. What kind of jobs and what information did they include in their application? Brainstorm with class. Write ideas on board. Go through application form and get Ss to complete it in pairs. Check Ss' answers.

#### Answer Key

Name of Post	Office Manager
Where advertised	On your company's website
Present job	Senior clerk
Duties/Responsibilities	Supervising staff and liaising with senior management
Academic qualifications	MSc (Mathematics)
Other skills/qualifications	Course in Office Management. Full driving licence
Personal qualities/Experience	Experienced in office management, capable and trustworthy
Reason for wanting the job	To put my experience to greater use
Closing remarks	enclose two references

- 7 Ss read the rubric and underline the key words. Allow Ss 4 or 5 minutes to answer the questions that follow. Check Ss' answers.

#### Answer Key

**words to be underlined:** ... position ... head office ... where you work. ... send CV, accompanied by letter stating why interested in the job. ... involves more responsibility ... capable of doing the job ... new challenge. Write a letter of application, saying why you feel you should be considered for the job.

- 1 Dear Sir/Madam  
Yours faithfully (name)
- 2 In the Company Newsletter, on the Internet, in The Times, etc
- 3 You are familiar with company policies and have received thorough training in the job.
- 4 reliable, industrious, initiative
- 5 mention that you are keen on progressing; say what you have done for the company so far; express confidence in your own abilities

- 8 a. Refer Ss to the model letters of application. Allow Ss sufficient time to read the letters, and check understanding of any unfamiliar vocabulary before Ss go on to answer the questions that follow. Check Ss' answers.

*(Letter B is appropriate)*

#### b. Answer Key

- 1 states reason for writing and where he saw the job advertisement.
- 2 para 2 – current position  
para 3 – qualifications  
para 4 – experience to date, personal qualities
- 3 references enclosed, offer to provide more information
- 4 formal
- 5 Yes. Applicant mentions current job, qualifications, previous experience, personal qualities relevant to the job.

#### c. Students' own answers

- 9 Point out to Ss the importance of achieving the right level of formality and the dangers of using overly formal as well as informal language in letters of application.

#### Answer Key

1 b            2 a            3 b            4 a            5 b

- 10 Refer Ss to the two rubrics and ask them to read both carefully before answering the questions that follow. Remind them that the questions apply to both rubrics. Check Ss' answers.

#### Answer Key

- A
- 1 a report
  - 2 editor of a careers magazine, school leavers
  - 3 Qualifications required; Duties/Responsibilities; Career prospects
  - 4 To: Mr Jeff Banks, editor of Careers News Magazine  
From: Mary Marshall, Public Relations Officer  
Subject: The Right Job for You?  
Date: 25th May 2004  
**Purpose:** The purpose of this report is to give those interested in embarking on a career in public relations an insight into what the job involves and the qualifications required.

- 5 qualifications required, what the job involves, career prospects
  - 6 make recommendations about qualifications, how to job search
- B
- 1 a letter of application
  - 2 employer
  - 3 No section headings
  - 4 Dear Sir/Madam,  
This letter is in support of my application for the position of Cruise Director, as advertised in the March edition of Travel Wide Magazine.
  - 5 current job, qualifications, personal qualities
  - 6 express hope that application will be considered, offer to provide further information

11 Based on the information in Ex.10, Ss fill in the paragraph plans. Go round class and check Ss' answers.

**Suggested Answer Key**

**Report**

**Opening paragraph:** purpose of the report plus title/type of job the requirements of which the report will describe, e.g. Business Manager

**Main body:** divided into sections under appropriate headings: e.g. Job Requirements, ie what the job itself involves, type of (Academic) Qualifications needed for the job (MBA, etc.), personal qualities required (leadership/communication skills, good team worker, etc.), experience (what experience would be appropriate for the job).

**Conclusion:** summary of the points made in the main body of the report (and possibly a recommendation of the type of job).

**Letter of application**

**Introduction:** reason for writing: the name of the job/course you are applying for and where you saw it advertised

**Main body:** para. 1, present job and its duties and responsibilities, para. 2, academic and other skills and qualifications for the job, para. 3, personal qualities and experience that make you suitable for the job and your reason for wanting the job

**Conclusion:** closing remarks (eg. 'I'd be grateful if you would consider my application...'), enclose CV and references, offer of further information if required

12 Set as homework. Using the paragraph plans from the previous exercise and all the information learned in the unit, Ss write one of the tasks from Ex.10. Remind Ss to go through Writing Checklist.

**Suggested points to cover**

See Ex. 11.

**Self-Assessment Module 3**

- 1 a. 1 B 4 B 7 B 10 C 13 D  
2 C 5 A 8 D 11 B 14 C  
3 A 6 B 9 C 12 D 15 C

- b. 1 arrive 4 will notice  
2 it not been 5 it not for  
3 wish you wouldn't

- 2 1 C 3 G 5 H  
2 D 4 A 6 E

- 3 1 B Sean Macaulay, "...they feel they can't go back until they are superstars."  
2 B Sean Macaulay, "for every one that makes it, there are thousands who..."  
3 C Daniel Doty, "There are too many people doing the same thing..."  
4 C Daniel Doty, "One prerequisite is to...", "British girls also have the added disadvantage of having to get the right visa..."  
5 F Kelly Polito, "If you don't have a union card..."  
6 A Rachael Evans, "But, eventually, I realised it's totally fake."  
7 A Rachael Evans, "...is currently working as a counsellor at a children's talent agency..."  
8 F Kelly Polito, "As well as waitressing, Kelly works as a film extra..."  
9 A Rachael Evans, "I cry down the phone to Mum, who talks me out of packing my bags..."  
10 D Cheridah Best, "Five years on, I've only had a few acting jobs..."  
11 E Nicki Flux, "...I've had small roles in The X-Files and Ally McBeal..."  
12 D Cheridah Best, "I moved to LA at 36, following the breakdown of my marriage."  
13 E Nicki Flux, "During that time, my marriage broke up..."  
14 D Cheridah Best, "I'd say it probably comes down to 95 percent looks and five percent talent."  
15 F Kelly Polito, "it isn't necessarily the people who are talented who get the jobs - it's all about what you look like and who you know."  
16 D Cheridah Best, "I'd love to go back to Britain, but my son is in school here."  
17 E Nicki Flux, "I truly believe I can succeed - I wouldn't be here if I didn't."

- 4 1 G 3 F 5 B 7 D 9 B  
2 E 4 D 6 C 8 G 10 A

5 **Speaking** (Students' own answers)

6 **Writing** (Students' own answers)

## Unit 7 – Fit for Life

## Objectives

**Vocabulary:** health; medicine; sport and fitness; the human body; illnesses and ailments; idioms

**Reading:** multiple choice

**Listening:** listening for detail; multiple choice; multiple matching; picture discussion

**Speaking:** making appointments; describing; speculating and eliminating

**English in Use:** open cloze; error correction; multiple cloze; register transfer

**Grammar:** inversion; modal verbs; prepositions

**Phrasal Verbs:** *hold; clear*

**Writing:** combined transactional tasks

Lead in (p. 145)

- 1 Direct Ss to the title of the unit. Discuss the meaning. Elicit from Ss what they think it means to be 'Fit for Life'. (It can be interpreted to mean either maintaining a level of physical fitness throughout your whole lifetime, or being prepared to face the challenges that life presents you with.) Ask Ss for their views on these two interpretations.

- 2 a. Ask Ss to look at the pictures and say how they are related to the given phrases.

**Suggested Answer Key**

- A *It's a doctor's job/intention to help eradicate disease / diagnose illness / improve people's quality of life.*
- B *Swimming is a good way to keep fit / prevent ill health / relax / increase life expectancy.*
- C *Football / Team sports help(s) you keep fit / prevent(s) ill health / promote(s) teamwork / impose(s) self discipline / cultivate(s) a competitive spirit.*
- D *Body scans / Medical treatment can help eradicate disease / prevent ill health / diagnose illness / increase life expectancy.*

- b. Direct Ss to the task and ask them to discuss the questions in pairs. Allow 2 to 3 minutes. Get feedback from one or more pairs and encourage general discussion if Ss seem interested.

- 3 a. Explain the task. Go through the factors and deal with any difficulties. Allow 2 or 3 minutes for Ss, working in pairs, to rank the factors. Get feedback from one or more pairs.

- b. Tell Ss that they are going to hear five people talking about health problems. Explain the task. Play CD.

**Answer Key**

*Speaker 1 – headaches – medication, acupuncture*

*Speaker 2 – aching muscles – workout*

*Speaker 3 – indigestion – change of diet*

*Speaker 4 – sports injury – physiotherapy, surgery*

*Speaker 5 – post-viral depression – sport*

- c. Play the CD again. Elicit details from Ss regarding exactly what the speakers said. It may be helpful to photocopy and hand out the tapescript for Ss to check their answers.

**Answer Key**

- |                    |                      |                 |
|--------------------|----------------------|-----------------|
| 1 <i>desperate</i> | 3 <i>embarrassed</i> | 5 <i>gloomy</i> |
| 2 <i>worried</i>   | 4 <i>frustrated</i>  |                 |

- 4 Tell Ss that these are two different quotations about health. Elicit paraphrases of the first quotation and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second one in pairs, monitor and correct and ask two or three pairs to read out their paraphrases.

**Suggested Answer Key**

*I think it means that the best way to keep your body active is through exercise, and the best form of exercise is walking. I think the speaker is suggesting it's not necessary to overdo exercise, for example, the way people nowadays spend hours in the gym or jog for miles, a simple brisk walk is quite enough to keep most people healthy.*

*The second speaker believes that health is a matter of luck, and cannot be obtained in any other way.*

Elicit agreement or disagreement from Ss and encourage them to justify their opinions and maybe contribute some examples from their own personal experience. Feed in vocabulary which might help e.g. *reliant on/connection/transplants/treatment/overdo/go too far/in moderation, etc.*

**Suggested Answer Key**

*Well, while I've heard that walking still remains the best form of exercise, since it apparently exercises most parts of the body, I've also heard that it's more important to do aerobic exercise to exercise the heart and lungs. I think most people would agree, especially fitness fanatics, that walking just isn't enough to keep your body in shape, although I suppose it's better than nothing.*

*Well, I don't altogether agree with this speaker, although I suppose in his day that was more or less true, but nowadays, being rich certainly does have some bearing on how healthy you are. For example, wealthy people can afford expensive treatments and transplants if they're ill. However, I know what the speaker means, that no matter how wealthy you are, you can't enjoy life unless you have good health.*

Reading (pp. 146-147)

- 1 a. 1 Write 'Eureka' on the board and elicit from Ss the meaning of the word, who uttered it, when, where and why. (*The word 'Eureka', which means 'I have found it' in English, was uttered by the ancient Greek philosopher Archimedes, who discovered that a body immersed in fluid loses weight equal to the weight of the amount of fluid it displaces. Many modern inventions are based on this discovery e.g. flight. Reportedly, Archimedes discovered this principle while in his bath. He noticed that when he stepped in the bath some water overflowed. Later, he measured that amount of water and found it equal to his weight.*)

- 2 Elicit suggestions and write them on the board.

**Answer Key**

- **The circulation of the blood:** *Harvey discovered the heart was at the centre of the circulatory system; offered insight into the functions of the heart, liver, brain and blood; changed the face of medicine.*
- **The smallpox vaccine:** *eradicated smallpox, the greatest killer of the time*

- **Penicillin:** vaccine that kills bacteria; led to development of antibiotics
- **Aspirin:** first discovered by Hippocrates; relieves pain and inflammation

- 3 Inform Ss that the following phrases appear in the article they are about to read. Check the meaning of key words in the context given. (*relief = from pain; material = bacteria; fundamental ingredient = basic content; valves = means of controlling blood flow*)

Allow Ss to discuss possible contexts in pairs, then give them 3 or 4 minutes to scan the text to check their ideas. Ss should not be given too long at this stage as it is important for them to practise scanning and not to get stuck on unfamiliar vocabulary.

#### Answer Key

- Aspirin
- The Smallpox Vaccine
- Penicillin
- The Circulation of the Blood

- b. Remind Ss what they have to do in this section of the exam. Conduct feedback and ask Ss to underline relevant parts of the article.

#### Answer Key

- D Aspirin, line 11
- B The Smallpox Vaccine, lines 10-13
- A The Circulation of the Blood, lines 10-12
- D Aspirin, lines 11-19
- B The Smallpox Vaccine, lines 2-5
- C Penicillin, lines 10-17
- A The Circulation of the Blood, lines 24-28
- D Aspirin, lines 7-8
- C Penicillin, lines 18-23
- A The Circulation of the Blood, lines 17-20
- B The Smallpox Vaccine, lines 20-24
- B The Smallpox Vaccine, lines 13-19
- A The Circulation of the Blood, lines 4-6  
(key word: "dispelled")
- C Penicillin, lines 16-17
- B The Smallpox Vaccine, lines 8-9

- 2 a. Encourage Ss to look at the words in context. Elicit suggestions for each one.

#### Suggested Answer Key

**dispelled** – in this context means 'disproved'; he proved the others wrong (often used as 'to dispel a rumour')

**propelled** – sent or pushed (point out the derivative, 'propeller' – the device which moves an old ship or aeroplane)

**intrigued** – fascinated, deeply interested

**contract** – catch, be infected by (point out that this verb is stressed on the second syllable and is not related to the noun, 'contract', which is stressed on the first)

**anticipated** – predicted, expected

**universally** – throughout the world, by everyone (point out the position of this adverb in the sentence, compared to the position of its synonyms)

**a dead end** – something with no significant consequence

**efficacious** – effective

**credit** – recognition, acknowledgement (point out that you deserve credit for something good; blame for something bad)

**substance** – natural or man-made material

**influence** – alter, have an effect on

**trigger** – cause, prompt (as the trigger of a gun causes it to fire)

- b. Point out the prevalence of Greek and Latin roots in medical English. Depending on Ss' countries of origin, this may be easier or more difficult. Spend a suitable amount of time explaining the basics to Ss.

#### Examples of words in each passage include:

- anatomical, medicine
- diagnosed, vaccination
- bacterial, antibiotic
- enzymes, arthritis

#### 3 a. Answer Key

- The 'riddle' refers to the confusion over the function of the one-way valves which had been discovered in the veins of the human body.
- This phrase refers to the reluctance of many people in continental Europe to accept Harvey's findings.
- This phrase means that medicine was radically changed (because scientists were forced to re-evaluate most of what they had believed up until that point).

- b. Ss work in pairs. Each S prepares questions based on the other three sections for their partner to answer. Allow 4 to 5 minutes for the task, dealing with any difficulties as they come up. Choose some of the more useful phrases and put them on the board, inviting suggestions from the whole class.

- 4 a. Elicit examples of more recent medical discoveries that have changed the course of history and write them on the board.

#### Suggested Answer Key

- breaking the code of the genome
- cloning
- genetic engineering
- organ transplantation
- laser surgery
- MRI (magnetic resonance imaging); CAT scans (computerised axial tomography)

- b. This task will encourage Ss to revise the language they have learned in this section. It can be done for homework.

#### Language Focus (pp. 148-151)

#### 1 a. Answer Key

**pupil** – at the centre of the eye

**eardrum** – thin piece of skin inside the ear

**ear lobe** – large, fleshy part of the ear

**airway** – in the throat

**nostril** – opening at the end of the nose

**skull** – bony part of the head enclosing the brain

**cheekbone** – two bones in the face below the eyes

**jaw** – lower part of the face below the mouth

**incisor** – teeth at the front of the mouth used for biting food

**Adam's apple** – lump that sticks out of the front of the neck

**collarbone** – two long bones running from throat to shoulders

**palm** – inside part of the hand

**spine** – row of bones down the back

**breastbone** – long, flat bone going from throat to bottom of the ribs

**ribcage** – structure of ribs in the chest  
**kneecap** – bones at the front of the knees  
**shin** – front part of legs between knees and ankles

## b. Answer Key

**normal processes:** breathe, yawn, blink, swallow, digest  
**ill health:** wheeze, cough, bruise, scar, throb

## c. Suggested Answer Key

- I need to go outside to get some fresh air; it's so hot in here I can hardly **breathe!**
- Will you stop **yawning!** You're making me tired!
- We **blink** more often in a dry environment.
- A lot of people have difficulty **swallowing** tablets.
- Fatty food is more difficult to **digest**.
- He should stop smoking; he's **coughing and wheezing** like an old man.
- Can you turn that music down, my head's **throbbing**.
- Put your hand over your mouth when you **cough**.
- Don't worry, your ankle isn't broken, it's just badly **bruised**.
- She was **scarred** for life following the accident.

## 2 a. Answer Key

**rash** – I've got these red blotches all over my skin.  
**inflamed joints** – I can't bend my knees or my elbows.  
**blurred vision** – Everything is hazy.  
**chest pain** – It hurts when I breathe.  
**hoarseness** – My voice is disappearing.

## b. Answer Key

**rash** – dermatologist  
**inflamed joints** – orthopaedic surgeon  
**blurred vision** – ophthalmologist  
**chest pain** – cardiologist  
**hoarseness** – ear, nose & throat surgeon

- c. Refer Ss to cartoon and ask them which doctor the man needs to see (*ophthalmologist*). Ss work together to produce a similar cartoon.

- 3 Students work together to match the items and make sentences, as in the example.

## Answer Key

**insomnia** – acupuncture/medically approved diet/regular exercise/homeopathy/hypnosis  
**arthritis** – acupuncture/medically approved diet/physiotherapy/regular exercise/homeopathy/hypnosis/surgery/creams/salves  
**pulled muscle** – physiotherapy/sling/cast/bed rest  
**indigestion** – medically approved diet/regular exercise  
**eczema** – medically approved diet/homeopathy/creams/salves  
**concussion** – bed rest  
**fatigue** – vitamin tablets/bed rest  
**bone fracture** – surgery/sling/cast  
**appendicitis** – surgery

- 4 Ss work together in pairs to find the odd-one-out.

## Answer Key

- 2 **fan** because the others are part of the process and make decisions  
 3 **jersey** because all the others are played with  
 4 **stands** because all of the others are people involved in sport  
 5 **executive box** because all the others are types of tennis surface  
 6 **sprain** because all the others are types of protective gear

- 5 a. Ss work together to match the sports to the places and then discuss which are individual/indoor/outdoor sports.

## Answer Key

Track	go-kart racing, triathlon, marathon
Pitch	hockey
Ring	boxing, wrestling,
Rink	ice hockey, ice skating
Court	badminton, squash, softball
Other	archery, snooker, rowing, synchronised swimming, scuba diving, kayaking, rock climbing, angling, golf, weightlifting, skydiving
Outdoors	archery, rowing, scuba diving, kayaking, rock climbing, angling, marathon, hockey, golf, skydiving

- **individual sports:** archery, go-kart racing, scuba diving, kayaking, triathlon, rock climbing, angling, marathon, golf, weightlifting, skydiving, ice skating

**indoor sports:** boxing, badminton, snooker, wrestling, squash, weightlifting

- b. In pairs, Ss discuss which adjectives best describe the sports in 5a, as in the example.

## Suggested Answer Key

A: I think skydiving must be the most exhilarating of all, though, don't you?

B: Definitely, it must be amazing flying through the air like a bird, but it's also very hazardous.

A: Yes, but that's all part of the fun for some people. It's the risk that makes it so invigorating.

B: Well, that's why it's called an extreme sport.

A: Well, I'd prefer something a little less demanding. I'd go for an indoor sport, like snooker. I know it's not very adventurous, but it's a lot less dangerous.

## c. Students' own answers

- 6 a. Here Ss are going to look at collocations with certain nouns to do with the body. Ss work together to match the adjectives with the nouns.

## Answer Key

excruciating/nagging – pain  
 full/miraculous – recovery  
 internal/massive – bleeding  
 contagious/mysterious – disease  
 on-the-spot/outpatient – treatment  
 lightning/automatic – reflexes  
 rigorous/annual – tests  
 sports/nasty – injury

- b. Ask Ss to use the correct collocations to complete the sentences.

## Answer Key

1 miraculous      4 rigorous      7 mysterious  
 2 outpatient      5 nagging      8 lightning  
 3 sports      6 internal

## c. Students' own answers



- 7 Explain to Ss that they are going to look at certain verbs to do with illness. Ss work together to tick the correct boxes. Check around the class then Ss make sentences using the correct collocations.

**Answer Key**

Catch	Develop	Contract	Suffer	
✓	✓			a cold
	✓			a fever
			✓	a heart attack
✓				meningitis
✓				the flu
✓	✓			pneumonia
	✓			liver trouble
✓				a stomach bug
✓		✓		hepatitis
			✓	a mental breakdown
✓		✓		whooping cough
✓		✓		measles

**additional phrases:** catch malaria, develop cataracts, contract tuberculosis, suffer a stroke

- 8 In pairs, Ss do the matching exercise.

**a. Answer Key**

- 1 i 3 c 5 d 7 f 9 j  
2 a 4 g 6 h 8 e 10 b

**b. Answer Key**

- If you are of sound mind and body, nobody has any right to disagree with what you state in your will.
- I know the operation will be difficult for you, but keep a stiff upper lip and everything will be fine.
- Don't try and tell me I can't play football if I want! I may be eighty-five but I'm as fit as a fiddle.
- The famous golf pro joked that he was over the hill and that it was time for him to retire.
- Of course you've got butterflies in your stomach. It's not every day that someone participates in the Olympic Games.

**c. Students' own answers**

**9 Answer Key**

- 1 under pressure 4 under age  
2 under normal conditions 5 under suspicion  
3 under the circumstances

**10 Answer Key**

- 1 expressions 3 truly 5 bad  
2 insisted 4 altered 6 deep

- 11 Remind Ss of the importance of phrasal verbs. Ask them to give examples of phrasal verbs with *hold* and *clear* and write them on the board.

**Answer Key**

- 1 cleared out 4 hold back 7 held off  
2 cleared up 5 hold up  
3 held out 6 cleared away

- 12 a. Tell Ss they are going to listen to a short dialogue between two people.

**Answer Key**

- I'd like to make an appointment
- I'm afraid I'm busy then. Have you got anything in the afternoon?
- That's perfect.
- Thank you so much. See you then.

- b. Allow about 5 minutes for Ss to practise using the phrases. Select various pairs to perform in front of the class.

**Students' own answers**

Listening & Speaking (pp. 152-153)

- 1 a. Ask Ss how many of them take regular exercise and what the benefits and negative effects are. Write them on the board. Ss then discuss the questions.

**Suggested Answer Key**

- As everybody knows, apart from helping you control your weight, regular exercise also helps to stave off heart disease and other health problems. It keeps the heart and lungs healthy and generally keeps you in shape.
- Of course, if you overdo it, you can end up with a pulled muscle or back strain. It's also important for older people to check with their doctors before doing any strenuous exercise because it can put a strain on the heart.

- b. Tell Ss they are going to listen to a medical advisor talking about exercise and health. Play the recording.

**Answer Key**

- 1 workout habits 5 (stress) hormone  
2 too hard 6 70 per cent  
3 immune system 7 one hour  
4 (up to) twenty-four (24) 8 rest

**c. Suggested Answer Key**

- wear a back/knee support  
wear protective headgear  
drink lots of fluids  
don't eat less than two hours before a workout

- 2 a. Ss discuss questions. Elicit answers.

- b. Explain to Ss that this type of task is from Part 3 of the Listening paper. Play the recording through once and let Ss select the correct answer. Play the recording for the second time and let Ss check their answers. Check the answers with the whole class, playing sections of the recording again if necessary.

**Answer Key**

- 1 B 3 D 5 B  
2 A 4 D 6 C

**c. Students' own answers**

- 3 a. Ask Ss to look at the list of people in Task 1 and suggest how they might contribute to a sports club.

**Students' own answers**

- b. Explain that this is from Part 4 of the Listening test. Play the recording. Ss do Task 1. Play the recording again. Ss do Task 2. Remind Ss that, in Task 2, they are not looking for the exact quotes, but for information which can be best summarised by the quotations given. Check Ss' answers. (Ss can be given photocopies of the tapescript and told to find out why the answers are correct).

**Answer Key**

**Task 1** 1-G 2-D 3-F 4-H 5-A

**Task 2** 6-E 7-G 8-A 9-D 10-C

- 4 Point out that, in this unit, Ss will be given the same pictures but in a different order. SA will describe two of the pictures, while SB listens to find out which pictures are being described. (Sometimes, the Speaking test Part 2 will take this form. The reason for the jumbled pictures is that Ss are forced to listen to their partner, rather than simply observing where on the page their partner is looking. For this reason it is important that Ss do not have access to their partner's photographs).

- a,b. Go through the strategy point with Ss. Remind Ss that it is important to speculate about various things related to the pictures, it is not enough simply to describe them. Then look at the 'useful language' section and go through the phrases. Select one pair to do the task while the others assess them on their checklists.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 7, Ex. 5.

- c,d. Ask Ss to look at the second set of pictures and do tasks c and d in turns.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 7, Ex. 5.

- 5 Allow Ss to listen and compare their performances.
- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'Do you know what time the bus leaves for town?' Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b Any idea if the match is being shown on TV?  
 c Have you read 'Notes from a Small Country' by Bill Bryson?  
 d Do you know what's on at the pictures this week?  
 e Is this the right way for Wilmington Avenue?

## Reading (pp. 154-155)

- 1 a. Ask Ss the questions 'What does a referee's job involve?' and 'What difficulties might he encounter?' Elicit answers. Then ask them to discuss the questions.

**Suggested Answer Key**

*It's the referee's job to make sure that players adhere to the rules when playing sports and to make decisions on disputed calls. Ensuring fair play and making controversial decisions inevitably makes a referee the victim of anger and frustration.*

*He has to be able to sort out arguments among players, placate spectators and defend himself against the aggression of both without resorting to violence himself.*

- b. Elicit reactions to the title of the article. He probably enjoys his work because if you "whistle while you work" you are enjoying what you are doing.
- c. Ask Ss to discuss the meanings of the comments with their partners.

**Suggested Answer Key**

- *People see him as being different, but he isn't.*
- *He has always had ability.*
- *We all make mistakes.*
- *He has to be prepared to see the best in people or else he would not be able to do his job fairly.*

Ask Ss to read the article quickly to check their answers.

- d. Remind Ss that Part 3 of the Reading paper is multiple choice.

**Answer Key**

- |                 |                 |
|-----------------|-----------------|
| 1 D lines 6-7   | 5 B lines 61-67 |
| 2 B lines 17-18 | 6 A lines 68-72 |
| 3 C lines 27-36 | 7 D lines 88-94 |
| 4 A lines 53-56 |                 |

- 2 Ss perform task in pairs.

**Answer Key**

*tendency – inclination  
 in person – in the flesh  
 hard-working – diligent  
 characteristic – distinctive  
 secured – clinched  
 nevertheless – all the same*

- 3 **Suggested Answer Key**

- 1 *He's fit and moves like a youngster.*  
 2 *He reached a good position through hard work at various levels.*  
 3 *I had completely forgotten that he had been the referee that night. (The implication is that he is a good referee.)*

- 4 a. **Suggested Answer Key**

A: *I'd say it's very important, surely it's the whole basis on which sport and sportsmanship was originally founded. If people don't play fair, then who can be sure the best man won?*  
 B: *I'm afraid I'd have to disagree with you. I think that's a bit of an old-fashioned attitude. Nowadays, with so much money at stake, in the form of prize money, sponsorship and advertising, the best man doesn't always win, but the one who is willing to do anything to win, which means cheating in every possible way.*

- b. **Suggested Answer Key**

*conscientious – he takes his job seriously (voted as best)  
 hard-working – he has another job as well as refereeing  
 respectable – voted best referee  
 principled – he hates cheating/diving*

English in Use (pp. 156-159)

1 Remind Ss how and when to invert. Ss do task.

**Answer Key**

- 2 ... *did his mother leave, / had his mother left, than he started playing computer games.*
- 3 ... *a beautiful day was it, that I decided to go sunbathing on the beach.*
- 4 ... *when Jason had agreed did they go ahead with the plan.*
- 5 ... *did I know she was planning a surprise party for me.*
- 6 ... *did she go to the gym.*
- 7 ... *busy was the supermarket, that we postponed doing the shopping.*

2 **Suggested Answer Key**

- 1 *did I find out the truth.*
- 2 *switched on the TV did I hear about the crash.*
- 3 *the job had already been taken.*
- 4 *have I ever felt so embarrassed.*
- 5 *do they go out of town.*
- 6 *should you touch this switch.*
- 7 *do I visit the doctor.*
- 8 *will we go to the beach.*

3 Remind Ss that modal verbs are used with a main verb to express ideas such as possibility, intention or necessity.

**Answer Key**

- 1 *can't have (it's not possible)*
- 2 *needn't have (it wasn't necessary)*
- 3 *should have (it was necessary)*
- 4 *could have (it was possible)*
- 5 *must have (it was probable)*
- 6 *shouldn't have (it was not permitted)*
- 7 *might have (it is possible)*
- 8 *might not have (was not able)*

4 Explain to Ss that they have to explain the rules to a partner using the words given. Ss do the task in pairs.

**Suggested Answer Key**

- ... *you don't have to have full membership to use the pool.*
- *You don't have to have student ID for the special discount monthly membership package for weekday morning swimming.*
- *You can swim between 9am and 6pm at weekends.*
- *You didn't have to have a swimming cap before, but you have to have one now. You can buy one at reception.*
- *You have to shower before getting into the pool.*
- *You mustn't wear suntan lotion in the pool.*

5 Remind Ss that this task type is from Part 2 of the English in Use paper.

**Answer Key**

- |                        |                |                       |
|------------------------|----------------|-----------------------|
| 1 <i>their</i>         | 6 <i>later</i> | 11 <i>to</i>          |
| 2 <i>for</i>           | 7 <i>with</i>  | 12 <i>to</i>          |
| 3 <i>because/after</i> | 8 <i>there</i> | 13 <i>where/after</i> |
| 4 <i>At</i>            | 9 <i>the</i>   | 14 <i>had</i>         |
| 5 <i>then</i>          | 10 <i>What</i> | 15 <i>has</i>         |

6 **Answer Key**

- |              |                  |                  |                   |
|--------------|------------------|------------------|-------------------|
| 1 <i>on</i>  | 4 <i>into</i>    | 7 <i>to</i>      | 10 <i>against</i> |
| 2 <i>to</i>  | 5 <i>between</i> | 8 <i>against</i> |                   |
| 3 <i>for</i> | 6 <i>for</i>     | 9 <i>in</i>      |                   |

**Suggested Answer Key**

- 1 *I hate having to rely on public transport.*
- 2 *Have you converted your pounds into euros yet?*
- 3 *The crime rate is so high in this city, everyone fears for their safety.*
- 4 *I am opposed to people wearing real fur.*
- 5 *The twins are so alike, it's hard to distinguish between them.*
- 6 *It's natural for young people to rebel against authority.*

7 Remind Ss that this task type is from Part 2 of the English in Use paper.

**Answer Key**

- |              |               |                 |                 |
|--------------|---------------|-----------------|-----------------|
| 1 <i>for</i> | 5 <i>they</i> | 9 ✓             | 13 ✓            |
| 2 ✓          | 6 <i>had</i>  | 10 <i>more</i>  | 14 <i>being</i> |
| 3 ✓          | 7 <i>only</i> | 11 <i>on</i>    | 15 <i>great</i> |
| 4 <i>the</i> | 8 <i>very</i> | 12 <i>which</i> | 16 ✓            |

8 Explain to Ss that the following words are often confused.

**Suggested Answer Key**

- 1 *I failed my driving test because I was too nervous. Linda thinks she's being followed, but she's just being neurotic.*
- 2 *The candlelight cast shadows on the wall. It's too hot out in the sun, let's go and sit in the shade.*
- 3 *The decor here isn't very tasteful, is it? Look at those plastic flowers! I know what you mean, but the food here is very tasty.*
- 4 *The scandal destroyed her reputation as a lawyer. This bad weather has really spoiled our plans for the weekend.*
- 5 *I wonder how Jane's getting on in her new job. I love wandering around these old market towns.*
- 6 *Bob was very agreeable at our last meeting. My boss agreed to let me have a few days off.*
- 7 *The locals are opposed to the redevelopment. Cindy is the complete opposite of her sister Sharon.*
- 8 *This should not affect you in any way. Her refusal to compromise had a devastating effect on her marriage.*
- 9 *This country is facing an economic crisis. This car is very economical; it costs me almost nothing to run.*
- 10 *Paul is very sensitive to criticism. Jean is very sensible for her age.*

9 Remind Ss that this task type is from Part 1 of the English in Use paper.

**Answer Key**

- |            |            |            |             |             |
|------------|------------|------------|-------------|-------------|
| 1 <i>C</i> | 4 <i>B</i> | 7 <i>B</i> | 10 <i>D</i> | 13 <i>C</i> |
| 2 <i>B</i> | 5 <i>B</i> | 8 <i>C</i> | 11 <i>C</i> | 14 <i>A</i> |
| 3 <i>A</i> | 6 <i>A</i> | 9 <i>A</i> | 12 <i>A</i> | 15 <i>D</i> |

10 **Answer Key**

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 <i>inform everyone, changed</i> | 4 <i>refrain</i>       |
| 2 <i>estimate, consent</i>        | 5 <i>service, free</i> |
| 3 <i>unable to, illness</i>       |                        |

11 Remind Ss that this task type is from Part 5 of the English in Use paper.

**Answer Key**

- |                           |                                 |
|---------------------------|---------------------------------|
| 1 <i>be announced</i>     | 8 <i>allowed to/eligible to</i> |
| 2 <i>completing</i>       | 9 <i>is required</i>            |
| 3 <i>from</i>             | 10 <i>including</i>             |
| 4 <i>must be</i>          | 11 <i>located</i>               |
| 5 <i>no need</i>          | 12 <i>closing</i>               |
| 6 <i>membership</i>       | 13 <i>further information</i>   |
| 7 <i>(minimum) number</i> |                                 |

## Writing (pp. 160-164)

- 1 Go through the theory box and deal with any problems.

- a. Allow 3 or 4 minutes for Ss to do the task.

**Key words/phrases to underline:**

a week's business trip to England, asked a friend, recommend somewhere to stay, health and fitness facilities, using all the information provided, a letter to the hotel, enquiries based on your notes, appropriate letter to your friend

**For the letter to the hotel:**

- 1 a formal letter
- 2 ask for information
- 3 someone you don't know

**For the note to your friend:**

- 4 an informal note
- 5 say thank you
- 6 someone you know

- b. Make sure Ss read the information carefully. Then they tick boxes.

**Boxes to tick:****For the letter to the hotel:**

- a request for details about special deals and prices
- a query about the use of facilities by non-members
- a question about the need to book sports facilities
- a request for a brochure
- polite and formal phrases

**For the note to your friend:**

- an expression of thanks for the trouble they have gone to
- a promise to contact your friend when you are in England
- friendly, informal phrases

- 2 Allow 4 or 5 minutes for Ss to do the task. Check Ss' answers.

**Answer Key**

- 1 ~~want you to tell me~~ / am writing to enquire
- 2 require some further information / ~~need to know a couple of things~~
- 3 ~~To start with, your ad says nothing about~~ / First of all, your advertisement does not give details of
- 4 are all your facilities open to non-members? / ~~can I use whatever I like in the hotel?~~
- 5 ~~I'd like it~~ / I would be grateful
- 6 ~~Write to me soon.~~ / I look forward to hearing from you soon.

Explain that the other phrases are not formal enough for such a letter.

**Suggested Answer Key**

- 1 All the major points in the rubric are dealt with in the letter.
- 2 The letter would have a positive effect on the target reader. If the inappropriate phrases had been used, the letter might not be taken seriously. The recipient could also be offended by the directness of phrases such as 'I want you to tell me'.
- 3 The letter has been divided into paragraphs in the following way:
  - Para 1 reason for writing, opening comments, dates
  - Para 2 request for information about deals and prices
  - Para 3 request for information about facilities and booking
  - Para 4 request for a brochure
  - Para 5 closing comment

Point out to Ss that the main body of the letter is based on the notes from the reading input.

- 3 Point out/Elicit that the underlined phrases are very similar in register to the letter to the hotel and, as such, are far too formal for a note to a friend.

**Correct alternatives**

Dear Jim and Pat,

Thanks for the note and the info. I've 1) written to the hotel and have 2) asked them for more information, but I reckon I'll stay there anyway. 3) Thanks for everything you've done.

I'd love to see you when I'm over. 4) I'm looking forward to seeing Duncan. 5) I bet he's gorgeous.

6) I'll call you as soon as I arrive. Hope we can arrange something.

7) All the best.

Ted

- 4 Elicit answers from the class.

**a. Answer Key**

- 1 F complex sentence structure
- 2 F sophisticated vocabulary
- 3 I short forms
- 4 F frequent use of the passive voice
- 5 I colloquial/spoken language
- 6 I less complex grammatical constructions

- b. Tell Ss that the register transfer exercises they have been doing in the English in Use sections will help them with their own writing. Explain the task and allow 4 to 5 minutes for Ss to complete it.

**Suggested Answer Key**

- 1 My advice to you is that, rather than continue with your present treatment, you should try a herbal remedy. (complex sentence structure, sophisticated vocabulary)
- 2 For further information, please write to us or contact us by telephone on the following number: ... (complex sentence structure, sophisticated vocabulary)
- 3 Despite the fact that we had a pre-arranged meeting, he failed to arrive. (complex sentence structure, sophisticated vocabulary)
- 4 The majority of complaints that have been received about the club have made reference to the lack of organised activities. (passive voice, complex sentence structure, sophisticated vocabulary)
- 5 To my mind, you are perfectly suited for this position. (passive voice, complex sentence structure, sophisticated vocabulary)
- 6 It is important to dress appropriately for an interview if you are to stand any chance of being given the job. (passive voice, complex sentence structure, sophisticated vocabulary)

- 5 Remind Ss to be brief and to the point when writing short tasks.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 3 g | 5 e | 7 f |
| 2 h | 4 d | 6 a | 8 c |

- 6 Explain the task. Allow 4 to 5 minutes for Ss to come up with suggestions. Elicit answers.

**Suggested Answer Key**

- 2 We should seriously consider moving closer to our customers.
- 3 Please remember that the rules apply to everyone. Anyone caught breaking them may be expelled.

- 4 As you requested, the safety requirements have been implemented.
- 5 Please scrutinise the report and let me have your comments.

- 7 a. Allow Ss 3 to 4 minutes to complete the task. Check Ss' answers.

**Key words/phrases to underline:**

You, secretary of your local sports club, your chairman, survey the opinions of club members, proposal, suggesting ways of improving the club, attracting more members, facilities, equipment, social activities, proposal for the chairman, notice, thanking members for their cooperation

- 1 a proposal and a notice
- 2 you are the secretary of your local sports club
- 3 your chairman; other members
- 4 formal for the proposal; less so for the notice
- 5 the proposal should suggest ways of attracting new members; the notice should thank the other members for their help
- 6 for the proposal, it would be a good idea to use headings such as: Purpose – Facilities – Equipment – Social Activities – Conclusion  
for the notice, a simple heading would be appropriate, e.g. TO ALL MEMBERS OF THE SOUTHSEA SPORTS CLUB or TO ALL THOSE WHO TOOK PART IN THE RECENT SURVEY

- b. Explain that this is part of the rubric in Ex. 7a. Allow a suitable amount of time for Ss to do the task. Remind Ss of the need to use their own words.

**Answer Key**

- |                |             |
|----------------|-------------|
| 1 increase     | 3 hiring    |
| 2 introduction | 4 renovated |

- 8 Allow Ss about 5 minutes to complete the task. Check Ss' answers.

**Answer Key**

- 1 I recommend that this area be renovated
  - 2 I suggest that we make enquiries about hiring (exercise) equipment
  - 3 I would like to propose the introduction of a range of activities
  - 4 A second suggestion is to increase local advertising
- 
- 1 All the points from the reading input have been covered.
  - 2 The register in the model is more formal than the register in the reading input.
  - 3 Exact words and phrases have not been lifted from the reading input. Examples of paraphrasing include:  
Do up – Renovate  
Entrance is a mess – the condition of the main entrance  
Introduce – introduction  
Really old and doesn't work properly – out of date
  - 4 The target reader will be informed by the proposal and will be satisfied that all the information is relevant and practical.

- 9 a. Ask Ss to say which is the 'bad' model and to give reasons.

**Answer Key**

Notice B is not appropriate.

- The layout should be more visually appealing.
- The register is too formal for the target reader.

- The content, although informative, does not thank the members (the reason for writing).

- b. Elicit answers to the questions.

**Answer Key**

- 1 Model A closely follows the instructions in the rubric.
- 2 The register is much less formal than that in the proposal (to reflect the different target readers).
- 3 It will have a good effect on the target reader because it is friendly in style and appreciative of the efforts of the other members of the club.

- 10 Go through each of the rubrics carefully with Ss, encouraging them to highlight the key information that they must include.

Remind Ss that:

- They must include all the key points
- There is usually a difference in register between the two tasks in each rubric
- They should paraphrase, rather than lift, expressions from the reading input
- They must show some understanding of the layout of each task type (e.g. Reports should have section headings, Articles should have a general heading, etc)
- The longer task should be well organised into paragraphs or sections
- The shorter task should not exceed the word limit

Hand out photocopies of the Writing Checklist. Ss write one of the tasks for homework.

**Suggested points to cover**

- A a) **section 1:** (introduction) purpose of report (e.g. to assess the recent trip and make recommendation)  
**section 2:** positive features (e.g. good sports activities – football, rugby, hockey, athletics; comfortable beds; log fire; good food; generally enjoyable)  
**section 3:** negative features (e.g. no cricket; poor indoor sports facilities; lack of orienteering and hang-gliding/ para-gliding instructors; accommodation a little cold and a leaking roof in one of the bungalows; only 2 barbecue nights (not 'frequent' as advertised); lack of entertainment)  
**section 4:** conclusion and recommendations (e.g. suggest that the school send students there next year but a letter should be written to the camp pointing out some of the problems and requesting that they be put right in time for next summer)

- b) The memo should be given a title, e.g. TO ALL STUDENTS WHO TOOK PART IN THE SUMMER CAMP AT ROCKRIDGE

Ss could then write 1 – 3 short paragraphs, e.g.

- 1 copy of report can be seen below/attached, etc; please read it and see if you agree with what I have written
- 2 any suggestions for changes to be made by Friday
- 3 I can be contacted ...

The writer's name should appear at the bottom of the memo.

- B a) Note: although the reading input contains complaints, the comments suggest that the article should be a largely **positive** appraisal of the hospital. Some of the negative points could be included for the sake of objectivity/balance.

**para 1:** (introduction) background information (e.g. *details about the hospital – as we all know, the Bankside hospital has been with us for nearly ten years now and I decided to take a closer look at what goes on there*).

**para 2:** information about the equipment / facilities (e.g. *modern technology/operating theatres well equipped; mention that some of the equipment is old but still working*)

**para 3:** information about the staff (e.g. *dedicated doctors and nurses but understaffed; ambulance crews very efficient – fast response times*)

**para 4:** conclusion: personal opinion/reference to community (e.g. *lucky to have this hospital in the area; praise for the hard-working staff*)

- b) The note should be addressed to the editor, e.g. Dear Sharon/Dear Ms Taylor

Ss could then write 1 – 2 short paragraphs explaining the approach they took in the article, e.g. *Investigated complaints and found them to be largely without substance; perhaps Mr Smith was just unfortunate; he may have waited an hour for doctors to see him but I didn't feel that this was a fair reflection on the quality of staffing offered by the hospital; he had a point about some of the equipment, but I saw for myself that it is not all like that; I decided that it was not worth putting anything in about the food.*

The note should end with an expression such as 'I hope the article is to your liking' and the writer's name.

- Ask students to look at the pictures and say what they might be learning and for what purpose.

#### Suggested Answer Key

- A *She may be learning history as a mature student in order to get a degree.*
- B *She may be learning physics to prepare for a school exam.*
- C *He may be learning how to use a computer to help him with his schoolwork.*
- D *She may be learning a foreign language for professional purposes.*
- E *She may have been doing her homework for school and has fallen asleep.*

- The difficulties they may face with their studies are:
  - A *She may get tired and find it hard to memorise facts.*
  - B *She may find certain aspects of the subject difficult to grasp.*
  - C *He may have some technical difficulties.*
  - D *She may find it difficult to find time for her studies.*
  - E *She may have a lot of homework.*
- The things that might give them enjoyment are:
  - A *Learning interesting facts, exercising her intellect.*
  - B *Preparing well for an examination and knowing that this will help her in the future.*
  - C *Mastering a new skill.*
  - D *Meeting a challenge and adding to her qualifications.*
  - E *Learning lots of new things.*

- b. Address questions to students.

#### Suggested Answer Key

- *Yes, it is important for learning to continue throughout life because it makes life more interesting and you develop as a person.*
- *No, it is not important because learning takes up a lot of time that could be spent doing other things.*

- 2 a. Direct Ss to task and ask them to discuss the questions in pairs. Allow 2 or 3 minutes, longer if the conversation seems animated. Get feedback from one or more of the pairs and encourage general discussion if Ss seem interested. Ss decide on order of importance.

#### Suggested Answer Key

- *It is important to understand different cultures so people can respect each other.*
- *It is important to learn social skills so people get along and there is harmony in daily interactions.*
- *It is important to learn a skill so that you will be able to earn a living.*
- *It is important to learn history so the present can be appreciated and mistakes will, hopefully, not be repeated.*
- *It is important to learn how to think critically so you can solve problems.*

- b. Draw a table on the board with a heading for each aim of education that has been listed in Ex. 2a. Have students say which subjects are good for each one and write their answers under each appropriate heading.

## Unit 8 – Live and Learn

### Objectives

**Vocabulary:** study places; methods of study; learning experience; different kinds of education; idioms

**Reading:** multiple choice; gap fill

**Listening:** Part 1 and Part 2 gap fill

**Speaking:** similarities/differences; justifying opinion; agreeing/disagreeing; suggesting; hypothesising

**English in Use:** error correction; word formation; register transfer

**Grammar:** relative clauses; fixed phrases with 'by'

**Phrasal verbs:** *drag; keep*

**Writing:** leaflets and information sheets

Lead-in (p. 165)

- 1 a. Direct Ss to the title of the unit. Discuss the meaning. Talk about the importance of learning in life. Elicit other phrases to express the concept of learning – know a subject inside out, get the hang of something, etc.

- 3 a. Tell Ss they are going to listen to three people talking about what they liked and disliked about school. Put the names of the three people on the board.

Play the recording.

**Answer Key**

1 e 2 c 3 d 4 a 5 f 6 b

- b. Play the recording again. Have Ss tick off phrases that they heard in the recording.

**Answer Key**

c, d, f, g, h

- c. Ss work in pairs and discuss what they liked and disliked about their early years at school. Have them give examples using the vocabulary from the previous section. Give the pairs 2 or 3 minutes to discuss amongst themselves and get feedback from a couple of the pairs.

- 4 Tell Ss that these are two different quotations about education. Elicit paraphrases of the first quotation from Ss and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second quote in pairs. Monitor and correct and ask two or three pairs to read out their paraphrases.

**Suggested Answer Key**

*This quotation essentially says that the more we learn, the more we realise the vast amount of knowledge there is yet to be learned.*

*This quotation can, I think, be interpreted in the following way. We can spend our whole lifetime learning, but we'll never be able to learn all there is in the world. When we learn about something, it could spark our curiosity about something else that we might want to learn. So we learn about the second thing, which arouses our interest in learning about something else and so on and so on. It's like a chain reaction. The more we learn, the more we realise how little we know.*

Elicit agreement or disagreement from Ss and encourage them to justify their opinions and contribute some examples from their own personal experience. Feed in vocabulary which might help e.g. *knowledgeable/ well-informed/ erudite/ on the ball/ familiar/etc.*

**Suggested Answer Key**

*This quote essentially says that education can liberate people. It does this by giving people knowledge. When someone is informed about how people need to be treated, they're less likely to put up with being treated unfairly. I believe that education can free people. That's what I believe is meant by the quote that says "impossible to enslave."*

Reading (pp. 166-167)

- 1 a. Refer Ss to the title and introduction of the article and ask them what they expect to read. Go through the questions, eliciting answers.

**Suggested Answer Key**

- 1 Students' own answers  
 2 Ss work in pairs to complete task. After five minutes conduct feedback by asking 2 or 3 pairs how they did the ranking and the reasons behind the order they chose. This may generate some class discussion.  
 Students' own answers

Ask Ss to skim the text quickly to see if the writer mentions any of the factors. Give them a time limit of about 4 minutes to ensure they read quickly. They should also look for other factors that helped the writer succeed. When they have finished reading they should compare what they discovered with a partner. Ask 2 or 3 pairs to tell the class what they discovered.

- b. Ss read through the questions together. Allow students to read the text alone in order to answer the questions. Conduct feedback and ask Ss to underline the relevant parts of the article.

**Answer Key**

- 1 A lines 1-15 (*The writer implies that he did not work as hard as the PhD student suggested that he would need to and still got a First.*)  
 2 D lines 16-18  
 3 C lines 22-23  
 4 B lines 26-32; lines 38-41  
 5 C lines 46-52  
 6 C lines 56-58  
 7 B lines 61-63

- 2 a. Remind Ss of the importance of recording new vocab in context. Allow Ss to reread the text to look at the items in context and match them to the meanings. Conduct feedback, asking several Ss for answers.

**Answer Key**

<i>crucial – key</i>	<i>bewildered – mystified</i>
<i>search quickly – flick through</i>	<i>absorbed – immersed</i>
<i>rejecting – discarding</i>	<i>understanding of – feel for</i>
<i>general – broad</i>	<i>discussion – debate</i>

- b. See if Ss can find any words in the text that are similar to their own native language.

- 3 Go over the phrases with Ss. Go over what they might mean. Elicit suggested answers from Ss.

**Suggested Answer Key**

**being cut off from civilisation** – *in the context of this article, the phrase means having so much coursework that your life consists of nothing but study. You don't go out with your friends, watch little or no TV, and just spend time at home or in the university library preparing for exams.*

**pull down monuments** – *this means arguing against theories or beliefs that are already well-established with the public. In the context of this article, it relates to well-established academic theories or beliefs.*

**I plucked out what was needed** – *this means taking out exactly what is important. In the context of this article, this means taking out the information that the author felt would help him the most in preparing for the exams.*

**drag out the detail** – *this means dredging up things from memory. In the context of this article, this means the author recalling from his memory information that was essential to him passing the exams.*

- 4 Draw the students into a discussion elaborating on the two points in the text.

**Suggested Answer Key**

1 *Unlike the author, I like to read everything that might be in the exams, instead of just skimming texts for information. I don't feel that the author has good study habits. What if some of the information he dismissed as unimportant showed up in the*

exam? No, I feel more comfortable covering all material given to me by my instructors.

- 2 I tend to be a real procrastinator and leave studying for exams until the last minute. I can't tell you how many nights I've stayed up all night before an exam studying! I wouldn't get any sleep and would go and take the exam exhausted. I'd like to try to study in advance of exams instead of waiting until the last minute. I think making a study plan is a good idea as it helps you to be organised and focused on what needs to be done.

### Language Focus (pp. 168-171)

- 1 a. Give Ss 3 or 4 minutes to do the exercise. Elicit correct answers from Ss. Then elicit sentences with remaining words, and write the sentences on the board.

#### Answer Key

1 assessment	4 lecture	7 excerpt
2 debate	5 assignment	8 prospectus
3 seminary	6 copying	

#### b. Suggested Answer Key

- **class** corresponds with number 4, as they are all places where we learn.
- **vocational school** corresponds with number 3, as they are all learning institutions.
- **talk** corresponds with number 2, as they are all forms of discussion.
- **homework** corresponds with number 5, as they are all tasks set by instructors for learners.
- **cheating** corresponds with number 6, as they are all forms of dishonesty.
- **summary** corresponds with number 7, as they are all text types.
- **course list** corresponds with number 8, as they are all texts related to academic administration.

- 2 a. Explain why the cartoon shows a science lesson. Have Ss get into pairs and list types of classes.

#### Suggested Answer Key

Maths (Algebra, Geometry, Trigonometry, Calculus), English, Literature, Foreign Language, History, Science (Chemistry, Biology, Physics), Music, Art, Physical Education, Social Studies, Home Economics, Computer Studies, Drama, Geography

- b. Go over vocabulary. Now have Ss try to guess which items you would need for each subject.

#### Answer Key

**compass** – maths, art, and physics

**easel** – art

**abacus** – maths

**theatrical prop** – drama

**art supplies** – art

**globe** – geography

**lab skeleton** – biology

**test tube** – chemistry, biology, physics

**reference books** – all classes

**musical score** – music

**glass slide** – chemistry, biology, physics

- 3 a. Go over vocabulary with Ss. As a class, decide which method can be used for each task. Then elicit when Ss have personally used these methods.

#### Suggested Answer Key

- 1 cramming, highlighting, note-taking, summarising
- 2 highlighting, summarising
- 3 revising, proof-reading, editing
- 4 highlighting, summarising
- 5 note-taking
- 6 note-taking
- 7 revising, editing
- 8 summarising
- 9 proof-reading
- 10 highlighting

- b. Have Ss discuss all these points for 2 or 3 minutes and then elicit answers from each pair.

#### Students' own answers

- 4 Go over vocabulary with Ss. Give example sentences with each adjective. Give Ss 3 or 4 minutes to do exercise. Go over answers together, eliciting from individual Ss.

#### Answer Key

- 1 •boring •inspirational •moving •pleasant
- 2 •modern •archaic •advanced •dated
- 3 •modest •extravagant •immense •substantial
- 4 •biased •bigoted •tolerant •open-minded

- 5 Explain the task. Have Ss work in pairs to do the exercise. Direct class feedback.

#### Answer Key

- 1 dismissed (as nonsense)
- 2 attract (a lot of interest)
- 3 advent (of new technology)
- 4 demanding (task)
- 5 housed (in the old building)

- 6 a. Ask the Ss to work in pairs to match the adjectives to the nouns to form collocations. Give Ss about 5 minutes to complete this exercise. Conduct class feedback.

#### Answer Key

- first class/Master's – degree  
higher/first-rate – education  
correspondence/refresher – course  
compulsory/formal – schooling  
post graduate/2-year – diploma  
long-distance/accelerated – learning  
tuition/registration – fees  
school-leaving/medical – certificate

Ss will use some of these collocations in the gap fill exercise that follows. Not all the collocations are used. Ss should use those remaining to create sentences of their own. Select 3 or 4 students to read out one of the sentences they have composed using a remaining collocation.

#### b. Answer Key

- |                        |                     |
|------------------------|---------------------|
| 1 Long-distance        | 5 Master's          |
| 2 compulsory/formal    | 6 higher/first-rate |
| 3 school leaving       | 7 refresher         |
| 4 tuition/registration | 8 postgraduate      |



- 7 a. Draw table on board and fill in with Ss. Explain why each verb goes with each phrase. Have the Ss get into pairs and spend 2 or 3 minutes making new sentences with these phrases.

**Answer Key**

Sit	Get	Have	Do	
	✓	✓		good marks
✓		✓	✓	an exam
			✓	one's homework
✓				for one's finals
	✓			expelled/suspended
		✓		an Easter break
			✓	a biology project
			✓	extracurricular activities

- b. Have Ss try to guess what other phrases can be used with each verb. Write these on the board. Then give Ss another 2 or 3 minutes to make new sentences.

**Students' own answers**

- 8 a. Explain that idioms often convey a 'picture' which explains their meaning. Have Ss try to guess which option goes with which. Elicit answers from the class and write the full idioms on the board. Explain what the idioms mean and in what situation you would use them. Then give them 2 or 3 minutes to complete the exercise. Go over answers in class, explaining why each idiom is the right answer.

**Answer Key**

- 1 d            3 g            5 f            7 h  
2 a            4 b            6 e            8 c

- 1 *mind your p's and q's*  
2 *by heart*  
3 *is of the old school*  
4 *is the teacher's pet*  
5 *passed with flying colours*  
6 *make the grade*  
7 *know them like the back of my hand*  
8 *is as easy as one, two, three*

**b. Answer Key**

*passed with flying colours*

**c. Students' own answers**

- 9 Point out that Ss may know the meaning of individual words but not the overall meaning when they are put together in a particular way. Go over each of the fixed phrases and explain what they mean. Then go over the exercise, eliciting answers from Ss.

**Answer Key**

- 1 *fell by the wayside*                    5 *by the book*  
2 *by the way*                            6 *by and by*  
3 *by chance*                            7 *by and large*  
4 *by word of mouth*                    8 *by law*

**10 a. Answer Key**

- 1 d            3 g            5 b            7 h  
2 a            4 e            6 c            8 f

**b. Answer Key**

- 1 *drag in*                                    4 *keep to*  
2 *dragged on*                            5 *drag ... out of*  
3 *keep up with*

**11 a. Answer Key**

**formal writing:**  
*resembles*                                    *varies greatly from*  
*appears similar to*                        *has very little in common with*  
*shares characteristics with*              *bears little resemblance to*  
*is comparable to*                         *differs dramatically from*

**conversation:**  
*seems like*                                    *is pretty much the same as*  
*is rather like*                                *is nothing like*  
*reminds me of*                              *is totally different from*  
*has a lot in common with*                *is quite unlike*

- b. Remind Ss that 'public' school in British English refers to private schools. Play the recording. Initiate discussion.

**Answer Key**

*cost – public school is more expensive than state school, which is free*  
*quality of education – public school offers a better education*  
*increased life chances – public school offers better opportunities*

**c. Students' own answers**

Listening and Speaking (pp. 172-173)

**1 a. Students' own answers**

**b. Answer Key**

*A-levels – qualifications you need to get into University*  
*skills shortages – when there are not enough qualified people to do a particular job*  
*formal qualifications – official academic or professional qualifications*  
*financial assistance – money that is granted or loaned for attending University*

- c. Remind Ss that this is from Part 1 of the Listening paper. Play the recording.

**Answer Key**

- 1 *course combinations/courses*  
2 *Advanced Vocational Qualifications*  
3 *two years*  
4 *one-year foundation course*  
5 *work-based training*  
6 *mature*  
7 *further education*  
8 *sponsorship*

Play the recording again for Ss to check their answers.

**d. Students' own answers**

- 2 a. Encourage Ss to use their time profitably before they hear the the recording.

**Students' own answers**

- b. Remind Ss that this is from Part 2 of the Listening paper and that they will only hear the piece once.

**Answer Key**

- |                    |                    |
|--------------------|--------------------|
| 1 Beginning Acting | 5 website          |
| 2 T170             | 6 academic advisor |
| 3 17               | 7 campus           |
| 4 African Studies  | 8 £60              |

**c. Suggested Answer Key**

*I think automated telephone lines can help somewhat in addressing a query, but there's no substitute for getting assistance from a real person. I think that these helplines should give the number of a person who can be contacted for further information.*

- 3 Hand out photocopies of the Peer Assessment Checklist. Select one pair to do the task while the others assess them. They will be asked for their comments in Ex. 5.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 8, Ex. 5.

- 4 Ask the same pair the questions. The rest of the class continue their assessment.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 8, Ex. 5.

- 5 Play the recording. Ss compare performances.

**Students' own answers**

- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'My parents are talking about moving to London'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b I've just heard that Jane failed her chemistry test!  
 c I asked our teacher if she could give us more homework.  
 d I think algebra is more difficult than geometry.  
 e One of my friends says that it's easy to get into university.  
 f We need to complete the 2,000 word assignment by Thursday!

Reading (pp. 174-175)

- 1 a. Ss discuss the questions in pairs or small groups. Elicit answers.

**Suggested Answer Key**

- 1 Reading early may give a child a good start at school; may be a sign that a child is academic; all children develop at a different rate; some children may not be ready to read early and should not be forced; reading early could do more harm than good.  
 2 Students' own answers  
 3 The parents' role should be to support and encourage their child, to offer help when needed, to give advice, to help the child see education in a positive light.

**b. Suggested Answer Key**

- 'coaxed, pressed and, if required, bribed' may refer to getting your child to read

- 'consequences' might refer to the results of getting your child to read, or of a child not being able to read
- 'coaching' may refer to extra reading lessons
- 'cooperate with others' might refer to other important lessons children have to learn
- 'pleasure' may refer to the joy of reading books

- c. Allow 4 to 5 minutes for scanning and discussion. Ss should be looking for clues to cohesion/coherence at this stage.

**Students' own answers**

- 2 a. This task can be set for homework.

**Answer Key**

- 1 G 2 F 3 A 4 E 5 C 6 B

- b. Encourage Ss to look for cohesive devices and links between paragraphs.

**Suggested Answer Key**

- 1 (3 lines above the gap) ... 'reading, reading, reading'. But such singlemindedness has had other, unacknowledged consequences.  
 2 (3 lines above the gap) ... Reading, and especially early reading, is considered so self-evidently good that children are coaxed, pressed and, if required, bribed into submission.  
 3 (3 lines below the gap) ... Should I be vacuuming away her words, and pumping in someone else's? Should I have been coercing her to try to read when she was plainly unwilling?  
 4 (3 lines below the gap) ... But in other schools there's no shortage of horror stories, like the parents of four-year-olds paying for coaching to help them keep up with the fast readers.  
 5 (2 lines above the gap) ... Einstein may have learned to read only at 10, but today he'd be stigmatised and in the remedial class.  
 6 (2 lines below the gap) ... I think my own now almost –six-year-old would have preferred this approach.

- 3 Allow 4 to 5 minutes for the task. Sentences can be written at home.

**Answer Key**

- 2 lively and excitable – **exuberant**  
 3 a phrase where two contradictory terms appear together – **oxymoron**  
 4 most important – **paramount**  
 5 carried something heavy with difficulty – **lugged**  
 6 persuade someone to do something against their will – **coerce**  
 7 people who resist change and favour established ideas – **traditionalists**  
 8 hid – **secreted**  
 9 unacceptably unconventional and unreasonable – **perverse**  
 10 very keen – **voracious**

**Suggested Answer Key**

- 2 She was such an **exuberant** actress that she lit up the stage with her presence.  
 3 Some people believe that military intelligence is an **oxymoron**.  
 4 Education is of **paramount** importance in our lives.  
 5 When they moved house there were so many heavy boxes to **lug** around.  
 6 She **coerced** her children into doing their homework.

- 7 Her parents are **traditionalists** and they resist change.
- 8 The old lady **secreted** her savings in a kitchen cupboard.
- 9 Her refusal to help was so unreasonable that I would call it **perverse**.
- 10 Alex is a **voracious** stamp collector.

- 4 a. Allow 3 to 4 minutes for Ss to discuss the phrases. Then elicit suggestions.

**Suggested Answer Key**

- 1 I thought that the same thing would happen again.
- 2 The idea of forcing my child.
- 3 To be the weakest student in his class/school.
- 4 A change has taken place in the child's attitude to reading.
- 5 A belief that people feel uncomfortable about expressing.

- b. Allow pairs 4 or 5 minutes to prepare short dialogues. Select 2 or 3 pairs to act them out.

**Suggested Answer Key**

**Mother:** I've got a surprise for you, look, a lovely story book.  
**Child:** Not another book!  
**Mother:** What do you mean? Books are good for you, you can't have too many!  
**Child:** I've got too many.  
**Mother:** Let's read this one together, it will be fun.  
**Child:** No, you read it if you want. I don't want to.

- 5 Allow 2 to 3 minutes for Ss to discuss in pairs. Then open up into a class discussion.

**Suggested Answer Key**

Many parents and teachers believe that early reading is good for children. Some people go further and say that even babies can learn to repeat phonetic sounds. Certainly reading is very important and children who love books often do well at school, but when is the right time to learn? As every child is different, it is impossible to generalise. Perhaps the best time is when a child begins to develop an interest in sounds and words.

The pleasures of reading are many. When children become readers, a big exciting world opens up to them. Reading also develops thinking and communication skills and encourages children to use their imagination.

English in Use (pp. 176-179)

1 **Answer Key**

- 2 who, which
- 3 who, where
- 4 (that), who
- 5 (that), whose
- 6 which, who
- 7 who, which
- 8 (that), which
- 9 whose, where
- 10 whom, which, where

2 **Answer Key**

- 2 Property prices are rising, which means many young couples cannot afford to buy their own home.
- 3 Some of the teachers who want a pay rise may organise a strike.
- 4 Alex has just married a teacher who lectures in politics.
- 5 Jenny, who has no brothers or sisters, was spoilt by her parents when she was a child.
- 6 Damascus, which is a fascinating city, is the oldest capital in the world.
- 7 I gave Mark, who is a writer, a paperweight as a birthday present.
- 8 Pam read a novel in which the main character was shipwrecked on a desert island.

- 9 David went to Prague, where he attended a conference.
- 10 Harry, who is an engineer, has a wife who has just given birth to twins.

- 3 Encourage Ss to suggest how the story could continue. Write up on the board.

**Suggested Answer Key**

Last Monday, Mr Smith, who is the School Principal, called John to his office.  
 John, who is a very badly behaved student, refused to go.  
 Mr Smith, who was very angry, phoned John's parents. ...

4 **Answer Key**

- 1 is
- 2 who
- 3 that
- 4 —
- 5 which
- 6 which
- 7 —

5 **Answer Key**

- 1 difference
- 2 stopped
- 3 your
- 4 ✓
- 5 who is/who's
- 6 ✓
- 7 shelves
- 8 no comma necessary
- 9 ✓
- 10 leaving
- 11 ✓
- 12 days'

6 **Answer Key**

- 1 ✓
- 2 of
- 3 Cambridge
- 4 no first comma
- 5 ✓
- 6 its
- 7 ✓
- 8 their
- 9 ✓
- 10 differentiate
- 11 ✓
- 12 receive
- 13 navigating
- 14 ✓
- 15 can't
- 16 whole

7 **Answer Key**

- 1 • attractions
- 2 • passage
- 3 • beautify
- 4 • unsigned
- 5 • signing
- 5 • liking
- 6 • likeness
- 7 • terrorism
- 8 • terrible
- 9 • unstopppable
- 10 • stoppages
- 11 • headline/headng
- 12 • headlong

8 **Answer Key**

- 1 misunderstood
- 2 unrelated
- 3 personally
- 4 infertile
- 5 cultivation
- 6 irrigation
- 7 criticise
- 8 intuitively
- 9 fascination
- 10 remarkable
- 11 curiosity
- 12 achievements
- 13 psychologists
- 14 encourage
- 15 excessive

9 **Answer Key**

- 1 a place/somewhere
- 2 planning on/keen on/interested in
- 3 speak/go/apply
- 4 as soon
- 5 renting
- 6 have/buy
- 7 costs
- 8 a year/one year/12 months
- 9 responsibility
- 10 happens
- 11 not far
- 12 to time
- 13 need for

## Writing (pp. 180-184)

Go through the theory box and deal with any difficulties. Point out that Ss may be asked to write **a handout/instructions/directions** or the text for a **brochure**, and that these should be dealt with in the same way as leaflets and information sheets.

- 1 Tell Ss that they are going to be looking at different language features which can be used in their writing. T can begin by asking Ss what type of language is used in a leaflet advertising a new product or service on the market (*superlatives; persuasive language; short, catchy phrases/ slogans; etc.*). Then ask how this would compare with an information sheet telling them how to operate a new DVD player/air conditioning unit/etc (*down-to-earth language; matter-of-fact/unemotional/impersonal tone; clearly expressed instructions; etc.*).

Direct Ss to the illustrations/list of features in Ex. 1 and explain the task. Allow 1 or 2 minutes for Ss to draw lines and discuss answers with their partner. Check Ss' answers.

**Answer Key**

(There may be some variation in the answers. For example, although banks are traditionally formal institutions, they often use light-hearted language in order to present themselves as being more approachable to their customers. At this stage, what is important is for Ss to understand the **general differences** between the types of writing.)

**a) Leaflet for music festival:**

descriptive language	colloquial language
short sentences	hyperbole
persuasive language	light-hearted headings
rhetorical questions	idiomatic expressions

**b) Information sheet for bank:**

descriptive language	rhetorical questions
financial terms	long sentences
imperatives	long paragraphs
very formal language	

- 2 Direct Ss to rubric. Allow 2 or 3 minutes for Ss to read and underline the key information, then elicit answers to questions 1-6.

**Key words/phrases to underline:** *foreign lecturers; due to visit your university for a series of seminars; know very little about the area; You are President of the Students' Union; information sheet to be sent to the visitors in advance of their arrival; include details about the university; the area; and the activities that are available to them during their stay*

**Suggested Answer Key**

- 1 Foreign lecturers
- 2 Semi-formal (respectful but warm and welcoming)
- 3 4-5
- 4 descriptive language, short sentences, long sentences, long paragraphs
- 5 The visiting professors would probably want to read some of the more interesting facts about the university/area/activities. Details about the seminars should not be included as this is not part of the rubric (they would probably be given a separate itinerary on their arrival).
- 6 The language will be mostly descriptive.

- 3 Refer Ss to the model and allow 2 to 3 minutes for them to scan it and choose the best headings. Check Ss' answers, then allow 2 to 3 minutes for Ss to discuss questions 1-5 in pairs. Elicit answers and deal with any problems.

**Answer Key****Headings**

- 1 About Your Visit (because the other heading is too light-hearted)
- 2 The University (because the visitors are not coming to study)
- 3 The City and Surrounding Area (because the other heading is too childish)
- 4 Events and Activities (because the other heading is too colloquial)
- 5 Enjoy your Stay (because the other heading is not respectful enough)

**Questions**

- 1 All the points in the rubric are covered (the target readers will be informed). The model is well structured, with an appropriate layout and clearly defined sections.
  - 2 The register of this model is respectful, friendly and welcoming; neither too formal nor too familiar.
  - 3 Descriptive adjectives: comfortable (welcoming), spacious (roomy), extensive (large), historical (ancient), vast (massive), etc.
  - 4 Headings (alternatives given in brackets):  
About Your Visit (Regarding Your Stay)  
The University (A Few Background Facts)  
The City and Surrounding Area (Details About The Area)  
Events and Activities (What To Do In The Area)  
Enjoy your Stay (In Closing)
  - 5 Language features:  
descriptive language – comfortable and spacious halls; lively commercial centre; etc  
short sentences – Kingsley is in the very heart of England.  
long sentences – We have included ... during your stay, etc  
long paragraphs – all of them  
Some of the features have not been included because they are not relevant (e.g. financial terms) or appropriate (e.g. colloquial language, rhetorical questions, etc).
- 4 a. Refer Ss to the first underlined phrase at the end of section 1 (during your stay) and elicit suggestions from the list of synonyms (while you're here). Allow 2 to 3 minutes for Ss to do the rest of the task. Check Ss' answers.

**Answer Key**

during your stay – while you're here  
founded – set up  
spacious – roomy  
is the envy of – (to be) jealous of  
the more established institutions – older universities  
close to – a stone's throw away from  
spectacular – breathtaking  
well-preserved – in really good condition  
retained a great deal – managed to hold on to lots  
on offer – you can do  
at your disposal – (to use) whenever you like  
live up to your expectations – (be) just what you're looking for

- b. Allow 3 to 4 minutes for Ss to do the task in pairs. (They could take turns reading out the amended sections to their partners). Ask individual Ss to read out the sections in front of the class. Check for accuracy in any changes made to the sentence structure. Ask Ss how the information sheet sounds in its amended form (far less respectful – more suitable for students than for a group of visiting professors). Remind Ss of the importance of writing in the correct register.

**Answer Key**

*some of the things you can see and do while you're here  
The University of Kingsley was set up in 1980 and since ...  
roomy halls of residence  
a library that some older universities would be very jealous of  
Some of the most breathtaking scenery in the country is just a stone's throw away  
including a Norman Castle which is still in really good condition  
lively commercial centre which has managed to hold on to lots of its charm  
great many events and activities you can do  
You will, of course, be able to use the university's vast range of sports facilities whenever you like  
We hope your visit will be just what you're looking for*

- 5 Point out to Ss that a badly used idiom is worse than not including any idioms, and that the effect of these language features depends on their being used accurately. In their own writing, Ss should not attempt to use idioms unless they are totally sure of their usage.

**Answer Key**

- 1 The University is just a ~~rocks~~ throw from some spectacular countryside. (a stone's throw)
- 2 Mary put her ~~brain~~ and soul into writing her final dissertation. (heart and soul)
- 3 Without a good degree, it's difficult to get your ~~toe~~ in the door of some professions. (get your foot in the door)
- 4 When students leave home to go to University, they have to ~~rely~~ on their own two feet. (stand on their own two feet)
- 5 The university will ~~put~~ out all the stops to make your stay a happy one. (pull out all the stops)
- 6 As Freddy was so knowledgeable, all his fellow students wanted to pick his ~~mind~~ before the mid-term exams. (to pick his brains)
- 7 Before writing, you should always make a plan of your essay as a matter of ~~fact~~. (as a matter of course)
- 8 Losing all his savings in the stock market has taught Nick a ~~subject~~ – he won't put all his ~~chickens~~ in one basket again. (taught Nick a lesson) (put all his eggs in one basket)

- 6 a. Explain the task and allow 2 to 3 minutes for Ss to read the two paragraphs and discuss the task with their partners.

**Answer Key**

*A is the most suitable because it has a friendlier tone.  
B is far too formal.*

- b. Repeat the procedure outlined above.

**Answer Key**

*B is the most suitable because it has a friendlier tone.  
A is too formal and impersonal.*

- c. Elicit suggestions from Ss.

**Suggested Answer Key**

**Sections could include:**

- Joining Clubs and Societies*
- Finding Your Way Around*
- Dealing With The Workload*
- Managing Your Finances*
- What To Do If You Have a Problem, etc*

- 7 Refer Ss to the theory box and deal with any problems. Draw Ss' attention to the heading – 'Join The Drama Society – Act Now' and point out the pun on the word 'act' ('take action' and 'perform'). Ask Ss what tone the leaflet is likely to be written in (light-hearted). Allow Ss 2 to 3 minutes to discuss with their partners which four subheadings are the most suitable. Elicit suggestions.

**Suggested Answer Key**

*Ss are free to choose any four headings but it is important that they understand they have been presented with pairs of headings (formal ones with their light-hearted alternatives) as listed below.*

FORMAL	LIGHT-HEARTED
<i>Reasons For Joining</i>	<i>Why Join?</i>
<i>Forthcoming Productions</i>	<i>The Main Event</i>
<i>Rehearsal Times</i>	<i>Just Two Evenings a Week!</i>
<i>How To Join</i>	<i>OK. Where Do I Sign?</i>

Some Ss will feel more comfortable than others using the light-hearted style. Encourage Ss who are not comfortable with idioms to keep to the 'safer' formal option.

Ss can mix the headings if they wish; e.g.

- Why Join?*
- Forthcoming Productions*
- Rehearsal Times*
- OK. Where Do I Sign?*

but they should be reminded that the style of their writing should be consistent throughout.

- 8 Direct Ss to the rubric. Allow 2 or 3 minutes for pairs of Ss to read and discuss the key information. Then elicit answers to questions 1 – 5.

**Suggested Answer Key**

- 1 *to describe what extra-curricular activities are on offer and to attract them*
- 2 *school children*
- 3 *informal, light-hearted, friendly; to appeal to children*
- 4 *sports, hobbies, pastimes*
- 5 *anything which makes the activities look fun (and not like school subjects) would appeal*

- 9 Allow 3 to 4 minutes for Ss to do the task. Check Ss' answers.

**Answer Key**

- |                     |                            |
|---------------------|----------------------------|
| 1 <i>why not</i>    | 5 <i>how about</i>         |
| 2 <i>as long as</i> | 6 <i>depends on</i>        |
| 3 <i>whatever</i>   | 7 <i>what's wrong with</i> |
| 4 <i>from</i>       | 8 <i>what have you got</i> |

**Suggested Answer Key**

- 1 *The headings are suitable. Ask Ss to suggest alternatives based on their work on the previous page*
- 2 *the register is correct – it would appeal to children*
- 3 *each section is an appropriate length (Point out that the section headed 'Times' does not need to be any longer. The other sections are of an appropriate length for the examiner to see Ss' abilities in connected written English)*

4 Students' own answers

5 with direct address and lots of questions; the model also contains some language that children themselves might use

**An alternative beginning**

*Something For You*

*If you'd like to try your hand at a new sport or skill – come and talk to us!*

*We've got loads of new clubs and there's sure to be something for you.*

**An alternative ending**

*Got a Hidden Talent?*

*So, bring your friends and come to try something different. You never know – you may find a talent you didn't know you had!*

6 a lot of, have some fun, 6pm sharp, whatever you're into, etc

10 a. Explain the task. Allow 1 minute. Check Ss' answers.

**Answer Key**

*it's a good idea to – we recommend*

*be into – be interested in*

*plenty of – enough/sufficient*

*be after – be looking for*

*brush up on – improve/refresh*

*up and running – operating*

b. **Suggested Answer Key**

*I'm not really into stamp collecting and stuff like that.*

*I'm not particularly interested in stamp collecting or similar hobbies.*

*There are plenty of things to do.*

*We have sufficient tasks to keep us occupied.*

*I'm after a new bike.*

*I'm looking for a replacement for my old bicycle.*

*I need to brush up on my French; I'm a bit rusty.*

*I need to improve my French; I have forgotten a lot of important things.*

*The new club will be up and running before you know it.*

*The new club will be operating soon.*

11 a. Explain the task and point out that a more formal register would be necessary for a leaflet to be handed out to parents. Point out that the three sections here correspond to the first three sections of the model on p. 183.

**Answer Key**

1 a variety of                      5 under no circumstances

2 will be permitted              6 be allowed

3 on condition that              7 in question

4 draw your attention to        8 no later than

b. **Answer Key**

**Changes include:**

*The light-hearted comments directly addressed to students have been removed.*

*The headings have been made more formal.*

*The writing has become more 'to the point'.*

*More formal expressions have been used.*

*Less information has been given to attract students. Parents do not need to be attracted in the same way.*

c. Allow 4 to 5 minutes for Ss to write the task in pairs (they could do one section each, or one of them could write while the other contributes ideas). Encourage Ss to collaborate with each other and check the style of

writing after they have finished. Elicit suggestions from several pairs and ask the other Ss to comment. Alternatively, the two sections could be built up on the board using suggestions from Ss.

**Suggested Answer Key**

**Activities on Offer**

*The activities have been specifically chosen to suit students' interests. Those students who have an interest in sports will be encouraged to participate in a variety of activities, ranging from archery to diving. Other planned activities include cookery and photography, and it is hoped that students will take advantage of the opportunity to engage in a variety of different interests.*

**Benefits**

*It is the intention of the school to encourage our students to improve and develop their skills in a wide range of activities. We hope that your son/daughter will enjoy this opportunity to broaden their horizons.*

12 Direct Ss to rubric A. Allow 2 or 3 minutes for pairs of Ss to read and discuss the key information. Then elicit answers to questions 1 – 7. Repeat for rubric B.

**Suggested Answer Key**

A 1 potential customers / students and teachers

2 to attract people to holidays you organise

3 semi-formal

4 4-5 sections

• Holidays on Offer

• Activities

• Benefits, etc

5 see answer to question 4

6 Ss could use some colloquial/idiomatic language and some formal features (it is important that the writing is not extremely formal or informal)

7 Students' own answers

B 1 a delegation of foreign politicians

2 to describe the university education system in your country

3 formal

4 4-5 sections

• The Present System

• The Future of University Education

• Student Assessment, etc

5 details of the system, the future, student assessment, etc

6 formal features and no colloquial/idiomatic language; long sentences; long paragraphs; etc

7 Students' own answers

13 Ss do the task for homework. Hand out photocopies of the Writing Checklist.

**Suggested points to cover**

A **section 1:** (introduction) section entitled, e.g. *Who Are We? / Who We Are / Educational Tours*, etc, giving brief information about the company, (e.g. number of years in business, purpose, etc)

**section 2:** section entitled, e.g. *What We Offer*: details of the types of holiday, length of stay, destinations, etc

**section 3:** section entitled, e.g. *Activities for Students*: (e.g. sports, hobbies, pastimes, educational visits, courses, etc)

**section 4:** concluding section entitled, e.g. *Benefits / What You Gain*/etc. (e.g. specially designed / tailor made / educational holidays with all details taken care of; expert supervision; etc)

- B section 1:** general heading, e.g. *The University Education System, etc.*, introduction: welcoming the delegates and giving brief information about the system, (e.g. a comment about how the country prides itself on the fact that the system is very modern / the number of students who attend / the fact that is free/etc)
- section 2:** section entitled, e.g. *The System Today:* details of the types of colleges/courses, length of courses, etc
- section 3:** section entitled, e.g. *The Future:* featuring details of planned changes (e.g. expansion, government funding, private sponsorship, new campuses being built, new courses to be offered, etc)
- section 4:** section entitled, e.g. *Student Assessment:* featuring details of the ways students are graded (e.g. continuous assessment, thesis, course work, annual exams, term papers, etc)
- section 5:** concluding section with final comments (e.g. expression of hope that the delegates will enjoy their visit / find it worthwhile/etc; invitation for them to contact members of ministry staff with any questions they may have.

**Self-Assessment Module 4**

- 1 a. 1 C 4 D 7 C 10 A 13 A  
 2 B 5 B 8 A 11 D 14 D  
 3 A 6 B 9 C 12 B 15 C
- b. 1 both of whom work/who both work  
 2 shouldn't have taken/stolen/etc  
 3 did they know/realise  
 4 to whom  
 5 was the success of
- 2 1 just/merely/only/simply 9 however  
 2 fact 10 the/certain/some  
 3 overall/whole 11 When  
 4 if/whether 12 while/but  
 5 on 13 of  
 6 main/key 14 well  
 7 in 15 that/which  
 8 also
- 3 1 B Third paragraph  
 2 C Fourth paragraph: "However, it is only now..."  
 3 A Sixth paragraph: "A baby born with cataracts, removed at the age of two, ..."  
 4 B Seventh paragraph: "But, because complex functions such as abstract thought..."  
 5 C Eighth paragraph: "By playing with and talking to her child..."  
 6 D Last paragraph: "She claims neurological evidence is available that shows..."
- 4 1 4 5 prolong life  
 2 10,000 6 underused  
 3 personal organiser 7 (to) store information  
 4 conversational skills
- 5 **Speaking** (Students' own answers)
- 6 **Writing** (Students' own answers)

**Unit 9 – The Image Business**

**Objectives**

- Vocabulary:** describing appearances; film; fashion; clothing; professions
- Reading:** gapped text (part 2); multiple matching (parts 1/4)
- Listening:** part 2 (note taking); part 4 (multiple matching)
- Speaking:** likes and dislikes; expressing surprise; reporting emergencies; discuss, evaluate and select
- English in Use:** part 6 (gapped text); part 2 (open cloze); part 1 (multiple choice cloze); part 5 register transfer)
- Grammar:** reported speech; reporting verbs; fixed phrases with 'down'
- Phrasal Verbs:** go, pick
- Writing:** competition entries

Lead in (p. 191)

- 1 a. Ask Ss to look at the title and the pictures. What does the title suggest? (*That image-making has become big business, with lots of people involved in the creation of personal image: beauticians, consultants, fashion designers, etc.*) Brainstorm for vocabulary dealing with personal appearance, image and the kinds of impression people can make and write suggestions on board. Ss discuss the questions in Ex.1a. Elicit answers and open up discussion.

**Suggested Answer Key**

- *The man in picture A seems to be very trendy – if you think tattoos are trendy. He looks as though he might be an art student or something, but perhaps that's just the beret. He could be a tattoo artist himself, and having a tattoo has become quite fashionable these days, a kind of style thing.*
  - *The man in picture B is lifting weights, so he's concerned about his body image, as well as just keeping fit. It would be difficult to say what he is or does - an athlete, perhaps - but he does look in good shape, someone who takes care of himself.*
  - *The woman in picture C looks like a successful businesswoman, which is probably the impression she is trying to give: smartly dressed, confident looking, etc. They're probably all equally concerned with their image, I think people try to find an image that fits in with their lifestyle, though of the three I'd say it's probably more important for the businesswoman to 'keep up appearances', so perhaps she has to work the hardest at it. I suppose it requires a certain amount of self-discipline to keep up a fitness programme, so that's hard in its own way too.*
- 1 b. In pairs or small groups, Ss discuss how much the things in the list contribute to image. T could ask Ss to rank them in order of importance. Survey the class and write results on board. Now ask Ss to discuss which can be changed most easily. (e.g. *I think changing one's hairstyle is probably the easiest, and it can make quite a big difference to your image.*)

Ask Ss if they know the expression 'Don't judge a book by its cover'. Elicit meaning. (e.g. *Appearances alone can't tell you what someone is really like.*) How does this apply to some of the things in the list?

**Suggested Answer Key**

To a certain extent they all contribute to a person's image, or rather the image we have of a person. It depends on whether you're the kind of person that judges a book by its cover, so because someone is beautiful we tend to make certain assumptions about them, but we could easily be wrong - they might have a terrible personality. Our first impressions are usually based on appearances, on the outward signs including clothes, money, car, etc., but we usually realise that we need to know more before making a judgement.

**easy to change** – hairstyle, clothes, hobbies, car (but need money), diet

**less easy to change** – home, friends, accent, behaviour

**not easy to change** – intelligence, beauty, personality

**2 Suggested Answer Key**

**actor** – Actors are part of the entertainment industry, and their work involves pretending to be somebody they're not. If they are famous, their personal image can certainly influence their fans, who take a keen interest in their lifestyles. The effect that films and film images have on us can be various: excitement, fear, wonder, pleasure, etc.

**architect** – Architects design and construct buildings. We'd all like to live and work in beautiful surroundings, and architects can make some (small) contribution to that.

**artist** – Painters, sculptors, etc create images, and the artist may have intended his images to shock, delight, make you think, make you see the world or part of it in a new way, and so on.

**beautician** – Beauticians deal with almost every aspect of personal appearance - hair and skin care, manicure, pedicure, etc. The effect, if successful, is to make people look and feel more beautiful, and for others to see them as beautiful.

**fashion designer** – designs and creates clothing. While most of the designs we see on the catwalk couldn't be worn in public, some do filter down to the high street and become the latest trend or fashion, which many people adopt, not wanting to be out of fashion.

**film director** – directs films (see actor for effects).

**illustrator** – is an artist who draws pictures and/or diagrams for books and magazines etc. Their illustrations are often very helpful, making aspects of what you are reading clearer and easier to understand.

**image consultant** – is a kind of public relations person called in to update, enhance, change or create an image for a person or business, the idea being to change public perception of that person or business.

**model** – A model is a person who has their photograph taken wearing designer clothes. (see fashion designer for effect)

**photographer** – The images photographers create can have quite an effect. Certain news photographs can alter the public perception of a particular event or a current situation.

**sculptor** – an artist who creates three-dimensional objects out of wood, metal, etc. (see artist)

**stuntman** – is a person whose job is to do dangerous things, most often as a stand-in for an actor who doesn't want to risk injury. The effects can be quite spectacular.

- 3 a. Start discussion in pairs. Elicit suggestions.

**Suggested Answer Key**

- **Appearances can be deceptive** – don't believe what you see - something may look good on the outside but will turn out bad for you one way or another
- **Beauty is only skin deep** – beauty is only on the surface, it doesn't mean that what looks beautiful is beautiful inside as well

- **Beauty is in the eye of the beholder** – we each have our own idea or opinion of what is beautiful and may not agree with each other
- **The camera never lies** – because the camera is a machine, the picture it takes of you - however little you like it - was just the way you looked at the moment the picture was taken
- **A picture is worth a thousand words** – a picture often has a more immediate impact than words and, for example, a picture of a loved one conveys more than any words you could come up with. This is a saying worth discussing with regard to advertising.

- b. Play the recording.

**Suggested Answer Key**

Appearances can be deceptive.

- c. Play the recording again. Ss do task.

**Answer Key**

**the advert** – impressive, full-page spread, professional looking  
**Piers Smythe-Tomkinson**

**his appearance** – well turned out, smart suit, designer label watch and briefcase, immaculate appearance, air of wealth and professionalism

**his manner** – inspired confidence, charming, polite, not too pushy

**the brochure** – flashy

**the bank's premises** – plush

- d. Explain the concept of 'being gullible'. Ask Ss for their views.

**Suggested Answer Key**

Well, I'd like to think I would never be so gullible, because as a rule I'm very careful and check things out first, but you never know, do you? If, say, a salesman is particularly believable and he's selling something you want, then it's quite easy to fall for it. And it would be too much to go around never trusting anybody. As I say, you just have to be careful.

- 4 Elicit suggestions from Ss after 1 or 2 minutes.

**Suggested Answer Key**

- It means that what you think, how intelligent you are, is more important than how you look. I agree with this quote, but I think lots of people do put good looks first and fail to find out whether the person is interesting and intelligent or not - which is a pity.
- This quote suggests that the effect we have on others is mostly to do with image or presentation or appearance, rather than any more admirable qualities. It might be true, especially in the business world, but it would be nice to think there was more to getting on in the world than that.

Reading (pp. 192-193)

- 1 a. Ss discuss the questions in pairs.

**Suggested Answer Key**

1 I'm afraid I don't know much about it. Of course, I've heard of one or two famous fashion designers, you know, Yves St Laurent, Armani, Vivienne Westwood, but I don't know how to tell you what sort of clothes they design, except, oh yes, isn't Westwood famous for punk? I think most of the clothes that you see at the big fashion shows, you know, Milan, Paris, London, are not the kind of thing you can



wear on the street, let alone at work, unless you were very brave, and of course rich.

- 2 artistic, possibly eccentric, attractive, glamorous, rebellious, and possibly needing a sense of humour

- b. Refer Ss to the title of the article and elicit the notion of eccentricity.

**Suggested Answer Key**

*I think it means that the person the article is about is different from other people, perhaps strange or unusual. And this in turn might mean that the kind of clothes she designs are odd and unusual as well.*

Allow Ss 3 to 4 minutes to scan the text. Elicit that Betty Jackson is an oddity in that she is not eccentric.

**Answer Key**

*She doesn't dye her hair a strange colour and doesn't live in a dream world of eternal youth. She is not eccentric and shows restraint, is down to earth and wears plain colours. She always wears her own designs. Also, she is disabled, having had a leg amputated after a car accident when she was 21.*

**2 Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 D | 3 A | 5 H | 7 E |
| 2 G | 4 F | 6 B |     |

**3 Suggested Answer Key**

- 1 (para 1) 'Even older British designers inhabit a Peter Pan dream world of eternal pink hair.'  
(para D) '... Jackson ... also most definitely a grown-up ...' / 'Her hair is not fuchsia but snowy white.'
- 2 (para 2) 'She claims she does wear colour, ... although I'm not sure that counts.'  
(para G) 'It's not that she doesn't like colour - ...'
- 3 (para 3) '... that's when you've really done it.'  
(para A) 'Jackson has, by any measure, really done it.'
- 4 (para 4) 'But it was a mild yen ... that led her to study fashion.'  
(para F) '... I didn't want to go to university, ...' / '... so I announced I wanted to go to art college.'
- 5 (para 5) 'Her father, ... , said that art college was fine, but insisted on Rochdale, ...'  
(para H) 'None the less, Jackson loved art college from the start.'  
(para H) 'After a year ... she went on to study... At Birmingham.'
- 6 (para 6) '... and in 1981, Betty Jackson Ltd was born.'  
(para B) 'The early years were "the most incredibly exciting time. ...'
- 7 (para 7) 'As a result of her injuries she had one leg amputated.'  
(para E) '"When you have a physical disability, fashion is hardly the obvious career, ...'  
(para 8) 'The accident "made me realise ..."'

**4 a. Answer Key**

imperative – vital	trite – clichéd
yen – desire	perspective – viewpoint
wayward – rebellious	otherwise – the opposite
consultant – adviser	fortuitously – by chance
rarity – something uncommon	

**b. Answer Key**

*tactics – the methods you use to get what you want (here, by using methods designed to shock by being outrageous)*  
*inhabit – live in*

*eternal – lasting for ever (here, both the 'dream world' of youth and unusually coloured hair)*

*restraint – self-control, controlled behaviour (unlike the eccentricities of other designers)*

*rag trade – the clothing business*

*amputated – cut off, surgically removed*

*recession – a period when the economy is doing badly*

*gone downhill – deteriorated, got worse*

*enamoured – like or admire*

*sit-in – a protest in a public place (often inside a building)*

*messing about – here, doing something with enjoyment*

- 5 Ss discuss meanings in pairs. Elicit suggestions.

**Answer Key**

- 1 imaginative but weird and impractical ideas
- 2 to live in a world where you never have to grow up
- 3 when you have to stay in bed because of disability or illness
- 4 after a series of events and changes you arrive at the same or a similar place
- 5 in trying to attain the perfect body, people often do things that ruin their health
- 6 a very big ego, needed to create and run her own business

- 6 Allow 3 to 4 minutes for discussion. Elicit suggestions.

**Suggested Answer Key**

*For me comfort comes first, which also means fabric to a certain extent because I don't like synthetic fabrics. I find them uncomfortable and often they look cheap. Price, of course, is important. I don't have a large clothes budget, so I have to be choosy and prefer to have a few good clothes that cost a bit than a wardrobe full of cheap stuff. I'm not particularly concerned about designer labels, but I do want my clothes to be fashionable and stylish*

- 7 Allow about 5 minutes for Ss to prepare their interviews. Ask 2 or 3 pairs to act out their dialogues.

**Suggested Answer Key**

*Interviewer: It's an obvious question, but what made you want to be a fashion designer, I mean, did you always want to be one?*

*BJ: Not always, no. In fact, like a lot of young people, I didn't know what I wanted to do – I just didn't want to go to university, which was the expected thing. Maybe my father's being connected to the rag trade had something to do with it. But, really, I was undecided. I liked art, so decided to go to art college.*

*Interviewer: It was at college that you had your accident, wasn't it?*

*BJ: Yes. My last year there. I was bedridden for a year, but it gave me plenty of time to concentrate on drawing, and helped me decide to become an illustrator rather than a designer. I also think the experience made me tougher and more determined.*

*Interviewer: When did you get your first big break?*

*BJ: Well, I don't know about big break. I moved to London in 1971 and started out as an illustrator, then – and I suppose you could call this a break – I met Wendy Dagworthy, the designer, and became a design assistant. But it wasn't until 1981 that I started my own label.*

*Interviewer: In such a competitive business was it a struggle to get your company off the ground?*

*BJ: Not really. It was hard work, but it was tremendously exciting, and British fashion was in the spotlight. We had to turn away orders. Great days.*

*Interviewer: And since then you've gone from strength to strength.*

*BJ: We've had our hard times too, but we survived where others didn't, and yes, we're still going strong.*

- 8 This can be done at home over the coming week. Remind Ss to use the language in the unit when preparing their presentations. Set aside some time in class for groups to discuss what they are going to do.

**Students' own answers**

Language Focus (pp. 194-197)

- 1 a. Allow 3 or 4 minutes for Ss to do the task.

**Answer Key**

1 d      3 a      5 c      7 f  
2 b      4 h      6 e      8 g

**Suggested Answer Key**

The girl is wearing a red and white striped T-shirt and a pair of red dungarees.

The woman in picture 1 is wearing a white blouse, a black headscarf and a pair of white-framed sunglasses.

- b. Elicit suggestions from class.

**Students' own answers**

- c. Explain the task. Allow 3 or 4 minutes to complete the task.

**Answer Key**

outgoing	(P)	indecisive	(N)
sociable	(P)	untrustworthy	(N)
knowledgeable	(P)	introverted	(N)
sophisticated	(P)	unpredictable	(E)
intellectual	(P)	respectable	(P)
assertive	(P)	aggressive	(N)
charismatic	(P)	irresponsible	(N)
dependable	(P)	ill-disciplined	(N)
confident	(P)	distant	(N)
approachable	(P)	impish	(P)
unassuming	(P)	coarse	(N)
unpretentious	(P)	stuffy	(N)

- d. Allow Ss to speculate on the characters of the people in the photograph.

**Suggested Answer Key**

A: The young woman wearing the white blouse and headscarf looks quite sophisticated, doesn't she?

B: Yes, and a bit distant too.

A: The man with the beard looks a bit unpredictable to me.

B: Oh I don't know. You might find he's quite approachable and friendly.

A: The old man in the dungarees looks approachable and unpretentious, wouldn't you say?

B: Yes. Seems like a nice old guy.

A: The young girl in the red dungarees looks rather impish.

B: Yes, she does, doesn't she?

A: The guy in the leather jacket looks a bit pretentious to me. You know, a bit of a poser.

B: Yes, and a little aggressive too.

A: The girl in the stripy top looks outgoing and approachable.

B: I agree.

A: The middle-aged man in the charcoal suit appears very respectable, doesn't he?

B: Mm. And dependable and confident.

- 2 Explain the task. Allow Ss 3 to 4 minutes to discuss in pairs. Check Ss' answers, allowing discussion where appropriate.

**Answer Key**

1 M      3 U      5 W      7 W      9 W      11 W  
2 M      4 U      6 U      8 U      10 W      12 U

- 3 Explain task and elicit answers.

**Answer Key**

2 denim shirt is the odd one out because all the others are worn on formal occasions.

3 after-shave lotion is the odd one out because all the others are women's cosmetics

4 director is the odd one out because all the others are in the beauty business

5 waistcoat is the odd one out because all the others are footwear

6 shoelace is the odd one out because all the others are parts of a shirt

7 razor is the odd one out because all the others are women's cosmetics

8 stockings is the odd one out because none of the others are worn on the legs

9 kilt is the odd one out because all the others are jewellery

10 hanger is the odd one out because all the others are materials/fabrics

- 4 a. **Answer Key**

lick – your lips	clench – your fists
hold – your breath	raise – your eyebrows
drum – your fingers	shake – your head
shrug – your shoulders	twist – your hair
wrinkle – your nose	nod – your head
purse – your lips	

- b. **Answer Key**

1 pursed her lips	4 clenched his fists
2 drummed his fingers	5 nodded her head
3 raised his eyebrows	

**Suggested Answer Key**

She **licked her lips** when she saw the huge chocolate cake.

He **held his breath** as he jumped into the swimming pool.

He **shrugged his shoulders** as if he didn't care when I told him the bad news.

She **wrinkled her nose** and I realised she was about to sneeze.

She didn't actually say no, she just **shook her head**.

He **twisted his hair** nervously as he waited for the interview.

- c. **Suggested Answer Key**

• A: How can you tell if someone you're talking to is angry?  
B: That's easy. They become impatient, interrupt and start clenching their fists.

• A: What are the signs that someone is nervous?  
B: Well, some people drum their fingers and others might twist their hair.

• A: What about when people are anxious?  
B: People do much the same as when they're nervous: drum their fingers and twist their hair. Though there are other ways of telling.

• A: Have you noticed that when people are mildly disgusted they tend to wrinkle their nose.  
B: Yes. It looks as if they're about to sneeze.

• A: Indecisive people show pretty much the same signs as nervous people, don't they?  
B: Yes, they fidget, hesitate, and purse their lips.

- A: How can you tell if someone you're talking to is shocked?  
B: It's usually quite obvious. They often hold their breath if it's a sudden shock, or perhaps raise their brow if it's more of a surprise.

5 a. Answer Key

- |                         |                  |
|-------------------------|------------------|
| 1 well-defined features | 5 evening wear   |
| 2 changing room         | 6 sleeveless top |
| 3 cosmetic surgery      | 7 dress code     |
| 4 skin care             | 8 tailored suit  |

b. Answer Key

changing room

- 6 a. Go through the useful language. Allow about 3 minutes before eliciting preferences.

Suggested Answer Key

A: I can't stand slapstick comedies or spoofs.

B: What about romantic comedies, then?

A: Some are all right, but I find them corny. I much prefer crime films, you know, murder mysteries, court room dramas, psychological thrillers, things like that. I find them much more powerful and entertaining. What about you?

B: Well, I don't mind the kind of film you just mentioned, but my favourites are action adventures, and epics.

b. Answer Key

**director** – the director of a film tells the actors and technical crew what to do and decides how the film will appear on screen

**lighting technician** – deals with the lighting at a theatre, a concert or film set

**editor** – cuts and puts together what has been filmed in a particular order

**costume designer** – designs the clothes to be worn in the film

**film critic** – writes and expresses his/her opinion of the film

**special effects engineer** – creates the special effects for the film

**make-up artist** – does the make-up of the actors

**sound engineer** – controls the sound in the film (dialogue, music, sound effects, etc.)

**stuntman** – performs the dangerous acts that the actors can't do

**double** – a person who looks like the actor and acts in scenes the actor is unwilling to do

c. Suggested Answer Key

Title: Harry Potter and the Chamber of Secrets

Kind of film: fantasy/adventure

Director: Chris Columbus

Year: 2002

Starring: Daniel Radcliffe

Reasons for choice: exciting, great special effects, funny

My favourite film is Harry Potter and the Chamber of Secrets, a 2002 fantasy adventure starring Daniel Radcliffe as Harry Potter, directed by Chris Columbus. I like this film because it is both exciting and funny and has tremendous special effects.

7 Answer Key

- |               |             |          |
|---------------|-------------|----------|
| 1 positive    | 5 own       | 9 common |
| 2 effectively | 6 fit       | 10 level |
| 3 turned off  | 7 losing    |          |
| 4 sense       | 8 available |          |

8 Answer Key

- 1 **smacking its lips** – to show eagerness or enjoyment (usually with food)
- 2 **keeping up appearances** – to behave in the way expected of you
- 3 **bit his tongue/lip** – to stop yourself from saying something you want to say
- 4 **see eye to eye** – to agree exactly
- 5 **have someone's ear** – they listen to what you say/value your advice
- 6 **sink your teeth into** – become deeply involved/occupied with something
- 7 **coming out of her ears** – have a lot of something
- 8 **pulled a face** – show a feeling of dislike or disgust

9 a. Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 a | 3 f | 5 b | 7 h |
| 2 e | 4 d | 6 g | 8 c |

b. Answer Key

- |                     |                  |
|---------------------|------------------|
| 1 down in the mouth | 3 down-at-heel   |
| 2 down-to-earth     | 4 down the drain |

10 Answer Key

go – on, up, over, under, out

pick – on, at, out, up, over

- |              |           |            |
|--------------|-----------|------------|
| 1 went up    | 4 pick on | 7 pick up  |
| 2 went under | 5 go on   | 8 picks at |
| 3 pick out   | 6 go over |            |

11 a. Answer Key

- |         |         |           |
|---------|---------|-----------|
| 1 aback | 3 come  | 5 serious |
| 2 shock | 4 quite |           |

b. Suggested Answer Key

- 1 I'm rather taken aback by all this.
- 2 Are you serious?
- 3 Are you serious?
- 4 This is something of a shock.
- 5 This is quite astonishing.
- 6 Come off it.

12 a. Answer Key

- |       |     |     |     |     |
|-------|-----|-----|-----|-----|
| 1 1 e | 3 a | 5 d | 7 g | 9 b |
| 2 f   | 4 c | 6 h | 8 i |     |
| 2 1 i | 3 h | 5 a | 7 f | 9 e |
| 2 c   | 4 d | 6 g | 8 b |     |

b. Suggested Answer Key

- A: Emergency. Which service do you require?  
B: Police, please.  
A: Connecting you.  
C: Police, can I help you?  
B: Yes. I'd like to report a stolen car.  
C: Your name and address please, sir.  
B: Kevin Pink, 2 Gordon Road, Capton.  
C: Right, sir. We'll send a policeman over to get all the details.
- A: Emergency. Which service, please?  
B: Ambulance.  
A: Putting you through.

- B: Thank you.  
 C: Ambulance service. What is your location?  
 B: Banbury Road.  
 C: What is the incident, sir?  
 B: There's been a car accident and two people have been injured.  
 C: Right. Don't try to do anything yourself, sir. An ambulance is on the way.

- A: Emergency. Which service?
- B: Fire brigade, please.
- A: Connecting you.
- B: Thank you.
- C: Fire service. Can I help you?
- B: Yes. There's a fire at the factory on Holloway Road. It looks quite bad.
- C: OK, sir. We'll be on to it right away.

c. **Suggested Answer Key**

Two suspicious looking men loitering outside a bank.

### Listening & Speaking (pp. 198-199)

- 1 a. Allow about 5 minutes for Ss to discuss the questions.

**Suggested Answer Key**

- I imagine a 'grunge student image' refers to the stereotypical student look, you know, ripped dirty jeans, a grubby T-shirt and unwashed hair, while a 'stylish ready-for-the-world look' means businesslike, in other words a suit and tie for men, and a suit for women.
- I think image is considered important because it can say a lot about a person's character and, more importantly, their attitude to their work, their professionalism and their working habits. For example, if someone is careless in their appearance, it's fair to assume they will be careless in their working habits.
- To begin with, you ought to pay attention to your dress. For example, wear a suit and make sure you look clean and tidy. Of course, behaviour is important, such as acting confidently and being polite and courteous at all times. You should also ask intelligent questions and be prepared to answer questions about yourself.

b. **Students' own answers**

- c. Play the recording.

**Answer Key**

- |                |              |               |
|----------------|--------------|---------------|
| 1 five seconds | 4 shiny      | 7 aftershave  |
| 2 coloured     | 5 unpolished | 8 eye contact |
| 3 personality  | 6 overdone   | 9 handshake   |

d. **Students' own answers**

- 2 a. **Suggested Answer Key**

- **Students' own answers**

- **Suggested Answer Key**

**hideous** – very ugly: make-up, appearance, horror, monster, deformed

**cumbersome** – uncomfortable to wear or carry: a costume

**reluctant** – hesitant: to play a part or wear stage make-up that is unflattering

**authentic** – real: the appearance of special effects

**implausible** – unbelievable: plot line

- b. Play the recording while Ss do Task 1. Repeat for Task 2.

**Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 C | 3 F | 5 B | 7 H | 9 G  |
| 2 G | 4 A | 6 E | 8 B | 10 D |

c. **Students' own answers**

- 3 a, b. Remind Ss that they did this task in Unit 7. Hand out Peer Assessment Checklists and select one pair to do the task.

**Suggested Answer Key**

Refer to Tapescript Section – Unit 9, Ex. 6.

4 **Suggested Answer Key**

Refer to Tapescript Section – Unit 9, Ex. 6.

5 **Suggested Answer Key**

Refer to Tapescript Section – Unit 9, Ex. 6.

- 6 Play the recording while Ss listen and compare.

- 7 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'You gave a wonderful speech.' Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b The colour blue really suits you.
- c I love your flat – it's so light and airy.
- d You've got great taste in literature; that book you lent me is amazing.
- e This is a lovely neighbourhood.

### Reading (pp. 200-201)

- 1 a. Ss discuss the questions in pairs. Elicit suggestions.

**Suggested Answer Key**

- There's an expression, 'There's more (to it) than meets the eye', which means that a situation isn't as simple as one thought, and the title plays on that. It implies that the photographs of ghosts might not be all they claim to be.
- By using the word 'claim' the writer seems to be doubtful about the pictures' authenticity.

- b. Ask Ss to quickly scan the article sections. Elicit suggestions and then allow 3 to 4 minutes for Ss to check.

**Suggested Answer Key**

**manor** – The Brown Lady of Raynham

**burials at sea** – Faces in the Sea

**deceased celebrities** – The Ghost of Lincoln

**soundstage** – The Hollywood Ghost Boy

**symbols of private meaning** – Flora Loudon

- c. At this stage in the course, Ss should be familiar with the task and should be aiming to complete each part of the Reading paper in about 15 minutes. If time allows, this task should be done in class with a strict time limit. Otherwise Ss could do it at home, having been instructed to time themselves to see how long it takes.

**Answer Key**

- 1 B *The Ghost of Lincoln, global meaning (Mumler's method of producing photographs with "ghosts" in them are known; he was charged with fraud.)*
- 2 A *The Brown Lady of Raynham, lines 17-18*
- 3 D *Faces in the Sea, lines 12-15*
- 4 A *The Brown Lady of Raynham, lines 11-14*
- 5 B *The Ghost of Lincoln, lines 15-18*
- 6 D *Faces in the Sea, lines 1-4*
- 7 A *The Brown Lady of Raynham, lines 1-3*
- 8 E *The Hollywood Ghost Boy, lines 1-3*
- 9 E *The Hollywood Ghost Boy, lines 13-15*
- 10 C *Flora Loudon, lines 13-15*
- 11 D *Faces in the Sea, lines global meaning (Courtney and Meehan worked on the same ship and they died together.)*
- 12 E *The Hollywood Ghost Boy, lines 9-10*
- 13 C *Flora Loudon, lines 15-20*
- 14 A *The Brown Lady of Raynham, lines 11-14*
- 15 B *The Ghost of Lincoln, lines 12-18*
- 16 D *Faces in the Sea, lines 14-16*

**2 a. Answer Key**

- |                              |                                   |
|------------------------------|-----------------------------------|
| <i>appeared – surfaced</i>   | <i>indisputable – irrefutable</i> |
| <i>collective – communal</i> | <i>joke – prank</i>               |
| <i>death – demise</i>        | <i>not noticed – undetected</i>   |
| <i>deception – trickery</i>  | <i>supposedly – reportedly</i>    |
| <i>ghostly – ethereal</i>    |                                   |

**b. Answer Key**

*spirit, spectre, spook, poltergeist, phantom*

- 3 If Ss have heard stories, encourage them to tell the class, prompting them, where necessary, with vocabulary from this section. Lead into discussion.

**Students' own answers**

- 4 Based on the information they have learned in this section, Ss write their ghost stories for homework. The best one can be read out in class.

**Students' own answers**

English in Use (pp. 202-205)

**1 a. Answer Key**

- |                            |                         |
|----------------------------|-------------------------|
| 1 <i>warn – A, B</i>       | 7 <i>forbid – B</i>     |
| 2 <i>advise – A, B</i>     | 8 <i>urge – B</i>       |
| 3 <i>notify – A</i>        | 9 <i>wonder – D</i>     |
| 4 <i>threaten – E</i>      | 10 <i>deny – C, F</i>   |
| 5 <i>suggest – C, D, F</i> | 11 <i>refuse – E</i>    |
| 6 <i>admit – C, E, F</i>   | 12 <i>remind – A, B</i> |

**b. Answer Key**

- 2 *Peter reminded me to buy some cheese when I went to the supermarket.*
- 3 *Janet denied breaking/having broken the vase.*
- 4 *The teacher threatened to send me to the headmaster if I did it again.*
- 5 *Her friend advised her not to worry and said she was sure she would pass the driving test with flying colours.*
- 6 *Frank notified Janice that a meeting had been called for the next day and asked/wondered whether she would be there.*
- 7 *He urged her to make her decision as soon as possible.*
- 8 *She suggested he should go on a diet.*

- 9 *The professor forbade the students to use the lab without supervision.*
- 10 *Martha wondered whether Jake would come to the party if she asked him.*
- 11 *She admitted (to) borrowing/having borrowed/that she had borrowed his car without asking.*
- 12 *He refused to go on the company's day-trip the following Sunday.*

**2 Answer Key**

- 1 *Ted reminded Julie to put the money in Ben's account and she promised she would.*
- 2 *Anne wondered whether there was life in outer space, but Ted doubted it.*
- 3 *The doctor urged her to go on a diet and she promised she'd try.*
- 4 *Tim's father refused to let him go to the rock concert with Harry.*
- 5 *Alice admitted to breaking/having broken Peter's CD player.*
- 6 *Joe advised Jane to take the red one and she agreed.*
- 7 *Fred denied having taken Tony's umbrella.*

**3 a. Answer Key**

*A Scotsman asked a taxi driver how much it would cost to take him to the railway station and the taxi driver told him it would cost three pounds. Then the Scotsman asked how much it would cost for the suitcase and the taxi driver said it was free. So the Scotsman told him to take the case to the station and he would walk.*

- b. If Ss can not think of a conversation, this can be done for homework. Prompt, if necessary, with questions such as 'When was the last time you lost your temper/had an argument/heard a funny joke?' etc.

**4 Answer Key**

- |            |            |            |            |             |
|------------|------------|------------|------------|-------------|
| 1 <i>i</i> | 3 <i>a</i> | 5 <i>j</i> | 7 <i>d</i> | 9 <i>c</i>  |
| 2 <i>f</i> | 4 <i>h</i> | 6 <i>b</i> | 8 <i>e</i> | 10 <i>g</i> |

**5 Answer Key**

- |            |            |            |
|------------|------------|------------|
| 1 <i>D</i> | 3 <i>G</i> | 5 <i>C</i> |
| 2 <i>I</i> | 4 <i>A</i> | 6 <i>F</i> |

**6 Answer Key**

- |                      |                |                 |
|----------------------|----------------|-----------------|
| 1 <i>more/longer</i> | 6 <i>out</i>   | 11 <i>by</i>    |
| 2 <i>which</i>       | 7 <i>So</i>    | 12 <i>are</i>   |
| 3 <i>when</i>        | 8 <i>their</i> | 13 <i>about</i> |
| 4 <i>as</i>          | 9 <i>order</i> | 14 <i>whose</i> |
| 5 <i>it</i>          | 10 <i>from</i> | 15 <i>what</i>  |

**7 Answer Key**

- |            |            |            |             |             |
|------------|------------|------------|-------------|-------------|
| 1 <i>B</i> | 4 <i>A</i> | 7 <i>D</i> | 10 <i>C</i> | 13 <i>D</i> |
| 2 <i>B</i> | 5 <i>D</i> | 8 <i>A</i> | 11 <i>C</i> | 14 <i>B</i> |
| 3 <i>C</i> | 6 <i>C</i> | 9 <i>B</i> | 12 <i>A</i> | 15 <i>C</i> |

**8 Suggested Answer Key**

- |                                     |                     |
|-------------------------------------|---------------------|
| 2 <i>variety/range, activities</i>  | 5 <i>permitting</i> |
| 3 <i>Volunteers, to help/assist</i> | 6 <i>postponed</i>  |
| 4 <i>demanding, refund</i>          | 7 <i>take legal</i> |

**9 Answer Key**

- 1 *Discount/Reductions/Reduced prices*
- 2 *popularity*
- 3 *(visitor) participation*

- 4 *advent/early days/years*
- 5 *attempts*
- 6 *followed by*
- 7 *(wide) variety/range*
- 8 *including/such as*
- 9 *many/fully*
- 10 *to discover/understand /see*
- 11 *request*
- 12 *entry/entrance/access*
- 13 *contact/apply to/write to*

- 6 *I would ask*
- 7 *whether*
- 8 *Were*
- 9 *should I be faced/were I to be faced*
- 10 *of ever becoming/that I ever became*

## Writing (pp. 206-210)

- 1 Go through the theory box and deal with any problems. Allow 3 to 4 minutes for Ss to read the rubric and the questions. Elicit answers.

**Answer Key**

- 1 *a competition entry, Students' own answers*
- 2 *a magazine about the paranormal*
- 3 *the editor of the magazine, young adult readers*
- 4 *informal*
- 5 **boxes to be ticked:** *an attention-grabbing title; descriptive adjectives and adverbs; humour; questions*

- 2 a. Allow 4 to 5 minutes for Ss to do the task. Elicit answers.

**Answer Key**

- |                             |                    |
|-----------------------------|--------------------|
| 1 <i>Then again</i>         | 4 <i>Secondly</i>  |
| 2 <i>First and foremost</i> | 5 <i>Finally</i>   |
| 3 <i>For instance</i>       | 6 <i>After all</i> |

- 1 *It begins with a rhetorical question.*
- 2 **present tenses:** *because the person described is still famous*  
**conditionals:** *because the situation described is hypothetical*  
**past tenses:** *to refer to events that took place in Houdini's lifetime and shortly afterwards*
- 3 *The questions the writer would like to ask Houdini.*
- 4 *Descriptive, discursive; humorous, light-hearted*
- 5 *Yes. It's interesting, light-hearted and humorous.*

- b. Elicit suggestions for a title but point out that A is both too formal and does not reflect the content.

**Answer Key**

- |                               |                     |
|-------------------------------|---------------------|
| 1 <i>terrific / fantastic</i> | 6 <i>talented</i>   |
| 2 <i>unique</i>               | 7 <i>enigmatic</i>  |
| 3 <i>intelligent</i>          | 8 <i>motivated</i>  |
| 4 <i>dedicated</i>            | 9 <i>secured</i>    |
| 5 <i>unbelievable</i>         | 10 <i>motivated</i> |

- 3 a. Go round the class eliciting various answers to the questions.

- b. Correct the mistakes with the class. Then allow 3 to 4 minutes for Ss to fill in their own details. Elicit answers/suggestions.

**Answer Key**

- 1 *nothing*
- 2 *could, he managed to*
- 3 *Given*
- 4 *could*
- 5 *I would like very much to have lived*

**4 Answer Key**

**key words:** *competition, magazine called Outer Space, 'More government funding is needed to widen the research being done into UFO sightings and the possibility of alien life forms.', 'Do you agree with this opinion?, 250 words, give us your reasons why or why not.*

- |            |            |            |
|------------|------------|------------|
| 1 <i>F</i> | 3 <i>T</i> | 5 <i>T</i> |
| 2 <i>F</i> | 4 <i>F</i> | 6 <i>F</i> |

- 5 Allow about 5 minutes for Ss to do the task. Elicit answers.

**Answer Key**

- |                          |                        |
|--------------------------|------------------------|
| 1 <i>As a result of</i>  | 4 <i>However</i>       |
| 2 <i>On the one hand</i> | 5 <i>in conclusion</i> |
| 3 <i>while</i>           | 6 <i>while</i>         |

- 1 *In favour. (last para. ... funds must be found ...)*
- 2 **para 2:** *many UFO sightings are aircraft, satellites or the product of sb's imagination or need for attention*  
**para 3:** *it is arrogant to think we are the only thinking beings in the universe*
- 3 *To make the reader think about the issues raised. To make the article more interesting and personal.*
- 4 *'Money well spent?'*

- 6 Allow Ss about 5 minutes to do the task. Check Ss' answers.

**Answer Key**

*Descriptive:* 4, 6, 7, 9  
*Discursive:* 1, 2, 5  
*Narrative:* 3, 8, 10

- 7 Ss make collocations and add them to sentences.

**a. Answer Key**

*stimulating etc – conversation*  
*perfect etc – opportunity*  
*fulfilling etc – experience*  
*rewarding etc – career*  
*positive etc – effects*  
*magnificent etc – building*  
*breathhtaking etc – scenery*

**b. Answer Key**

- |                              |                        |
|------------------------------|------------------------|
| 1 <i>stimulating</i>         | 4 <i>harmful</i>       |
| 2 <i>golden, spectacular</i> | 5 <i>breathhtaking</i> |
| 3 <i>fulfilling</i>          | 6 <i>quaint</i>        |

- 8 Remind Ss of the importance of using tenses correctly in narrative writing. Ss do task.

**Answer Key**

- 1 *was leaving, heard*
- 2 *described/was describing, realised, had seen*
- 3 *looked/were looking, decided*
- 4 *unpacked, started*
- 5 *approached/were approaching, noticed, coming*
- 6 *had gone, coming*

- 9 a. Draw Ss' attention to the time words/phrases in bold. Remind them that these are important for narrative writing. Ss do task.

**Answer Key**

1 f      3 e      5 c      7 d  
2 a      4 h      6 g      8 b

- b. Encourage Ss to talk about their experiences using the words/phrases given.

**Students' own answers**

- 10 a. Point out that creating suspense is a useful way to attract the interest of the reader.

**Answer Key**

- 1 No  
2 A ghost story  
3 A frightening, but humorous ghost story with a twist in the tale.  
4 narrative and descriptive  
5 By using:  
**time words and phrases**, e.g. then, when, by the time, etc  
**descriptive adjectives**, e.g. spectacular, amazing, etc  
**rhetorical questions**, e.g. have you ever had the feeling that...?  
**suspense**, e.g. suddenly, no sooner ..., etc.

- b. Ask Ss to do the task and say why the phrases are inappropriate.

**Answer Key**

- |                      |                        |
|----------------------|------------------------|
| 1 Was I so terrified | 5 In a moment          |
| 2 as hard as I could | 6 gave                 |
| 3 turned to ice      | 7 shaking like a jelly |
| 4 in a few minutes   | 8 an Olympic sprinter  |

- c. **Time words/phrases to underline:**

As I stood there; Then; in a few minutes, / as quickly as / in a flash;  
By the time; Once outside; until

**Alternatives:**

within seconds; while I waited; after that; almost immediately; as soon as; before; etc.

For Ss who need extra practice with this, ask them to write one or two paragraphs of a story for homework. They should begin with 'At first, I wasn't frightened, but ...'. Tell them to continue using items from Exs. 8, 9 and 10.

- 11 Go through each rubric, eliciting answers to the questions.

**Answer Key**

- A 1 descriptive, narrative  
2 an eye-catching title and introduction  
3 You'll never believe it!  
4 events in chronological order, feelings  
5 informal  
6 yes  
7 end with a thought-provoking comment
- B 1 descriptive, narrative  
2 use a 'question' sentence  
3 Hey presto!!  
4 How it would make you feel to have magical powers.  
How you would use your magic for yourself and others.

- 5 informal  
6 yes  
7 end with a thought-provoking comment

- C 1 descriptive, discursive  
2 use a 'question' sentence  
3 Believe it or not!

- 4 a description of what people in your country believe in  
5 informal  
6 no  
7 a summary of the opinions included

- 12 Ask Ss to decide which task they are going to write and to fill in the paragraph plan accordingly.

**Suggested Answer Key****A Beginning**

- to attract the reader's attention
- an attention-grabbing title and introduction

**Main Body**

- telling a story
- descriptive adjectives and adverbs, time words

**Ending**

- satisfied, thoughtful
- round off with a thought-provoking comment

**B Beginning**

- to attract the reader's attention
- an attention-grabbing title and introduction

**Main Body**

- describing
- descriptive adjectives and adverbs, humour, question sentences

**Ending**

- amused, thoughtful, satisfied
- summarise with a thought-provoking comment

**C Beginning**

- to attract the reader's attention
- an attention-grabbing title and introduction

**Main Body**

- describing
- description of superstitions in your country

**Ending**

- well informed
- by summarising the information given and adding a thought-provoking comment

- 13 Using the paragraph plans in Ex. 12 and all the information learned in this unit, Ss write one of the tasks from Ex. 11 as homework. Make sure they have copies of the Writing Checklist to go through before they hand in their work.

**Suggested Answer Key**

- A **Beginning:** "New clothes for old"; went shopping to buy a new outfit; never guess what happened!

**Main Body:** tried on outfit in changing room; went out to show friend; went back to changing room; my clothes had been stolen; wallet and keys in pocket of jacket that was stolen; got free outfit by way of an apology from the store; wallet and keys returned anonymously several days later; saw escaped criminal on news wearing my clothes

**Conclusion:** *very strange; got a new outfit; all turned out well in the end*

- B **Beginning:** *'Close your eyes and make a wish'; 'If you had three wishes, what would you wish for? Wealth, beauty, world peace? Or something a bit more original?'*

**Main Body:** *The first thing I'd do is ...; then I'd...; and I'd certainly ...; finally I'd ...; so I'd feel ...*

**Conclusion:** *Magical powers are all very well, but how many of us can honestly say we'd use them wisely? What about you?*

- C **Beginning:** *'Old wives' tales or ancient truths?'; All cultures have superstitions; mine is no exception. Let me tell you about some of the most bizarre ones.*

**Main Body:** *the most bizarre superstitions concern good/bad luck; weddings; the weather; horoscopes; etc.; for example, at weddings some people ...; at certain times of the year they ...; etc.*

**Conclusion:** *summarise opinion (e.g So there you have it, a lot of bizarre superstitions that can be enormous fun if they aren't taken too seriously, but can be harmful if taken to extremes.)*

B *I rarely buy things through mail order, but I did buy some books that way once.*

C *I love boutiques like the one in picture C. I often go to boutiques to buy jewellery, scarves and clothes for special occasions.*

- A *People who don't have a lot of time and want to be able to find everything they need under one roof.*

B *People who don't have a lot of free time or people who are unable to leave their homes due to age, disability, etc.*

C *People who are looking for something unique.*

- A *The advantage of shopping here is that you can find anything you want. A disadvantage might be that things are more expensive because the shops have to pay very high rents.*

B *The advantage of ordering through mail order is that you don't have to leave the comfort of your own home. One disadvantage might be that the things you order might not be exactly what you expected. For example, if you ordered clothes, they might not fit.*

C *The advantage of shopping at a boutique is that you're sure to find something that not many people have; a special necklace, for example. On the other hand, the disadvantage is that things might be more expensive than in other shops and stores.*

## Unit 10 – Shop Around

### Objectives

**Vocabulary:** shops/shopping; products; money; advertising/media; idioms

**Reading:** gapped text (part 2); multiple choice (part 3)

**Listening:** (part 2) sentence completion; (part 3) multiple choice

**Speaking:** orders and complaints; (part 3) evaluating/selecting; (part 4) discussing/ giving opinions

**English in Use:** gapped text; error correction (types 1 & 2); word formation

**Grammar:** articles and punctuation; fixed phrases with 'carry'; prepositions

**Phrasal Verbs:** *call, draw*

**Writing:** review of basic writing tasks

Lead in (p. 211)

- 1 a. Direct Ss to the title of the unit. Discuss the meaning: *to shop around* is to go to different shops in order to compare prices and quality of products and services before deciding to buy. Elicit other words/phrases/expressions with the word shop. e.g. *shoplift, shopaholic, etc.*

Ask Ss to look at the pictures and say what kind of places and ways of shopping are shown and answer the questions that follow.

#### Suggested Answer Key

- A *In a large shopping complex like this, you could buy almost anything. I particularly like going to places like this to buy clothes and fashion accessories.*

- b. Direct Ss to the task. In pairs, Ss discuss what is involved in each method of payment listed, and what the possible advantages and disadvantages of each are. Allow 3 or 4 minutes for the task. Get feedback from one or more pairs.

#### Suggested Answer Key

- *When you pay in cash, you don't pay any interest and you know you have only spent what you really can afford.*
- *Being able to pay by credit card is helpful if you don't have enough cash on you or if you know you are going to receive money in the future but you want the product immediately. You can also pay the amount of the purchase back in relatively small instalments.*
- *Paying by cheque comes in handy if you don't want to carry cash around with you or if you want to post date the cheque for sometime in the future.*
- *Paying in instalments means that you have a long time to pay back the purchase price; you don't have to pay the amount all in one lump sum.*

- 2 Tell Ss that they are going to interview each other about their shopping habits using the questionnaire given. Allow Ss sufficient time to complete the task. Go round the class monitoring pairs. Get feedback from one or more pairs and encourage further discussion if Ss seem interested.

#### Suggested Answer Key

- 1 *Every weekend.*
- 2 *About two hours, on average.*
- 3 *Clothes.*
- 4 *Shoes.*
- 5 *I particularly enjoy shopping in boutiques because you can get things that are unique.*



- 6 I don't really enjoy shopping in a supermarket because they're always so crowded and you have to wait for long periods in the queue when it's time to pay.
- 7 I prefer shopping alone because I can go into the shops that I want to when I want to. I can spend as much or as little time as I want browsing.
- 8 Not really. If a shop has what I'm looking for then it doesn't really matter to me what the shop itself looks like. On the other hand, if the shop didn't have interesting décor, I might never have gone into it in the first place.
- 9 Definitely. If a shop assistant keeps asking me what I'm looking for or if they are rude, I leave the shop.
- 10 Quality is of the utmost importance to me. When you buy quality you know that the item will last.
- 3 Tell Ss they are going to listen to a report about the shopping habits of different social and age groups. Before listening, discuss how shopping habits might differ between teenagers and the middle-aged. What factors might influence their shopping habits? e.g. time, wealth, etc.

For question 1, refer Ss back to the questionnaire in Ex.2, as they have to listen for which questions are covered in the report. Play the recording. Ss work in pairs to find the answers. Play the recording again. Elicit answers to the other questions.

#### Answer Key

- 1 1, 3, 4, 5, 7
- 2
- Middle-aged parents regard shopping as something that has to be done. They mostly shop at the weekends and they mostly shop for the week's food and groceries.
  - Teenagers like shopping, especially with friends at the weekend. They like to shop in expensive boutiques but they also like going bargain hunting at street markets.
- 3
- 65 – The percentage of middle-aged middle class parents who said shopping meant shopping for the weekly food at a convenient supermarket
  - 23 – The percentage of middle-aged middle class parents who said shopping was fun
  - 82 – The percentage of teenagers who said they like shopping at both boutiques and street markets
  - 75 – The percentage of under 19s who said street markets were their second favourite place to shop
  - 19 – Those under 19 years of age (see above)
- 4 a bargain, good value for money

#### Suggested Answer Key

**the sales** – I far prefer shopping during the sales than at other times when products are full price.

**a discount** – The manager offered me a discount as there was a small stain on the sleeve of the blouse.

**reduced to clear** – The shop was going out of business and the large 'reduced to clear' sign in its window was drawing huge crowds of bargain hunters.

**to haggle** – I refuse to haggle over a price; if I can't afford the asking price, then I just go looking elsewhere.

- 4 Tell Ss that here are two different quotations about money and commerce. Elicit paraphrases of the first quotation from Ss and build up the paraphrase on the board. Allow Ss 2 to 3 minutes to write a paraphrase of the second quote in pairs. Monitor and correct and ask two or three pairs to read out their paraphrases.

#### Suggested Answer Key

Money can be many things. It can be good, as it can offer power, freedom and security. It can be either the best or worst thing in the world.

The goal of people who are trying to sell things is not to give people what is really necessary for them or what will do them the most good. Instead, what sellers are really doing is simply trying to sell their product.

A: I think they're both true in their own way. I mean, you certainly get the impression that commerce and big businesses are only interested in making a profit.

B: Well, yes, of course they are, but they do also provide the goods and services we need, or at least some of them do.

A: As for the first quotation, it's just a list of things that have been said about money since the beginning of time. Even though they contradict each other, they're probably all true.

B: Yes, I agree. Money can bring you power and freedom, yet it can make people behave very badly towards each other. It makes people greedy, but it's absolutely necessary.

#### Reading (pp. 212-213)

- 1 a. Direct Ss to the title of the text. Elicit what Ss think the piece is about and the points it might cover. Write suggestions on the board. Now, before reading, Ss look at the questions in 1a and discuss in pairs. Get feedback from two or more pairs.

#### Suggested Answer Key

1 A convenience store is a shop which sells many different products. They are convenient in that they are usually in your neighbourhood, open long hours, and sell many different items.

2 I prefer to shop at the supermarket.

a Supermarkets are far cheaper than corner shops.

b Corner shops are usually closer than supermarkets.

c Service is usually fast and friendly at corner shops. Supermarkets tend to be very crowded so you have to wait in queues for long periods of time. Unfortunately, staff at supermarkets are often unfriendly.

d The quality and variety of produce at supermarkets is much better than at corner shops.

e Nowadays, both supermarkets and corner shops are open very long hours.

3 Supermarkets tend to put smaller shops out of business because they can't compete.

- b. Now elicit a fuller explanation of what the title means.

#### Suggested Answer Key

The cost of convenience might mean that, in order to buy things from a small shop which is close to your house and open long hours, you have to pay more. That is, it may be convenient, but it costs more.

- 2 a. Remind Ss of the type of task and the strategies needed. Ss read article quickly at first to get a general idea, then more carefully to find where the missing paragraphs fit. This can be done individually or in pairs. Remind Ss that they should aim to do this in about 15 minutes. Check Ss' answers.

**Answer Key**

- 1 E Key phrase: "such treats"
- 2 A Key phrase: "these smaller versions of the supermarkets"  
This refers to "such a store" in the previous paragraph.
- 3 G The whole of G is connected to the idea of "ditching" the weekend shop, which is discussed in the previous paragraph.
- 4 F "The difference" in the paragraph after gap 4 refers to the 4%-7% difference in price which is discussed in F.
- 5 B B begins "Even if the item you have gone to buy...", referring to "popping into" your local mini supermarket regularly which is mentioned in the paragraph before gap 5.
- 6 D Key phrase: "...there are several ways to contain costs."  
This is connected to the discussion about difference in price in the previous paragraph.

**b. Students' own answers****Suggested Answer Key**

- 1 find the car keys, get the car out of the garage; you did have to face driving several miles
  - 2 such a store; these smaller versions of supermarkets
  - 3 avoid the agony of slogging around the supermarket; not surprisingly, owners of more old-fashioned, independent stores feel threatened.
  - 4 Their main fear is that ... enable them to price the smaller stores out of the market; In reality, ... They hike up the prices.
  - 5 if you pop into; someone popping into
  - 6 higher cost locations such as city centres; it is true that their smaller outlets do face proportionally higher costs; consumers are queuing to pay
- 3 Elicit the meanings of the highlighted words in their context, then allow Ss 4 or 5 minutes to find their synonyms in the list, using a dictionary if necessary. Check Ss' answers.

**Answer Key**

hit the spot – be just the right thing  
go off the boil – lose enthusiasm  
ditch – abandon/get rid of  
overheads – essential expenses  
supplement – add something to  
stock – goods/produce  
impulse – sudden desire  
resent – feel bitter about sth  
advent – beginning/introduction  
undercut – sell more cheaply

- 4 Go round the class, eliciting answers from Ss.

**Suggested Answer Key**

- 1 We often have the urge to eat something nice, but don't bother because it means getting dressed, getting the car out, and driving to the supermarket. In the end, it's too much trouble and we go off the idea.
- 2 a (trying to get consumers to) shop in their own neighbourhoods or areas  
b (give them the opportunity to) have such low prices that the smaller shops, unable to compete, go out of business  
c (the sudden urge to buy extra goods) can make you pay more than you can afford  
d (their less spacious branches) have more expenses related to their size

e (putting a stop to) old vegetables forgotten in the bottom drawer of your fridge.

- 5 a. First make a list as a class. Write 'For' and 'Against' on the board and brainstorm for views on shopping at supermarkets/shopping malls. List views on board. Then, Ss discuss in pairs. Go round the class monitoring and checking. Ask one or two pairs to act out their discussion in front of the rest of the class.
- b. Put Ss into small groups. Prompt discussion by asking how supermarkets/malls compare with the local corner/grocery shop. Give one or two more prompts, e.g. personal/impersonal, leisurely pace/fast pace, etc. Monitor groups. Allow 3 or 4 minutes for discussion.

**Language Focus (pp. 214-217)**

- 1 a. Go through vocabulary list with Ss. Elicit what kind of things can be bought/sold at the places. Ss complete the task individually. Allow sufficient time for Ss to write their own sentences with the words not used in the exercise. Check Ss' answers.

**Answer Key**

- |                             |                        |
|-----------------------------|------------------------|
| 1 car boot sale             | 5 arts and crafts shop |
| 2 organic food store        | 6 second-hand shops    |
| 3 delicatessen              | 7 antiques shop        |
| 4 millinery shop/milliner's | 8 DIY Superstore       |

**Suggested Answer Key**

Now that the new **hypermarket** has opened, the shops on the high street have begun to close.  
Rodeo Drive, in California, is a famous street which is lined with countless **upmarket boutiques**.  
Our local **farmer's market** gives farmers in the area a place to sell their produce at profitable prices.  
Because we're moving house next month, we decided to have a **garage sale** to get rid of some of the clutter we had in the cellar and attic.

**b. Suggested Answer Key**

**tools** – DIY superstore/ironmonger's  
**fancy hats** – millinery shop/milliner's  
**used furniture** – second hand shop, garage sale  
**fresh herbs** – hypermarket, farmer's market, organic food store  
**a vintage lamp** – antiques shop  
**designer clothes** – upmarket boutique  
**handmade rugs** – second hand shop, antiques shop, arts and crafts shop  
**beef sausages** – hypermarket, delicatessen  
**groceries** – hypermarket, farmer's market, organic food store  
**hand knit pullovers** – upmarket boutique, second-hand shop, arts and crafts shop  
**first edition books** – antiques shop  
**nails** – DIY superstore/ironmonger's

**c. Students' own answers**

- 2 a. Go through vocabulary with Ss and check understanding. Encourage Ss to suggest their own additions to the list. e.g. *classified ads, specialist magazines*, etc. and write on board. Allow Ss about 2 minutes to complete the task. Check Ss' answers.

**Answer Key**

- 1 hoardings                      5 TV commercials
- 2 fliers                            6 brochures
- 3 radio jingle                    7 neon sign
- 4 full-page spread              8 poster

b. Put Ss in pairs to answer the questions. Again, encourage Ss to use their own suggestions. Allow 3 or 4 minutes, longer if Ss seem interested in the subject.

**Suggested Answer Key**

- 1 a ad in the property pages, through an estate agent, a For Sale sign outside the house
- b radio jingle, flier, poster
- c TV commercial, hoarding, neon sign, radio jingle, brochure, full-page spread
- 2 Advertising is incredibly important to the success of a business. In today's competitive world the only way to sell your product is to make yourself visible to consumers. Advertising is a way to make yourself known to the buying public.
- 3 I think TV commercials bother me the most. It's very irritating to be watching something on TV when it is interrupted every ten minutes by the show's sponsor. Because you want to see the rest of whatever it is that you're watching, you have to watch the commercials as well.

c. Put Ss into small groups. Allow sufficient time for Ss to cover the points.

**Suggested Prompts**

- advantages** – reaches a wide audience, relatively cheap, effective, etc.
- disadvantages** – expensive, small target area, has little mass appeal, etc.

**Students' own answers**

3 a. Elicit the answers to questions 1-3 as a class and write on board.

**Answer Key**

- 1 The prefixes all make the words the opposite or negatives of their roots.
- 2 im – m, p; ir – r; il – l; in – n
- 3 **un** – not/reverse a process e.g. unacceptable, undo, untie; **dis** – not/lose a quality e.g. dishonest, disabled, disarm; **mis** – not/wrongly/badly e.g. misunderstand, mishandle, misuse

b. Allow Ss 2 or 3 minutes to complete the task in pairs, using dictionaries if necessary. (Alternatively, set as homework.) Check Ss' answers, making sure they understand the meanings.

**Answer Key**

- inexperienced, under-experienced, over-experienced*
- inhuman, sub-human*
- under-worked, over-worked*
- unsold, undersold*
- unconscious, subconscious*
- undervalue, overvalue*
- subnormal (also point out the word abnormal)*
- invaluable (point out that this does not have a negative meaning)*
- immature*

- irrational*
- unloaded, overloaded*
- unlike, dislike*
- illegible*
- uncooked, undercook(ed), overcook(ed)*
- undeveloped, underdeveloped, overdeveloped*
- overlook*
- disuse, misuse*
- discharge, undercharge, overcharge*
- under-fund, over-fund*
- undress, under-dress, over-dress*
- underline*

4 a. Elicit meanings of any unfamiliar vocabulary. Ss might need dictionaries to help find the collocations. Allow Ss sufficient time to complete parts a, b, and c.

**Answer Key**

- 1 d                                  3 a                                  5 c
- 2 e                                  4 f                                  6 b

**b. Answer Key**

- 1 money                              3 cash
- 2 shopping                            4 advertising

**c. Answer Key**

- 1 celebrity endorsements              4 pop icons
- 2 buyers' market                            5 Subliminal messages
- 3 money laundering

**Suggested Answer Key**

- It's amazing what treasures you can find at a flea market if you have the time to browse.*
- Could you please tell me where the household products are?*
- He spent hours trying to decipher the coded messages.*
- I'm afraid I'm going to have to cancel our excursion due to the money problems I'm having at the moment.*
- Let's go to the shopping mall and window shop.*
- I went on a shopping spree and spent my whole pay cheque.*
- The bank is closed so you'll have to use the cash point instead.*
- I work for the best advertising company in London.*
- The advertising campaign was very expensive but worth every penny.*

5 a. This can be done individually, in pairs, or as a class with the table on the board. Allow Ss 4 to 5 minutes to complete the task. Check Ss' answers.

**Answer Key**

Set up	Launch	Make	Do	
✓	✓			a chain of shops
		✓		cutbacks
			✓	the weekly shopping
			✓	business
✓		✓	✓	a deal
✓	✓			an agency
			✓	the bookkeeping
✓	✓			a company
✓	✓			a campaign
		✓		a fortune
✓				a branch
	✓			a product

- b. Ss do this part in pairs. Allow Ss 8 to 10 minutes to complete the task. Check Ss' answers.

#### Suggested Answer Key

There are plans to set up a chain of shops across Europe.  
 My sister set up an agency to help women find jobs.  
 After much thought, he quit his job and set up his own company.  
 Body Shop is setting up a branch in my neighbourhood.  
 They launched the chain of shops by having a huge party and inviting everybody in the business.  
 Unfortunately, they launched the company during the recession and it failed.  
 He hired a reputable advertising company to launch his agency.  
 The mother company celebrated the launching of its fiftieth branch.  
 The launch of the product was delayed due to defects in the prototype.  
 In these difficult times we are being forced to make cutbacks.  
 Let's make a deal. You wash the dishes and I'll dry them.  
 That man made a fortune by selling goods door to door.  
 We get up early every Saturday morning to do the weekly shopping.  
 Thanks, I've enjoyed doing business with you.  
 I had so much paperwork that I had to hire an accountant to do the bookkeeping for me.

#### Alternatives:

Set up shop/an exhibition

Launch a magazine/a new range of products

Make money/a profit/a loss

Do the accounts/well/badly

- 6 Ss do the task in pairs. Allow them about 3 minutes to match the items from each column. Check Ss' answers. Elicit meanings of idioms. Now allow 2 to 3 minutes to complete the exercise. Check Ss' answers.

#### Answer Key

cost an arm and a leg	make ends meet
tighten one's belt	keep one's head above water
foot the bill	be one's meal ticket
earn one's bread and butter	have a nest egg
save for a rainy day	go from rags to riches

1 earn my bread and butter/ make ends meet/keep my head above water  
 2 cost an arm and a leg  
 3 went from rags to riches  
 4 make ends meet/keep one's head above water  
 5 tighten our belts  
 6 save for a rainy day  
 7 make ends meet/keep our heads above water  
 8 has, a nest egg  
 9 meal ticket  
 10 have to foot the bill

- 7 Elicit possible meanings of fixed phrases. Ask Ss to do the task in pairs. Allow 3 to 4 minutes for the task. Check Ss' answers.

#### Answer Key

1 carrying it too far  
 2 carried the motion  
 3 carry an illness  
 4 was carrying the world on his shoulders  
 5 carries a lot of weight  
 6 is cash and carry (only)

#### Suggested Answer Key

I'm really down these days; I feel like I'm carrying the weight of the world on my shoulders.  
 Now you've carried it too far. Go to your room.  
 Why don't you go to the cash and carry? It's far cheaper than the supermarket.  
 That's Jim Simpson, he carries a lot of weight around here.  
 The council carried the motion with a vote of seven to five.  
 Chickens are known to carry an illness called salmonella.

- 8 a. Allow Ss 2 to 3 minutes to do the task in pairs. Check Ss' answers.

#### Answer Key

1 F	3 B	5 H	7 A
2 D	4 C	6 G	8 E

#### b. Answer Key

1 called off	4 calling upon/on
2 drew out	5 drawn up
3 draw on	

- 9 a, b, c. Ss read the advertisement and the useful language in the boxes, then, in pairs, act out a dialogue with one student as a customer and the other as a salesman.

#### a. Suggested Answer Key

A: How can I be of help?  
 B: I am interested in buying the BMP 715, please.  
 A: Wonderful choice! I'll put the order through for you. How would you like to pay?  
 B: Is it possible to make a payment by credit card?  
 A: Of course. Could I have your credit card details? Your name?  
 B: Sam Tiller.  
 A: Your card number?  
 B: 3241 6754 2341 4659  
 A: And the expiry date?  
 B: 09/2004  
 A: Right. Could you confirm your name and address, please?  
 B: Yes, of course. My name's Sam Tiller and my delivery address is 14 Citrus Court, Sussex.  
 A: Okay. Thanks very much, goodbye.  
 B: Thank you. Goodbye.

#### b. Suggested Answer Key

A: Well, when the phone was delivered I opened the box and found that it was damaged.  
 B: I'll look into this matter promptly.  
 A: Could you tell me who is responsible for returned goods, please?  
 B: I'll do my best to sort it out for you. Would you like to exchange the phone?  
 A: No. Actually I was hoping you could give me a refund.  
 B: That's no problem at all.

#### c. Suggested Answer Key

1 A: I wonder if you could help me with an order, please?  
 B: Most definitely, Sir. How can I be of help?  
 A: I am interested in buying Margaret Atwood's Alias Grace and Thomas Hardy's The Woodlanders.  
 B: Wonderful choice! I'll put the order through for you. How would you like to pay?  
 A: Is it possible to make a payment by credit card?

- B: Of course. Could I have your credit card details? Your name?  
 B: Pam Taylor  
 A: Your card number?  
 B: 3456 6790 5697 7682  
 A: And the expiry date?  
 B: 10/2004  
 A: Right. Could you confirm your name and address, please?  
 B: Yes, of course. My name's Pam Taylor and my delivery address is 13 Elm Lane, London W1.  
 A: Okay. Thanks very much, goodbye.  
 B: Thank you. Goodbye.
- 2 A: Hello, I'd like to make a complaint about my order.  
 B: What seems to be the problem, Sir?  
 A: Well, when my weekly order was delivered and I opened the bags I found that many of the items I had ordered were missing and many of them were the wrong brand.  
 B: I'll look into this matter promptly.  
 A: Could you tell me who is responsible for returned goods, please?  
 B: I'll do my best to sort it out for you.  
 A: Actually, I was hoping you could give me a refund.  
 B: That's no problem at all, Sir.

Listening and Speaking (pp. 218-219)

- 1 a. Tell Ss they are going to hear someone talking about the jewellery business. Before listening, Ss discuss the two questions in pairs. Get one or two pairs to act out their dialogue in front of the class.

**Suggested Answer Key**

- I think that for someone to work in a jewellery shop they would have to have very good selling skills. They would have to be able to read their customers and know instinctively when to offer help and when to just let them browse. In addition, they would have to appreciate beauty and things that are valuable. Last but not least, they would have to be honest.
- I believe that the manager of a jewellery shop would advise his assistants to be well dressed. I'm sure he would tell them not to pressurise customers and to give them as much time as they needed while they were browsing. He would probably give them some hints on what kind of people like what kind of jewellery as well.

- b. Tell Ss to read through the gapped sentences and try to predict the kind of information that is likely to fill the gaps. Allow Ss 2 to 3 minutes to do the task. Write Ss' answers on board.

**Suggested Answer Key**

- |                                |                      |
|--------------------------------|----------------------|
| 1 a certain year?              | 6 an adjective?      |
| 2 a kind of career/profession? | 7 a verb?            |
| 3 some kind of person?         | 8 a verb?            |
| 4 a place?                     | 9 a kind of feeling? |
| 5 some kind of job?            |                      |

- c. Before you play the recording, remind Ss that in part 2 of the Listening test they only hear the recording once. Play the recording. Ss listen and do the task.

**Answer Key**

- |                   |                              |
|-------------------|------------------------------|
| 1 1960            | 6 traditional, old-fashioned |
| 2 drummer         | 7 respect                    |
| 3 boss's sons     | 8 pressurise                 |
| 4 bankrupt        | 9 awe                        |
| 5 serve customers |                              |

- d. Ss discuss the question in pairs. Allow 3 to 4 minutes. Monitor the class, correcting where necessary.

**Suggested Answer Key**

*Personally, I love jewellery. However, I don't think it is important how much it costs. For me, the value of jewellery is purely sentimental. That's not to say that if I wanted to buy a loved one something really special I wouldn't pay a lot of money for it.*

- 2 a. Ss read the instructions to the task, and discuss the two questions in pairs. Allow 3 to 4 minutes for discussion.

**Suggested Answer Key**

- 1 I'd say that there is a big difference between women's and men's shopping habits in my country if we are talking about people who are my parents' age. If that's the case then I'd have to say that my dad never goes shopping. My mum is the one who buys the weekly food, and both her and my dad's clothes. On the other hand, people of my generation tend to have similar shopping habits. Lots of the boys in my circle of friends shop for their own clothes and shoes.
- 2 I think men would be most interested in buying clothing, toiletries, electronic items and gadgets and tools.

- b. Play the recording. Ss listen and do the task. Play the recording a second time. Check Ss' answers.

**Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 A | 3 A | 5 C |
| 2 C | 4 C | 6 D |

- c. **Suggested Answer Key**

*Personally, I think that the differences between the sexes result from social conditioning. Even as tiny babies, females are treated differently to males. As we grow up, our parents and teachers expect us to fall into accepted male/female roles. Although these roles are becoming a little less strict, there are still different expectations of how males and females are expected to act and look.*

- 3 Distribute Peer Assessment Checklists. Encourage Ss to use phrases from the useful language box. Remind Ss of what they are expected to do in Parts 3 and 4 of the Speaking test. Choose one pair to do the tasks while the others assess them. They will be asked for their comments in Ex.5.

**Suggested Answer Key**

*Refer to Tapescript Section – Unit 10, Ex.5.*

- 4 Continue with the same pair and ask them the questions. The rest of the class listen and continue their assessments.

**Suggested Answer Key**

*Refer to Tapescript Section – Unit 10, Ex.5.*

- 5 Play the recording for Ss to listen and assess/compare performances.

**Student's own answers**

- 6 Refer Ss to the short exchange at the bottom of the page. Ask Ss to suggest other statements which could produce the same response, e.g. 'Have we got a lesson next Tuesday?'. Elicit suggestions for the remainder of the responses and ask pairs to act out dialogues. Monitor and check pronunciation/intonation.

**Suggested Answer Key**

- b *Do you think the test will be hard?*  
 c *Do you think those CD players will be reduced in the sales?*  
 d *I heard on the radio that they're putting up the price of bus tickets.*

Reading (pp. 220-221)

- 1 a. Before reading, Ss discuss the questions in pairs.

**Suggested Answer Key**

- *Personally, I like ads that are witty and funny. I can't say that I have a favourite ad as they change so often. When I was young I used to like the Jello ads that were done by Bill Cosby.*
- *Advertisers try to persuade us in any way that they can. Sports shoe manufacturers like Nike use celebrities; Benetton uses catchy slogans; Coca-Cola uses music jingles; car companies use scientific information; etc (ask Ss to provide current examples).*

- b. Ask Ss to look at the title and introductory paragraph. Elicit ideas as to what views the article might contain about young people and advertising.

**Suggested Answer Key**

*The title and the introduction to the article suggest that the writer of the article feels that the youth of today are easily led by even the simplest of advertisements.*

*The view is of kids who have been brought up to believe in what advertisements are saying. This means that advertisements needn't be witty or clever any longer in order to be effective.*

- c. Ss now read the text closely and answer the questions that follow. Allow sufficient time for slower Ss to finish. Check Ss' answers.

**Answer Key**

- |                 |                 |
|-----------------|-----------------|
| 1 C lines 8-13  | 4 A lines 56-57 |
| 2 B lines 20-26 | 5 D lines 73-74 |
| 3 D lines 42-46 | 6 A lines 85-88 |

- 2 Elicit the meanings of the highlighted words in their context, then Ss match with synonyms from the list. Allow 3 to 4 minutes for the task. Check Ss' answers.

**Answer Key**

- |                                |                                     |
|--------------------------------|-------------------------------------|
| <i>stances</i> – attitudes     | <i>round</i> – series               |
| <i>arouse</i> – stimulate      | <i>decipher</i> – work out          |
| <i>embodied</i> – represented  | <i>gratification</i> – satisfaction |
| <i>pronounced</i> – noticeable | <i>shift</i> – change               |

- 3 Ask Ss to paraphrase phrases listed. This can be done in pairs. Allow 4 to 5 minutes for the task. Get feedback from class.

**Answer Key**

- *able to 'read' the messages in the many forms of advertising*
- *advertisements where famous people say they use and like certain products*

- *overwhelmed by high-speed facts and figures and other information*
- *the best of shoppers/TV viewers*
- *images that are easily seen on the TV or computer screen, people with no depth or reality*
- *existing through other people, not relying on your own feelings or senses to understand the world around you*

- 4 Ss discuss the questions in pairs or small groups. Monitor round the class. Choose a spokesperson from one or two groups/pairs to tell the class the conclusions they reached.

**Suggested Answer Key**

- 1 A: *No, I do not agree with the writer's views. I think that the youth of today are highly cynical and very difficult to fool.*  
 B: *Yes, but they are easily influenced by a lot of things: their friends, the media, etc.*  
 C: *While they might often fall victim to peer pressure because they want to fit in, I really don't think they believe very much of what that they see in ads and on the big screen.*
- 2 A: *I think that advertising will keep on getting ever more predominant in our society. As the world becomes increasingly competitive there will be an ever-increasing amount of advertising.*  
 B: *I agree. I also think that the Internet is going to play a huge role in advertising.*  
 C: *For sure. More and more people are becoming computer and Internet literate. It's inevitable that advertisers are going to take advantage of this growing trend in order to sell their products.*

- 5 This exercise could be done as homework. Allow about 5 minutes for pairs to discuss what they will do.

**Student's own answers**

English in Use (pp. 222-225)

- 1 Before reading, Ss discuss the questions in pairs.

**Answer Key**

- |                  |                     |
|------------------|---------------------|
| 2 —, —, a, the   | 9 the, (the), the   |
| 3 —, the, —      | 10 a, —, —          |
| 4 the, —, a, the | 11 —, —, an         |
| 5 the, —, the    | 12 the/a, the, —    |
| 6 an, (the), —   | 13 —, —, a          |
| 7 the, a, —      | 14 the, the, a, the |
| 8 the, the, a, — | 15 an, —, the, the  |

- 2 Allow Ss 3 to 4 minutes to do the task, either individually or in pairs. Check Ss' answers.

**Answer Key**

- 2 *"I'm afraid I'm in no position to help you," said Trevor.*  
 3 *We've a saying in my part of the country, 'Where there's muck, there's brass'.*  
 4 A: *Do you think he'll come?*  
 B: *I think it's highly unlikely, Peter.*  
 5 *I've just finished reading Tolstoy's Anna Karenina. It's probably the best book I've ever read.*  
 6 *"There's nothing," he said, "that I wouldn't do for you."*  
 7 *Michael, who I used to work for, is my cousin's husband.*  
 8 *"I strongly advise you, Mr Smith, to go on a diet," said the doctor.*  
 9 *When you are introduced to someone, if you are sitting, you should stand up and shake hands.*

10 *All things considered, I think you should take the opportunity; otherwise you'll regret it.*

3 Allow Ss about 3 minutes to do the task in pairs. Check Ss' answers.

**Answer Key**

1 d      3 j      5 f      7 i      9 g  
2 h      4 a      6 b      8 c      10 e

4 Ss do the task individually. Check Ss' answers.

**Answer Key**

1 E              3 I              5 H  
2 A              4 B              6 F

5 a. Ss can work in pairs for this exercise. Allow 2 to 3 minutes. Check Ss' answers.

**Answer Key**

1 to                      5 to                      9 with  
2 of                      6 of                      10 about  
3 in/into              7 with  
4 between              8 in

b. Now Ss write sentences making use of the phrases in 5a. Allow 3 to 4 minutes to complete the task. Check Ss' answers.

**Suggested Answer Key**

*If you don't pay attention to your teacher, you'll never learn anything.*  
*Don't take any notice of him, he's just trying to make you angry.*  
*Try to put things into perspective; it's not the end of the world if you've lost your job.*  
*You have to learn to distinguish between right and wrong.*  
*I want you to give top priority to this new project.*  
*Let's take advantage of this great weather and go on a picnic.*  
*She said she was dissatisfied with his progress and wanted him to check into hospital.*  
*After consulting with a reputable firm I decided to invest money in the stock market.*  
*He threatened him with a law suit if he didn't pay for the damaged car immediately.*  
*You should consult your doctor about your symptoms.*

6 Allow Ss 4 to 5 minutes to complete the task either individually or in pairs. Check Ss' answers.

**Answer Key**

1 of      3 ✓      5 from      7 just      9 been  
2 had      4 and      6 ✓      8 ✓      10 my

7 Remind Ss that there are two types of error correction exercise: unnecessary word, and punctuation and spelling. Exercises 7 and 8 cover both types.

**Answer Key**

1 been              7 already              13 to  
2 on              8 up              14 hard  
3 ✓              9 ✓              15 ✓  
4 their              10 who              16 the  
5 so              11 single  
6 ✓              12 hardly

**8 Answer Key**

1 Bromley's      7 ✓              13 ✓  
2 ✓              8 ✓              14 reports  
3 30-year      9 "From              15 virtually  
4 knew              10 resources              16 ✓  
5 shopper,      11 moral  
6 leaked              12 believe

9 Direct Ss to the task. Allow them 3 to 4 minutes to complete task, then check Ss' answers.

**Answer Key**

1 • addition              5 • comforting  
2 • application              • discomfort  
• applicable              6 • certainties  
3 • apparent              • uncertain  
• disappeared              7 • authorise  
4 • perception              • unauthorised  
• perceptive

10 Allow Ss 4 to 5 minutes to complete the task individually or in pairs. Check Ss' answers.

**Answer Key**

1 addiction              6 psychiatrists              11 faulty  
2 compulsive              7 sufferers              12 advisable  
3 depression              8 knowledge              13 dissatisfied  
4 homelessness              9 overcharged              14 replacement  
5 scientifically              10 procedure              15 refund

Writing (pp. 226-234)

In this unit, Ss will get further practice in the basic types of writing task which are included in the CAE exam. Ideally, Ss will write all of the tasks here. However, if time is limited, it is important to direct Ss to the tasks that they are weakest at. They should be strongly urged to revise the relevant sections before attempting each task.

Remind Ss to use the contents pages of the book (pp 2-3) in order to find the relevant sections to revise.

Ss should also remember that the first part of the Writing paper is a compulsory task with reading input. Ss who have had difficulties with this type of task need to focus their attention on processing the reading input (they can be referred back to the exercises which deal with this in the writing sections, particularly to those on pp. 160 & 162).

Ss should also be made aware that they need to do each writing task in one hour.

 Letters

Refer Ss back to the work they did on letters in units 1 and 6 and tell them that they should revise the key points before writing the letter at the end of this section.

1 a. Ask Ss to carefully read the rubric and reading input and underline the key words/phrases. Ss can work in pairs. Allow Ss 5 to 6 minutes to complete the task. Check Ss' answers.

**Answer Key**

**Key words/phrases to underline:**

*newspaper article about your country, cultural studies class, Your teacher, you, as class representative, to collect comments about the content of the article, write to the editor of the newspaper expressing your views*

**Other points to include:**

controversy, gather together the views of the class, use them as basis for letter to editor, we disagree with what the reporter said, include examples from our country, Don't be too critical, point out that we use their articles for discussion culture seems to be dying quickly, no artists, writers or musicians keeping culture alive, language under threat, listen to music from other countries, television a big influence, problem is with the people, they just don't care about their own country  
+ students' comments, with examples

**b. Students' own answers**

- 2 Direct Ss to the model. Ss rewrite the underlined parts of the model using cultural examples from their own country: artists, musicians, writers, the state of the language, the influence of TV. Allow enough time for Ss to complete the task. Get feedback from one or two Ss.

**Students' own answers**

- 3 Ss answer the questions about the rubric. Allow 4 to 5 minutes for the task. Check Ss' answers.

**Suggested Answer Key**

- 1 Yes.
- 2 a) *inaccurate to say nobody producing in the arts – gives examples of artists and writers*  
b) *reporter misinformed about state of language – more and more people speaking it + don't see point of reporter's claim that language not spoken properly*  
c) *influence of TV – agrees it has influence, but doesn't mean indifference to own culture; in fact, are proud*
- 3 *polite, because she is writing to the editor of a newspaper, (although she is angry about the comments on her country, she keeps her anger under control)*
- 4 *formal: 'I am writing on behalf...'; 'To begin with, we feel that it is totally inaccurate...'; 'On the contrary, there are many talented...'; 'Secondly, as far as the English language is concerned...'; 'In addition, ...'; 'Finally, ...'; 'In closing, I would like to point out...'*
- 5 **para 1** – reasons for writing  
**para 2** – disagree with report, provide examples of artists and writers  
**para 3** – the current state of the language  
**para 4** – TV does have an influence, but doesn't mean indifference to own culture  
**para 5** – conclusion; have found their articles useful in the past; offer of further information if needed

**6 Beginning:**

"I am writing as representative of my cultural studies class to take issue with some assertions made about our country in an article in the June 23rd edition of your newspaper. We feel your correspondent has exaggerated certain cultural trends in our country and would like to put our point of view."

**Ending:**

"In conclusion, we feel that we have been misrepresented and wanted to clarify the situation. We often use your articles for class discussions, and shall continue to do so. If you are planning another article on our country, we would be happy to supply you with any information you might need."

- 4 a. Direct Ss to the task. Ss read the rubric and reading input, then, in pairs, answer the questions that follow. Allow Ss 4 to 5 minutes to complete the task. Check Ss' answers.

**Answer Key**

- 1 a formal letter
- 2 someone you don't know well
- 3 make suggestions
- 4 express general support for
- 5 your views on the proposed subjects/a carefully worded suggestion that Retail Management should not be studied

**b. Suggested points to cover**

- para 1** introduction, reasons for writing: to suggest which subjects be included in new course of business studies
- para 2** suggest which subjects to include (advertising, Internet, fashion) giving reasons, e.g. popularity, interest, demand. Internet would attract more people if not just about sales; modern fashion would be more popular than History of Fashion
- para 3** which subjects you think it best not to include (banks, retail management) giving reasons. Banks and Banking: very few people want to do it, but if it were made relevant to our lives it might attract more people: Retail Management: nobody is interested. Suggest alternative of Economic Theory to replace one or other of these two
- Para 4** conclusion: recap/summarise main points

**Reviews**

Refer Ss back to the work they did on reviews in Unit 2.

- 5 Direct Ss to the task. Ss underline key words, then, in pairs, answer the questions that follow. Allow Ss 2 to 3 minutes to complete the task. Get feedback from pairs and write recommended features on the board.

**Answer Key**

*a music magazine, review of a CD that you own, pointing out what it is that you like about it, saying why you think other readers of the magazine should buy it.*

**Suggested Answer Key**

- 1 *great music, excellent sound quality, mixing, orchestration, etc, deep lyrics, guest musicians, well produced and packaged, etc.*
  - 2 *semi-formal to informal: it's for young people with the same tastes.*
- 6 a. Direct Ss to the task. Allow about 5 minutes. Check Ss' answers.
- Answer Key**
- para 1** general introduction: name of band, type of music, double CD
- para 2** talks about individual tracks, giving examples, and why they're good and worth listening to
- para 3** tells us why we should buy this CD, i.e. recommends it
- para 4** conclusion: further recommendation
- b. Refer Ss to the general points they listed in Ex.5 q.1, then ask them to choose their own CD (name a band, a composer, etc.) and, using the text as a model, decide what information they would include. For example: type of music (classical, reggae, folk, etc.); name some tracks and say why you like/recommend them; general/overall recommendations (why this CD should be in anybody's



collection); final comments. Ask Ss to suggest a beginning and an ending.

#### Suggested Answer Key

**Beginning:** 'Bagman' is the latest release by Back Door, the jazz-rock fusion band that manages to delight fans of both types of music. And this is their best yet.

**Ending:** Even if neither jazz nor rock are your usual thing, you should try this incredible blend of the two, it will open your eyes – and ears – to an incredible new musical experience.

- 7 Ss can do this exercise in pairs. Allow 1 to 2 minutes. Check Ss' answers.

#### Answer Key

2	e	(art/sculpture)	5	g	(writer/novels)
3	f	(book)	6	c	(music)
4	a	(landscape painting)	7	d	(film)

- 8 a. Allow Ss about 3 minutes to complete the task. This can be done either in pairs or individually. Check Ss' answers.

#### Answer Key

consumer magazine, feature entitled 'The Best of the Year', • a TV commercial • a poster campaign • a product they have bought • a restaurant, review, one of these things, saying why you think it deserves the title 'The Best of the Year'.

- 1 that you have personal experience of
- 2 a humorous ad on TV/an electrical appliance
- 3 reasons why you think it is the 'best'
- 4 dependent on the expected readership of the review

- b. Ss write their review for homework.

#### Students' own answers

## ➔ Articles

Refer Ss back to the work they did on articles in Unit 3.

- 9 Allow Ss 2 to 3 minutes to read the rubric and answer the questions that follow.

#### Answer Key

3 F      4 F      5 F      6 T

- 10 a. Ss read the model quickly and decide whether the points in the rubric have been covered. Ss read the model again and answer the questions on techniques.

#### Answer Key

- Yes, all the points have been covered
- The beginning addresses the reader directly in an informal tone and on a personal level, which has the effect of drawing the reader in to the article and making him/her interested to read on. The ending echoes this technique.
- **Alternative beginning:**  
Whether it's music or theatre - even football! - there's nothing to beat seeing it live. The people, the atmosphere and the excitement all add to the experience, and sitting at home and watching the event on TV, listening to music on a CD or reading the play just can't compare.

- b. Ask Ss to list the points and justifications. Elicit linkers and comments on style.

#### Points:

- You need to experience these art forms first-hand.

- You may get something from the text alone, but you miss the physical details (lighting effects, costumes, the actors' subtle gestures and expressions) which make the experience of the play complete.
- The same applies to music. CDs are convenient – you can listen to your favourite music any time – but a live performance has an atmosphere that cannot be captured on disc.

#### Linkers:

Nevertheless, To start with, Similarly, As far as other music is concerned, So

The style is light and personal: someone talking about their own experience.

- c. Direct Ss to the task. Allow them 2 to 3 minutes to read the rubric, underline key words and phrases, and tick the appropriate boxes. Check Ss' answers.

#### Answer Key

different shopping habits, tell our readers about yours, write about 250 words telling us about the shops in your area – what is available, how far you have to travel, which are your favourites, how often you go

- 1 different aspects of shopping in your area
- 2 references to different kinds of shops
- 3 less formal because of the way the announcement is worded
- 4 Shop till you Drop!

- d. Ss do task for homework.

#### Suggested points to cover

**para 1** introduction: why you like shopping in general, and for what

**para 2** your area and the shops in your area; what is available; anything that makes your area unique; getting to and from shopping areas

**para 3** your shopping habits; your favourite shops and why you like them; frequency of shopping

**para 4** conclusion: summary of main points; (possibly) recommendation

## ➔ Reports and Proposals

Refer Ss back to the work they did on reports and proposals in Unit 4.

- 11 Ss read the rubric and answer the questions. Allow 4 to 5 minutes for the task, then get feedback from the class and write conclusions on the board.

#### Answer Key

- 1 The General Secretary of the Arts and Culture Society
- 2 four or five
- 3 Introduction, Existing Theatre/Opera Facilities, Venues for Music, Exhibitions, Conclusion
- 4 Introduction – the purpose of the report  
Existing Theatre/Opera Facilities – the facilities that there are; what is needed  
Venues for Music – different types of music and their venues; what is lacking  
Exhibitions – where exhibitions are held and how difficult or easy it is to get to see them; what is needed  
Conclusion – recommendations (perhaps the need for more or better facilities, etc) and reasons

- 12 a. Ask Ss to look at the model: How does it compare with their answers to Ex.11? Ask Ss to read the model carefully and answer questions 1-3. Allow about 10 minutes for the task. Check Ss' answers. Allow for discussion of certain points.

#### Answer Key

- 1 Yes. It follows the appropriate structure of a report and includes the sections asked for in the rubric. **Note:** In two of the three sections the writer does not directly say what is lacking – as the rubric demands – but **implies** it by saying that locals have to go to other towns to enjoy such facilities.
- 2 **Suggestion:** "It is strongly felt by members of the society that the area would benefit..."  
**Cause/Effect:** "If we had such a centre, it would remove the need..."  
**Suggested Alternatives:** "Members of the society are agreed that building an arts centre would be of great benefit to the community..."  
"Such a centre would make it possible..."  
**Note:** In this report the writer has left suggestions until the conclusion - which is one way of writing a report - but Ss might feel more comfortable, and more familiar, with making suggestions in each section.
- 3 use of the passive  
formal style  
well developed paragraphs

- b. In pairs, Ss write an alternative conclusion to the report. Allow 4 to 5 minutes for the task, then ask two or three pairs to read their alternatives to the class.

#### Suggested Answer Key

Members of the society are unanimous in agreeing that an Arts Centre that serves the local community is essential. Not only would it remove the need for community members to travel some distance to attend cultural events, but it would also be to our advantage in that it would attract visitors to our community, bringing greater prosperity to the area.

- 13 a. Ss read the rubric and underline the key word/phrases, then tick the appropriate boxes. Allow Ss 3 to 4 minutes to complete the task. Check Ss' answers.

#### Answer Key

- 1 A new shopping centre is going to be built near your home town, the architect responsible for designing the centre, how local residents feel it should be used, As secretary of your local residents' committee, you have been asked to write a proposal, suggesting the kinds of shops, etc, that could be located there, mention how the centre could:
  - satisfy the needs of the local community
  - attract as many visitors as possible
- 1 what you think the centre should contain
- 2 proposals focus more on the future
- 3 formal
- 4 conditional and hypothetical constructions
- 5 separate sections with headings

- b. Ss do this task for homework.

#### Suggested points to cover

**Introduction:** state the reason(s) for writing; e.g. how new shopping centre could best be used

**First Section:** Kinds of Shops Needed; what types of shop will best serve the community and why

**Second Section:** Community Needs; what else is needed in the community apart from shops (e.g. cinema, crèche, etc.)

**Third Section:** Attracting Visitors; what measures could be taken to attract those from outside the community (e.g. good restaurants, etc)

**Conclusion:** summary of points made in other sections

## Book Entries

Refer Ss back to the work they did on Book Entries in Unit 5.

- 14 Direct Ss to the task. Ss read the rubric and answer the questions. Allow 3 to 4 minutes for the task, then get feedback from the class.

#### Answer Key

- 1 Mainly discursive – some description will be necessary
- 2 English cultural influences on your country: music, films, theatre, literature, and how far they influence these arts in your country and how far they have become popular compared with local arts. Also include your opinions.
- 3 Not in terms of good and bad, but of degree of influence/popularity (e.g. 'English-language TV programmes are far more popular than home-made soap operas.')
- 4 Yes.
- 5 Formal; this is a serious subject for a serious publication. The wording of the rubric also suggests a formal response.
- 6 Mainly present tenses.
- 7 With specific examples, figures/percentages, quotations (e.g. from surveys), etc. (At least 50% of programmes on television are English language, and that includes films, soap operas, and documentaries).  
With the effects (This tends to mean that we suffer a cultural loss in that our own TV and film industries are not encouraged to grow).
- 8 You would start by giving your overall opinion in the opening paragraph. This could be echoed throughout the main body and again in the conclusion.

- 15 a. Give Ss about 5 minutes to complete the task. Check Ss' answers.

#### Answer Key

- |            |           |          |
|------------|-----------|----------|
| 1 although | 4 which   | 7 merely |
| 2 while    | 5 where   |          |
| 3 however  | 6 Despite |          |

- b. Ss now fill in the paragraph plan. Ask Ss to re-read the model and paraphrase the arguments in each paragraph in note form. Allow 6 to 8 minutes for Ss to complete the task. Get feedback from three or four Ss and write the best plan on the board.

#### Suggested Answer Key

- Introduction** briefly stated purpose
- para 2** influence of English-speaking world on TV and cinema/largely negative
- para 3** influence on local music/largely positive
- para 4** theatre/some influence, concentrated in 'cosmopolitan' areas
- Conclusion** summary of main points/English-speaking culture does have an effect, but not at the expense of the writer's culture

c. **Suggested Answer Key****Beginning**

Whether for good or bad, I don't think there's a corner of the world which has escaped the influence of English-speaking culture, and this influence affects all aspects of life, from the arts to technology, and even to customs. My country is no exception.

**Ending**

All in all, I think we should be grateful for a lot of the benefits that this cultural influence has brought us, but our own culture, especially in the arts, is strong and deep-rooted enough to survive and flourish despite any outside influence.

- 16 a. Allow Ss 3 to 4 minutes to read the rubric, underline the key words/phrases and answer the questions. Check Ss' answers.

**Answer Key**

British publisher, a book aimed at teenagers, 'Spend! Spend! Spend!', your country, write an entry for the book, describe what young people in your country spend their money on. • going out • fashion • money management • debt • finding bargains • daily expenses, write about two or three of these areas, using examples where possible.

- 1 focus on young people in your country
- 2 are written to match the style of the book
- 3 articles
- 4 informal

- b. Ss do the task for homework.

**Suggested points to cover**

**para 1** Introduction: overview of teenage spending in your country, e.g. they spend mainly on going out and fashion, and love looking for bargains. Possibly mention difference in spending habits between the sexes.

**para 2** deal with one of the topics you have chosen, in detail e.g. going out, and provide examples. e.g. Teenagers in my country love to spend hours sitting in cafés chatting with their friends...

**para 3** next topic – fashion. How fashion-conscious they are, how much they spend on clothes and accessories, how they budget for it compared with going out, etc.

**para 4** next topic – finding bargains. Where they go, e.g. flea markets, charity shops, the sales, etc. The kinds of bargains to be had. Give examples.

**para 5** Conclusion: summary of main points and opinion.

 **Competition Entries**

Refer Ss back to the work they did on Competition Entries in Unit 9.

- 17 Ask Ss to read the rubric and elicit answers to the questions.

**Suggested Answer Key**

- 1 No – unless you think it is under threat.
- 2 Students' own answers
- 3 There's not much that can stop change in a language, but certain measures can be taken to slow the process. For example, all signposts, etc. to be in the native language; regulations affecting the media, regulations affecting education (as in France, where there is an academy to regulate the language, and where newspapers and broadcasters have

been fined for using foreign words/ expressions where perfectly good French words already exist.)

- 18 a. Direct Ss to the task. Tell Ss that one of the models is better than the other, for reasons given in the bullet points. Allow Ss about 5 minutes, working in pairs, to scan the models and do the task.

**Suggested Answer Key****Model A**

**style** – the style is appropriate to the task: not too formal, e.g. 'so I'd say it's reasonably safe'. Good vocabulary range.

**relevance** – the writer keeps to the point and answers all the questions in the rubric.

**grammar** – handles complex sentences well

**layout** – good title, well paragraphed (according to topics)

**repetition** – none

**topic sentences** – all introduce their respective paragraphs well and clearly

**Model B**

**style** – inappropriate and too informal, with too many personal references

**relevance** – doesn't address the rubric - is mostly off the point

**grammar** – many mistakes, e.g. 'sometimes there are and other reasons', 'And like that, English is here too.'

**layout** – not properly structured. First paragraph too long and confused. No introductory paragraph, etc.

**repetition** – too much repetition

**topic sentences** – no topic sentences

**Model A is the appropriate model.**

- b. Ask Ss to read the first model again and elicit answers to the questions.

**Answer Key**

- 1 semi-formal
- 2 • Polish is safe because it is spoken by 98% of the people and is the official language of all public institutions.
  - Polish is under threat, though: examples of US TV, cinema and the Internet. Teenagers find US English trendy. Products have English names.
  - The local film industry has a strong international reputation and helps keep the Polish language alive.
- 3 **Introduction** – Despite the fact that English has become the global language and is spoken in almost every country in the world, I don't think my own language, Polish, is under threat. The English language may dominate the media and business, even the arts, but a strong culture should be able to withstand such an influence.

**Conclusion** – All things considered, with a strong sense of national identity and pride in our cultural, especially literary, history, the threat posed by English-speaking culture is minimal. In fact, to a certain extent, it enriches our cultural life.

- 19 Allow Ss 1 to 2 minutes to read the rubric and underline the key information. Then elicit answers to the questions.

a. **Answer Key****Key words/phrases to underline:**

English-language magazine, competition, 'How financially responsible are teenagers today?', teenagers have it easy and they have too much money, how you feel about this, Are

teenagers spoilt?, Do they waste their money on useless things?, Should they be given money by their parents or should they work for it?

- 1 depends on the style of the rubric
- 2 well written and relevant
- 3 an article
- 4 capture the reader's attention

**b. Suggested Answer Key**

The main difference between the two tasks is one of register. This task allows for more informal language. Point out the light-hearted, familiar and slightly provocative nature of the wording in this rubric, as well as the less serious subject matter.

**Paragraph Plan**

- para 1** introduce topic and state opinion (e.g. Do they have it easy? Too much money?)  
**para 2** address first point: are they spoilt? If so, in what way?  
**para 3** address second point: are they wasteful, reckless spenders, or are the things they spend their money on necessary to them at that time of life?  
**para 4** address third point: should their parents indulge them, or should they work? e.g. It's good to earn your own money/self-respect/can spend it how you want/etc  
**para 5** conclusion: summary of arguments, final statement of opinion.

For linking words, refer Ss to the appendix at the back of the book.

**c. Ss write the task for homework.**

 **Information Sheets/Brochures/Leaflets**

Refer Ss back to the work they did on Information Sheets in Unit 8.

- 20** Allow Ss 1 to 2 minutes to read the rubric and underline the key words/phrases, then brainstorm for answers to the questions.

**Answer Key**

A group of foreign students planning to visit your town/city, part of a cultural exchange programme, You have volunteered to help, preparing an information sheet, distributed to them on arrival, Brief details about the history of the town/city, Sights and places of cultural interest, any other information

**Suggested Answer Key**

- 1 Not very formal, because you are writing for young people and you want to interest them in your town/city and what it has to offer. A formal style would probably bore them.
- 2 Yes, and they should be short and eye-catching, e.g. Brief History, What to See, What to Do, Helpful Hints/Useful Tips, etc.
- 3 contemporary culture – customs, lifestyle, etc.: cultural history – art, music, architecture, etc.
- 4 Students' own answers
- 5 Students' own answers
- 6 Information about the best/most interesting places to shop, to enjoy nightlife, places to stay (comfort, cost, etc), how to use the transport system to best advantage, etc.

- 21 a.** Allow Ss 3 to 4 minutes to read the model and fill in the correct headings.

**Answer Key**

- |                   |                   |
|-------------------|-------------------|
| 1 History         | 4 Eating out      |
| 2 Places to visit | 5 Enjoy your stay |
| 3 Entertainment   |                   |

- b.** Elicit answers to questions from the class.

**Suggested Answer Key**

- 1 Yes.
- 2 It will encourage them to take an interest in the place and explore and enjoy what the town/city has to offer.
- 3 colourful, interesting, impressive, excellent (ask Ss to suggest similar adjectives to describe aspects of their town/city).
- 4 'We are confident that you'll enjoy all the cultural delights that Leicester has to offer.'  
**Alternative:** 'Leicester has so much to offer and so many things to see and do that you'll find that your stay just isn't long enough.'
- 5 Live it up in Leicester/What to expect in Leicester/Leicester: The Facts

- 22 a.** Allow Ss 3 to 4 minutes to complete the task in pairs. Check Ss' answers.

**Answer Key**

The college that you attend, a leaflet welcoming new students, write the text for the leaflet, give students information about  
 • places to eat • where to get the best bargains • advice on keeping to a budget

- 1 in a style that will appeal to students
- 2 an informal, friendly tone
- 3 should contain headings
- 4 must be included in your writing

- b.** Ss write the task for homework.

**Suggested points to cover**

- para 1** heading – 'Welcome to ... ': general description of what the college has to offer.  
**para 2** 'Eating: In and Out' - description of on-campus places to eat and those in the area that are both good and suit the students' pockets.  
**para 3** 'Best Buys' - where to shop for clothes, books, etc. and get the best deals.  
**para 4** 'Don't Burn a Hole in your Pocket' - advice to students on how to save money and budget properly, e.g. follow the advice given on where to eat and shop, plus a few other tips.  
**para 5** recap of what makes the college a great place to live and study.

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**Self-Assessment Module 5**


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- 1 a. 1 C 4 D 7 C 10 D 13 C  
 2 A 5 A 8 C 11 B 14 A  
 3 C 6 B 9 A 12 B 15 D

- b. 1 C 2 B 3 B 4 C 5 A

- 2 1 before 9 certain/other/specific  
 2 once/when 10 that  
 3 with 11 to  
 4 from 12 yourself  
 5 there 13 being  
 6 then/however 14 unless  
 7 out 15 after  
 8 Some/Many/Most

- 3 1 D First paragraph, "However, most people now agree..."  
 2 C Last sentence of second paragraph.  
 3 A Third paragraph, "Gang markings of territory also fit the definition of graffiti..."  
 4 A Third paragraph, "Murals for community enhancement..."  
 5 D Fourth paragraph  
 6 B Fifth paragraph, "The only difference... due to its location and presentation."  
 7 A Last sentence of text.

- 4 1 unclear 6 conventional  
 2 student 7 light **and** colour  
 3 oil painting 8 depicting  
 4 traditional 9 impression  
 5 inspiration

5 **Speaking** (Students' own answers)

6 **Writing** (Students' own answers)

**Oral performance at CAE level is assessed according to four different criteria.**

**1 Grammar and Vocabulary**

- The ability to use a range of grammar and vocabulary.
- The accurate use of grammar and syntax.
- The use of appropriate vocabulary.

**2 Discourse Management**

- The ability to organise ideas and opinions logically (coherence).
- The ability to produce answers of a suitable length.
- The relevance of contributions.

**3 Pronunciation**

- The ability to use stress and rhythm to highlight meaning.
- The correct use of intonation.
- The ability to produce individual sounds clearly.

**4 Interactive Communication**

- The ability to initiate, respond, and develop the interaction.
- The ability to speak fluently without hesitation.
- The ability to take turns appropriately.

**Peer Assessment Checklist – Advanced**

	WEAK		GOOD		VERY GOOD	
	S.A.	S.B.	S.A.	S.B.	S.A.	S.B.
<b>Grammar and Vocabulary</b>						
<b>Discourse Management</b>						
<b>Pronunciation</b>						
<b>Interactive Communication</b>						



**Unit 1 – Formal and Informal letters****Task**

- Does your writing achieve the purpose stated in the rubric?
- Have you included all of the relevant points?

**Target Reader**

- Would the target reader be satisfied with what you have written?
- Is your style of writing suitably formal/informal?

**Layout and Organisation**

- Have you used an appropriate salutation (Dear Sir/Madam, etc)?
- Have you stated the reason for writing early in the first paragraph?
- Is your writing divided into logical paragraphs?
- Does each main body paragraph have a clear topic sentence?
- Are these topic sentences supported with examples/explanations?
- Have you included an appropriate ending and salutation?
- Are you close to the word limit?

**Accuracy**

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

**Language Features**

- Have you used appropriate language for complaining, giving/supporting opinions, making suggestions, etc?
- Have you used a variety of sentence patterns?
- Have you used appropriate linking words and phrases?



## Unit 2 – Reviews

### Task

- Does your writing achieve the purpose stated in the rubric?
- Have you included all of the relevant points?

### Target Reader

- Would the target reader be satisfied with what you have written?
- Is your style of writing suitable for the publication it will appear in?

### Layout and Organisation

- Have you included a heading (e.g. the title of the film/book, etc)?
- Does your first paragraph contain details such as names, type of book, etc?
- Is your writing divided into logical paragraphs?
- Do your main body paragraphs deal with the aspects mentioned in the rubric?
- Have you included an appropriate ending and recommendation?
- Are you close to the word limit?

### Accuracy

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

### Language Features

- Have you used descriptive/narrative/discursive language where necessary?
- Have you used a variety of adverbs and adjectives?
- Have you used appropriate linking words and phrases?

**Unit 3 – Articles****Task**

- Does your writing achieve the purpose stated in the rubric?
- Have you included all of the relevant points?

**Target Reader**

- Would the target reader be satisfied with what you have written?
- Is your style of writing suitable for the publication it will appear in?

**Layout and Organisation**

- Have you included a heading/title?
- Does your first paragraph make the reader want to read more?
- Is your writing divided into logical paragraphs?
- Does each main body paragraph have a clear topic sentence?
- Are these topic sentences supported with examples/explanations?
- Have you included an appropriate ending?
- Are you close to the word limit?

**Accuracy**

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

**Language Features**

- Have you used descriptive/narrative/discursive language where necessary?
- Have you used appropriate linking words and phrases?

## Unit 4 – Reports and Proposals

### Task

- Does your report/proposal achieve the purpose stated in the rubric?
- Have you included all of the relevant points?

### Target Reader

- Would the target reader be satisfied with what you have written?
- Is your writing formal enough throughout?

### Layout and Organisation

- Have you included the relevant information at the top of your writing (To ...; From ...; Subject ...; Date ...)?
- Have you included relevant sections with headings?
- Does your first section state your purpose?
- Does your ending include a summary and/or reference to future action?
- Are you close to the word limit?

### Accuracy

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

### Language Features

- Have you used a variety of formal structures?
- Have you used appropriate linking words and phrases?

**Unit 5 – Book Entries****Task**

- Is your entry suitable for the book mentioned in the rubric?
- Have you included all of the relevant points?

**Target Reader**

- Would the target reader be interested in what you have written?

**Layout and Organisation**

- Have you used headings where appropriate?
- Is the subject of your writing made clear in the first section/paragraph?
- Does your main body have relevant sections/paragraphs?
- Have you included a suitable ending?
- Are you close to the word limit?

**Accuracy**

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

**Language Features**

- Have you used a variety of sentence patterns?
- Have you used appropriate linking words and phrases?
- Have you made appropriate use of descriptive/discursive/narrative writing?

## Unit 6 – Business Option/Letter of Application

### Task

- Have you written the right task (letter/report) in the right format?
- Have you included all of the relevant points?
- Does your writing achieve the purpose outlined in the rubric?

### Target Reader

- Would the target reader be interested in/informed by what you have written?
- Is it clear from your writing that you are familiar with work situations?
- Have you maintained a consistent level of formality?

### Layout and Organisation

- Have you used the appropriate layout for this task?
- Is your reason for writing made clear in the first section/paragraph?
- Have you included relevant, well-constructed sections/paragraphs?
- Have you included a suitable ending?
- Are you close to the word limit?

### Accuracy

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

### Language Features

- Have you used appropriate vocabulary for a business situation?
- Have you used a variety of sentence patterns?
- Have you used appropriate linking words and phrases?

**Unit 7 – Combined Transactional Tasks****Task**

- Have you written both tasks in the right format?
- Have you included all of the relevant points in each task?
- Does each task achieve the purpose outlined in the rubric?

**Target Reader**

- Would the target reader be interested in/informed by what you have written?
- Is your level of formality appropriate for the reader in each case?

**Layout and Organisation**

- Have you used the appropriate layout for each task?
- Is your reason for writing made clear early on?
- Have you included relevant sections/paragraphs in the longer task?
- Is your shorter task suitably succinct?
- Are you close to the word limit for each task?

**Accuracy**

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

**Language Features**

- Have you used appropriate vocabulary for each task?
- Have you used appropriate linking words and phrases?
- Is there a suitable difference in the register of each task?

## Unit 8 – Leaflets and Information Sheets

### Task

- Have you written the right task in the right format?
- Have you included all of the relevant points?
- Does your writing achieve the purpose outlined in the rubric?

### Target Reader

- Would the target reader be interested in/informed by what you have written?
- Have you maintained a consistent level of formality?

### Layout and Organisation

- Have you used the appropriate layout for this task?
- Is your reason for writing made clear in the first section/paragraph?
- Does your beginning make the reader want to continue?
- Have you included relevant, headed sections/paragraphs?
- Have you included a suitable ending?
- Are you close to the word limit?

### Accuracy

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

### Language Features

- Have you used tactful/diplomatic/persuasive/idiomatic language where appropriate?
- Have you used a variety of sentence patterns?
- Have you used appropriate linking words and phrases?

**Unit 9 – Competition Entries****Task**

- Does your writing achieve the purpose stated in the rubric?
- Have you included all of the relevant points?

**Target Reader**

- Would the target reader be satisfied with what you have written?
- Is your style of writing suitable for the publication it will appear in?

**Layout and Organisation**

- Have you included a heading/title?
- Does your first paragraph make the reader want to read more?
- Is your writing divided into logical paragraphs?
- Have you included an appropriate ending?
- Are you close to the word limit?

**Accuracy**

- Have you checked for spelling mistakes?
- Have you checked for grammatical errors (e.g. articles, pronouns, tenses and verb forms, prepositions, subject-verb agreement)?
- Have you checked for punctuation errors (e.g. capital letters, commas, full stops, apostrophes)?

**Language Features**

- Have you used descriptive/narrative/discursive language appropriately?
- Have you used appropriate linking words and phrases/time words?
- Is your writing suitably serious/light-hearted/informative/humorous, etc?





## Unit 1 – Something to Shout About

### ➤ Tapescript for Exercise 2a (p. 7)

#### Martin, 47, neurosurgeon

One of the obstacles that you're bound to face when you're trying to be successful is some people telling you that you can't do it. What they really mean is that they can't do it. Don't listen to them; when they try to knock your confidence like that, believe in yourself. You can do it if you keep at it. And don't allow negative thoughts to stop you. Just don't allow them to enter your head – filter them out completely. It takes a lot of effort, and sometimes a lot of time, but you can get there.

#### Sandra, 30, business executive

When you're trying to improve yourself in any way, don't allow other things to distract you. If you get side-tracked you will lose focus and things will become harder – you've got to avoid that and make sure that your efforts are channelled in the right direction. Remind yourself of your target by imagining success, making plans to get there or even writing about it occasionally. Once you've been doing it for a while, being focused and positive will become something you do automatically, like walking.

#### Tom, 40, actor

Some performers are not organised because they think that schedules and plans are incompatible with art. This is rubbish. You simply must organise yourself and discipline yourself to achieve little things every day. Without organisation and discipline you'll get nowhere. And another thing – don't let anybody or anything convince you that you're not good. If you underestimate yourself and believe that others are better than you, succeeding is very difficult indeed.

### ➤ Tapescript for Exercise 2a (p. 10)

**Woman:** I'd have to say that one of the best celebrations I've ever attended was my grandparents' golden wedding anniversary.

**Man:** Oh, really. What's a golden wedding anniversary?

**Woman:** That's when a couple has been married for fifty years.

**Man:** Wow, that's a long time! Did a lot of people attend?

**Woman:** You wouldn't have believed it. There must have been at least two hundred people there. My grandparents hadn't seen some of the guests since their actual wedding!

**Man:** That's amazing! Did you have it in a restaurant?

**Woman:** Kind of a restaurant. Actually it was a banquet hall. It was lovely. First, we had a delicious sit-down meal in the dining room and then ...

**Man:** What kind of food did you have?

**Woman:** What kind of food didn't we have is more like it! It was a five-course meal! Appetizers, soup, salad, main course ... by the time I got to my dessert I thought I was going to burst! Thank goodness we danced later.

**Man:** There was music?

**Woman:** There certainly was. A live band playing all kinds of songs from when my grandparents were newly-weds. Then there was a fantastic DJ playing all top-ten songs. My grandparents didn't sit down all night!

**Man:** Sounds great. Did it last long?

**Woman:** Well, let's put it this way. The sun had come up by the time I drove Gran and Gramps home!

### ➤ Tapescript for Exercises 11a & b (p. 13)

#### Extract 1

**A:** Hello. Could I speak with Dawn, please?

**B:** Speaking. Is that you, Jeff?

**A:** Yes, it's me. I'm afraid I've got some bad news.

**B:** Oh, no. What's the matter?

**A:** Well, it seems as though I'm going to be out of town this weekend and I'm going to have to cancel for Saturday night.

**B:** Oh, what a pity. Oh well, never mind. Perhaps we could arrange it for another time.

**A:** I was hoping you'd say that. I'll give you a call the second I get back.

**B:** Great, I'll be waiting for your call. Have a good trip.

**A:** Thanks, bye for now.

**B:** Bye.

#### Extract 2

**A:** Bob? Bob, is that you? It is you! My gosh, I haven't seen you in ages! How have you been?

**B:** Oh goodness! Pete Stevens! What are you doing here? I thought you were living in London.

**A:** I am. I'm just home for a wedding. You remember Tony Jenkins? Well, he and Sarah have finally decided to tie the knot!

**B:** You can't be serious! Are they still together after all these years? Who'd have ever thought!

**A:** Amazing, isn't it? Actually, they split up for five years and Tony moved to Leeds. When that didn't work out, he came back here and .... Well, you can't imagine what happened then!

**B:** I can't believe this! What happened?

**A:** He was walking down the street and ran – literally ran – into Sarah! Right there and then he asked her out, and 'Bob's your uncle', I'm going to be Tony's best man on Saturday!

**B:** Wow! That's fantastic. I'm so happy for them. Make sure you tell them ... (fade)

#### Extract 3

**A:** Mr Adams? Is there a Mr Adams here?

**B:** Yes! I'm Mr Adams. Is there any news? What's happening? Is my wife out of the delivery room yet? Is she ...

**A:** Now calm down, Mr Adams. Your wife is just fine. Perhaps you should take a seat. There you go. Just have a seat right there. Now, Mr Adams ...

**B:** Something's happened! Something's gone wrong! I knew it! I told Karen that ...

**A:** Mr Adams, please! Nothing has gone wrong. As a matter of fact, I have wonderful news for you. You're the father of twins! Congratulations!

**B:** You're joking! That's incredible!

#### Extract 4

**A:** Ms Ames, could you step into my office for a moment, please?

**B:** Yes, of course, Mr McKay. What can I do for you?

**A:** Actually, Ms Ames, it's about the managing director position that you applied for last month.

**B:** Oh, yes. Has a decision been made?

**A:** It has, and I'm pleased to inform you that your application has been accepted. Well done.

**B:** Oh, that's very good news indeed! Thank you, Mr McKay.

### ➤ Tapescript for Exercise 1b (p. 14)

- 1 **Man:** It was absolutely exhilarating. I just couldn't believe I'd done it. When we got to the top I felt like I'd conquered the world. The sensation was incomparable. I wish I'd done it before, when I was still working, but then I never had the time to do the things I wanted. On the other hand, the sense of achievement for someone my age was marvellous. I don't understand why everyone else in my position isn't doing similar things. Life is good, if only you know it.
- 2 **Woman:** When I was sitting there watching her up in front of all those people, I felt so proud. To be related to someone who could bring so much pleasure to so many people! It made up for all those terrible things she made me do when we were little. Then this guy approaches me and he says he represents an agency, and he left me his card to give to her! I could've cried. Actually, I think I did.
- 3 **Woman:** It's a huge buzz. Like nothing else. Seeing your name on it – knowing that all that hard work, the blood and the tears, has paid off. It makes up for all those rejection slips. The money is very welcome, true; but it's the last thing on your mind right then. It's the sense of achievement that gives you the greatest kick. I'll get a lot more respect from the kids at school when I go back, too.
- 4 **Woman:** She was perfect. Those first moments you check that everything's there and then just give in to this feeling of completeness and wonder. I see it all the time in my job but when it's yours it's just unbelievably awesome. I mean, patients tell you all the time about how it changes your life for ever, but you can't really believe it until it's happened to you.
- 5 **Man:** When they told me, I couldn't take it in. It was like a dream come true. Mind you, I'd worked my guts out and spent a small fortune on creating the right image for the interview. I can't believe that a few months ago I was still struggling with revision. I owe it all to my mum and dad, really. Without their support and encouragement, I'd have given up.

### ➤ Tapescript for Exercise 2b (p. 14)

**Presenter:** Internet browsing is not conceivable without search engines – the various web pages which help us find our way around the stupendous amount of cyber-locations in the World-Wide Web. And, since the early nineties, hundreds of search engines have come and gone. One, however, has achieved a kind of success that even New-Tech giants Microsoft are envious of: its name has become synonymous with the verb "search". Anna Mills has the report.

**Woman:** He may seem the most powerful man on the planet, but Bill Gates has not yet managed the ultimate achievement in the New Technology industry: turning a product into a common word. The first such honour is falling to Google, the Internet search engine devised by two Stanford PhD nerds, Larry Page and Sergey Brin.

The success of Google has come about through the most timeless form of marketing: word of mouth. The site has for some time been the default tool for millions of people looking for anything they want to find online, from obscure quotations to brass lamps. And there are increasing signs that the business is growing a commercial sharpness to match the blade it uses to cut through Internet junk. Last week, Google secured a place as the Internet search engine for America Online, the world's largest service provider, capping its stealthy rise to the top.

But its success stretches far beyond the world of the Internet. In these dog days of the long university summer break, I was up in the nearly deserted university library when I heard one professor say to another, "Me, I'm just googling around". I knew what he meant. It wasn't that he was totally idle, but he wasn't really engaged in sharply focused research, either. He was following leads from one source to another, happily wandering through the archive, not knowing quite what he would find next.

Google – the search engine favoured by most academics – seems destined to be one of those proprietary labels that becomes a word, a brand (like Hoover) that loses its initial capital letter. And the word itself is, slowly but surely, replacing the verb "to browse", the paper-based metaphor that electronic catalogues use, as if you were fingering the spines at some antiquarian bookstall. "Googling" is a different kind of sampling, coming across relevant findings amongst an impossibly huge amount of information.

The company name is a corruption of "googol", spelt g- double o-g-o-l, the word apparently coined by the nine-year-old nephew of American mathematician Edward Kasner to refer to the number represented by one followed by 100 zeros, back in the 1940s. Little did he know that in the early 21st century, the use of the term would become so commonplace amongst academics and laymen alike.

### ➤ Tapescript for Exercise 4 (p. 15)

#### Part 2

**Interlocutor:** In this part of the test, you will each have the chance to talk for about one minute and comment briefly after your partner has spoken. Anne, look at these photographs. Compare and contrast two or three of them, saying what kind of success is portrayed in each one and who you think might be feeling the happiest. You have about one minute to do this.

**Student A:** I'll choose pictures A, B and D. The main similarity between these pictures is that the people in them have all achieved something. They're all looking very happy. There are several differences between the pictures. Firstly, in pictures A and B, there are two people sharing the achievement, whereas in picture D the man is on his own. Secondly, the people in pictures A and D are adults, whereas picture B shows a little girl. And thirdly of course, the achievements are all very different: in picture A the achievement is financial, I suppose, in picture B we can see a physical achievement which is part of growing up, and in picture D the man's achievement is probably connected with his work. It's very difficult to say who might be feeling the happiest! But if I had to choose, I'd choose the man in picture D because of his body language.

**Interlocutor:** Thank you. Michael, who do you think may have worked the hardest to achieve success?

**Student B:** Oh, they've all worked hard in different ways, but I'd say it's the little girl. She must have fallen off her bike many times and she's had the courage to get back on it again.

**Interlocutor:** Thank you. Michael, now it's your turn. Look at the two pictures of birthdays. Compare and contrast the two pictures, saying what differences there are between the two occasions and what each birthday means to the person celebrating.

**Student B:** The main connection between these two pictures is that they both show people celebrating their birthday. They each have a birthday cake with candles on it. There are several differences between the pictures. The main difference is the age of the people: one is a young girl and the other is an old man. I think it's the girl's fifth birthday: The man's cake isn't big enough to hold all the candles he would need! I can't be sure, but I think he's sixty-something. Also, I think the girl is having a birthday

party whereas the man is celebrating quietly at home with his daughter. I think it's his daughter, but it could be his wife. The little girl must be very excited about her birthday. I'd say the man doesn't feel the same way. His birthday probably reminds him that he is not as young as he used to be!

**Interlocutor:** Thank you. Anne, how do you think each celebration might develop?

**Student A:** I suppose they will both cut their cakes, and eat a slice. I imagine the children will play some party games and the man will probably open his present.

**Interlocutor:** Thank you.

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## Unit 2 – Escape Artists

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### ➤ Tapescript for Exercise 2b (p. 27)

...the producers feel confident that they will receive several Oscar nominations.

And, finally, in a survey on entertainment preferences published today, the Brits are portrayed as a nation of clubbers. Everyone expected teenagers to state their love of loud music and bright flashing lights, but clubbing is the most popular leisure activity not only with 17-25 year olds, but also with people aged up to 35. Going to see a film comes second, being cited as their favourite activity by 11% of teenagers and 21% overall.

While singles fancy a bit of jumping up and down on crowded dance floors, those who have settled down have expressed preference for somewhat tamer forms of entertainment. Most married couples, 54%, watch TV on Saturday nights, while 16% of them like going out to see a live show when they can. This is the section of the population that most like the theatre. Unsurprisingly, the good old telly remains top of everyone's home entertainment choices, with more than 65% of participants admitting that, during a quiet evening in, they are most likely to watch TV. Listening to the radio came second with 14%.

But perhaps the most interesting of our findings is the amount of money that we spend on entertainment each month. Teenagers and people in their early twenties invest approximately £140 per month in their free time activities. The really big spenders are single and aged between 28 and 35, laying out £190 per month. The amount drops dramatically to an average of £60 for married couples and pensioners. If you don't have a calculator handy, I can tell you that the average Brit invests approximately £92 on a month's worth of leisure.

This is Kate Baxter, with the entertainment news. We'll be back after the break.

### ➤ Tapescript for Exercise 1b (p. 34)

After almost 50 years in the hotel business, the Astor Group, in keeping with its families-come-first policy, continues to cater for its visitors' every need. To celebrate this very special milestone, the Group has introduced three innovative packages to make your travelling experience even more enjoyable.

Family holidays are more affordable than ever with our 'Kids Eat Free' package. Guests can take advantage of the programme at Astor Group Hotels and Motels located throughout the UK and Europe. 'Kids Eat Free' is available for up to four children per family and applies to selections from the kid's menu in any of our fine dining rooms. Menu choices include foods that children really love, and rest assured, all are carefully prepared using the finest ingredients available. Please note that children must be accompanied by a paying adult and that the offer isn't applicable to room service meals.

Additionally, guests can now book a special 'Family Fun' package at many of the Astor Group's resort locations. Available from May till September, the 'Fun' deal has something for everybody. Included in the package is a 20 percent discount on welcome beverages and snacks in our family-friendly lounges, standard guest room accommodation, free breakfast for the whole family on cosy enclosed terraces, and great water activities for the children. All activities are specially selected for the various age groups, and are supervised by qualified staff.

Last but not least, Astor Group's 'Kid-Suites Accommodation' provide a safe, creative environment that keeps children entertained in their own private area. The suites, with their room-within-a-room design, offer the perfect solution for parents holidaying with children. 'Kid-Suites' rooms let the children continue their fun after returning to the hotel, and allow parents their own comfortable space to relax and unwind in after a long day of sight-seeing. All 'Kid-Suites' rooms are part of a spacious fully-furnished parents' room and feature bunk beds, a 19" colour TV and VCR, AM/FM radio and CD player, and a well-stocked toy chest.

Rates vary between Astor Group Hotels and Resorts and advance booking is required. For more details visit our website at [www.astorclub.co.uk](http://www.astorclub.co.uk).

### ➤ Tapescript for Exercise 2b (p. 34)

- 1 Well, what I miss the most when I'm travelling is good food. I mean, the cook on board is very good and everything, but he is kind of limited to seven or eight menus, and sometimes we can be at sea for months ... So I do tend to splash out on a good three or four-course meal with my wife when I'm home – you know, once a week or so, probably at some nice place downtown. It's a soothing thing to do ... especially if the chockie mousse is good (laughs).
- 2 I like the movies, I like watching a good film ... I spend all day in front of a computer, you see, doing very down-to-earth but very complicated work, especially now with my finals coming up. I like to escape, become immersed in a story which makes me forget about uni for a couple of hours. I've tried it with videos at home, but it's just not the same thing, because the lap-top is there, waiting to be used. So I usually go and catch a nice romantic comedy, or an adventure film or something ...
- 3 My favourite is Mozart, of course, but I like Chopin as well ... Depending on my mood, I might listen to something more jazzy, like Duke Ellington. He does things with the piano that even some of the classics would be envious of. But yeah, listening to a good piano recording is how I relax ... It makes such a difference when you've spent the day in the chaos of the kitchen. The ironic thing is that they play it for the customers, but I can't hear it over the clatter of the saucepans ...
- 4 I like to wander round the supermarket, pick up some basic ingredients, go home and experiment. I love the look on people's faces when something they eat tastes good. But preparing the food itself is like yoga to me – it helps me put everything in perspective, and it helps me become optimistic about the future, and realise that the assembly line and screwing caps on bottles is not for ever – just another couple of years or so, until I can start my own little eating place ...

- 5 It's being able to smell the open air, and feel the wind on my face, and just speed down the country roads using the power of my own legs ... Keeps me fit, I suppose, which I have to be in order to keep flying, but it also really relaxes me. And believe me, when you've spent six or eight days either 30,000 feet above the ground or in some hotel or other, you do crave a bit of relaxation ...

➤ Tapescript for Exercise 5 (p. 35)

Part 3

**Interlocutor:** Now I'd like you to discuss something between yourselves. These photographs show ways in which people relax. Talk to each other about how each of the activities shown help people relax. Then decide which one would be most suitable for a student. You have about 4 minutes to do this.

**Giorgio:** Shall we start with picture A?

**Stella:** Good idea. It's a nice picture, don't you think? The people look really happy and relaxed.

**Giorgio:** Yes, and it's nice to see young people having fun together. So, how do you think this sort of activity helps people relax?

**Stella:** Well, there's nothing like getting away from it all in the countryside...

**Giorgio:** Getting back to nature, you mean?

**Stella:** Yes, lots of fresh air and no traffic or noise pollution, you know, the sort of things that stress you out without you even noticing.

**Giorgio:** So, I take it you'd agree this would be a suitable activity for a student?

**Stella:** Yes, I do, I think it's a great way to forget about your studies for a while!

**Giorgio:** That's true! Anyway, let's have a look at picture B. Well, while it's not my cup of tea, I gather a lot of people find jogging very relaxing.

**Stella:** Yes, especially people who lead hectic lives. I think that's because it gives them the chance to reflect and just to be by themselves for a while.

**Giorgio:** In my view it's an excellent form of relaxation for a student who needs a break from studying and money worries. What are your thoughts?

**Stella:** Not to mention the fact it doesn't cost a thing and you can do it just about anywhere, anytime!

**Giorgio:** I'm not sure about C, though, I imagine it symbolises going on holiday. What do you think?

**Stella:** Yes, flying off to another country, better weather, no stress – the perfect way to relax. I'm not sure it's particularly appropriate for a student, though. Flying is far too expensive.

**Giorgio:** Not necessarily, most airlines have stand-bys which are a lot cheaper and there are quite a few budget airlines around these days, too.

**Stella:** Yes, but it's not something you can do every day, is it, take off on holiday? I think an everyday form of relaxation would be more useful.

**Giorgio:** What about fishing then? That looks like a really good way to relax, don't you think?

**Stella:** It depends on the person, I suppose. I know I would find it quite boring.

**Giorgio:** Yes, but it is a good way to get away from it all and just sit back and relax, isn't it? And if you're the kind of person who finds the countryside relaxing, then it's an ideal pastime.

**Stella:** But how suitable is it for a student?

**Giorgio:** I'm not sure. A lot of students I know wouldn't have the patience.

**Stella:** Also you usually have to drive quite a way to find spots like this.

**Giorgio:** And fishing can actually cost a lot of money one way or another.

**Stella:** OK, let's move on to the last one.

**Giorgio:** Well, he's obviously an artist, a professional by the looks of him, so I'm not sure painting is a way of relaxing for him, but rather a means of making a living.

**Stella:** Yes, but he must enjoy it. Most artists are passionate about their work.

**Giorgio:** Then again, maybe it's just his pastime. A lot of people claim painting is very soothing. You don't need to be good at it.

**Stella:** Well, the question is whether it's a suitable hobby for a student. And once again, it can be quite expensive buying paint and canvases, so I don't think it's a suitable pastime for most students.

**Giorgio:** I agree. I think when all is said and done, jogging is probably about the best way for a student to relax because it doesn't cost anything, and they can do it just about anywhere.

**Stella:** I'm inclined to agree with you. Let's go for picture B.

**Interlocutor:** Thank you.

Part 4

**Interlocutor:** What is your favourite way to relax?

**A:** I really enjoy curling up with a good book and a cup of tea after a hard day's work. I'm not really one of those people who like to unwind by doing something energetic. What about you?

**B:** I can be. I enjoy going to the gym after work. There's nothing like a good aerobic workout to get rid of stress. I'm not really one for sitting about the house in front of the telly. No, that's not my idea of relaxing.

**Interlocutor:** How difficult is it to find time for yourself?

**A:** Well, I suppose it depends on your lifestyle, doesn't it? For example, nowadays a lot of women work full-time and raise families, so it's very difficult for them to have any time to themselves because they're too busy looking after other people.

**B:** I don't think it's only a problem for working people, I think students like ourselves very rarely have time to ourselves. I know a lot of people who study and work, so they can't afford the time to just do nothing or pamper themselves now and again.

**Interlocutor:** Some people say that a change is as good as a rest. How far do you agree?

**A:** I think that's true in some cases; for example, we all get bored with our jobs and our environment, even with our friends at times, and I think changing jobs or moving house can relieve some of the boredom and frustration we feel with those situations. Of course, there are also times when what we really need is rest, and a change just isn't enough, for example if we've been working or studying too hard.

**B:** I'm inclined to agree with you. I think a short holiday or a change of routine can certainly make a world of difference and leave us feeling refreshed and ready to tackle whatever problems we might have at home or at work. It can also give you a new perspective on life and problems, too, which is always helpful.

**Interlocutor:** Is it always a good thing to be able to forget your problems?

**A:** Well, it depends on the problem, of course, but I certainly don't think it's a good idea to ignore one's problems, although a lot of people do, until it's too late to do anything about them. I think we often make our problems worse simply by ignoring them when we might have solved them if only we'd taken action sooner. What do you think?

**B:** I agree to a certain extent, because I think sometimes it's important to reflect on our problems in order to figure out a solution, but I don't think it's healthy to dwell on them too

much, especially if there is nothing you can do, which is sometimes the case, such as illness or the loss of a loved one, and in those situations, I think it's important to find something to take your mind off things.

**Interlocutor:** How do you think entertainment will change over the next 50 years?

**A:** I have no doubt that entertainment will become more technologically sophisticated. I certainly think it will be more interactive and virtual reality will be a big thing in the years to come. Also, despite this increased sophistication, I still think most forms of entertainment will be cheaper and more accessible.

**B:** I'm afraid I have to disagree, I think the fact that more forms of entertainment are computer-based and technologically advanced will increasingly put them beyond the reach of most people's pockets, forcing them to resort to traditional forms of entertainment like playing cards and sports.

**A:** I'm afraid I don't go along with that, I think the opposite is happening. Very few people are content with the forms of entertainment you describe, at least in my country. But what I do think is that people who pursue these new forms of entertainment will have less reason to interact with one another. So I think it's fair to say that entertainment in the future will be a rather solitary affair.

**Interlocutor:** Thank you.

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## Self-Assessment Module 1

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### ➤ Tapescript for Exercise 4 (p. 49)

**Interviewer:** Mike Rogers is a qualified skydive instructor. He makes, on average, three jumps a day, five months of the year. Not surprising for a man who loves his job – except that he specialises in making jumps with 'tandem' passengers who suffer from long-term depression – a debilitating illness that Mike himself understands only too well. He's here today to tell his remarkable story of recovery and success. Mike, welcome. What exactly is a tandem jump?

**Mike:** A tandem jump's a lot like a normal skydive except that an inexperienced passenger is harnessed to an experienced skydiver so that they can safely make the jump together. They're getting to be very popular these days, though that certainly wasn't the case when I first made mine, and I was a very different person back then.

**Interviewer:** Yes. You had, yourself, coped with depression for four years at that time, hadn't you?

**Mike:** Five, actually. I was diagnosed as being clinically depressed when I was sixteen. It's a horrible illness to have to live with, especially as a teenager. I'd wake up each morning exhausted, convinced that life simply wasn't worth living. I was on anti-depressants, but sometimes just getting through each day was really tough. Then, for my 21st birthday, my friends clubbed together and bought me a skydive jump at Langar airfield in Nottingham. I remember thinking it was all a big joke at first, but the day they drove me to the airfield and I saw the plane waiting there, I realised they were perfectly serious! I think that's when I knew something extraordinary was about to happen to me; and, of course, it did.

**Interviewer:** How did you feel? Can you remember that first jump?

**Mike:** Vividly. I was absolutely terrified! We climbed to 12,000 ft and I'm sure I blacked out for a second after Geoff, the guy I was strapped to, pushed me out of the door of the aircraft. The next thing I knew, I was staring down at the clouds surrounded by nothing but blue sky – it was amazing! Talk about being in a trance – I was totally oblivious to Geoff laughing and talking to

me from above. I felt like a bird, indescribably content and serene, even though we were falling at 120 mph.

**Interviewer:** And that was, literally, the day that changed your life.

**Mike:** It certainly was. Perhaps it was sheer shock that pulled me out of my depression, but after that first dive, I was hooked. I eventually became a master diver myself and the rest is history. Of course, skydiving isn't a sure-fire cure for depression, but I do get letters from dozens of people I've jumped with thanking me just for reminding them why life really is worth living. That's reward enough for doing something that gives me so much pleasure.

**Interviewer:** Mike, thanks very much indeed for abandoning your busy schedule to be here today. If you'd like to try a skydive yourself, you can contact ... (fade out)

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## Unit 3 – People Power

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### ➤ Tapescript for Exercise 2a (p. 53)

#### 1 Alan, 33

My grandfather on my father's side of the family definitely had the greatest influence on me. He always seemed to have such wise answers to everything and I always felt so relaxed and comfortable in his company. In fact, *he* was the one who helped me gain confidence over the years. He always used to tell me never to be afraid of anything or anyone because fear is actually what prevents us from reaching great heights. Now, as an adult, I realise just how right he was and how important his advice has been to me.

#### 2 Eve, 20

Gill has been my best friend for ages! We're in each other's pockets almost twenty-four hours a day. She's the one who always has an ear for my innermost secrets and I know they won't go any further. She's helped me through some really rough times when even my parents couldn't understand how I felt. We share absolutely everything ...

#### 3 Martha, 41

I think most of us can remember at least one particular teacher who was special and had a great influence on us. I'll never forget Miss Thompson, our maths teacher. She could answer any question we threw at her, but, more importantly, she answered in such a calm, pleasant way that you couldn't help but admire her. She always had time for her students and had such great patience when we asked her to explain things over and over again. Now, years later, I realise how her patience and kindness have influenced my attitude in the office. After all, it's the only way to have the full cooperation of employees.

#### 4 Helen, 38

Oh, well ... my idol was always Cher. I remember having long, straight hair parted in the middle the same as hers and huge round earrings just like the ones that are fashionable today. Whatever she wore, I wore! I had some wonderfully eccentric bell-bottoms like hers as well. Of course I also have the full collection of all of her songs ... must be worth a small fortune by now, don't you think?

➤ Tapescript for Exercise 1c (p. 56)

1 Alan, Frank's friend

Frank, my childhood friend... When I'm asked to describe Frank, two things immediately spring to mind. His uncompromising attitude to his work, and his fixed determination never to commit to a long-term relationship. I think, in fact, that these two traits of his are related. I believe he feels that marriage would interfere with his career, and that's why he wants to avoid it. You wouldn't think so if you saw him walking down the street... He looks so wistful and preoccupied all the time, you would think he was constantly in love...

2 Margaret, Clive's wife

When I first met Clive he was still a student at university, but even back then it was clear that he was going to be a top academic... I mean, the man has a formidable brain... The most charming thing about him, though, was how he got himself in totally comical situations by forgetting to do simple things like close his front door, or pay his electricity bill on time... He's still like that... One thing he never forgets, however, is to bring me flowers regularly, and to do the sweetest things for me. So there you have it, a forty-two year old top mathematician who is still as romantic as a school boy on his first date.

3 Jeff, Joe's twin brother

Joe and I were both good swimmers, but I was never as good as Joe. I don't mean I wasn't as dedicated – I certainly was. But he had talent and physical strength which I didn't, so there you go. Swimming is not the only thing he's good at, either. He's very fast on the track, and he plays a mean game of tennis. That's always been Joe, big strong guy... Personality traits? Well... he is famous in the family for not being able to control his spending... Sometimes it seems that he buys things just so that he can get rid of whatever money he happens to have on him...

4 Catherine, Ted's colleague

We all know Ted as someone who never gets intimidated by difficult circumstances and always believes that things are going to work out just fine in the end... I don't think I've ever seen him depressed or even particularly stressed. Apart, perhaps, from the days that his wife was due to give birth to their son... Ted loves his kid so much. That's the other characteristic that defines him, I suppose. Get him talking about his son, and he just won't stop, even if you leave the room...

➤ Tapescript for Exercise 1b (p. 60)

**Carol:** Did you watch the news last night?

**Peter:** I never watch the news.

**Carol:** You never watch it! Don't you feel you might just be missing out on a few things?

**Peter:** I didn't say I'm not aware of it. I said I never watch it. And I don't. I can't stand the way the news is portrayed on TV.

**Carol:** Why on earth not? It's usually pretty comprehensive and the visual element actually gets to people. It makes them sit up and realise what's going on around them.

**Peter:** But it's that that puts me off. It's too manipulative. Show ONE picture and it gets all the emotions going.

**Carol:** But isn't that a good thing? To get the emotions going? To make people react?

**Peter:** Not if we're being persuaded to feel a certain way by being shown a particular picture or piece of film, rather than by being

given hard facts.

**Carol:** But surely that's the point. It makes it all real to people rather than just giving them some story of events that are happening far, far away from their own lives.

**Peter:** Look, we're not necessarily talking about what's happening on the other side of the world – it could be in our own town. But even so – the other side of the world, isn't that even more dangerous? We trust what we're shown on TV because we have no real idea of what life is like over there or what is really happening, so footage of a riot or starving children either enrages us or stimulates our sympathy by appealing directly to our emotions. We don't weigh the pros and cons of the situation, and, as we all know, pictures don't necessarily give a balanced view – they can be quite misleading.

**Carol:** I'm sorry, I think you're completely wrong. Pictures are used to engage our sympathy or anger quite rightly. It stirs people from the complacency of their lives and the comfort of their armchairs and makes them think, 'Oh dear! – maybe life isn't quite all sweetness and light for other people.' Whatever the rights and wrongs, it makes people think and if it disturbs them for just one moment, then something's been achieved.

**Peter:** But what is it that's been achieved? People have been stirred, touched if you like, for a moment. But in what way? Are they ready to race down to the bank to support a cause which is maybe, maybe I say, much less important than another crisis happening somewhere else, which doesn't get the same visual reporting for various reasons – political or otherwise?

**Carol:** Oh, don't get so het up! I take your point but you've got to admit that there's no real alternative these days. After all, we can be manipulated everywhere.

**Peter:** Exactly. Give me a newspaper any day.

**Carol:** Oh? No pictures in newspapers? You don't think newspapers are trying to shape our opinions with every word they write? That's their main business.

**Peter:** But at least we can be selective – we can choose which ones to read. And they don't force opinions on us in quality papers, *The Times* for example, like they do on TV.

**Carol:** Look, you talk about film being powerful but so is the written word, as you well know! It's permanent – you can read it, and re-read it – so it can be really insidious.

**Peter:** True, but the power of the visual image is much stronger, and more immediate, and I'm not talking about the black and white photos in a newspaper.

**Carol:** But with writing you create your own pictures, which I'm sure many would agree can be just as powerful, if not more so!

**Peter:** Well, I think we'll just have to agree to differ. So back to your first question – what was on the news last night? ...

➤ Tapescript for Exercise 2b (p. 60)

It's a universal phenomenon, and one of the most common things we do. We laugh many times a day, for many different reasons. Most people are surprised to hear that not even 20 per cent of laughing is a response to humour. Most of the time it's a message we send to other people, a way of communicating joyful disposition, a willingness to bond and so on. So it plays a very important role in social interaction.

Interestingly, laughter differs between the sexes, particularly the uses to which the sexes put laughter as a social tool. For instance, women smile more than laugh, and are particularly good at smiling and laughing as a kind of 'social lubricant', to create a relaxed mood. In most cultures, loud, raucous laughter with exaggerated movements and expressions is considered 'unfeminine', and is much more common among men, particularly if they're with other men.

Men are more likely to use laughter as a way of asserting power – for example, socially dominant individuals, from bosses

to tribal chiefs, use laughter to control their subordinates. When the boss laughs, their minions laugh too.

It is certainly true that laughing can make us healthier. It's undoubtedly one of the best medicines there is. It has a range of beneficial effects. It lowers high blood pressure, it eases tension, and also makes us less sensitive to pain. Some studies suggest that laughter also boosts the immune system, thus increasing our resistance to disease.

Laughter's social role is definitely important. I'm very concerned that today's children may be heading for a whole lot of social ills because their play and leisure time is so isolated and they lose out on lots of chances for laughter. When children stare at computer screens, rather than laughing with each other, this is at odds with what's natural for them. Natural social behaviour in children is playful behaviour, and in such situations, laughter indicates that make-believe aggression is just fun, not for real, and this is an important way in which children form positive emotional bonds, gain new social skills and generally start to move from childhood to adulthood. I think parents need to be very careful to ensure that their children play in groups, with both peers and adults, and laugh more.

### ➤ Tapescript for Exercise 5 (p. 61)

#### Part 2

**Interlocutor:** In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken. Michelle, here are your pictures. Please let Sonya see them. I'd like you to compare and contrast two or three of these pictures, saying what the people in the photographs may be feeling and why. You have about one minute.

**Michelle:** Well, judging by the expression on his face, the man in picture A looks pretty pleased about something. Maybe he's just won an important contract or solved a problem, or maybe he's received a job offer by email. Whatever the case, he's obviously very pleased with himself, unlike the man in B who looks pretty depressed or concerned about something. He appears to be listening pretty intently to what's being said on the other end of the phone, and you can tell by his face it isn't good news. Maybe he's arguing with his wife or someone in the family is ill because he looks very tense. As for the man in D, well it's hard to tell from his expression how he might be feeling. On the one hand, he might be feeling very content and relaxed in front of his TV watching his favourite soap opera in peace. On the other hand, he might be feeling lonely or bored because there's nothing on TV he wants to watch, and fed up at having to spend another night alone in front of the TV.

**Interlocutor:** Thank you. Sonya, which person do you identify with most?

**Sonya:** I'd have to say the woman in C, because I find my pets very comforting and good company. I certainly don't mind spending a night in front of the TV with my cats, I find it very relaxing and enjoyable, so I suppose I could identify with the man in D too, but not in a negative way.

**Interlocutor:** Sonya, here are your pictures. Please let Michelle see them. I'd like you to compare and contrast these two photographs, saying how important the members of each group are to each other. You have about one minute.

**Sonya:** Well in A we've got what appears to be a family gathering, consisting of parents, children, grandparents, grandchildren, siblings and their spouses and cousins, so there are many different kinds of relationships going on here. They appear to be a close family, so I imagine they're all important to one another. It's very important for children to have siblings and other family members to play with and for the grandparents to have their family around them to care for them in their old age

and enjoy the affection of their grandchildren. While the relationships shown in B appear to be on a professional rather than personal level, I think a lot of the same rules apply as with family members. For example, colleagues and business associates also need to be able to count on one another for support and cooperation. It's also true that both professional and personal relationships involve jealousy and rivalry. Siblings and in-laws often strive to outdo each other as much as colleagues in the workplace. In conclusion, in both situations, it's necessary to compromise and work together to achieve results.

**Interlocutor:** Thank you. Michelle, which of the two groups have a greater influence on the lives of their members?

**Michelle:** I think it's impossible to say which of the two groups have the greater influence, it totally depends on the person or even their culture. For some people, their family comes first and foremost, while for others, their job comes first, which makes sense because without a job you can't support your family.

**Interlocutor:** Thank you.

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## Unit 4 – Growing Concerns

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### ➤ Tapescript for Exercise 3a (p. 73)

#### Andrew Hill, 42 Architect

Well, there are a lot of problems, obviously, but the most pressing one is clearly crime. I was born in this city, and I grew up in this city, and I remember a time when you never worried about your child getting to school safely and when you could go out at night and not feel afraid. It makes me angry. I shouldn't be made to feel afraid. We need stricter laws, and more effective law enforcement.

#### Sarah Chamberlain, 22 History student

To be honest, I really don't like those cameras all over the place ... I saw the first one near the entrance of the shopping centre a year ago or so ... now there are six altogether. Some people say they help control the crime rate, but I'm worried that they're going to be everywhere soon ... The thought of someone knowing my every move ... it's really spooky. There are other ways to combat crime – how about education and better social welfare?

#### Les Iverson, 34 Teacher

Hmm, our biggest problem. Well, I suppose it would have to be that so many people are out of work. Almost everybody around here is ready and willing to work but there just aren't enough jobs to go round. What with the fish packaging plant closing down last summer, about 200 people saw themselves without a way to earn their bread and butter. Some of those plant workers had worked there all their lives. I guess the only thing that could really be done for them is to send them back to school or set up some kind of retraining course.

#### Edwina Kennedy, 68 Retired bank manager

Oh, that's an easy one. Loneliness, plain and simple. This is a big city and if you don't have a family or are retired, you've got no one to talk to. The elderly seem to be invisible to most people. Mrs Phelps, who lives across the hall from me, hasn't got anyone. Her son lives miles away and never comes to see her. All she's got is her cat. I don't know, I've heard of some cities setting up senior citizens' groups. You know, they take them on excursions and the like.



### ➤ Tapescript for Exercise 1b (p. 80)

**Speaker:** Welcome, everybody. As you're all aware, I'm here representing the volunteer group Parentline Plus. Although Parentline Plus runs several programmes intended to aid and advise parents, I'm here today to talk specifically about our telephone helpline. The helpline is a free, confidential, 24-hour service for anyone involved in looking after a child, whether they be doing so in the role of parent, step-parent, grandparent, or foster carer.

For the majority of those contacting the helpline, it may be the first time that they have spoken to anyone about their concerns. As you can imagine, people telephone us for a wide range of reasons. They could be seeking advice about anything from a new baby, to bullying, to truancy.

The key to our vital service is our hundreds of trained volunteers. Our operators lend support to over 400,000 parents and families each year by providing information and a listening ear to anyone in a parenting role. We're always looking for additional helpline operators and new volunteers are always welcome. In order to ensure that the people who help us represent the wide variety of families who call, we would especially appreciate hearing from dads, step-dads, granddads and parents from diverse cultures.

So, how does one go about becoming a volunteer with Parentline Plus? Well, it's really quite simple. After an initial interview, all volunteers will participate in a 10-12 week training course. Upon successfully completing this course, volunteers will be assigned to a particular call centre. It is essential for volunteers to be able and willing to visit their designated call centre at least once a week. Volunteers are also expected to give a minimum of four hours of their time a week doing actual helpline counselling. Currently, there are two call centres operating in London with another half a dozen centres located throughout England.

Well, I believe that's all I wanted to say, but if you have any other questions, please pick up our leaflet on the way out. And for any of you who are seriously considering becoming volunteers, there are application forms on the table in front of the stage. Please remember that your contribution to Parentline Plus allows us to reach those parents who need us. Thank you.

### ➤ Tapescript for Exercise 2b (p. 80)

**Presenter:** Good evening, and welcome to this week's edition of "The Wheel", the programme for drivers and driving. Much debate has arisen over the plans of the Home Office to introduce prison penalties for speeding. Would it reduce the road death toll, or would it draw police attention away from really dangerous driving? With me in the studio, Steven Hertz of transport safety pressure group, PACTS, and Andrew Barrymore of the Automobile Association. Gentlemen, thank you for joining me. Steven, a prison sentence for speeding sounds rather harsh to me, what exactly is the reasoning behind it?

**Steven:** Well, Gloria, I hope we can agree on one issue: speeding is a contributory factor in too many road crashes. Government research suggests that speeding is a factor in as many as one in three crashes. Politicians keep saying that we must win the hearts and minds of drivers on the speeding issue, just as we have done on drinking and driving. But persuasion alone will not work. We need to be ready to punish speeding drivers, and to punish them heavily. At the moment, too many motorists think that they can get away with breaking the speed limit: 70% break 30mph limits, and it is those infringements of the speed limit that cause the majority of accidents that result in the deaths of cyclists and pedestrians. A jail sentence would deter most motorists, and save lives.

**Presenter:** Andrew, do you agree that speeding kills? If yes, what is wrong with a prison sentence for people who break speed limits?

**Andrew:** I would never disagree with what was said about the role that speed plays in accidents. But I have trouble with prison penalties, mainly because a prison sentence is the most serious penalty society can impose. As the offence of dangerous driving can already send a driver to prison, this discussion has to be about speeding where a conviction for dangerous driving cannot be secured. This could cover the driver who misses a 30mph limit sign and hurtles on, oblivious, at 60, because the current signing regulations for 30mph limits are so inadequate. Or the man who does 100-plus on an empty motorway. Some punishment is appropriate for both, but neither of them is a wanton risk-taker who endangers life and deserves exemplary penalties.

**Presenter:** Steven?

**Steven:** Well, this argument would be convincing if we were convicting dangerous drivers effectively. The fact is we are not. There has been a consistent decline over the last 10 years in the number of findings of guilt. I would argue that there is a clear need for a new charge for excessive speeding, which would include a jailing option. Driving at 60mph in a 30 mph zone, for example, clearly does endanger life, as most 30mph zones are in built-up areas.

**Presenter:** Andrew, what do you say to that?

**Andrew:** I must agree with you that too many people do get away with dangerous driving. But just because we can't make the penalties work, why introduce others? Let's make the existing law more effective.

**Steven:** But this can't happen without sufficient resources. I would have more confidence if enough police officers were on road traffic duties, but as we know, this number has been halved over the last decade. I'd like to stress once again that a jail sentence should be used as an option only for the serial offender when all other options have failed.

**Andrew:** Well, if we are looking at prison for the persistent offender, in a world where bad driving is detected and punished, then I'm happier. But is this the whole answer? Earlier you talked about "hearts and minds": the need to get public acceptance of safety and speed. Recently, all the public has been hearing about are new types of speed cameras, new ways of funding cameras and raised speeding fines, with police boasts of increased speed convictions. Hardly hearts and minds, more like all stick and no carrot. Let's review all speed limits, and either make them reasonable to drivers or take steps to explain why they are not. Then the hearts and minds argument can be won. Drivers caught speeding will be considered foolish, not unlucky. The roads will be safer, better places.

**Presenter:** OK, I'm afraid we'll have to leave it there for the moment because *News at One* is on in about three minutes, but we'll be back after the break and I do hope listeners re-join us for the rest of this most interesting discussion.

### ➤ Tapescript for Exercise 3b (p. 81)

- 1 For the past year, I have been in direct and close contact with human suffering. I have met hundreds of distressed people, both patients and patients' relatives, and I have done my best to comfort them. So the year has been a real eye-opener for me after all the theory. All of those people were in pain; many of them guessed correctly that they didn't have long to live; most of them received inadequate care, but none of them complained. Perhaps the fact that these people do not complain is why the government has forgotten them. And because hospitals will be my workplace, when I qualify, I want this to change. I want more humane hospitals.
- 2 Being transferred to the peace-keeping force ... well, I saw it as an opportunity for a bit of an adventure and a chance to get promoted sooner, really. So on my first day, we drove into the capital in a jeep, and as we approached I got this funny

feeling ... I mean, apart from the heavy policing it all seemed fairly normal, but when you looked carefully, something was missing. One of the troops on the jeep had been stationed there for a while, and he must have noticed how puzzled I was. He said, "They're not talking, sir, they're not allowed to talk in the streets." And this was in 1992! It was the spookiest thing I've ever witnessed.

- 3 When I was at university I was a member of the drama society. I loved it. But everyone said, "You'll never be able to make a living as an actor, so you'd better concentrate on your studies." So no more theatre. But at least I graduated and got a job in a small art museum in Chester. But many of my fellow amateur actors did not. That was in the sixties. Nowadays it's even tougher. A massive 25% of recent graduates are unemployed. This is disgraceful for a nation which says it wants to compete internationally. If I am elected, I will do everything in my power to address this issue.
- 4 Some people don't really consider it a crime. More of a game really and for some it's like a job. They can be really clever too – quite cunning in fact. The things they can hide – in pockets, under coats! We've seen it all. They start so young these days – sort of a competition I think, to impress their mates. And then, there's the older ones, some of them even quite well-to-do. You wouldn't believe it! And they try to talk their way out of it – the excuses are incredible. Should be actors, most of them. We catch quite a few, but of course a lot get away with it.
- 5 I ... ah ... I was on my way home from work ... we were filming at the time, in London. I didn't drive back home in the evening – it's a two hour drive. I usually just crashed with the rest of the guys in the hotel. But we had two days off, so I called Lynda and I said I'd be on my way home ... So, in the car park, I opened the door of my car, went to get in, and that was it. A knock on the back of my head and I was out. Woke up in hospital. Car gone, money gone. Good thing he didn't hit my face or he would have left the make-up artist with one heck of a job ... (laughs)

### ➤ Tapescript for Exercise 6 (p. 81)

#### Part 3

**Interlocutor:** Now I'd like you to discuss something between yourselves, but please speak so that we can hear you. I'd like you to talk to each other about the type of help being given and why you think it is necessary. Then I would like you to decide which two play the most important role in the community. You have three or four minutes for this.

- A:** Hmm ... Alright, we've got a teacher in the first photograph, helping children with school work, obviously. She may be helping them understand how something is done...
- B:** I think she's helping them to draw something.
- A:** Yes, possibly. In the second picture we have a security guard ...
- B:** That's right, he's contributing in making a public event safe for the people.
- A:** Hang on, though, isn't that an ambulance in the background?
- B:** Ah, yes it is. So he's probably a paramedic, not a security guard. In which case he might be notifying the hospital of incoming patients, so that the doctors can be ready to treat them immediately.
- A:** Yes, I think that's what he's doing. What about the vet in the third picture?

**B:** Well, his contribution is quite obvious. He takes care of sick animals.

**A:** Or he makes sure that animals don't become sick ...

**B:** That's right, by giving them all the right vaccines ...

**A:** The person in the fourth picture – she's a physiotherapist, isn't she?

**B:** Indeed. Her job is to help people who have had an injury or an operation to become fully mobile again.

**A:** Yes, her work is a continuation of the work of doctors and surgeons, isn't it?

**B:** That's right. And finally ...

**A:** And finally in the last picture we have a ... a parent helping his child cross the road?

**B:** I don't think it's necessarily a parent ... Actually, he's holding a red flag which he probably uses to stop oncoming traffic when a child is crossing.

**A:** You're right, yes. A very important person as far as the peace of mind of parents sending their kids to school is concerned!

**B:** Yes, it's vital to ensure that children can get to school safely, isn't it?

**A:** Of course. But I think all other helpers in the pictures are necessary, too. I can't imagine an educational system without teachers, for instance. And without paramedics, victims of accidents would have a much smaller chance of survival.

**B:** Quite right. Physiotherapists are also essential; without them people would have great difficulty recovering from various health problems.

**A:** But what about the vet? It seems to me he is the least important helper. I mean, helping animals is a noble cause, but ...

**B:** Hmm... I'm not sure I agree with you there. Think of communities which rely on farming animals. Vets are extremely important there. You know, making sure that livestock is healthy, that disease doesn't ... ehm ...

**A:** That disease doesn't spread among the animals, I see what you mean.

**B:** So, really, they're all quite important in their own way, but which two are the most important?

**A:** Well, the vet would be my choice if the community we're talking about was a rural, farming one ...

**B:** OK, but let's assume that it isn't. Let's think of an urban community like our own.

**A:** Fine. In that case I would definitely go for the teacher.

**B:** Yes, that would be my number one choice, too. A teacher's work can shape young people's character, and in this way determine what tomorrow's world will be like.

**A:** You're absolutely right. Education is extremely important in a community. But we need to choose one more helper, don't we?

**B:** Yes ... let's see ...

**A:** I think I would go for the paramedic.

**B:** Hmm ... why's that?

**A:** Well, all other helpers are important in their own way, but a paramedic actually saves human lives every day.

**B:** I see, I see. Yes, when you look at it this way, you're quite right.

**A:** Were you thinking of someone else?

**B:** Yes, I thought about suggesting that the physiotherapist is important because she gives people quality of life...

**A:** She does, of course.

**B:** Yes, but the paramedic works to save people's lives in the first place, so he's definitely more important.

**A:** Are we going for the teacher and the paramedic, then?

**B:** Yes, agreed.

**Interlocutor:** Thank you.

Part 4

**Interlocutor:** Who has helped you most in your life?

**Mario:** The person who's helped me most in my life? I think it must be my elder brother. He's four years older than me, but he's always been there when I needed him. You know, he used to protect me at school, and now he's the first person I think of when I have a problem to talk out. Anything really. What about you?

**Consuella:** I suppose my parents, really. I am close to my brothers and sisters, but we argue a lot, nothing too serious, you know, but, ...

**Mario:** But don't you think there are some things you just can't tell your parents? Especially when you're a teenager. Things like boyfriends and girlfriends.

**Consuella:** It's not just that. They help me with the really important things, ... decisions about my life and career. Of course, there are things you don't want to tell them, but they always know when something's the matter and they're always sympathetic.

**Interlocutor:** What can we do in our daily lives to make our city or town a better place to live?

**Mario:** I already try to do what I can in my own small way. I don't drop litter anywhere – in fact I pick stuff up when I see it – and I only use the car when strictly necessary, to save on petrol and to cut down on pollution. Things like that. I don't see what more I can do.

**Consuella:** Recycling, for example.

**Mario:** Oh yes, I do that too.

**Consuella:** All that stuff is OK as far as it goes, but there are more serious problems, aren't there? I mean, there's the terrible traffic problem, the lack of parks and recreational areas – not to mention vandalism and other petty crime.

**Mario:** That sort of thing is for the local authorities to deal with. There's not much we can do as individuals, is there?

**Consuella:** Of course there is! We've got to make our voices heard. Protest, write to the papers, talk to our MPs. There are lots of local interest groups fighting for just these things in our community.

**Mario:** Yes, I suppose you're right.

**Interlocutor:** If there was a disaster in another country, how could you help?

**Mario:** I suppose if there were an earthquake or a flood or a drought somewhere, the best we can do is help with money to buy food and medical aid.

**Consuella:** Unless, of course, you volunteer as an aid worker and go to the place yourself to help.

**Mario:** But they don't just take anybody, do they? You have to be qualified in some way.

**Consuella:** I suppose so, otherwise you'd just get in the way. I think the best thing to do is support those charities and relief organizations that are there for that purpose.

**Mario:** Yes. And you don't have to wait for a disaster to happen to contribute. You can become a member and contribute all year round.

**Interlocutor:** What part can the elderly play in the family and the community?

**Mario:** I think the elderly can and do play a tremendously important part in both the family and the community. When Grandpa died, Gran came to live with us and it's been great. I wouldn't have it any other way.

**Consuella:** I agree we have an obligation or duty to our parents and so on ...

**Mario:** It doesn't feel like a duty. Besides, she plays an active part in family life. Both my wife and I work and she looks after the kids, and they adore her.

**Consuella:** Yes, they tend to spoil their grandchildren, don't they?

**Mario:** Well, yes. But it's not just that. I love spending time with her. She's had a long and interesting life, and has got some

marvellous stories to tell. And I think that's why elderly people have such a lot to contribute to the community as well. They can bring all that experience of life to bear on the problems we have, whether they're family problems or social problems.

**Consuella:** I think you're right, they do have a lot to contribute, and we've got to stop thinking of them as being out of touch and on the rubbish heap.

**Interlocutor:** Thank you. That is the end of the test.

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## Self-Assessment Module 2

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➤ Tapescript for Exercise 4 (p. 95)

- 1 We go back a long way, Harry and I. I mean, we used to play together as children, and then, when we went to high school, we were together all the time ... then he joined the Navy and we kind of lost touch. Anyway, I was – rather anxiously – waiting for the invigilator to allow us to open the envelope with the questions, when I saw the back of a head that looked rather familiar, three or four rows ahead of me. I knew it couldn't be Harry, because he was living in America. Anyway, I finished the exam and was walking out and somebody tapped me on the shoulder. I was so stunned! Apparently, he had left the Navy and come to Bristol to do a degree. And we found ourselves on the same course. Goes to show, it's a small world.
- 2 I had just got in from the airport. My friend Kenny was at work, so his wife Tammy let me in and gave me a coffee. Beautiful apartment, they had. Anyway, I was unpacking, then suddenly the whole building started rocking from side to side. I freaked. It got stronger and stronger. The sheer noise was frightening. I went to run downstairs and find Tammy, but something fell on my head. I regained consciousness in the darkness, unable to move. I was in tremendous pain. I remember thinking about Tammy, whether she had got out, and then I passed out again. They got me out the next day. Out of the people who hadn't got out of the building in time, I was the only one who made it. Lucky, in a sense, I suppose.
- 3 I mean, how many times have I walked down that alley? Every night over the last 12 years, that's how many times. Anyway, I'm not the only one, hundreds of people walk through the back every day. If I had been two minutes early or two minutes late, someone else would have found the bag, and this establishment wouldn't exist. As it happened, I found the jewels and gave the lot to the police. Three days later a Mr Underton (God knows if that's his real name) sent me a cheque for £20,000, and a thank-you letter. And there you are, I'm a restaurateur! A dream come true.
- 4 You can only see them in museums, nowadays. Well, I mean, some collector somewhere might have one ... but they're quite rare. Anyway, this one is Great Expectations. Black leather all over, beautiful print, a delight to touch and smell. Edition of 1874. Not the kind of thing you expect to find in the seat pocket in front of you when you're 35,000 feet above the Atlantic. What an incredible find. Anyway, it's in the British Library now. With a little plaque that mentions my name. Its estimated value? Couldn't tell you for sure. Probably in the region of £10,000 ... Not bad for Dickens, is it?

- 5 When I became redundant after putting so much into my career I was, you understand, quite depressed. So I had to get away. And when I say 'get away', I mean away. To get here from London you need to take four planes, and the total time you spend airborne is 28 hours. Anyway, I was only here for two weeks, that was the plan. Then I was told that a local firm was looking for a lawyer with good English – you know, for tourists and stuff. Well, that was 16 years ago, and I've no intention of ever leaving. I mean, look around you. Trees, colour, and crystal-clear blue water all around the coast. Being made redundant was the greatest blessing that ever came to me ...

## Unit 5 – Our Changing World

### ➤ Tapescript for Exercise 2 a (p. 99)

- A** In my grandparents' time, they used to get on the bus and go 30 miles to the nearest seaside resort for their summer holiday, and they thought that was quite an adventure, whereas these days a lot of people think nothing of hopping on a plane and shooting off to countries on the other side of the world. I suppose in the not too distant future we'll be popping to the moon for weekend breaks, and going on space cruises!
- B** In the old days I remember going to the local branch, chatting with the friendly cashier. Never mind if it took a bit of time, it was a pleasant experience. Today everything's becoming more and more impersonal – we expect instant service from the automatic cash dispenser, and no one's got time to chat any more. That's a thing of the past. In a few years' time we won't need cash at all, of course, as we'll be doing all our transactions over the Internet.
- C** In recent years people seem to have become far more health-conscious when it comes to eating habits – everyone seems to know about daily vitamin requirements and the pros and cons of polyunsaturated fats and high protein diets and so on. But I think all this puts a lot of stress on people – eating becomes a worry rather than a pleasure. Years ago we just used to eat what we liked, or what we could afford. In years to come I should think we'll have dispensed with real food altogether – we'll just take a specially designed personal nourishment pill every few hours!

### ➤ Tapescript for Exercise 1c (p. 106)

**Interviewer:** Good evening and welcome to 'Manley Local News Special' where we look at points of particular interest to our local community. We have all recently been made aware of the fact that a branch of the popular food chain 'Burger World' is to be opened in this area. Proposals have been made to the local council planning committee for the new outlet to open towards the end of 2003. It will be built just off the roundabout at the top of Elm Avenue on the old Capewell site.

There is strong opposition to this planned development and in the studio this evening we have representatives of those groups for and against the proposal. I should like to welcome Mr Brownlea, a school governor of Manley Comprehensive, and Mrs Masters, M.P. for the West Manley constituency. Mr Brownlea, if I might turn to you first – I understand you feel quite strongly about this proposal?

**Mr Brownlea:** I most certainly do. I think as well as being unnecessary, it is also potentially damaging both to the physical development of our local environment and to the lives of the

young adults and teenagers who live here.

**Interviewer:** Strong words, Mr Brownlea. Mrs Masters, I'm sure you have something to say in response to those points.

**Mrs Masters:** I don't know about response! I don't really think Mr Brownlea has actually made any points worth considering.

**Mr Brownlea:** With all respect, Mrs Masters ...

**Mrs Masters:** But I didn't say I wouldn't respond. Mr Brownlea, you make sweeping generalisations about the 'physical environment' and the 'development' of our teenagers. Would you care to clarify what you mean?

**Mr Brownlea:** Well, firstly I must point out that a Burger World in this place would make six fast food outlets within a very small area – and remember Manley doesn't have a very big population. It is simply not necessary – the fast food needs in Manley are already being catered for most adequately by Kentucky Fried Chicken, Wimpy, Burger King and two Chinese take-aways. You can't walk through the town without passing a fast food restaurant on every corner! What we do need, though, is a decent sit-down restaurant that serves good quality food ...

**Mrs Masters:** Sounds to me like you're on the verge of slandering the quality of the food at Burger World, Mr Brownlea.

**Mr Brownlea:** I'm doing no such thing. For what it is, Burger World is an excellent chain ...

**Mrs Masters:** For what it is. And just what is it, Mr Brownlea?

**Mr Brownlea:** You know very well what I mean. It serves fast food of a reasonable quality at a reasonable price.

**Mrs Masters:** So, what do you have against it?

**Mr Brownlea:** What I have against it is the fact that we don't need any more of these outlets. These chains have been instrumental in changing food cultures throughout the world. Young people no longer appreciate good food. Local specialities in different regions the world over are dying out. The idea of sitting down to a proper meal with your family at the end of the day is fast becoming a thing of the past and young people's health itself is being affected by unbalanced diets consisting of fried burgers, bread and chips!

**Mrs Masters:** Well, you can't hold Burger World responsible for changing food habits throughout the whole world, surely!

**Mr Brownlea:** I think they should bear their fair share of the blame, yes.

**Mrs Masters:** But, by opposing a new branch opening here – that's not going to reverse the trend.

**Mr Brownlea:** For once we are in agreement! No, it's too late for that. But by opposing this proposal we will be preserving a local site which could be better used to benefit the local community and also we shan't be exacerbating the problem of loitering in the area. You must be aware that even now after dark Elm Avenue is not a pleasant place to be.

**Mrs Masters:** You're going too far, Mr Brownlea. I appreciate your concern but to suggest that a new branch of Burger World will make the area less pleasant for local residents ...

**Mr Brownlea:** You know very well what will happen. It'll become yet another meeting point for local teenagers with nothing better to do at night. They'll congregate in groups around the entrance, make nuisances of themselves – it'll be one of those places that older local people will be too scared to even go past.

**Mrs Masters:** That's probably the best point you've made so far. It will become a meeting point and that's what is needed in this area. There aren't enough places for youngsters to go around here. At least if they're meeting in Burger World they won't be hanging around in the park or getting up to mischief. I think they need somewhere to go where they can have a coffee and a chat.

**Mr Brownlea:** A coffee and a chat!

**Mrs Masters:** Not all young people today are potential hooligans, as you would have us believe, Mr Brownlea. We need this Burger World – the local economy needs this Burger World.

**Mr Brownlea:** There you have it! The local economy! Money! Money! Money!

**Interviewer:** And I think on that note we should finish this discussion. Thank you to both our studio guests for sharing their points of view with us, and we shall now move on to ...

### ➤ Tapescript for Exercise 2b (p. 106)

- 1 It sounds corny, but my computer is my best friend. I use it to do about 70% of the research that my assignments require, then I type everything up on the word processor. Last year, when I went to Stockholm for the semester, I communicated with my supervisor here by e-mail, and of course I exchange daily e-mails with my parents and my brother in Ireland ... I've only recently discovered computers, but I don't know how I did anything without one before ... Did I mention computer games? Great fun, and cheaper than going out ... Have you played "Return of the Jedi"?
- 2 What telemedicine does it gives people who live in remote areas immediate access to medical attention ... We're talking about approximately 2,500 people who live in small villages in the north-east, who would normally have to travel an average of 70 miles to get to a GP. How it works is there's a video link and a nurse at the other end, and I'm here, in Inverness, conducting the examination, making the diagnosis and prescribing the treatment in each case. It's a combination of advanced computing and state-of-the-art telecommunications and, in my view, it's probably the most successful human-centred application of modern technology.
- 3 It's called a heat-seeking device, it works through a special camera which is mounted on the belly of the helicopter and can be controlled either by the helicopter crew or by an officer monitoring the activity from the ground ... What it does is it follows a suspect in places where visual contact is impossible – like, for example, if he tries to hide inside a building or under a car ... Yes, it gives us a very distinct advantage in a pursuit. Criminals can run, but they can't hide.
- 4 I have a secretary to type all my memos and letters and stuff, and she generally helps with the running of the office ... But I'm out of the office a lot of the time, and she's not always available to give me information because she has to attend meetings and seminars for me. So they got me this little gadget, it's called a palmtop computer, very small, very light, fits in your pocket ... It remembers things for me, and it's got every telephone number and address I'll ever need to use ... You wouldn't have caught me near one of those things up till about a year ago, but I have to admit it's made a difference ...
- 5 This booth is a flight simulator ... you basically step in, strap yourself in the seat, and you're in control of an Airbus A300 ... All the controls are there, the booth is the exact size of an A300 cockpit, and there are four curvilinear screens which serve as the cockpit's windows ... The trainee pilot gets in, and I can control flight conditions from this console here ... I can change the weather, the visibility, I can even cause the aircraft to have a malfunction to see how well the trainee has done his homework on situations of high alarm ... It's a great toy, and an integral part of pilot training ... a little steep, perhaps ... This one will set you back about four hundred thousand ...

### ➤ Tapescript for Exercise 4 (p. 107)

**Interlocutor:** In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

First, you will each have the same set of photographs to look at. They show different aspects of technology.

Chantal, it's your turn first. I'd like you to compare and contrast two or three of them, saying how these technologies have improved our lives and what drawbacks they have. Don't forget you have about one minute for this. All right? So, Chantal would you start now, please?

**Chantal:** I would like to look at pictures A and D. Both pictures show technologies which have dramatically improved our lives. The first is a laptop computer which enables us to take our work wherever we go. We can now work on a plane or train, in a bus station – even in the park over lunch. We can remain in contact with our place of work and colleagues at all times and access the net whenever we need to. The second picture shows perhaps the most revolutionary technological advance ever made – the car. This allows us to travel at speed when and where we want. The world has become much smaller and faster because of it. People are no longer isolated. We can live where we want and commute from great distances. We can populate the countryside and still work in the towns. We can use cars for socialising, as a status symbol, as a sport and as a hobby. Drawbacks obviously exist for both. The laptop means we no longer have privacy or quiet, stress-free moments and the car has caused death, destruction of the environment and gridlocked roads.

**Interlocutor:** Thank you. Now, Pierre, can you tell us which technology is the most useful in everyday life?

**Pierre:** The car is probably the most important as so many people depend on it. The laptop is useful for businessmen and women but we can live without it at the moment. We could not live without a car.

**Interlocutor:** Thank you. Now I'm going to give each of you the same two advertisements to look at. They both show mobile phones.

Pierre, it's your turn. I'd like you to compare and contrast the advertisements, saying what message each is trying to convey and who the manufacturers are hoping to attract. Don't forget, you have about one minute for this. All right? So, Pierre, would you start now, please?

**Pierre:** Well, picture A is obviously targeted at the youth market. It's trying to say that mobile phones are hip and trendy and the best way to give good news or to just chat with your friends. Whereas picture B is aimed more at the adult market, probably businessmen or travellers. It highlights the need to have a mobile phone if you're alone or travelling. I think both ads are quite effective in getting the message across that mobile phones are useful and not just fashion accessories whilst at the same time playing on people's fears and needs.

**Interlocutor:** Thank you. Now, Chantal, can you tell us which of the two advertisements is more likely to appeal to professionals?

**Chantal:** I agree with Pierre that picture B is going to appeal most to professionals because they're more likely to be travelling for their work and need to be available to colleagues and clients. They also need to be able to contact both at a moment's notice and can't afford to neglect the importance of communication.

**Interlocutor:** Thank you.

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## Unit 6 – A Job Well Done

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### ➤ Tapescript for Exercise 3a (p. 119)

If money was not an issue and you could choose any job you wanted, what would it be? Actor? Model? A footballer like David Beckham or a historian like Simon Schama? A new survey by adult education specialists LearnDirect asked people across the UK what their dream job would be – with some surprising results.

They discovered that not only do people appear to aspire to modest professions such as working for a charity or gardening, but often at the top of their list of dream jobs are the very professions others are leaving in droves – such as nursing or teaching.

The survey also reveals that there are striking parallels between men's and women's dream jobs and that they have similar lists of nightmare occupations. While day-dreaming about the perfect vocation is common among people of all ages and professions, there seems to be some reluctance to fantasise about more outlandish ambitions.

In contrast with participants in a similar survey this year in the Republic of Ireland, where dream jobs such as working as a journalist in New York and becoming president were high on the list, those taking part in LearnDirect's research focused on dreams they believed had a chance of coming true.

### ➤ Tapescript for Exercise 1b (p. 126)

**Presenter:** Hello, welcome to Workforce, the programme for work, workers and workplaces. 'Investors in People' is a scheme that is meant to be about happier, better trained staff – but its critics claim that it leads to a climate of fear in the workplace. With me in the studio, chief executive of IIP-UK, Ruth Winterburn, and Chris Williams, spokesman for the Fair Workplace Watchdog. Ruth, let me just begin with you and ask you, for the sake of our listeners, what exactly is the 'Investors in People' scheme?

**Ruth:** Well, Bruce, Investors in People, or IIP as we call it, is about investing in staff training and development. To participate, employers have to meet our principles of good practice for training and development, and provide staff with regular briefings, frequent feedback and review meetings about their performance. Staff should also understand how their job helps their organisation achieve its goals.

**Presenter:** Thank you. Now, you've come in for a lot of criticism recently, many people are saying that there aren't enough controls on IIP-accredited companies and the whole thing is beginning to lose credibility.

**Ruth:** Well, it may be true that some companies simply want to have the IIP badge on their letterhead because it's a nice status symbol and are not really interested in the principles of the Standard, but this is hard to do. It's not just about a company telling us they are open with staff – they have to show us. They have to show us examples of feedback and they have to show us how they have equipped their staff with new skills to help them do their job better.

**Presenter:** Chris, you seem dissatisfied with that.

**Chris:** Well, Bruce, I have personally looked into IIP in various companies and I can tell you it's not working. A significant number of IIP companies didn't care about their staff. They followed the procedures – induction, appraisals, meetings – but only as a matter of routine to keep the Standard. You'd talk about what training would be useful in appraisals, but it was never followed up. Meetings were for criticising staff, and nobody was interested in what they had to say.

**Presenter:** But why don't they report their bosses to their IIP authority – they can do this without giving their names, isn't that right, Ruth?

**Ruth:** That's right. We do deal with even anonymous complaints.

**Chris:** You know, Bruce, to most employees, speaking out against their employer would be like renouncing surveillance cameras in the world of Big Brother. It's a risk not worth taking.

**Presenter:** Ruth, how do you check on the companies who have the IIP badge?

**Ruth:** Well, we speak to staff and encourage them to talk openly about how their company is meeting the Standard. We choose

who we speak to, employers can't put forward their favourites. Even in cases where employers pressurise their staff to say the right thing, our assessors are trained to pick up on this. If an employer is not committed to the Standard, it's difficult to fake.

**Presenter:** And, Chris, you are aware of cases where this kind of supervision was ineffective?

**Chris:** Absolutely, Bruce. I spoke to a lady who works for a medium-sized London law firm, for instance, who told me that her company was recently accredited with the 'Investors in People' badge. But the employees had no idea the company was going for it until a few days before the assessment. Up until then, they'd never had meetings or appraisals. They didn't even have employment contracts. All of a sudden they were having meetings, contracts were being drawn up and people were being trained. But it lasted a month. The company was awarded the certification and then everything returned to how it had been before. Employees haven't had a meeting or any kind of training since. And when the assessors came, they said all the right things, because they had been intimidated by their bosses. If the IIP authority does not start carrying out random spot checks, then it will lose all of its credibility, very soon.

**Presenter:** Are spot checks on the agenda, Ruth?

**Ruth:** I'm afraid not. The Standard is entered into on a voluntary basis, and its high standards are maintained through a combination of controls. IIP organisations are required to go through assessment every three years, although many choose to do this at shorter intervals. They are also required to sign an acknowledgement outlining the organisation's responsibility to uphold the principles of the Standard. But there is a complaints procedure to allow people to notify Investors in People UK of any concerns they may have regarding an organisation's compliance, and we can promise to thoroughly investigate every one of them.

**Presenter:** Right, this is all very interesting indeed. We have to take a short commercial break now but when we get back we'll be receiving calls from listeners on the subject, so do stay with us.

### ➤ Tapescript for Exercise 2c (p. 126)

I always wanted to be a fireman. I was one of those youngsters who used to go and sit outside the fire station and watch the engines going in and out for hours. A lot of my colleagues were the same, as it happens.

To be accepted, you have to pass a number of job-related tests, both written and practical, some of which are physical and others that have more to do with your aptitude for the work. Above all, you have to get on with people. And that's what I like most about my work, teamwork. You're working as part of a close-knit group where you rely on each other to do the job well. Also, I find that no two days are the same and this keeps my interest high. Our work varies enormously, from animal rescues of every kind to road traffic accidents, property fires, chemical incidents, just about every emergency situation you could think of. I do get a kick out of rescuing people but I don't keep a tally of those we've saved or those we've not been able to help.

The only real complaint I have about my job at present would have to be the pay. It just isn't what it should be. We have been left behind when you compare our pay with that of police officers, whose work is broadly similar. I've been a firefighter since I was 18, which is 26 years now – and I earn £21,000. This is less than the starting salary of a police officer in many forces.

Of course there is plenty to compensate. There are very good holiday arrangements, and an excellent pension scheme. And as you might expect, health provision is very good and all brigades take the issue of personal fitness extremely seriously, so there are gyms and a lot of other sports facilities on hand in most stations. If you're good at sport, the fire service will help you be as good as you can be.

In terms of prospects, well, I've never sought promotion, I like what I do too much. But the prospects for promotion are excellent if that's what you want to do. I think the fire brigade is one of the few jobs where you can go in right at the bottom and get right to the top as a fire chief. There are people in the fire service who are now chiefs at 44-45 years old after joining as firefighters at 18 years old. If you're keen to get on, the service will give you every encouragement.

### ➤ Tapescript for Exercise 5 (p. 127)

#### Part 3

**Interlocutor:** Now, I'd like you to discuss something between yourselves but please speak so that we can hear you. I'd like you to look at these pictures showing people at work. Talk to each other about the different kinds of working environments shown and then say which working environments are likely to be the most and least stressful. Finally, select the picture which, in your opinion, shows the working environment which needs the most improvements.

**Maria:** Well, the environment in picture A looks pretty relaxed, don't you think?

**Pablo:** Yes, just look at the man on the right, surely he must be the boss to behave in such a way, no one else would dare!

**Maria:** Either that or it's his own business. Either way, I don't think this is a very professional environment. The person in B, however, appears to be working at home. I imagine he finds it easier to concentrate than the people in A and certainly gets more done. Some people work better in isolation or at night because there are fewer distractions.

**Pablo:** Moving onto C, the environment shown is quite different from the others. It's quite sterile, don't you think?

**Maria:** Well, that's because hygiene is a big priority in this man's work. He can't afford to have clutter all over the place.

**Pablo:** What about the man in D? I think he's probably an architect or a designer of some sort.

**Maria:** It looks like it. It's hard to tell from the picture if he's at home or in an office, though, but whatever the case, he needs an environment in which he can concentrate.

**Pablo:** I think another major difference is how light and airy his office is in comparison to the sterile environment of the butcher's workplace and the gloom in B.

**Maria:** Good point. So, what about E – the stock exchange? I'd say it's the most stressful working environment of the lot, wouldn't you?

**Pablo:** Well, we could narrow it down to a choice between A and E, but I think the constant noise and the crowds of people must make working at the stock exchange the most stressful of all, while I'd say the situation in B, working alone from home, is probably the least. Would you agree?

**Maria:** There's not much to choose between B and D is there? But I think I'd go along with B because of the night time aspect, it's got to be the most relaxing.

**Pablo:** In that case, I think we have to say that E is the environment that needs the most improvements.

**Maria:** I don't agree, I think we should go for A because the stock exchange is by definition hectic, while the office environment should be more professional and productive than the one shown. I think these people really need to get their act together and a more controlled environment will help them do that.

**Interlocutor:** Thank you.

#### Part 4

**Interlocutor:** Do you think having computers in the workplace is a good thing?

**Pablo:** Well, I don't see how I could argue against them. They make long, tedious jobs like filing much easier, they help workers communicate with their colleagues...

**Maria:** They generally increase productivity, don't they?

**Pablo:** Exactly. I mean, I know some people blame computers for unemployment...

**Maria:** But I don't think that's valid at all. Technologically advanced countries have computers everywhere, but that hasn't had a real effect on the unemployment figures.

**Interlocutor:** What steps should governments take to reduce unemployment?

**Maria:** There are a lot of things that governments could do. They could retrain people, for a start.

**Pablo:** That's right, because some people learned how to do something at college or university for which there may be limited demand today. So they need to be taught new skills.

**Maria:** What else ...

**Pablo:** Well, there could be more incentives for the creation of new businesses ... like business loans and stuff.

**Maria:** Yes, exactly.

**Interlocutor:** What are the dangers of working too much?

**Maria:** Workaholism, do you mean? Well, first it leaves you with no time for the rest of your life.

**Pablo:** Yeah. What if you're married with kids, yet you spend, what, eighteen hours at the office? What happens to family life?

**Maria:** Mm. It can't be good for you psychologically, can it? I mean, there's more to life than just work.

**Pablo:** As they say, 'All work and no play makes Jack a dull boy.'

**Interlocutor:** Is job satisfaction more important than money?

**Maria:** Money is very important, and the cost of living these days, especially if you have a family to support, is horrendous.

**Pablo:** And also getting good money might make the job satisfying, or at least bearable. I don't think these days a lot of people get to choose the jobs they really want.

**Maria:** So you think it's difficult to separate the two?

**Pablo:** Well, one wants to be paid well for doing a good job, that's part of job satisfaction as I see it.

**Maria:** But there are some people who do jobs for relatively little pay because the job is intrinsically satisfying to them, you know, nurses, teachers, and so on.

**Pablo:** That's true. If you love your work for itself and it makes you happy, then I suppose you don't care so much about money. Artists are a bit like that, aren't they?

**Interlocutor:** What makes a good boss?

**Maria:** A good boss? I suppose he or she would have to be fair, listen to the employees, not be autocratic ... um ... what else?

**Pablo:** Well, yes, those qualities, but to be a good boss you have to have leadership qualities too. You know, lead by example, inspire confidence in his or her employees. It does take a lot.

**Maria:** Yes. A boss has to find a balance between getting too close and being too distant. Friendly and accessible, but still inspiring respect.

**Interlocutor:** Thank you.

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## Self-Assessment Module 3

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### ➤ Tapescript for Exercise 4 (p. 142)

- 1 Well, having written a book about her, I suppose I'd quote Greta Garbo's famous words, "I want to be alone". Which of us hasn't felt the same way sometimes? Although she died in 1990, when the World-Wide Web was just beginning, she now has hundreds of web sites dedicated to her, documenting her life and work, comparing her with other actresses and analysing her performances. It's an ironic fate for someone with such a desire for privacy.
- 2 "Send me e-mails," he said when he went off to university. He must be joking! Why can't he pick up a pen and write me a good old-fashioned letter like everyone used to? I don't like the idea of sending him news from home and having it flying about between here and Leeds in that cyberspace where anyone can get their hands on it. I don't want everyone to know the details of my private life. And I've heard that some people can even access your bank accounts. It makes me shudder at the very thought of what could happen.
- 3 The day they change the laws is the day we'll go bust! I mean, I like a bit of privacy as much as the next person, but the fact is that we have to compete with the rest out there. I dare say one or two people find us a bit irritating and, believe me, I'm well aware that most of our mail gets clicked into the junk-mail box or deleted before it's even read. Still, the job's to shift the product, isn't it? And if you ask me, most people would prefer ads in their Inbox than unwanted phone calls morning, noon and night.
- 4 Well, seen from a legal point of view, I would define privacy as "the right to be left alone". Indeed, many countries now have a host of edicts which attempt to define the rights of an individual to be left alone, and the limits of those rights. Although these have adapted as technology has developed, there seems to be an imbalance between the perceived rights of the individual and the needs of the state. At present, world governments have failed to pass any meaningful Internet Privacy Legislation despite a resounding mandate from most voters.
- 5 We take privacy too much for granted. It's actually a very new phenomenon – a product of industrialisation. For most of civilisation's history people have led very public lives, with everyone in a social group, such as a village, knowing everyone else's business. One of the things which drew people away from the countryside to the cities during the industrialisation of Europe was the opportunities it provided for privacy and personal anonymity. Today, with so many of our personal details online, such privacy is a luxury.

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## Unit 7 – Fit for Life

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### ➤ Tapescript for Exercises 3b & c (p. 145)

- 1 **Woman:** I'd been suffering from these absolutely splitting headaches since I don't know when – for months anyway – and I'd tried everything – all the usual pills and potions. I'd been to various doctors who'd offered all kinds of explanations: ear infection, sinusitis, worry and so on – and the treatments to go with them. But nothing helped – I was at my wits' end. Anyway, when a friend suggested

acupuncture I was a bit squeamish at first – I mean all those needles – urch! But in the end it really worked and I got long-term relief – though it did take several weeks of treatment before I noticed the effects.

- 2 **Man:** I realised there was something wrong when I started sleeping badly – I seemed to toss and turn all night. In the end I realised I just couldn't get into a nice, comfortable, relaxing position. And then in the morning I could hardly get out of bed, I was so stiff. I just seemed to ache all over – I began to think that perhaps there was something really seriously wrong with me – you know, something life-threatening. My doctor reassured me, though, and advised me to be more physically active, so I started going to the gym regularly – about three times a week – and would you believe it, that did the trick.
- 3 **Woman:** It started with cheese I think, which I know is supposed to be fairly indigestible, so I wasn't too worried – but then it progressed to all kinds of foods – and I just seemed to suffer excruciating pain after every meal – it was quite embarrassing as well as painful, and I had to stop going out to restaurants altogether. And indigestion tablets really didn't help. But I read an article about food sensitivity in a woman's magazine, and tried cutting out a whole range of foods from my diet, not just cheese, but all dairy products, wheat, coffee and so on – and to my relief it gradually got better.
- 4 **Man:** I'd done something to my knee skiing – I'd had an awkward fall, and though I didn't break anything I must have twisted my knee as I fell – and it just kept on bothering me, for years, really, on and off. It didn't stop me living a normal life but strenuous exercise was out of the question – and I'm a keen sportsman, so that was quite frustrating. In the end there was no alternative but to have it operated on. Well after that I was completely out of action for a few weeks, but with physiotherapy I eventually got back to normal – now I'm as right as rain!
- 5 **Woman:** I'd had a really bad dose of flu, and just felt really down afterwards – and it went on for months and months. It got to the point where I couldn't face getting up in the morning and when I did I just felt so gloomy. My doctor had tried me on various drugs – but if anything, they seemed to make me worse, not better. In the end I saw a psychotherapist, who recommended I take up some kind of sport! I thought that was pretty naïve at first, but went along with it. I joined a tennis club, and I must say the exercise really helped – within weeks I was feeling more cheerful, and now my game is improving too!

### ➤ Tapescript for Exercise 12a (p. 151)

**Woman:** Dr Smith's office, can I help you?

**Man:** Yes, hello, this is Jim Murphy calling. I'd like to make an appointment with Dr. Smith for this coming Friday.

**Woman:** Okay, let me see .... Would 11 o'clock be convenient for you?

**Man:** Hmm ... I'm afraid I'm busy then ... Have you got anything in the afternoon?

**Woman:** Yes, how about 2 o'clock?

**Man:** That's perfect.

**Woman:** Okay, Mr Murphy, booking you in for 2 o'clock on Friday, then.

**Man:** Thank you so much. See you then.

**Woman:** Goodbye.



### ➤ Tapescript for Exercise 1b (p. 152)

Everyone knows that exercise makes you fitter. Moderate exercise has been shown to lower the risk of heart disease, some cancers and endless day-to-day ailments. Increasingly, however, research is demonstrating how many of our workout habits mean that the health benefits of regular exercise are being overridden by the negative effects.

Problems occur for several reasons. Working too hard is probably the most damaging. If you work out really hard, all the ways in which your body is supposed to adapt to exercise stress go out of control. Take your immune system – ideally, exercise should stress it into producing more fighting cells, but if you work too hard this doesn't happen. Instead, it stresses it so much that the vital killer cells that are supposed to protect us are actually destroyed and for up to 24 hours any bug in the vicinity can take hold (one reason a third of marathon runners get sick after the race).

Apart from the immune system, you'll find that instead of reducing the effects of stress on the body, a high-intensity workout actually increases levels of the most harmful stress hormone, cortisol, causing endless problems for circulation and the nervous system. And while moderate exercise causes your bones to go into a process of recycling, working out too hard knocks this process out of balance and the amount of bone broken down is increased.

Preventing these problems is relatively easy. You monitor the intensity of your workout. The idea is to ensure that the majority of your workout is done at around 70 per cent of your maximum heart rate. You work this out by subtracting your age away from 220, then working out 70 per cent of this. This is the number of beats per minute your heart should beat, and it's the level at which you should exercise to maximise the gains made from exercise and minimise the negatives.

Working out for too long or too many times in a week can also cause problems. The sensible exerciser will aim to burn 2,000 to 3,000 calories per week exercising – about about three-and-a-half to five hours a week, with no session lasting longer than one hour.

You should also make sure you rest for a day between sessions. Many people think this will lower your fitness level, but that's not true. The gains you make when you work out actually occur in the rest period for 24 hours afterwards as your body repairs.

So, for optimum gain, get the balance right.

### ➤ Tapescript for Exercise 2b (p. 152)

**Presenter:** Demand for the thrills of heliskiing is growing, despite the death of a man enjoying the sport last week. With me in the studio today are Keith Armitage, spokesman for the Association of British Travel Insurers, and Helena Veltins, editor-in-chief of *Extreme Extra*, the magazine for unusual and extreme sports. Now, Keith, you were saying just before we went on air that you would like to see a ban on heliskiing – why is that?

**Keith:** Actually, David, I said that I would like to see a ban on heliskiing in the United Kingdom. Other countries have already banned the sport, like France for instance. And the reason is that being dropped off by helicopter on some remote slope in the middle of nowhere where nobody has ever gone before is just too dangerous. The case of the man who died tragically last week caught in an avalanche is a prime example. It shows that, if you fancy skiing, you should do it with other skiers who can help you if something goes wrong, and, most importantly, on slopes that have been used by many skiers in the past and are known to be safe for skiing. In other words, on a piste.

**Presenter:** Helena, you have actually been heliskiing, right?

**Helena:** Several times, David, and heliskiing is as safe as skiing if not safer. Though heliskiers are dropped on to remote mountains by helicopters, the slopes they ski down are often gentler than resort slopes. The odds of a heliskier being caught in an avalanche are 1 in 175,000; you are more likely to die at home coming down the staircase.

**Presenter:** Why, then, was it banned in France?

**Helena:** Actually, the French banned it for ecological reasons, not because they think it's dangerous.

**Presenter:** Keith, what is it about heliskiing that makes it more dangerous in your mind than, say, white-water rafting or paragliding?

**Keith:** Well, David, the difference between heliskiing and white-water rafting is in the degree of danger involved, but before I elaborate on this I must respond to some of the points Helena made. First of all, France banned the sport not only for ecological reasons but for safety reasons too. Secondly, although avalanches are quite rare, they're not the only thing that can hurt you when you're heliskiing. Soft snow, which disappears under your feet the moment your weight is on it, unpredictable weather, even wild animals are some of the dangers that you may have to face. And this more or less answers your question, David. The difference between heliskiing and other extreme sports is that heliskiing can present you with many more dangers.

**Helena:** Keith, I think measuring the degree of danger involved in a sport is very difficult. I mean, I can be pretty confident when I say that chess is safer than skiing, but not nearly as confident if I try to assert that white-water rafting is safer than heliskiing.

**Keith:** It is possible, then, that we ought to take a closer look at all extreme sports. Risking human life for thrills is, in my view, quite irresponsible and ...

**Helena:** This is exactly what I fear the most, that the banning of heliskiing will set a precedent that could then be applied to other sports. It's a slippery slope, if you forgive the pun, which I would much rather not go skiing down.

**Presenter:** I think it's time to take a short break, and when we come back we'll be receiving listeners' calls on the subject ...

### ➤ Tapescript for Exercise 3b (p. 152)

1 **Woman:** When the day came, it didn't look as though the game would be a success. It was pouring with rain all morning, and the forecast was that it was going to be like that for the whole weekend. But around 1 o'clock, miraculously, the rain stopped, and there was even a little bit of sun creeping through the clouds every now and then. Everyone was ecstatic, of course, including the players, who had really been looking forward to it. Crowd turnout was excellent – the stadium was packed by three o'clock, and we raised a total of £1.2m for the children from gates and TV rights. Of course, next year we'll try to do it again, and I'm quite positive the players and the public will embrace the cause with the same enthusiasm.

2 **Man:** The grass at the east end of the pitch isn't growing too well these days because of the new stand which blocks out the sun for most of the morning. We try to compensate for this by using artificial light ... twenty-five fluorescent tubes measuring about fourteen feet each, and we set them up all along the area which is in the shade. Still it doesn't work as well as natural light. The grass is okay to play on, I suppose, but you can tell it's not as healthy as the grass on this side of the pitch because, if you look carefully, you will see a brownish tint over that side, especially near the corners and along the throw-in line .... That's the thing, you see, they built the new stand without thinking about what it would do to the pitch ... Didn't cross their minds ...

- 3 **Man:** Having done this job for sixteen years, I can tell you that the three most important things to do when one is preparing for a game are research, research and research. It's easier when you cover the national league; you do that every week, so you don't have to learn any players' names and you more or less know what choice of tactics each manager has ... But if it's an international match, then you really have to make sure that you can recognise each and every one of the players. There's nothing more embarrassing than getting the players' names wrong when you are live on the air ... Another thing that's essential is statistics. There are moments in the game where there's no action, like when a player is injured. If you've done your homework on statistics you're not left with nothing to say ...
- 4 **Man:** I was terrified for him at first. I mean, he was only 17, and he'd never been out of Cumbria on his own before ... How would he be able to survive in London? Then Mr Reid came to call, the manager, and he explained to me that they keep a very close eye on young lads who join the team and that I could visit him whenever I liked and that the club would bear my travelling expenses ... so I felt quite reassured. And then I could just enjoy being proud of him, watching him play on TV and getting better at what he does all the time, and now this – the national team! I mean, my boy is playing for England! I'm so happy for him.
- 5 **Woman:** The Association have been talking about making the sport professional for about three years now, but for some reason it hasn't happened yet. It would make a great difference to the game, we could train properly and we could provide ... we could provide high quality entertainment to people who come to see a match. And we would stand a much better chance in the forthcoming Olympics. We have things to offer. You know, the frustrating thing is that if we were men playing football at this level, we'd be earning thousands of pounds a week. So I don't think some consideration from the Football Association is too much to ask for ...

### ➤ Tapescript for Exercise 5 (p. 153)

**Interlocutor:** In this part of the test I'm going to give each of you the chance to talk for about a minute and to comment briefly after your partner has spoken.

You will have the same pictures to look at, but your pictures are in a different order. Please do not show your pictures to each other.

Anna, it's your turn first. Look at the pictures showing people jogging. I'd like you to describe two of the pictures, saying what is happening and how the people might be feeling. You have about 1 minute to do this.

**Anna:** One of the pictures shows a couple jogging in what looks like a park. They're dressed quite casually and I wouldn't say they were serious joggers, or at least the woman isn't, she doesn't seem to be concentrating that hard. Judging by the look on the man's face, however, he's quite serious about it, while the woman seems to be having more fun. Unlike the two men in another picture, who both look very fit and more like dedicated joggers. They're wearing the right gear and they look more serious about the sport. They're running on hard ground too, not in a park. In fact it looks like they're jogging in the street or maybe it's a path in a park. Anyway, I'd say the men in the second picture are more interested in keeping fit than having fun and probably have to run early in the morning or late at night before or after work, so they might be feeling a little stressed. On the other hand, jogging might help them relax so they might be

feeling really good about themselves.

**Interlocutor:** Gerard, which pictures weren't described?

**Gerard:** The pictures showing a family running together and the one in which three women are shown running together.

**Interlocutor:** Thank you. Now it's your turn, Gerard. Look at these photographs which depict scenes from operating theatres. Describe two of them, saying what is happening and for what reason each photograph might have been taken.

**Gerard:** Well, in one picture it looks like the patient has a microcamera inside of him or her because the doctors are looking at the TV screen which is in the background, so they must be performing keyhole surgery. I'd say the purpose of this photograph is to show how far technology has helped surgery progress and how people have been helped by its use. Alternatively, the photograph could have been taken to show where funding goes within the health service or to draw attention to the fact that the health service is underfunded and in dire need of a cash injection.

In another picture we see a different, more traditional kind of operation going on. In this instance I imagine the patient has been opened up because there appears to be a protective apparatus over him or her. I gather this type of surgery carries far greater risk for the patient than keyhole surgery, so perhaps one reason the photograph was taken was to highlight the differences between the very different types of surgery.

**Interlocutor:** Thank you. Anna, which pictures weren't described?

**Anna:** The picture showing a table covered with surgical implements was not described and the picture showing a man and a woman in white, wearing surgical masks, wasn't described either.

**Interlocutor:** Thank you.

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## Unit 8 – Live and Learn

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### ➤ Tapescript for Exercise 3a (p. 165)

#### Bill Sanders

It's been almost 20 years since that day, but I still remember it only too well. There was a building next to the school which we used as a gymnasium. The school had no money at all ... like most schools in those days, I suppose, and the depressing thing about it was that our parents and our teachers had fought really hard to save our gym. But it wasn't to be. We were to have our PE classes outdoors. On the bright side, the fact that the school's resources were so limited was perhaps what made us all stick together – pupils, parents and teachers. Everyone did their best to prove that we were a good school, albeit in the middle of nowhere. You've never seen teachers like them, working so hard to make the pupils feel important and motivated.

#### Sarah Ford

I had a teacher, Ms Wilson, who would come up with the most brilliant ideas for classroom activities ... She would come up with a new educational game every day. I knew I was in for a treat when, half an hour or so before the end of the day, she opened her bag and produced all sorts of colourful flashcards. Everyone loved it. I don't know why teachers don't use this method more ... we learned a lot. Bad memories? ... I don't think I have any, except perhaps the amount of homework that we were given sometimes. Sometimes I got really fed up with the workload. Thankfully I had my dad who helped me learn to be organised with my studies, and that made things a little easier ...

**Claire Sharpe**

The worst thing about my early schooling was, I suppose, the fact that it was so classroom-centred. Sport was part of the curriculum, of course, but we rarely got to play team games – partly because the weather in the north of Scotland is always so awful. So, perhaps, in that sense, it was nobody's fault ... On the other hand, I loved acting, and we had a really good drama club. I was at my happiest when I was on that stage, rehearsing, and then the shows ... with our parents and siblings watching ... It was a thrill. Everyone in our school wanted to be an actress (laughs) ...

➤ **Tapescript for Exercise 11b (p. 171)**

**Martin:** Hey, Amy, how are you doing?

**Amy:** Oh, fine, Martin. I'm just trying to decide whether it would be better for me to go to a public school or a state school.

**Martin:** What a decision! Well, there's definitely advantages and disadvantages to both. I think the major advantage of a state school is that it's free. Public schools can be quite expensive!

**Amy:** They are quite expensive, but don't you think it would be worth spending money to get a better education?

**Martin:** I guess it's a question of if you can afford it or not! You do have better instructors and facilities at public schools. What's great about state schools, though, is the mix of students. You know, usually only rich people can afford to go to public school, so there's not too much of a variety of people attending.

**Amy:** I've thought that perhaps the different types of people at a state school would make it more interesting.

**Martin:** I think it would. But you know, a big advantage of going to a public school is the connections you make. Those teachers know people who can get you the better jobs once you leave. Actually, I've heard that the better employers look for people first in public school, and if they can't find anyone to take the job, then they might look at the students at state schools. I do think you'd have a better chance of getting a really good job if you went to a public school. But it's going to cost you a lot for those opportunities!

**Amy:** I know. I'm going to think it over a bit more. Thanks a lot for the advice.

**Martin:** Don't mention it. Good luck in making your decision!

➤ **Tapescript for Exercise 1c (p. 172)**

**Presenter:** Getting the right A-levels is no longer the only way to get to university. New avenues are opening up all the time. Alice Mills has the report.

**Reporter (F):** Just a glance at the number of university vacancies in clearing over the past month will show there are thousands of opportunities within higher education. In fact, around 50,000 course combinations (more than in any other European country) are available at some 500 universities and higher education colleges. Fortunately for the prospective student and his or her adviser, there are plenty of possible entry routes, ranging from the familiar A-levels and Scottish Highers through to less well-known diplomas and access certificates.

It's perhaps most straightforward for the 18- to 19-year-old school or college leaver to take A-levels. But since the advent of Curriculum 2000, many students have followed a slightly different route. Advanced vocational qualifications exist in a number of subjects and students now have the chance to mix these with the more traditional A-level subjects. And some will opt for a Higher National Diploma or HND, a qualification in its own right, which can be topped up to degree level after completion of the two-year, full-time course.

Meanwhile, students who have not done as well as expected at A-level should be aware that universities are increasingly

offering one-year foundation courses which, if successfully completed, will lead to the first year of a degree.

For some, a more vocational orientation will be better. New employment-related foundation degrees may provide the answer. They have been developed so that businesses can work with higher education colleges to address skills shortages. One example here is the Hospitality degree developed between Radisson Edwardian Hotels and Thames Valley University last year. It has a strong emphasis on work-based training, while retaining the required academic grounding for the industry. Recent figures show that two-thirds of those doing foundation degrees are over 25 and that 40% are part-time.

In 2001 almost 25% of those applying to university were mature students. Many universities and colleges do not insist on formal qualifications which this category of applicants may lack, for one reason or another, so it's a good tactic to talk directly with admissions tutors. Mature students are often highly motivated and focused. The mature student (usually someone over 21 at the start of their course) has several options when considering university entry. Of course, full-time advanced study is one route, but specially designed access and return-to-study courses may be better. These are run in many further education colleges and adult education centres and are designed to offer a quick route into higher education and a way of returning to study after a break.

Those wishing to combine work and study should be encouraged to look at sponsorship possibilities that provide financial assistance while you study and, often, work experience in vacation periods. A whole range of organisations offer sponsorship, including industry, government, armed services, charities, local authorities and retailers.

Studying to degree level is a life-enhancing experience, and one that advisers should encourage students to take. And it's not all about being 18 with A-levels and taking an academic degree – there are many other options.

➤ **Tapescript for Exercise 2b (p. 172)**

Thank you for calling the Wesley College newswire. This message contains information that can also be found on the university's website. You are not being charged for this call.

<JINGLE>

Starting this Spring term, Dramatic Arts courses are now identified as Theatre in both the paper and the web versions of the class schedule. Accordingly, 'History of Costume' for example, originally DA140, is now referred to as T140 to reflect this change, and 'Beginning Acting', originally DA170, is now referred to as T170.

<JINGLE>

The paper-based copy of the class schedule listings booklet for Spring classes contains an error on page seventeen. The course co-ordinator and course tutor for African Studies is not Professor David Punter, but Professor Alan Connolly. The error has been corrected in the web version of the class schedule listings.

<JINGLE>

As of next Autumn, grades will no longer be sent via postal mail. To access your academic transcript, listing all grades awarded to date, please log on to the University's website and click on "Grades and Awards," then supply the 16-digit number on your student identification card. For general information about your transcript, please contact your academic advisor.

<JINGLE>

Many classes have prerequisites or require permission from a department. Any questions about prerequisites or about obtaining permission should be directed to your academic advisor.

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The college is happy to announce that on-campus parking permits are no longer required for students in years 1 and 2.

Please note that third-year, post-graduate and PhD students still require a parking permit if they wish to park their car on campus. Monthly parking permits can be purchased from the administration office at the cost of £8. Annual parking permits, which are valid for the whole of the 9-month academic year, cost only £60, giving you a saving of £12.

<JINGLE>

Thank you for calling the Wesley College newslines. Call back soon for more news. You have not been charged for this call.

## ➤ Tapescript for Exercise 5 (p. 173)

### Part 3

**Interlocutor:** Now, I'd like you to discuss something between yourselves but please speak so that we can hear you.

I'd like you to look at these pictures that show various skills and abilities. Talk to each other about the situations where the skills and abilities shown might be necessary, then decide which two skills or abilities are most important and should be emphasised in educational systems. You have three or four minutes for this.

**Manuel:** Well, I imagine analytical thinking is important in jobs that involve financial management and problem solving. For example, if you were a financial analyst, you'd be expected to advise people on investments and that would involve analysing the financial markets, wouldn't it?

**Anna:** I suppose so, although I'm not really sure what those people do, but it does seem to involve some form of forward planning. I think leadership is a more useful skill, though, not only in business but also in the armed forces where leadership skills are very important.

**Manuel:** Yes, but don't you think that being a political or military leader is a bit different from being in charge in the workplace? I mean, in business, managers have to be more subtle about how they lead people. I think it must be much more difficult in a sense, because bosses have to convince their workforce that they deserve to be in charge, whereas in a military situation, their leadership isn't questioned. Imagine if you have to ask your workers to do something you know they won't want to do, then good leadership and people skills are definitely going to be useful.

**Anna:** Yes, I see your point, leadership is much more of an important skill if you're a manager. I also think team spirit is very important in most areas of our lives, in work and play, especially in sport. It's very easy for things to fall apart if people don't pull their weight, be it in the workplace or on the football pitch.

**Manuel:** I agree with that, I think team spirit has become a very important quality, especially in the workplace where people have to depend on their colleagues to get things done and where they have to work on projects together and meet deadlines. Anyway, moving on to creativity, I think most people think that creative people are only involved in art, but of course architects and film makers also have to be creative, as do fashion designers and advertisers.

**Anna:** Well, I suppose those jobs you mentioned could also be termed 'art', but I know what you mean, they require a creative talent other than drawing and painting, although they all involve a creative use of colour and lighting in some sense. However, I think creativity can be useful in more everyday situations. For example, imagine you have to do a job and you don't have the necessary tools or information. The only way to deal with that would be to make the most of what's available; in a sense that's also being creative.

**Manuel:** Good point! Anyway, moving on to people skills, I'm sure you'll agree, most jobs require those. Even though more and more people are beginning to work from home, the vast majority of us still have to interact with others in the course of our work and it's difficult to get things done if you lack social skills.

**Anna:** I think people skills are especially important in the service industry, but in my experience, a lot of people working in these positions just don't have them. I think companies need to wake up to the fact that it's important to be polite and courteous to their customers if they want to keep them. I think they're also important should you find yourself in a difficult situation and you need to persuade people to help you.

**Manuel:** I'd go along with that! Going back to forward planning – as we've already said, forward planning is something people involved in financial management do, like with stocks and shares, and I think managers and directors of companies have to do sales forecasts, but I also think what the picture is trying to say is that it's also important on a personal level, in other words, keeping appointments and being organised.

**Anna:** So which two shall we go for?

**Manuel:** It's a tough choice. Forward planning would be my first choice, but ...

**Anna:** How about creativity? I think it's quite essential in most situations, no matter what. And, like forward planning, it's an ability that can be easily cultivated through education.

**Manuel:** Yes, OK then. We'll go for forward planning and creativity.

**Interlocutor:** Thank you.

### Part 4

**Interlocutor:** Apart from being essential for certain careers, what is the importance of good education?

**Manuel:** Well, apart from helping you find a good job, I think being educated gives you the ability to handle life better. In other words, it helps you to handle money and relationships better because you have a deeper understanding of people and how the world works and the ability to figure things out because you have a more open and analytical mind.

**Anna:** In theory, yes, but in practice that isn't always the case. I think we both know of well-educated people who are just as capable of making a mess of their lives as uneducated people. However, I do agree being educated makes life more interesting because I think it gives you the ability to see both sides of a situation and enables you to make the most of opportunities that come your way.

**Interlocutor:** How can governments make sure that everyone has access to a good education?

**Anna:** Well, whilst I agree it's every government's duty to ensure every citizen has access to a good education, I don't think it's that easy. I think individuals have to want it too. I know in my country the opportunity is there, but truancy is on the increase and a lot of people say parents are to blame for not sending their children to school. So I think the government can only do so much by providing the service; it's up to us to take advantage of it.

**Manuel:** I'm afraid I don't agree. I think in this situation the government is still to blame because it doesn't give children any incentive to go to school. Many pupils complain school is boring and the subjects taught are useless in the workplace. Secondly, there's no denying schools are underfunded by the government and teachers are badly paid so they aren't motivated to do their jobs properly and that affects the pupils. So, in answer to the question, I think governments can make sure everyone has a good education by funding schools, paying teachers better wages and updating the curriculum.

**Interlocutor:** What makes a good teacher?

**Anna:** Well, I suppose that depends on the individual. I know most pupils would say a teacher who isn't very strict and who doesn't give them any homework. Of course we all know that could be a good example of a bad teacher. My idea of a good teacher is one who keeps me interested and someone I can learn from. If I'm bored I just switch off.

**Manuel:** When I was at school, my favourite teachers were the ones who explained their lessons well and didn't mind repeating things if someone didn't understand. Back then, teachers were really good, they seemed to care about us and they put a lot of effort into doing their jobs well. I remember teachers also used to be a lot more involved in their pupils' lives than they are now and as far as I'm concerned that's what makes a good teacher, showing interest in your students and treating them as if they are human beings.

**Interlocutor:** To what extent should art be part of education?

**Manuel:** Well, since I'm not particularly interested in art, I don't think it should be part of education at all, at least not in secondary schools. I think it's okay in primary schools where children get to play most of the time, but I don't think it should be taught beyond that, mainly because there are so many more important subjects, like Maths, Science, Languages and Computers that schools need to be teaching and aren't, mainly due to lack of funding. If pupils want to learn art, they can do that on their own time.

**Anna:** I'm afraid I don't agree simply because not everybody is academically bright and some people have a natural talent for art that they may not discover if they don't study it at school. I think art is important for a well-rounded education, but I see your point about funding and that if something's got to go it's going to be subjects like art that are considered unnecessary.

**Interlocutor:** How much of a say should parents have in their children's education?

**Anna:** That's a very topical issue in my country at the moment since truancy is a growing problem and parents are being blamed for not forcing their children to go to school and in some cases sent to prison. So, on the one hand, I can see why some people think parents should have no say, because some aren't capable of behaving responsibly, but on the other hand, there are intelligent, educated parents who choose to teach their children at home because they aren't satisfied with the education system.

**Manuel:** And who can blame them? I don't think anyone can deny there's a lot wrong with the education system in this country and I think those parents who can afford to pay private tutors or send their children to private schools have a right to do so. However, as Anna says, some parents aren't capable of making informed decisions about their child's welfare and I think that in those instances the state should step in as it is now doing.

**Interlocutor:** Thank you.

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## Self-Assessment Module 4

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### ➤ Tapescript for Exercise 4 (p. 187)

Welcome, every one, and thank you for attending this, the first in this series of four lectures. I'm Dr Frederik Sullivan and over the next three days it will be my pleasure to introduce to you, and help you develop, a skill you may never have thought you possessed.

Allow me to begin by assuring you that there is nothing miraculous about my ability to remember anything I want to, be it a name, face, number, fact, or something I've seen or read. Anyone with an average mind can learn quickly to do exactly the same thing. It may also interest you to know that my own memory was, originally, very faulty. On meeting a man, I would forget his name in thirty seconds, while now there are probably over ten-thousand men and women in the world whose names I can recall instantly on meeting them.

The question is, why improve our memories? What do we stand to gain? Well, consider your professional and social life; wouldn't it be marvellous, not to mention useful, if you were able to remember names, telephone numbers, addresses and

appointments without the aid of a computer or personal organiser? Similarly, how often have you been stuck for something interesting to talk about at a social gathering just because nothing springs to mind or you aren't certain of the facts?

By improving your memory, you will also improve your concentration levels, conversational skills, and your ability to make informed and intelligent decisions. You will also enjoy a boost in self-confidence and, almost certainly, popularity. If this isn't reason enough, a full and active memory has been scientifically proven to combat dementia and even prolong life. In a moment, I will introduce you to Dr Debra Beckinsale, of the University of London. When it comes to the mind, she's a firm believer in the 'use it or lose it' philosophy. But first let's take a look at that most astonishing, though I might add underused, organ – the human brain.

What is memory? Well, memory comprises immediate or 'short term' memory which allows us to retain information to maintain a train of thought or to perform a task, and 'long term' memory which stores information for months, years or even a lifetime. Memories are formed by chemical changes between the nerve cells here in the cerebral cortex, thalamus and hippocampus. Each time you learn something new, chemical changes cause new pathways, or memory traces, to develop between neurons. These pathways can be activated at any time to reproduce the thoughts we call memories. Now, these areas of the brain are also ... (fade out)

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## Unit 9 – The Image Business

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### ➤ Tapescript for Exercise 3b, 3c (p. 191)

Well, I'd inherited quite a sizeable sum of money from my late aunt, and I wanted to invest it, so when I came across this ad in the paper for the Charterhouse Investment Bank, I was interested, though I'd never heard of the bank before. It was a very impressive advert – a full-page spread, very professional-looking – and seemed to offer just the scheme I was looking for: low risk investment, high interest rate, and easy access to funds with only a day's notice required. So I rang up and this guy came round to my house the next day – Piers Smythe-Tomkinson he called himself. Very well turned-out, he was, in a smart suit, designer-label watch and briefcase – immaculate appearance – he sort of exuded the air of wealth and professionalism. His manner inspired confidence too – charming, polite, not too pushy. And I was impressed by the flashy brochure he gave me (I still have it actually), with photos of the rather plush premises, with smiling staff, at a very prestigious Mayfair address.

So I signed on the dotted line – and invested my inheritance in the Charterhouse Investment Bank – or so I thought. The first interest payment was due after a month, and I was supposed to be notified by written statement through the post. Well, I waited, and waited, but nothing. So I rang the number on the brochure – no answer. I rang again, and again..... and again – nothing. Well, by that time I was starting to get a bit suspicious, so I went up to town to call in at the bank's main office itself, in Mayfair. But would you believe it, the address was a jewellery shop, and they'd never heard of the Charterhouse Investment Bank. So that was that. You can imagine how I felt – all that money down the drain – I was frantic. The whole thing had been a big con and I'd fallen for it. How could I have been so stupid? Of course I went to the police, who didn't seem surprised – apparently I wasn't the only one to be duped. But they couldn't really do much as our friend had quite simply vanished. Anyway, just recently I heard on the news that a Mr Peter Smith (Piers Smythe-Tomkinson indeed!) had been arrested for fraud – but I'm still waiting to get my money back. Some hope!

### ➤ Tapescript for Exercise 1c (p. 198)

Whether you're in the process of job hunting or just settling into your first job, the following steps are a must if you want to transform your grungy student image into a stylish 'ready for the world of work' look.

The first thing to recognise is that image is important. You will be judged by your potential employer in the first five seconds of meeting them and 93% of the overall impression you'll make will be based on the way you package yourself.

First, clothes: in general, suits are a must. But depending on whether the company has a dress-down culture or more formal code, dress accordingly. Guys, go for dark charcoal. Accompany it with a coloured shirt and make sure there is some contrast in the tie. Women should find a suit to match their personality. But avoid a dark navy suit with a white blouse. Try a little colour – perhaps an olive green contrasted with some brown.

Don't worry, a good suit needn't cost you a fortune. You can pick up a good quality one for between £100 to £150. But watch out for cheap looking buttons, threads hanging loose or a suit that will crease easily. The better the fit, the more expensive the suit will look. And make sure the fabric isn't shiny; you don't want to look frivolous.

Forget about borrowing a suit. It probably won't fit you and will make you feel uncomfortable. This will be reflected in your behaviour and you'll give off a negative vibe.

Also, pay attention to detail. For example, don't look sloppy and do polish your shoes! Unpolished shoes do not go unnoticed. And accessories should be chosen carefully – fashionable, but not trashy. Shoes, bags and belts should all co-ordinate. But steer clear of orange and yellow – they aren't professional colours – and avoid pastel colours, which look ineffectual.

For female candidates, make-up is essential. But it must look natural, and never overdone, and the lipstick shouldn't be bright. Men should make sure they've had a fresh wet-shave. Put moisturiser on afterwards and be careful with after-shave as it may cause blotches.

Body-language is really important, too. Keep eye contact with the person speaking to you. Always smile – it displays confidence, even though you may be terrified. A good handshake scores well, so test yours on your friends before you go into an interview. And always hold your posture. Don't slump – sit upright.

### ➤ Tapescript for Exercise 2b (p. 198)

- Man:** What I hate most is how long it takes to get ready for a shoot. I'm up at five most days and they usually work on me for a couple of hours. It's quite a complicated procedure – they have to build it up layer by layer – and I end up quite hideous, with bits sticking out all over – a real sight for sore eyes! Not something you'd like to meet on a dark night. And it takes a good half hour to get it all off again.
- Man:** I never cease to be amazed by the end result – a complete transformation! And it's weird to see yourself in the mirror and realise that it really could be you looking like that – a few extra bars of chocolate a day for a couple of years is all it would take! It's pretty hot and sweaty, too, and quite cumbersome carrying around all that extra bulk – but at the end of the day it's worth it just to get people laughing.
- Woman:** I must admit I take great pride in my work. You need quite a lot of on-the-job training, which is hard but exciting. Like the job – it can be so varied, you have to create so many different looks. Take today, for example, my task is to get rid of good looks, not enhance them. The main character has to appear thirty years older, so I have to imitate the ageing

process – lines, wrinkles, the lot. It can be quite tricky as some actors are really reluctant to let me make them less attractive, and at times put up a lot of resistance.

- Woman:** People have experimented for years with different ways of making it, using all kinds of unlikely concoctions, including ink, fruit juices, tomato sauce – you name it, it's been tried. But it was always too thick or too runny, and never quite the right colour. What I find works best is a mixture of syrup and food colouring thinned down a bit. It's cheap and easy to produce and looks authentic. Sticky, I agree, but effective.
- Man:** I always insist on the details being absolutely right. If someone's supposed to have been punched in the face the day before, for example, he has to look like it. I don't care what it takes them to get it right. And then sometimes I decide there has to be a retake of part of a scene, so there's the danger that some slight difference in the appearance of an actor will make the whole scene implausible. There's a very critical audience out there, you know.

### ➤ Tapescript for Exercise 6 (p. 199)

#### Part 2

**Interlocutor:** In this part of the test, I'm going to give each of you the chance to talk for about one minute and to comment briefly after your partner has spoken. You will have the same pictures to look at, but your pictures are in a different order. Please do not show your pictures to each other.

Hans, it's your turn first. Look at the pictures showing some people's faces. I'd like you to describe two or three pictures, saying what sort of personality the people might have and what they might do for a living.

**Hans:** The first man is sitting sideways on to the camera and has a big smile on his face. He looks relaxed, and is casually dressed in a shirt open at the neck. He wears glasses and his hair is quite long. I would say he is outgoing and sociable, somebody it would be easy to meet and get on with. I'd guess he is something like a college lecturer or tutor, an approachable kind of person that enjoys being with young people.

Then there's a rather stern, serious looking man who doesn't look approachable at all. He looks sort of distinguished, someone who is at the top of his profession – an actor, say, of the old school, or an eminent doctor. He does look confident and dependable – and very respectable.

Now here's a thoughtful looking man. Or perhaps dreamy rather than thoughtful. He's the youngest looking person in the photographs, and seems fairly unassuming and introverted, or maybe he's just got a lot on his mind. It's difficult to guess what he does, perhaps he's a student, but he does look a bit artistic, so maybe he does something in the arts, you know, a musician perhaps.

**Interlocutor:** Thank you. Nicole, which two pictures weren't described?

**Nicole:** Well, he didn't talk about the man in the red shirt who is laughing or the man in the grey shirt who looks a bit doubtful or uneasy about something.

**Interlocutor:** Thank you. Now it's your turn, Nicole. Look at these photographs which show people wearing masks. Describe two or three of them, saying what reasons there might be for wearing these masks.

**Nicole:** I like that one, with someone dressed up as a skeleton, with a mask like a skull. It's more funny than scary. I suppose he or she must be going to a fancy dress party, or it's carnival time when everybody dresses up. Or it could be Halloween when people dress up as witches and ghosts and spirits and things like that.

Next, there's a young woman who's not exactly wearing a mask, but has her face covered in some kind of cream – and she's wearing a towel on her head. This is some kind of beauty treatment she's having: a facial, I think it's called. She might be doing it herself at home or she could be at a beautician's.

Then there's this picture which I think is of someone who does fencing, you know, fighting with swords. Well, of course you have to wear a mask for that because it would be too dangerous otherwise – you could easily be wounded or lose an eye if you didn't wear a mask.

**Interlocutor:** Thank you. Hans, which pictures weren't described?

**Hans:** The two she didn't describe are the one which I think must be to do with medicine and the one with the girl with a very strange metal thing on her head which makes her look like a robot. I think the first is either a doctor or someone in a laboratory who has to wear a mask to protect themselves from, say, a virus or something infectious. And the second? Well, it could be a mask that you wear so you can do virtual reality games, but I'm not sure.

**Interlocutor:** Thank you.

### Part 3

**Interlocutor:** Now, I'd like you to discuss something between yourselves, but please speak so I can hear you.

Here are some pictures showing people at work. Talk to each other about the importance of the visual image in each job. Then decide which job is the most difficult to do well.

- A:** Starting with A, well, I think the importance of visual image is obvious, that's what the artist's job is all about, attempting to get a message across by using visuals rather than words. If he does his job well, he can communicate anything through the use of image, colour and style, while at the same time making his work eye-catching and pleasant to look at.
- B:** Yes, but not all artists, and I'm thinking of modern artists here, are interested in producing visually pleasing work, are they? In fact some believe they can best get their message across if their work is shocking or ugly, which of course still relies on visual impact. I think the same can be said of film and the job of a director, as shown in B. His craft is to use lighting and images to communicate moods and feelings that cannot be expressed in words.
- A:** But don't you think that kind of filming has become almost obsolete with the introduction of special effects that have progressed almost to the point that there is no longer a need for a plausible plot line and good acting?
- B:** Yes, I do, which just goes to show that visual impact is everything in modern film making. And I think the same can be said about the music industry. While C shows veteran rock stars, The Rolling Stones, whose musical talent is beyond doubt, I think that the success of more recent pop stars is based on having the right image rather than their musical ability, so I'd say that, once again, visual image takes precedence over content.
- A:** In some cases, yes, but not all. There are plenty of talented musicians out there if you really want to listen to good music. Anyway, moving on to D, I'm not sure, but I think he's a flower arranger. In this instance then I think it's fair to say visual image is the focus here, in other words, creating an arrangement that is visually attractive and that involves harmonising and balancing colour, rather like the painter in A.
- B:** So which job do you think is probably the hardest to do well?
- A:** Hmm, that's a tough one because all of them require a great deal of talent and skill, but if I have to choose one, I'd go for the rock star because so many talented musicians never make it. What about you?
- B:** I'd certainly agree that making it as a rock star is difficult, although I'm not sure I'd call the job itself difficult, at least

not in comparison to the director who has to approach every film he makes from a fresh angle and come up with a new approach, not to mention deal with difficult actors and stick to a tight budget. No, I think I'll go for the film director.

**Interlocutor:** Thank you.

## Unit 10 – Shop Around

### ➤ Tapescript for Exercise 3 (p. 211)

It's clear from the results of our shopping survey that shopping habits generally depend on age group and, perhaps obviously, financial situation, more than on any other factors. For a large number of middle-aged middle-class parents (about 65% of our sample), shopping really means the weekly food shop at a supermarket close to home – they don't claim it's fun (only 23% said they got any enjoyment out of it), but it has to be done. Choice of supermarket depended on several factors, like prices, choice of goods, opening hours and, for more than half of them, size of car park. Meanwhile the vast majority (82%) of teenagers, are into boutique shopping for fashion clothes and accessories – if they can afford it – but most are certainly not averse to picking up a good bargain at a street market – about 75% of under 19's gave street markets as their second choice of preferred shopping venue. Their reasons? It's a pleasant thing to do on a Saturday morning, with your pals of course. Street markets offer good value for money and a wide range of trendy teenage wear. And it's always nice to be outside after being cooped up in school all week.

### ➤ Tapescript for Exercise 1c (p. 218)

My friends call me Geoff the Jeweller and I've been in the trade since 1960. It wasn't exactly what I'd planned. When I left school I had no idea what I wanted to do, my childhood dream of becoming a drummer in a band having gone the way all dreams go. It was a cousin who happened to mention that a well-known jeweller's was opening a new branch near my home. So I hot-footed it over for an interview and, much to my surprise, I got the job. I later discovered it was all due to the fact the boss's sons were at Trinity High – my old school – and there was me thinking that school had done me no good whatsoever! So, I started in the jewellery business and I've never looked back. Now I have my own shop, but over the years I had three different bosses, one of whom was hit by bankruptcy! But that's another story. Anyway, I still love my job. Of course it's a different world now. Back when I started they wouldn't let you serve a customer for the first six months or so! I just had to watch and learn – and believe me there's a lot to learn. But these days, youngsters think they know it all and want to take over the shop after two weeks!

Even so, jewellery is still quite a traditional, old-fashioned business – with old-fashioned ideals. Our assistants must respect the client – they should listen, advise, (and sometimes even choose for the client if they can't make up their minds) and if you treat them well there's a good chance they'll come back. You'd be surprised at the amount of return custom. There's skill and money involved but I'd say respect is the main thing. There's also always something to be done. You won't see our assistants chatting or doing their nails. If nothing else they clean the items on display. I also make sure the assistants don't pressurise clients the moment they come in. We let them look at the displays until they make eye-contact, which means they need assistance. I think there's been a change in the way we deal with clients – now we do try to make the customer feel at ease, whereas jeweller's shops used to be places that really did inspire awe, and

customers had to pluck up courage to come in – only the very brave dared enter – and in line with that image, our manner was far more distant ...

### ➤ Tapescript for Exercise 2b (p. 218)

**Interviewer:** It's that time again, the January sales, and as tills ring with record takings, men are out in force. Gone are the days when they had to be dragged round the shops. Adam Cole, editor of the leading men's fashion magazine, *Suave*, is here to discuss the emergence of what's being termed by the media, 'hobby shopping'. Adam, what's it all about?

**Adam:** What it's all about is men who love to shop. The media have cottoned on to the fact that more and more men are going out and shopping for themselves and, what's more, they're enjoying it. According to recent press reports, some would rather spend Saturday or Sunday afternoons browsing round the shops than going to the match!

**Interviewer:** So, what's brought about this change of attitude? Has it been a gradual thing?

**Adam:** Yes and no. First of all, it takes more than one thing to bring about a change like this. I think what it boils down to is that they simply had no choice. As women know, most men have to be forced into change. Nowadays, men, with most of their partners working, are being forced to take charge of their own lives, because they're finding that when their wife has been at work all week, the last thing she wants to do on a Friday night is go and buy them trousers!

**Interviewer:** So you're saying it's a change in women's attitudes that has brought about a change in men's?

**Adam:** I think it's true to say that the blurring of gender roles has played a major part in arousing men's growing interest in shopping. Now that women are allowed into what was traditionally male territory, certain jobs, football, rugby and the army, men are also thinking, "Right, I can play them at the same game." Also, the rise of style magazines exclusively for men, like *Suave*, has helped to fuel men's interest in fashion. Thanks to them it's become a lot more acceptable for men to be interested in design these days. It's no longer considered unmasculine by either sex for a man to care about his appearance or smell nice because men are now being exposed to the same images of physical perfection as women and feel much the same pressure to look good.

**Interviewer:** So how are stores coping with this change in men's shopping habits?

**Adam:** Very well, in fact. Now that retailers have become wise to the fact that men are shopping for themselves, they're milking it for all it's worth. Traditionally, men shopped in what were termed 'smash 'n' grab raids'. In other words, they would storm in the door, buy the first thing they saw that fitted and then escape, so naturally, men's gear would be positioned by the door. Anything placed too centrally in the store didn't sell, at least not to male shoppers. That's all changed. Menswear shops have become more men-friendly, if you like. You'd be amazed by what's on offer in some of them, comfy armchairs, tea and coffee, even sports videos! It's all geared around the new more relaxed male shopper. This all points to the fact that men are shopping more as a leisure pursuit these days, much as women have always done, and what's more, they're not just looking for the odd anniversary or birthday gift for their girlfriend or wife, they're actually shopping for themselves.

**Interviewer:** So it isn't only the way men shop that has changed, but also what they shop for.

**Adam:** Look, while it's true that men are spending more on clothes and toiletries than ever, boys will always be boys, and have always liked boys' toys, and, let's face it, more of the new-age toys available are attractive to men because of the increased

use of gadgetry and electronics. It's not enough just to have a mobile phone, to be cool a man needs a state-of-the-art laptop, wide-screen TV and a DVD, all of which appeal to a man's machismo as much as cars and motorbikes ever did.

### ➤ Tapescript for Exercise 5 (p. 219)

#### Part 3

**Interlocutor:** Now, I'd like you to discuss something between yourselves, but please speak so I can hear you.

Here are some pictures showing different ways to advertise products. Talk to each other about advertising in these ways. Then decide which you think is the most effective way of persuading customers.

**A:** The thing about advertising in the classified section of a newspaper is that you're aiming at a specific audience. You know, if you want to sell your car or lawnmower, you're going to get people who are looking for a car or a lawnmower reading the ad. You don't find people who have a range of products to sell advertising there.

**B:** No, you're right. In terms of reaching large numbers, TV is the most effective. I mean, millions of people are going to see your ad – whether they want to or not.

**A:** I agree. But it is expensive and you have to be a big enough company to advertise on a national scale, let alone internationally. Smaller companies, or shops and businesses, might find using advertising posters – you know, huge posters on hoardings – just as effective, and quite a bit cheaper.

**B:** Yes, or even advertise on local radio. Though I find ads on radio annoying. I suppose it's being used to seeing ads, whether they're posters or on TV. A lot of advertising images these days are very striking, that's why they can be so effective.

**A:** They're all effective in different ways, it's just a question of scale, of how big a public you want to reach.

**B:** But you always want to reach as many people as possible, even if you're selling your lawnmower.

**A:** OK, then. What about picture B, the brochure?

**B:** Well. I've always found that brochures, like the one in the picture, always sell things you don't want, or haven't thought about wanting. OK, there are travel brochures and they're a help, and catalogues sometimes, but that usually means shopping by mail order or something.

**A:** Yes. I can't say I've ever bought something from a brochure. You can never be sure of what you're getting. The pictures look nice, but ...

**B:** Mm. So, which do you think is the most effective way of persuading consumers to buy your product?

**A:** I don't think it's a hard choice. In my opinion it's definitely TV.

**B:** Yes. I go along with that.

**Interlocutor:** Thank you.

#### Part 4

**Interlocutor:** Do you think, on balance, that advertising is a good thing?

**A:** On balance? I suppose so. I think in the end it does benefit both the producer and the consumer...

**B:** ... and the middle-man. It might have some undesirable social effects, you know, certain products might in themselves be harmful. And there's no escaping it, so there's a bit too much of it about.

**A:** Ye-es. But it gives consumers a wider choice – among the same type of products – as well as a wide range of different products.

**B:** And the advertisers must make money, otherwise they wouldn't continue to advertise – so it works, and I suppose it all helps the economy. We're all better off.



**Interlocutor:** Do you think advertising should be subject to stricter controls?

**A:** Yes, I do. Certain things should only be advertised at certain times ...

**B:** You mean after the kiddies have gone to bed?

**A:** Well, yes. And I think there should be stricter controls on targeting the very young market – early teens and younger.

**B:** Yes, and on negative stereotyping too. You know, the good little housewife whose greatest joy in life is doing the washing up.

**A:** I couldn't agree more. It's demeaning, isn't it?

**Interlocutor:** Have you ever been persuaded to buy anything which you later regretted?

**A:** I can't say that I have. I don't really pay much attention to advertising, unless there's something particular I'm after and I want to compare prices and so on.

**B:** I was once. This salesman came round to our house selling some handy little electronic kitchen gadget that seemed to do everything. You name it, it opened tins, you could use it as a mixer, peel fruit and veg, and so on.

**A:** Well. What happened?

**B:** Nothing. That's the point. It seemed to work perfectly well when he was demonstrating it, but when I came to use it later it refused to work.

**Interlocutor:** What makes a good advert?

**A:** For me, a good advert is one that sticks in the mind, which usually means that it's funny or witty in some way.

**B:** Oh, I like the ones which have exciting special effects or interesting music.

**A:** Mind you, all this doesn't necessarily make them good ads. A good ad is surely one that sells the product, not just amuses the viewer.

**B:** I suppose you're right. But most of the time you're not going to buy what's advertised, anyway, so it might as well be entertaining.

**Interlocutor:** Do you think that people generally are too materialistic nowadays?

**A:** Oh, yes. I suppose with all these advertising images around us, everywhere, we're brainwashed into wanting more and more.

**B:** Yes. For one reason or another we're all very money conscious, and spending, especially on luxuries, is one way of showing how well we're doing.

**A:** I don't think it's a good thing, though, all this keeping up with the Joneses, you know, having to have what your neighbour's got, or better.

**B:** Yes. It's as if we judge people, or think we're judged, by how much we have – which can't be a good thing.

**Interlocutor:** Thank you.

## Self-Assessment Module 5

### ➤ Tapescript for Exercise 4 (p. 237)

Although he himself was evasive about when and where he was born, Joseph Mallord William Turner was born in London in 1775 – though the precise date remains unclear. His insistence that he was born on St George's Day, 23 April, may be just a patriotic fiction.

It was when he went to school at the age of ten that he discovered his artistic talent. Not a good student, he concentrated instead on drawing and amazed others with his skill. By the time he was twelve, his father was displaying his son's efforts in his shop window and selling them for up to three shillings apiece.

He attended night school and, in 1789, aged only fourteen, gained admission to the Royal Academy Schools. The following year he displayed his first watercolour at the RA, but it was in 1796, when his first oil painting was exhibited, that he gave the first glimpse of what was to come. Entitled *Fishermen at Sea*, its stormy scene not only engages the eye, but captures the imagination and the emotions as well. It was, as a critic of the time said, "the work of an original mind".

For the next several years he followed a conventional path. He was elected at age twenty-four to associate membership of the RA, a bastion of traditional artistic values, and in 1802 gained full membership. Thus his entry into the mainstream was complete. The commissions and money started to come in, he opened his own gallery, and, in pursuit of inspiration, he began to travel across Europe. By his mid-thirties, Turner had everything an artist could want: critical acclaim, academic respect, and a book full of commissions bringing in the modern equivalent of 100,000 pounds a year.

Yet, while the subjects of his paintings were still largely conventional, critics began to see a change in his style. And not all of them liked it. He was moving away from the representational style of the old masters he had so admired. His work became increasingly suffused with light and colour, creating atmospheric and sometimes unearthly effects far removed from the detached quality of conventional landscapes. By hinting rather than depicting, Turner's work compelled the minds of his viewers to work harder, and they were rewarded by having a sense of feeling as well as seeing the scenes before them.

Turner himself said, "My business is to paint not what I know, but what I see."

Half a century before the term would be used by a band of French painters, Turner was pioneering a new form of visual art, which attempted to create not a photographic replica or an idealisation, but an impression. Turner was offering a new direction – one in which a painting would go beyond the visual senses to the emotional and transcendent.

Twenty years after Turner's death ... (fade)

## Unit 1 – Something to Shout About

### 1 a. Answer Key

- 1 (a marriage) proposal      3 accepted  
2 (love at first) sight

### b. Answer Key

- 1 A      2 C      3 B

### c. Suggested Answer Key

- 2 A: She might have been going on a business trip or on holiday – it sounds as if she was on her own – when, as she says the plane hit some turbulence, and the man sitting next to her spilt his coffee ...

B: Yes. Imagine ... She turned to look at him, probably going to shout something rude at him, you know, 'You stupid, incompetent whastit ...', but saw he was incredibly handsome and fell in love immediately.

A: It's a bit Bills & Moon, though, isn't it?

- 3 A: I think I know how s/he felt. You get the post, you're expecting the reply, you're both excited and scared ...

B: Yeah. It's like waiting for your final exam results.

A: ... and if s/he's anything like me, s/he just stared at the envelope for ages until finally s/he plucked up the courage to rip it open and find out whether it's good news or bad.

B: Luckily, this time it was good news.

### d. Suggested Answer Key

#### Situations

- winning the lottery, unexpectedly finding something valuable/pleasant/useful/, etc.
- the birth of a child, being reunited with a long-lost friend/relative, etc.
- on some achievement, e.g. graduating from university
- e.g. when somebody has done you some kindness or a favour
- at an outstanding performance of one kind or another
- some life-changing event: birth of a child, death, marriage, loss, etc
- at a daughter's wedding

#### Short Monologues

- The other day I was bored, and decided to get my metal detector out of the garage and pass the time. Nothing much happened – it rarely does. Then the thing started beeping like mad. I dug up this old coin – didn't look like much, but I cleaned it up and took it to be valued. And do you know what? This bloke told me it was Anglo-Saxon or something and worth thousands of pounds. I couldn't believe my luck!
- It was when my son, a journalist, had been held prisoner for three weeks by rebel troops in Angola, where he was covering the war. Then I got news he'd been released and was being flown back home. When we met at the airport I just couldn't hold back the tears of joy.
- My parents insisted on flying half-way round the world for my graduation ceremony. I didn't want all the fuss, but, you know ... Anyway, when I got up to the podium I looked their way and I could see they were bursting with pride – so was I for that matter.
- It wasn't much, but one day, on my way to work I saw this old man standing at the edge of the pavement. He was blind and looked lost and scared. So I asked him if he wanted any help and took him where he wanted to go. I was surprised at how visibly touched he was by this small act.

- A friend of mine and I were at an outdoor café, when a couple of buskers came along. They weren't bad, and my friend decided to join in. He borrowed one of their guitars and started singing. I was a little embarrassed. But when he'd finished, there was a moment's silence, then everyone at the café broke into spontaneous applause.

- For me the defining moment was when my wife gave birth to twins. Naturally, I was delighted, but it certainly makes you think. I realized this would profoundly affect our future plans and that life would never be the same again.

- It was when my younger sister got married. Dad seemed OK and in control until it was time for him to make a speech at the reception – then he became particularly emotional. It was rather sweet, really.

### 2 Answer Key

- |                 |              |             |
|-----------------|--------------|-------------|
| 1 at ease       | 4 amused     | 7 cheerful  |
| 2 frustrated    | 5 tearful    | 8 delighted |
| 3 disillusioned | 6 displeased |             |

### 3 a. Answer Key

- positive, unfazed, contented
- confident, persistent, undeterred
- firm, aggressive, assertive

### b. Suggested Answer Key

- A: No matter how crazy things get at the office, the boss always remains totally ...

B: unfazed

A: Sitting here on this quiet beach with a book makes me feel happy and ...

B: contented

A: When you go for a job interview, it's important to act ...

B: positive

- A: Losing weight made me feel a lot more ...

B: confident

A: It's hard to say no to him because he's so ...

B: persistent

- A: A good teacher should be fair but ... with her pupils.

B: firm

A: Whenever someone disagrees with him, he tends to get a bit ...

B: aggressive

A: Janet just can't say no to anyone; she needs to be more ...

B: assertive

### 4 Answer Key

- 1 A      2 B      3 B      4 A      5 A      6 B

### Suggested Answer Key

- shocked those who played or were interested in tennis with his amazing ability
- discovered the cause of the problem
- do great things
- work long hours
- examine every clue, look everywhere
- through good times and bad times

### 5 a. Answer Key

- |                      |                      |
|----------------------|----------------------|
| 1 instructor, master | 4 commander, officer |
| 2 director, manager  | 5 captain, skipper   |
| 3 dean, principal    |                      |

**b. Answer Key**

- |   |                         |
|---|-------------------------|
| 1 instructor, master                                | 5 leader, captain       |
| 2 chief   | 6 principal, headmaster |
| 3 instructor  |                         |
| 4 director, manager,<br>coordinator, chairman, head |                         |

**Suggested Answer Key**

- How amazing! This bloke I played chess with at school has become a chess master and is playing the Russian champion next week.
- You'd better let the editor-in-chief see that article first, it might be considered libellous.
- I've got a new yoga instructor, who concentrates much more on the breathing exercises than on meditation.
- Mr. James is a company director, but he doesn't actually work here. He only comes to the office when there's a board meeting.
- I'm not so sure Bill is a good choice for team captain. He's a great rugby player, but not a real leader.
- After years of dedication to the school, both as a teacher and a housemaster, Mr. Piles has been appointed headmaster of Ripley High, effective from next term.

**6 Answer Key**

- |           |          |         |
|-----------|----------|---------|
| 1 carried | 5 keep   | 9 world |
| 2 worn    | 6 clouds | 10 rubs |
| 3 carried | 7 top    |         |
| 4 wore    | 8 steals |         |

**7 Answer Key**

- phoning him, to be/being interrupted
- going out, watching
- going to Canada, to go to
- to go to college, quitting/giving up
- talking to, giving him
- going out, ordering
- his travelling, experiences

**8 Answer Key**

- |               |               |                    |
|---------------|---------------|--------------------|
| 1 outline     | 6 potential   | 11 accomplishments |
| 2 unqualified | 7 imitators   | 12 infinite        |
| 3 users       | 8 growth      | 13 pushy           |
| 4 coverage    | 9 exceptional | 14 obsessive       |
| 5 editors     | 10 connection | 15 breakdown       |

**9 Answer Key**

- |         |        |        |         |
|---------|--------|--------|---------|
| 1 the   | 5 they | 9 out  | 13 been |
| 2 which | 6 are  | 10 and | 14 has  |
| 3 have  | 7 on   | 11 ✓   | 15 ✓    |
| 4 ✓     | 8 away | 12 day | 16 an   |

**10 Answer Key**

- |               |           |                    |
|---------------|-----------|--------------------|
| 1 working     | 6 the eye | 11 negative things |
| 2 involves    | 7 avoid   | 12 gain            |
| 3 on time     | 8 cool    | 13 appreciation    |
| 4 in mind     | 9 lies    |                    |
| 5 caught/held | 10 offers |                    |

**11 a. Suggested Answer Key**

- I imagine he will use surveys as examples, both of those in the upper income brackets and those less well off. These surveys will probably reveal facts about life expectancy, and general well-being, outlook on life and optimism. He may also refer to well-known millionaires and give us their opinions on wealth, plus people who have had a windfall of some kind, like a win on the lottery or an unexpected inheritance. He might even use friends and acquaintances as examples.

- Money helps in many areas of everyday life, perhaps most. First of all, it helps to improve all the basic necessities of life; diet, where you live, how much leisure time you have, your health and, of course, work. If you have enough money you can choose what work you want to do, or even not work at all. I think it gives you both security and freedom: the security to take risks and the freedom to do or buy whatever you like, or travel whenever and wherever you like.  
I suppose it could make life worse if it was a cause of worry to you: if you always worry about losing it all, or about being burgled or even kidnapped for ransom. It can also have an effect on personal relationships: you don't know if somebody likes you for yourself or simply because you're rich and they want something from you.

**b. Suggested Answer Key**

- J. Paul Getty** – one of the world's richest men, now deceased, felt that if you could count your money you really weren't all that wealthy.
- Andrew Oswald & Jonathan Gardner** – Professors at the University of Warwick, conducted a study on how having or not having money affects people's happiness.
- Dawn Wilby** – lottery winner of 4 million pounds, was not happy because she wasn't working, took a low-paying job.

**c. Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 A | 3 B | 5 A | 7 C |
| 2 D | 4 C | 6 B |     |

**12 Answer Key**

- runs contrary to** – goes against, opposes  
**loaded** – wealthy  
**mortality rate** – number of people who die  
**insinuations** – accusations  
**ensuing** – later, further  
**maintained** – argued  
**content** – satisfied  
**replete with** – full of  
**purportedly** – supposedly  
**discounted** – disregarded  
**arose** – came up, occurred
- well-off, loaded, affluent, well-to-do

**13 Answer Key**

- 1 1 lls. 4-5      4 lls. 38-39      7 global meaning  
2 lls. 12-14      5 lls. 53-55  
3 lls. 34-36      6 lls. 101-106
- His reading audience, those that might be disappointed that money can actually buy happiness.
- greeted with raised eyebrows** – met with shock or surprise  
lls 90-94 – the studies are very subjective and could be compared to the example where somebody judges their entire marriage by the awful relationship they have with their wife's mother  
lls 99-100 – Hawaii is such a paradise that only a true cynic could complain about being bitten by mosquitoes in such a fantastic place
- Suggested Answer Key**  
'You must be mad or deranged!'  
'No, no! That's not what I mean. I don't mean that X amount of money means Y amount of happiness. What I mean is, lots of money makes things easier in your life and grants you lots of time to do whatever you feel like doing.'

## 14 Suggested Answer Key

- 1 I think all in all that his conclusions are right. I've always thought that you had to make your own happiness, rich or poor, but obviously having more money is going to make it easier to be happy – or if you're already happy, happier, and for the reasons he gives. None of the evidence really surprised me, and surveys aren't necessarily reliable, but I think that we all suspect that having more money – or at least enough to prevent life being a struggle to pay the bills – would make life a far more enjoyable affair. Also, I think a lot of the evidence speaks for itself, especially when it comes to health and medical care.
- 2 With £10,000 I might just about get back into the black – after paying off my debts and mortgage. But it would make things less worrisome and a load off my mind. Now, £100,000 would certainly make life more comfortable, but you couldn't go mad with it. It's not enough to buy a house, for example, but if you invested it wisely you'd sleep better at night. A million? It's long been the magic number, hasn't it? – though I hear that millionaires are two a penny in this country these days. A million would do very nicely, thank you. It would take care of most things, most importantly the children's education and being able to give them the best. Naturally I'd invest some. What would be the first thing I'd buy? Difficult to say, because with that amount so many things suddenly become available, but I think the whole family would like a holiday house by the sea.

## 15 a. Suggested Answer Key

- 1 Yes, of course we had parties to celebrate our birthdays. It's all so long ago now, but I do remember it being all balloons and jelly and cake and games and wearing your party clothes. They were very special and happy occasions, and I still have one or two photographs from back then. Quite embarrassing really.
- 2 If it's a children's party you're talking about, then apart from the cakes and sweets, I think that having plenty of games and little presents is the most important ingredient for a successful party.
- 3 1 something that needs to be done, preparation. 2 being too organized or controlled 3 a word to do with what kind of party it is, so that the partyware is appropriate 4 probably a time word: a week, two weeks, etc. 5 some extra children 6 the amount of food per person 7 something like 'covered' or 'wrapped' 8 difficult? competitive? 9 star, most important person

## b. Answer Key

- |                      |                       |
|----------------------|-----------------------|
| 1 (careful) planning | 6 1.5/one and a half  |
| 2 perfection         | 7 wrapped             |
| 3 theme              | 8 too competitive     |
| 4 (about) a month    | 9 centre of attention |
| 5 a couple extra     |                       |

## c. Suggested Answer Key

No, not really. I can't remember any disasters or upsets. The parties themselves were all great fun and happy affairs. The only thing, once or twice, I didn't like was having to wear clothes I didn't like. Otherwise I just have fond memories. Are we talking about children's parties or any party? I suppose there are lots of things that could ruin a party. The atmosphere or mood is important – and it only takes one person to spoil that, so the choice of guests is important. Not having enough food or refreshments could be another, not having the right music, and so on. To throw a successful party you really have to take a lot of things into account.

16 See tapescript for Ex. 18 for Suggested Answers

17 See tapescript for Ex. 18 for Suggested Answers

## 18 Students' own answers

## 19 a. Answer Key

**Dialogue 1:** Somebody is trying to persuade a student to take a certain course in university.

**Dialogue 2:** A manager is trying to dissuade an employee from resigning from the company.

In dialogue A, speaker A is defending his decision.

In dialogue B, speaker A is trying to persuade speaker B to stay.

## b. Answer Key

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 want to reconsider    | 7 taken everything into account |
| 2 in your own interests | 8 really do feel that           |
| 3 I know what           | 9 more time to think about it   |
| 4 your decision         | 10 long and hard                |
| 5 be persuaded to       | 11 you wish                     |
| 6 I don't think it's    |                                 |

## c. Answer Key

## • try to persuade

- Are you sure you don't want to reconsider? (dialogue 1)
- But don't you think it's in your own interests... (dialogue 1)
- Couldn't you be persuaded to... (dialogue 2)
- Are you quite sure you've taken everything into account? (dialogue 2)
- Are you sure you don't want a bit more time to think about it? (dialogue 2)

## • rebuff the attempt to persuade

- but I feel certain that... (dialogue 1)
- I know what you mean, but... (dialogue 1)
- I don't think it's an option. (dialogue 2)
- Thanks, but I've already thought about it long and hard. (dialogue 2)

## • end their attempt to persuade

- Fine... I suppose it's your decision. (dialogue 1)
- As you wish. (dialogue 2)

## 20 Suggested Answer Key

- 2 Have you considered the consequences?
- 3 You do realise that if we don't act fast we might lose out on the deal, don't you?
- 4 OK, let me sleep on it.

## 21 a. Suggested Answer Key

- 1 A: You can't be serious! Have you considered the consequences? What about the future?  
B: The future? We're wasting time here. We could be out there earning money now, getting a foot in the door, building a career. Anyway, my mind's made up.
- A: It's all a bit sudden, isn't it? You've not mentioned dropping out before. Perhaps you should think about it some more.  
B: There's no point. Getting a degree doesn't mean there's a job waiting for you at the end of it.
- A: No, but you have a much better chance of getting a good job at the end of it. It's a good investment if you like.  
B: I know what you're trying to say, but I really have thought long and hard about it.
- A: I think you'll regret it in the long run. It's a crucial decision.  
B: I know. And I'm not going to change my mind.  
A: Well, it's your life.

- 2 A: I've been thinking about this project, and I've come up with one or two ideas I'd like you to look at. See what you think.  
 B: OK. But I think it's just right the way it is. We don't need to change anything.  
 A: But this should speed things up.  
 B: That's just what we shouldn't do. This one needs to be handled carefully.  
 A: But if we don't move fast, our competitors will get there before us and we'd lose out; all that hard work for nothing.  
 B: I see what you mean, but ...  
 A: I really think it would be a pity if somebody got there before us because we were too cautious.  
 B: Yes. You might have a point. I'll take a look at your suggestions and let you know.
- 3 A: Do you really think it's wise to spend all your money on a new bike? What's wrong with the one you've got, anyway?  
 B: It's old, that's what. And it doesn't have all those gears and other stuff I want.  
 A: But those new bikes are so expensive. Why don't you save your money now, keep riding your old bike, and in a few months you'll have enough money to buy a bike and something else.  
 B: But I want one now. All my mates have one.  
 A: I thought you wanted to go on a skiing trip in the new year. What about that? You might regret it later if you spend all your savings now on something that's not strictly necessary, and have nothing left for later.  
 B: Well. Look, I really want a new bike, but I'll give it some more thought.  
 A: Yes. Why don't you sleep on it. You know, you could buy a cheaper bike and still save some money towards that ski trip.  
 B: OK, then.

**b. Students' own answers**

**22 Answer Key**

- 1 • my English penfriend  
 • suggestions for places to go, ways of meeting people, etc  
 • informal  
 • friendly, light-hearted style
- 2 • the manager of the agency we booked with  
 • the problems with the house and the reasons why we were not satisfied  
 • very formal  
 • polite, firm tone
- 3 • the editor of the newspaper • very formal  
 • reasons for disagreeing with the article (with justifications) • polite, firm tone

**23 Answer Key**

- 1 d Informal – drop you a line, let you know I've done  
 2 g Formal – I am writing with regard to  
 3 a Informal – I thought I'd, while things are quiet  
 4 e Informal – great to hear your news, you've settled in  
 5 b Formal – Our main objection is to  
 6 h Informal – Give it a try, let me know how you get on  
 7 f Formal – I insist that, within ten days, the purchase price  
 8 c Formal – a matter which, urgently in need of

**24 a. Answer Key**

- 1 Not only were your reporter's comments unfair, but they were also inaccurate./Your reporter's comments were not only unfair, but also inaccurate.

- 2 I am writing with regard to your article entitled 'The Future Looks Bad', which appeared in yesterday's issue of your magazine.  
 3 This is a very serious problem in my country, where a lot of people have a very low standard of living.  
 4 A huge number of people either play the national lottery or do the football pools.  
 5 These decisions should not be taken lightly, since they affect most of the community./Since these decisions affect most of the community, they should not be taken lightly.  
 6 Parties can be a lot of fun, as well as a good way to meet new people./As well as being a lot of fun, parties can also be a good way to meet new people.  
 7 Most people take their summer holidays in August when the schools are closed.

**b. Answer Key**

- 1 which                      3 when                      5 either  
 2 where                      4 since                      6 as well as

**c. Suggested Answer Key**

The topic sentence is clear and the writer supports this sentence by giving examples of ways to meet new people. One way to support the second topic sentence would be to give examples of how to find a place to live, such as looking on the college notice boards, finding out about accommodation on campus, and so on. Another way would be to explain that most colleges and universities arrange accommodation for first-year students, and to suggest writing to the college and asking for information.

**25 Answer Key**

- A 1 furious  
 2 the man who delivered it  
 3 didn't have much choice, really  
 4 chatted  
 5 something funny started happening  
 6 I dread to think what might have happened  
 7 messed about  
 8 was worth a lot of money  
 9 give me back  
 10 reckon I deserve some money
- B 1 disappointed  
 2 your representative  
 3 was left with no alternative  
 4 spoke at length  
 5 a problem developed  
 6 the consequences could have been disastrous  
 7 delayed  
 8 was vitally important  
 9 refund  
 10 feel that I am entitled to compensation

The first letter would not be taken seriously. The second letter is a good balance of controlled but firm language. The second letter could bring about the compensation requested.

**26 Answer Key**

- A 1 A letter giving advice/information.  
 2 My friend. An informal, friendly, light-hearted style is appropriate.  
 3 I will address my friend's questions and address the issue of settling in to an area after so many years away.  
 4 In the introductory paragraph, I will make any opening remarks and give my reasons for writing. In the first main body paragraph, I will tell my friend what the area is like these days, explain how it has changed and say whether or not it is expensive to live there. In the second main body paragraph, I will make suggestions about opportunities for

study in the area, how to find a place to live, etc. In the concluding paragraph, I will make my closing remarks and ask my friend to let me know what he/she decides to do.

5 **Suggested Topic Sentences for the first main body paragraph:**

You probably won't recognise the area these days.

Of course, a lot has changed around here since you moved away.

These sentences could be supported with examples of what has changed, and descriptions of new developments in the area.

**Suggested Topic Sentences for the second main body paragraph:**

Don't worry about finding study opportunities or a place to live.

You are bound to find everything you need here.

These sentences could be supported with examples of study opportunities in the area and suggestions about how to find suitable accommodation.

6 I could begin my letter with Dear and my friend's first name, and could end the letter with Yours truly/Best wishes/Love/etc and my first name.

B 1 A letter giving opinion.

2 The editor of the newspaper and possibly the readers of the newspaper. Formal style (polite but firm) is appropriate.

3 I will address the points in the article which I disagree with and explain what I had to do to achieve success as a student.

4 In the introductory paragraph, I will state who I am and give my reasons for writing. In the first main body paragraph, I will express my views about what was written in the article. In the second main body paragraph, I will explain what I had to do in order to succeed in my examination. In the concluding paragraph, I will express my hope that an article will be published apologising for the inaccuracy of this article and stating the truth about how hard students have to work in order to succeed.

**Suggested Topic Sentences for the first main body paragraph:**

Firstly, I feel that the article was not only inaccurate, but was also extremely unfair.

I was outraged to read such unfair and unfounded criticism of today's students.

These sentences could be supported by showing how inaccurate the points made in the article were, giving facts, statistics and examples.

5 **Suggested Topic Sentences for the second main body paragraph:**

My own experience as a student offers further proof of the inaccuracy of this article.

I have recent, first hand experience of studying for examinations and I can assure you that passing exams requires a great deal of hard work.

These sentences could be supported by explaining how hard I had to work in order to pass my examination.

6 I could begin my letter with Dear Sir/Madam, and end my letter with Yours faithfully and my full name.

**Suggested Answer Key**

A Dear Lisa,

Thanks for your letter. It's great to hear that you're thinking of moving back to the area – I miss having you around.

Of course, a lot has changed around here since you moved away. You probably won't even recognise the town centre. It's been completely rebuilt and is full of modern shops and trendy cafés and restaurants. A lot of young people have moved to the area because there are lots of job opportunities here and it's a really lively area. It can be expensive to go out in the evenings, as the restaurants and bars are pretty pricey, but generally the cost of living is not too bad. I suppose it's the same as anywhere else, really.

Don't worry about finding study opportunities or a place to live. There are several new colleges in the area now, where you can study for specific careers, like hotel management or childcare. There's also the university and an adult education centre, so you are bound to find a course to suit you. As for accommodation, you are welcome to stay with me until you find a place of your own – I've got a large spare room. There are always flats to rent in the town centre, though, and if you keep an eye open and check the local paper, I'm sure you'll find somewhere in no time.

I can't wait to hear what you decide to do. Write and let me know, won't you?

Love,

Tara

B Dear Sir/Madam,

I am writing with regard to the article published in yesterday's edition of The Evening Herald which claimed that passing examinations is no longer an achievement.

I am quite confident that I am not alone in feeling outraged to read such unfair and unfounded criticism of today's students. Not only is it an insult to all students to suggest that passing examinations requires little or no effort, but it is also quite inaccurate. The writer gave no justification for his comments, which suggests that he had no evidence to support his claims and was simply voicing an opinion which has absolutely no basis in fact. Had he compared the standards of modern examinations with those of examinations ten or twenty years ago, he would have found that, if anything, being a student today involves more hard work than ever before.

My own experience as a student offers further proof of the inaccuracy of this article. I recently spent three years at college preparing for an examination. This involved researching my chosen subject, producing written work, giving presentations and attending daily lectures and seminars. Like most students, I studied extensively in my own time and put a great deal of effort into my work in order to pass the final examination. I am extremely proud of my achievement, and deservedly so.

I hope that an amended article, giving a more truthful view of today's students, will be published, as well as a statement apologising for these inaccuracies.

Yours faithfully,

Sandra Phelps

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## Unit 2 – Escape Artists

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1 a. **Suggested Answer Key**

A picturesque, tranquil, leafy, isolated, crystal-clear water, serene, lush vegetation, secluded

B picturesque, heavy traffic, spires, bustling, lively, noise pollution, neo-classical architecture, exhaust fumes, historic, lofty buildings

C blistering heat, tranquil, bleak, desolate, sand dunes, barren, isolated, serene, secluded

D heavy traffic, bustling, towering skyscrapers, lively, noise pollution, exhaust fumes, commercial activity

b. **Suggested Answer Key**

B The hotel is situated in the heart of this historic and picturesque town surrounded by neo-classical architecture and dreamy spires.

C The barren and desolate desert plain stretched out endlessly ahead of them as they staggered over the sand dunes in the blistering heat.

D Skyscrapers towered over the lively and bustling city streets choked with heavy traffic.

c. Students' own answers

2 a. Suggested Answer Key

A A passport is associated with travel in that you normally need one to travel to foreign countries. Passports are very important documents and if you lose one or have one stolen, there can be great difficulties in obtaining another. There can also be problems if your passport has expired and you didn't realise it before you left for your trip.

B A ticket is associated with travel in that you normally need one if you plan to travel by train, plane, ship, etc. Again, tickets can be lost or stolen, creating great problems for the traveller.

C Suitcases are associated with travel in that one, at least, is needed for packing your clothes and other personal belongings when you go on a trip. Suitcases can be problematic if they weigh too much – you'll have to pay for the extra weight, they can get sent to the wrong destination, you can pick up the wrong suitcase by mistake, or, sometimes you have to wait a long time for it to be unloaded.

D Different currencies are used throughout the world, and thus are associated with travel. Nowadays, there are fewer currencies, thanks to the EU, but you can still have problems if you don't change your money before you leave home. Often exchange rates at banks can be very high, or sometimes it is difficult to find a bank which will exchange your money when you're visiting a foreign country.

b. Answer Key

- Visiting an information desk in an airport, port or bus/train station can be helpful if you have any questions about your ticket, your boarding gate/platform, or even to find somebody you have lost or can't find the person you're supposed to be meeting.
- A luggage handler might be able to tell you where your luggage has gone or they can take your details down and send it on to you once it has been found.
- The lost and found department in an airport, port or bus/train station can be helpful if you have lost any of your personal belongings while you are in transit.
- An exchange bureau is convenient for changing currencies. They are often open at strange hours and tend to be conveniently located in city centres and main hotels.

c. Answer Key

- A Information desk – airport, port or bus/train station
- B Taxi rank/public buses – airport, port or bus/train station
- C Meeting point – airport, port or bus/train station
- D Customs – International airports/ports
- E Luggage collection – airports
- F Snack bar – airport, port or bus/train station
- G Emergency exit – airport, port or bus/train station
- H Baby changing facility – airport, port or bus/train station

d. Answer Key

- sleeping compartment – T
- platform – T
- duty-free goods – A
- carousel – A
- window seat – A
- express – T
- boarding pass – A
- business class – A/T
- service station – C
- junction – C
- upper deck – B
- cruiser – B
- air traffic control – A
- rough crossing – B
- turbulence – A
- stop-over – A
- port of call – B

e. Suggested Answer Key

- D ... I sat down and started reading my book. I suddenly felt very tired and I must have fallen asleep because ...
- E the next thing I knew, someone banged into my chair and woke me up. I looked at my watch and realised I'd been asleep for two hours.
- F I rushed out of the snack bar to the flight information desk hoping my plane had been delayed more than two hours and that I hadn't missed it, but ...
- G when I got there, the desk was closed. I ran to the nearest monitor and scanned it for my flight – there it was BA 643 London – departed. I'd just missed it by ten minutes!

3 Answer Key

- |           |         |         |
|-----------|---------|---------|
| 1 beaten  | 5 place | 9 sky   |
| 2 swing   | 6 home  | 10 move |
| 3 flies   | 7 sea   |         |
| 4 nowhere | 8 rails |         |

4 Answer Key

- |          |           |          |
|----------|-----------|----------|
| 1 down   | 5 present | 9 off    |
| 2 loss   | 6 aside   | 10 least |
| 3 glance | 7 large   |          |
| 4 in     | 8 back    |          |

5 Suggested Answer Key

- 2 performance showed, once and for all, how talented she really was.
- 3 cast really make the show.
- 4 hero rode off into the sunset.
- 5 screen, people hailed her as the greatest actor to have ever lived.
- 6 night left a lot to be desired.
- 7 row will cost you a small fortune.
- 8 storyline left me dazed and confused as to what had actually happened.
- 9 effects, that film has had incredible ticket sales.
- 10 office went clear around the corner, we decided to wait.

6 a. Answer Key

- 1 It's been raining non-stop for 12 hours and ..
- 2 Mediterranean summers are hot and dry.
- 3 The weather is becoming increasingly wet ...
- 4 He usually goes to the football ...
- 5 Have you seen ... he has gone next door ...
- 6 The villain tries to escape in a helicopter, but Superman chases him and catches him.

b. Answer Key

- 2 a she's being awkward on this particular occasion
- b to become, to work as
- 3 a has a nice flavour
- b try, sample
- 4 a wasn't I carrying an umbrella
- b spend
- 5 a waiting for him to arrive
- b request that
- 6 a thinks she's becoming ill
- b touch
- 7 a there is a smell of smoke in the room
- b sniffing
- 8 a considering
- b of the opinion that

7 Answer Key

- |            |          |         |
|------------|----------|---------|
| 1 yourself | 6 there  | 11 of   |
| 2 around   | 7 to/for | 12 of   |
| 3 off      | 8 off    | 13 away |
| 4 some     | 9 just   | 14 one  |
| 5 to       | 10 even  | 15 of   |

8 Answer Key

- |                 |                  |               |
|-----------------|------------------|---------------|
| 1 sanctuary, an | 7 rituals        | 13 too        |
| 2 non-stop      | 8 filling        | 14 completely |
| 3 bath          | 9 CD             | 15 off        |
| 4 thorough      | 10 ✓             | 16 back. This |
| 5 magic, take   | 11 bath. Ideally |               |
| 6 ✓             | 12 ✓             |               |

9 Answer Key

- |              |                 |                |
|--------------|-----------------|----------------|
| 1 spot       | 6 in total      | 11 own         |
| 2 around     | 7 pay           | 12 publication |
| 3 facilities | 8 send in       | 13 scare       |
| 4 airfare    | 9 to type       |                |
| 5 runners-up | 10 true stories |                |

10 a. Answer Key

	Pepper	Davis	Fitzgerald	Sinatra
lived the longest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
had the longest career.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
did not play any instruments.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
led the most bands.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Answer Key

- |     |     |      |      |      |
|-----|-----|------|------|------|
| 1 B | 5 D | 9 C  | 13 B | 17 D |
| 2 A | 6 B | 10 D | 14 C | 18 A |
| 3 A | 7 C | 11 B | 15 B |      |
| 4 C | 8 D | 12 C | 16 C |      |

11 Answer Key

- affiliation – relationship
- fallow – inactive
- notable – worth paying attention to
- fray – come apart
- expanded – extended
- yielded – produced
- unrivalled – unable to be bettered
- contemporary – modern
- consecutive – in sequence
- endured – lasted

12 Answer Key

- 1 a difficult task
- 2 been influenced by
- 3 shocks those who play or are interested in jazz because of an extreme talent
- 4 he suddenly decided to stop playing bebop music
- 5 changed from one to another
- 6 wore away her ability to sing
- 7 monopolised

13 Students' own answers

14 a. Suggested Answer Key

- 1 A: Yes, I'd love to move to a foreign country, I think it must be really exciting, especially if the culture is very different from your own. I'm hoping to go to University in Wales next year and I'm told it's very different from Greece, but I'm really looking forward to it, because I

think living in a foreign country teaches you a lot, not only another language, but also about people and how to be independent and tolerant of other cultures.

- B: Well, I've never had a desire to visit let alone live in any other country apart from my own. I think it's the most beautiful country in the world and I wouldn't want to live anywhere else. Besides, I'd really miss my family and friends.

- 2 A: Well, I imagine that there are quite a lot of problems involved in building a house, let alone one in a remote location. First of all, you have to get planning permission wherever you build, and secondly, if it's in an isolated spot, then it's probably going to be expensive to get basic utilities like electricity and water connected.

- B: Absolutely, and what about getting all the building materials like bricks and cement etc to the spot where you want to build it, especially if it's hard to get to by car. I don't think I could face all the hassle, but then again, once it's done, I suppose it's worth it if you want peace and quiet and to live in unspoilt surroundings.

b. Suggested Answer Key

- |                          |                 |
|--------------------------|-----------------|
| 1 a profession           | 5 months        |
| 2 date                   | 6 distance      |
| 3 number of years/months | 7 part of house |
| 4 part of house          | 8 utility       |

c. Answer Key

- |                         |                    |
|-------------------------|--------------------|
| 1 mechanic (Vauxhall's) | 5 November – April |
| 2 1976                  | 6 2 km             |
| 3 5 years               | 7 solar panels     |
| 4 roof                  | 8 gas              |

d. Answer Key

- can be lonely
- getting fresh water

Students' own answers

15 See tapescript for Ex. 16

16 Students' own answers

17 a. Suggested Answer Key

- A: I don't quite follow you. Do you mean that the sale won't go through?  
 B: What are you driving at?  
 A: Here's what I mean. If our offer is good ...  
 B: How can you say that?

b. Suggested Answer Key

- A: I don't get it. Can you run me through it once again?  
 B: Sure. If you look at this file here, you'll see that the figures don't match.  
 A: I see what you mean.
- B A: John, I've called you in here to discuss your position in the company. According to your assessment report, your timekeeping leaves a lot to be desired. You've been late every day this week and you haven't met any of your sales targets this month. Care to explain?  
 B: Well, the thing is, I've been having problems at home.  
 A: Would you like to elaborate?

- C A: I'm not with you, are you saying that all I have to do is pick out the relevant points and summarise them?  
 B: No, what I'm actually saying is that you have to produce a critical essay which shows you've understood the key concepts.



- A: You've lost me. Can we go back a little?  
 B: Here's what I mean, read the book, underline the key points then basically rewrite them in your own words.  
 A: Ah, right.

**18 Suggested Answer Key**

- 1 A: If you save your work on a floppy, you won't lose it every time your computer crashes.
- 2 A: Linda says she can't stay for the whole weekend, but she'll come for the day.
- 3 A: I'm leaving my job to go backpacking round Europe for a year.
- 4 A: You'll have to ask Angela, I can't give you that information.
- 5 A: You need to see Tony about that. You'll find him in graphics, on the fourth floor.
- 6 A: Did you hear about what happened to Ben?

**19 a. Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 C | 3 B | 5 A |
| 2 D | 4 F | 6 E |

**b. Answer Key**

- 2 D In a review of a product like this, you would expect to find details about the product's name and brand, its functions, cost, etc, as well as comments on such things as how easy the product is to use, any problems the user may have had with it, etc.
- 3 B In a review of an exhibition like this, you would expect to find details about location, subject, artists, entrance fee, opening hours, etc, as well as comments on such things as the exhibits, display, etc.
- 4 F In a review of a concert like this, you would expect to find details about the orchestra, conductor, location, ticket price, date and time, programme, etc, as well as comments on such things as performance, atmosphere, quality of sound, etc.
- 5 A In a review of a festival like this, you would expect to find details about location, performances/shows, entrance fees, dates and times, etc, as well as comments about atmosphere, facilities, stalls, sideshows, etc.
- 6 E In a film review like this, you would expect to find details about plot, cast, characters, director, etc, as well as comments about script, scenery, special effects, acting, etc.

**20 a. Suggested Answer Key**

**Film**

**Title:** Moonlight Mile

**People Involved:** Dustin Hoffman, Susan Sarandon, Holly Hunter, Jake Gyllenhaal (actors), Brad Silberling (director)

**Type:** Drama/Romance

**Plot:** A young man (Joe) lives with his fiancée's parents after she is killed. Joe wants to be the man he believes everyone wants him to be – dutifully bereaved husband-to-be, and perfect would-be son-in-law to Ben and JoJo Floss. But when Ellen enters Joe's life, he falls in love with her and is soon torn between fulfilling his new role and following his heart.

**Acting:** Wonderful performances from Hoffman, Sarandon and Gyllenhaal.

**Other:** The film has a wonderful soundtrack, with beautiful songs by the Rolling Stones, Van Morrison and Jethro Tull.

**Would you recommend it?**

I would definitely recommend this film to anyone who loves emotional films with a tearful but happy ending. It is well worth watching for the actors' fantastic portrayals of a grieving family coming to terms with the death of a loved one.

**Restaurant/Café**

**Name:** Café Concerto

**Type:** restaurant/bistro

**Food:** well thought-out menu, excellent food, delicious cakes, large portions

**Service:** friendly service from cheerful, polite staff

**Atmosphere:** very warm and cosy, relaxing

**Other:** interesting décor – wallpapered with old sheet music and painted in attractive colours

**Would you recommend it?**

I would certainly recommend Café Concerto to anyone looking for a delicious alternative to traditional British restaurants. It is a refreshing change from the usual restaurant chains.

**Product/Service**

**Make/Brand/Name:** Amazon.co.uk

**Type/Purpose:** Online store selling books, CDs, videos, software, etc  
**Appearance/Material/Format:** Website is attractively designed, with a comprehensive layout

**Functions/Uses:** Can be used for buying or selling products. You can also make a wish list and view lists of products recommended to you based on your previous purchases

**(Ease of use):** The website is easy to use, especially after you have made your first purchase, as your details are then stored so that you do not have to enter them every time you shop.

**Durability/Efficiency:** The company deliver quickly and respond to emailed queries swiftly.

**Other:** Wonderful range of products, and if Amazon do not have it, they know a store that has. They also have a gift-wrapping service, so you can buy gifts online and save yourself a lot of work.

**Would you recommend it?**

I would definitely recommend Amazon.co.uk to anyone who is having trouble finding a particular product in their local shops, or to people who simply do not have time to go into the town centre to shop.

**b. Suggested Answer Key**

**FILM**

In the introduction, I would include the name of the movie, the people involved, and the type of film.

I would include two main body paragraphs in my review. In the first main body paragraph, I would include details about the plot. In the second main body paragraph, I would include comments about the acting and other comments. In the conclusion, I would include my recommendation.

**CAFÉ/RESTAURANT**

In the introduction, I would include the name of the café/restaurant and where it is located, and the type of café/restaurant.

I would include two main body paragraphs in my review. In the first main body paragraph, I would include details about the food and the service. In the second main body paragraph, I would include comments about the atmosphere and other comments. In the conclusion, I would include my recommendation.

**PRODUCT/SERVICE**

In the introduction, I would include the name of the product/service and the type/purpose of product/service.

I would include two main body paragraphs in my review. In the first main body paragraph, I would include details about the appearance/materials/format and the functions/uses of the product/service. In the second main body paragraph, I would include details about the ease of use, durability/efficiency of the product/service and other comments. In the conclusion, I would include my recommendation.

**21 Answer Key**

- 1 I was not very impressed with/by some of the paintings in the exhibition.
- 2 At times, I found this book rather monotonous.
- 3 The play was marred by some amateurish acting.

- 4 Although the scenery was breathtaking, the plot was quite implausible.
- 5 The recording was of a very poor quality.
- 6 The film was not very believable./The fact that Martin was a gangster in the film was not very believable./Martin was not very believable as a gangster.
- 7 The impressive thing about this film was that it was so thought-provoking.
- 8 Having read the book, the film failed to live up to my expectations.
- 9 I would thoroughly recommend this show.

The changes should be made because the underlined sections are either too simple or too emotional.

22 a. Answer Key

- 1 another thing altogether
- 2 bears a strong resemblance to
- 3 worlds apart
- 4 rather like/similar to
- 5 in (stark) contrast to
- 6 in the same way as/a similar way as

b. Answer Key

- 1 While the acting in the first film was not very impressive, the performances in the second were another thing altogether.
- 2 "Bye Bye, Love" bears a strong resemblance to "Losing You" in that both films are about lost loves.
- 3 "Sound Check" and "Strike a Chord" are worlds apart; no other band has produced two CDs which are so different from one another.
- 4 The way Cornwell uses flashback narration is similar to/rather like the techniques used by Frasier.
- 5 Groucho's has the kind of staff who really make you feel at home, in stark contrast to the waiters at Holly's, who are aloof and impersonal.
- 6 In the same /a similar way as Spencer uses language to evoke emotion, Davis manages to make his readers laugh and cry along with his characters.

23 Answer Key

- A
- 1 A review of a product or service.
  - 2 The writer/editors of a consumer magazine and possibly the readers. Formal style is appropriate.
  - 3 How satisfied I am with the product/service. Whether I think it is value for money.
  - 4 I will include two main body paragraphs in my review. In the first main body paragraph, I will include details about the appearance/materials/format and the functions/uses of the product/service. In the second main body paragraph, I will include details about the ease of use, durability/efficiency of the product/service and other comments.
  - 5 I could begin my review with the name of the product/service and the type/purpose of product/service. I could end my review with my recommendation.
- B
- 1 A review of 2 paintings, books, etc.
  - 2 The staff at my local library and possibly the customers. Formal style is appropriate, but accessible to young children.
  - 3 What I think about two films/books/plays/CDs/etc. Whether I think they are suitable for young people.
  - 4 I will include two main body paragraphs in my review. In the first main body paragraph, I will include details about the films/books/plays/CDs/etc and what I think of them. In the second main body paragraph, I will include comments about why they would (not) be suitable for young people.
  - 5 I could begin my review with the names of the films/books/plays/CDs/etc, the people involved in producing them and the types of films/books/plays/CDs/etc. I could end my review with my recommendations.

Suggested Answer Key

A Amazon.co.uk is the British franchise of an online store selling books, CDs, videos, software, electrical equipment and much more.

The Amazon website is attractively designed, with a comprehensive layout and pictures of all items on sale. The website can be used for buying or selling products, as Amazon gives its customers the opportunity to sell used items. This means that products can often be found at very low prices, as customers can choose whether to buy new or second-hand. Visitors to Amazon can also make a wish list or view lists of products recommended to them based on their previous purchases.

The website is easy to use, especially after customers have made their first purchase, as their details are then stored so that they do not have to enter them every time they shop. The company deliver quickly and respond to emailed queries swiftly. Amazon stocks a wonderful range of products, and if they do not have the item you are looking for, they usually know a store that has, so customers are rarely disappointed. Amazon also offers a gift-wrapping service, so customers can buy and send gifts online, saving themselves a great deal of time and effort.

I would definitely recommend Amazon.co.uk to anyone who is having trouble finding a particular product in their local shops, or to people who simply do not have time to go into the town centre to shop. This website offers an extremely useful and efficient service.

B The Hounds of the Morrigan by Pat O'Shea, and Northern Lights by Phillip Pullman are two fantasy stories which take their readers into different worlds where it seems that anything can happen.

In The Hounds of the Morrigan, ten-year-old Pidge and his sister Brigit are launched into a strange and fantastic adventure when two things happen: Pidge discovers an ancient and magical manuscript in a used-book store and two very strange and unpleasant women rent their neighbour's glasshouse. Northern Lights, on the other hand, takes the reader on a journey through a world which is similar to ours. When her friend is abducted, a young girl called Lyra goes on a voyage of discovery as she tries to rescue him. Her journey takes her to many strange places and leads her to a variety of colourful characters.

The Hounds of the Morrigan is packed with humour, but at the same time, there is deeply reverent and magical undercurrent in the story. It is beautifully written, and the story flows very naturally. Although the book is longer than one would normally expect for young people, it is guaranteed to capture the imagination. Northern Lights is full of wonderful character relationships. The book is very well written, although the sentences are sometimes overly long and complicated with many difficult words because the book is aimed at older children.

Both of these stories will definitely appeal across the age spectrum, enchanting children and adults. Once you pick either of these books up, you'll find it hard to put it down.

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Unit 3 – People Power

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1 a. Suggested Answer Key

- A: Well, the two boys in A are obviously twins.  
 B: And in B, they look like grandmother and granddaughter, although I suppose they could be mother and daughter.  
 A: I imagine that's a father and his son or daughter in C, and a man and his dog in D. What about E?  
 B: Well, judging by their body language, I'd say they're husband and wife, wouldn't you?  
 A: I suppose so, but they could be employer and employee, or co-workers.  
 B: That's true. But I think you'd agree that the couple in F are man and wife.  
 A: Or brother and sister?

**b. Suggested Answer Key**

- 1 B            3 C            5 E  
2 D            4 F            6 A

A: It's fairly obvious the guy in D said 2, don't you think?  
B: Well, I know it's a little unkind, but I suppose one of the boys in A might have said it. What about 3?  
A: I think the man in C is most likely to have said it, but it could also be either of the men in D or F.  
B: I think it's safe to say the man or woman in F said 4 as they look very happy together, don't they?  
A: Yes, they do. Although they could also have said 5, but I think it's more probable it was either the man or the woman in E.  
B: And finally, there's no doubt that one of the boys in A said 6.

**c. Suggested Answer Key**

- 1 b            An example of when the generation gap is bridged is when a grandmother and granddaughter have a common interest. The shared interest unites them and overrides the issue of age.  
2 c            A person gives new meaning to the life of another person when a child is born. The birth of the child gives new significance to the life of its parents and grandparents.  
3 b            If you are especially close to someone in your family then there is always someone to lend a sympathetic ear. A relative understands you very well, as s/he has known you for all or most of your life.  
4 c, d        In the parent – child relationship unconditional love is given and received. Pets and their owners also exchange unconditional love; many people believe that dogs love unconditionally.  
5 b, e, f     As a relationship matures trust and dependability develop. This is true for friendship, family relationships and business relationships.  
6 e, f        Sometimes life-changes like a new job can cause people to grow apart, for others the passing of time creates distance as they change as they get older.  
7 b, c        A grandchild is the pride and joy of its grandparents and a child is the pride and joy of its parents.  
8 e, f        When two people decide to commit to one another for life they become partners for life.  
9 a            Siblings can be very competitive but when a brother or a sister is threatened by someone or something outside the family, rivalry is overcome by strong fraternal feelings.  
10 e, f        In business and in marriage teamwork and co-operation ensure that plans and ambitions are realised.  
11 a, b, c, e, f     People who really love each other stick together through thick and thin. This is true of all our close family relationships, our friendships and even some business relationships.  
12 a, b, c, e, f     In our close relationships sacrifice and altruism play a part. Sometimes we give and sometimes we take from our loved ones.

**2 a. Answer Key**

- 1 b    2 d    3 f    4 e    5 a    6 c

**b. Suggested Answer Key**

2 Ryan will never make it as an actor, he's too self-effacing. You need to be egotistical to be successful in the entertainment business because there's so much competition.

- 3 A lot of people are unsympathetic towards the plight of the of the poor, but those who give to charity are more compassionate.  
4 My last flatmate was always gloomy, I really need to live with someone who's a lot more buoyant.  
5 If you want someone to help you with that, don't ask Richard, he's really indiscreet, he'll tell everyone, ask Paul instead, he's much more tactful.  
6 I don't think Anne would be good as a mediator, she's too provocative, we need someone more conciliatory, whose less likely to annoy people.

**3 Answer Key**

- 1 **aggressive** is the odd-one-out because all others describe people with pleasant personalities.  
2 **indifferent** is the odd-one-out because all others describe people who are enthusiastic about something.  
3 **meeek** is the odd-one-out – everyone else is assertive.  
4 **regimented** is the odd-one-out because all other words are about people who lack organisation.  
5 **troubled** is the odd-one-out – everyone else is happy / at ease.  
6 **amicable** is the odd-one-out because it's the only adjective that describes a friendly person  
7 **gracious** is the odd-one-out – all others have abrupt manners  
8 **nimble** is the odd-one-out because everyone else is not skillful  
9 **rash** is the odd-one-out – all others would think twice before doing something.  
10 **serene** is the odd-one-out because all others are nervous.

**4 a. Suggested Answer Key**

A: What about Neil?  
B: Well, I don't think he'd be suitable for the software developer's post either, because if he's sluggish, he won't be able to meet tight deadlines, however, I think he might be good as an English teacher, especially since he's sociable and innovative.  
A: Maybe, but I think he might be better suited to the rock n' roll job, because as you say, he's sociable.  
B: I think Alexa should apply for the teaching job, though, because she's cool in a crisis and daring, so she'd probably enjoy the challenge of working abroad. And I think Tony would be perfect as a proofreader because he's attentive and widely read.  
A: Yes, but he's shy, and the ad says he will have to liaise with writers, so I think he'd be better off teaching English.

**b. Students' own answers**

**5 Answer Key**

- 1 spouse            5 on            9 embark  
2 protracted        6 tie            10 breakdown  
3 choice            7 upon  
4 apart            8 Parental

**6 a. Answer Key**

- I didn't need a car; I used to cycle to work.
- I didn't move house until I had saved some money.
- I was used to eating very little.
- I had graduated from university by the time my sister had finished school.

**b. Students' own answers**

**7 Answer Key**

- 1 A            4 A            7 B            10 D            13 C  
2 C            5 B            8 A            11 B            14 A  
3 B            6 C            9 C            12 A            15 C

8 Answer Key

- 1 E    2 F    3 A    4 G    5 C    6 B

9 Answer Key

- |                  |                   |
|------------------|-------------------|
| 1 long lasting   | 8 ease of         |
| 2 harmful        | 9 see             |
| 3 interfering    | 10 variety        |
| 4 protection     | 11 information    |
| 5 keeps          | 12 charge         |
| 6 waterproof     | 13 recommended by |
| 7 various levels |                   |

10 a. Suggested Answer Key

- 1 A: I imagine the main advantage for the man is that he doesn't have to go out to work and can stay at home and spend time with his children.  
 B: Yes, but the disadvantage is that the children don't get to spend much time with their mother. I know it's old-fashioned to say so, but I still think very young children need to be with their mothers more than their fathers.
- 2 • **a living** – working to earn a living  
 • **powerful husband** – rich and powerful businessmen  
 • **childcare** – professional childminders  
 • **two incomes** – both partners working
- 3 Answer Key
- **Maddie and Paul Hamill** – live in Atlanta, Georgia; Maddie is a vice-president of Coca-Cola; Paul stays at home and looks after the children
  - **Mollie Allen and Tom Kiehfuss** – live in San Francisco; Mollie is a media consultant and television producer; Tom stays at home and looks after the children

b. Answer Key

- 1 C                    3 D                    5 B                    7 G  
 2 E                    4 F                    6 H

11 a. Answer Key

- 1 C (... was met with dead silence./"The guy just didn't know how to respond.")  
 2 E (... 30 per cent had house-husbands./Maddie Hamill makes up part of this statistic.)  
 3 D (... the job was more ... career.The Hamills didn't think much of this attitude towards childcare./"We couldn't find anybody we really felt was qualified, ...")  
 4 F (According to Paul, it ... the family./He says he doesn't ... by his role.)  
 5 B (Mollie Allen and ... have a similar set up.)  
 6 H (... he was only making about ... each week./"The trade-off wasn't right for me,"...)  
 7 G ("It is challenging, there are pangs I have as a mum./Tom too, admits it's not all roses.)

b. Answer Key

- 1 e                    2 c                    3 b                    4 a                    5 d

12 Suggested Answer Key

- |  |  |
|--|--|
| <b>dead silence</b> – complete silence   | <b>findings</b> – results                        |
| <b>derogative</b> – insulting            | <b>fill in work</b> – temporary                  |
| <b>denote</b> – mean                     | <b>hard numbers</b> – statistics                 |
| <b>domestic duties</b> – housework       | <b>emasculated</b> – made to feel less masculine |
| <b>cost effective</b> – economical       | <b>all roses</b> – perfect                       |
| <b>pangs</b> – fleeting moments of guilt | <b>trade-off</b> – return, deal                  |
| <b>strike up</b> – start                 |  |

13 Students' own answers

14 a. Suggested Answer Key

- 1 A: I think money is one of the things married couples fight about most. It's hard to be romantic when you're poor, don't you think?  
 B: No, I'm afraid I don't. I think that if you have a strong relationship and love each other, then money shouldn't matter.  
 A: You're right, it shouldn't, but I think that in reality it is a major factor especially if you have children to feed, clothe and educate.  
 B: Yes, I suppose you have a point, but isn't that where compromise comes in? I mean, if you don't have much money, then you have to decide between you what you're going to spend it on and agree to sacrifice certain things, I'd say that calls for a willingness to compromise, wouldn't you?  
 A: Definitely, but it isn't just over money, being in a relationship requires compromise from both parties and on many things, although there's always one who compromises more than the other, traditionally the woman.  
 B: Not always, although I'd agree when it comes to career choices, the woman usually has to compromise if she wants to have a family, and when it comes to having to move because of one partner's job, the woman usually goes with the man, doesn't she?  
 A: I think that depends on how open-minded the man is. For example, it's becoming more common for wives to be the main breadwinner in marriages, but I think it takes an open-minded man to accept that his wife earns more than him.  
 B: Yes, a lot of men are still old-fashioned about being the 'head of the household' and the 'breadwinner' and resent the fact that their wives have achieved more professional success than them. For example, a lot of celebrity marriages break up because the woman is more famous than the man.  
 A: Well, in that case, the men should be more assertive. I think men who are bothered by their wife's success lack self-esteem. On the other hand, I think women need to be more assertive in their relationships too, far too many let the men in their lives take advantage of them. A lot of women don't stand up for themselves because they've used to being told what to do by men.  
 B: So, how important do you think a sense of humour is in a marriage?  
 A: Well, I'd say it's an essential ingredient. I think if you take everything too seriously, you're always going to have problems and you're certainly in danger of becoming bored with one another.

2 Students' own answers

b. Answer Key

- |                            |                        |
|----------------------------|------------------------|
| 1 investigation            | 6 communicate          |
| 2 marriage vows            | 7 alternatives         |
| 3 lifetime commitment      | 8 unacceptable         |
| 4 persevere                | 9 romantics (at heart) |
| 5 unrealistic expectations |                        |

c. Students' own answers

15 See tapescript for Ex. 17

16 See tapescript for Ex. 17

17 Students' own answers

18 a. Answer Key

**asking about regret:** *Are you glad ....? (1)*  
*Is there anything you would change about ....? (2)*

**expressing lack of regret:** *I'm glad .... (1)*

**expressing regret:** *... it's such a pity that ... (1)*  
*... if I could turn the clock back, I'd probably have ... (2)*

b. Suggested Answer Key

- A: *Do you ever regret not going to university?*  
 B: *I have to confess that I wish I had. I certainly think I would have got a better job if I had. I'd like to have been a vet, but I just didn't get good enough grades, I just didn't study hard enough. If I had known then what I know now, I would have studied a lot harder instead of wasting my time at school.*
- A: *Do you ever wish you hadn't moved out?*  
 B: *Getting my own place was the best thing I ever did. I can come and go as I please, have friends round or just be by myself if I want. I never had any privacy at home and I hated having to have all my meals with the rest of the family. Having said that, I have a lot less spare cash because I have to pay rent and the bills myself, but that's a price I'm willing to pay for my independence.*

19 a. Suggested Answer Key

- 1 *Where do you see*                      3 *like to have*  
 2 *don't intend to*

b. Suggested Answer Key

A: *... leaving the band and going solo?*  
 B: *... I probably would have left even sooner than I did.*  
 A: *Have you ever toyed with the idea of reforming the band?*  
 B: *Not for the foreseeable future, my top priority now is carving out a career for myself as a solo artist.*

20 Suggested Answer Key

- 1 A: *I really resent having to change jobs at my time of life.*  
 2 A: *I haven't heard from my daughter in over a week.*  
 3 A: *I really love this house, I don't want to have to sell it.*  
 4 A: *I had no idea he'd been lying to me all this time.*

21 Suggested Answer Key

	A	B
1	(Potential) visitors to your area formal style	Readers of the school magazine semi-formal – informal
2	Out and About in York/The Sights of York/What to do in York Descriptive	How to Build Up Your Own Self-Confidence Discursive (with descriptive/narrative)
3	Details about the main tourist attractions in my area (what they are/how to get there/what they can see/do there/etc); what kind of people these places of interest would appeal to.	Useful advice for fellow students on how to build their own self-confidence.
4	Other information which might be useful for visitors (opening times/entrance fees/concessions/websites/etc).	One or two examples from my own experience which illustrate how to build your own self-confidence.

22 a. Suggested Answer Key

- 1 a *because it uses a more formal style (more formal vocabulary; no contractions; no emotional language)*
- 2 b *because the other sentence is too emotional and 'lifts' from the reading input*
- 3 a *because the other sentence is too colloquial*
- 4 a *because the other sentence is sarcastic and inappropriate*
- 5 b *because the other sentence is irrelevant*
- 6 a *because the other sentence lifts the phrase 'forget having a social life' without fully understanding the meaning and without transferring the register*

b. Suggested Answer Key

- 1 *by explaining the benefits of having regular meetings and discussions with tutors and lecturers/giving examples of times when you need to discuss your work with your tutor, to make sure you are doing the right thing, etc*
- 2 *by giving examples of cases when students need help*
- 3 *by explaining why tolerance is not a key quality/by mentioning other qualities which are more important*
- 4 *by explaining that students and lecturers are not necessarily more boring than anyone else/giving examples of how talking to people at university can be extremely interesting and give you new ideas*
- 5 *by explaining why staying up all night drinking coffee is a bad way to study and giving examples of how study time can be organised so that this is not necessary*
- 6 *by giving examples of how to combine work and pleasure*

23 a. Answer Key

**nice:** *quaint, attractive, delightful, charming, adorable*  
**big:** *stocky, well-built, imposing, gigantic, colossal*  
**small:** *microscopic, petite, minuscule, diminutive*  
**bad:** *atrocious, horrible, unpleasant, dreadful, disgusting*  
**move:** *stroll, sprint, lean, trudge, stretch, limp*  
**speak/say:** *mumble, exclaim, yell, shriek*  
**look/see:** *glance, squint, notice, glimpse*

b. Suggested Answer Key

- 1 *The village was full of **quaint** little cottages.*
- 2 *Sarah is a very **attractive** woman, but she can be quite **unpleasant** to people.*
- 3 *We spent a **delightful** afternoon picnicking by the lake.*
- 4 *He seems very **charming**, but I'm afraid I don't trust him.*
- 5 *Those puppies are **adorable**. I wish I could take them all home.*
- 6 *Simon is a very **stocky/well-built** young man.*
- 7 *The office building was very **imposing**. I was almost afraid to go in.*
- 8 *Organising all these files is going to be a **gigantic** task.*
- 9 *I loved looking up at the **colossal** skyscrapers in New York.*
- 10 *There is only a **microscopic/minuscule** difference between the two rings.*
- 11 *Susie is very **petite**. I had to bend down to kiss her goodbye.*
- 12 *We saw a **diminutive** figure waiting by the door and realised it was the headmaster.*
- 13 *The band that played at the party were **atrocious/dreadful** – I couldn't bear to listen to them.*
- 14 *This pizza is **horrible/disgusting**; I can't eat it.*
- 15 *I decided to **stroll** for a while by the seashore.*
- 16 *We watched the athletes **sprint** towards the finish line.*
- 17 *Don't **lean** against that bookcase; it's not very strong.*
- 18 *The soldiers began to **trudge** back towards the barracks.*
- 19 *I like to **stretch** when I wake up in the morning.*
- 20 *In spite of the pain in his leg, he managed to **limp** to the nearest village.*
- 21 *I can't hear you if you **mumble** – speak up!*

- 22 "What are you doing here?" she **exclaimed** in surprise.
- 23 Don't **yell** at me. I'm doing the best I can.
- 24 We heard her **shriek** as she found the toy spider in her bed.
- 25 I usually **glance** through the newspaper on my way to work.
- 26 She **squinted** in the bright sunlight.
- 27 He didn't even **notice** my new hairstyle.
- 28 I caught a **glimpse** of his new car, but I'd love to have a proper look.

24 a. Answer Key

- 1 (had) found out; avoiding; to explain
- 2 to get involved; grew; falling
- 3 to realise; had expected
- 4 had been travelling; to stop
- 5 had got; were moving/were going to move

b. Answer Key

- Once – As soon as/After
- To begin with – At first/To start with/In the beginning
- After a short time – After a while/As time passed
- Without warning – all of a sudden/suddenly
- No sooner ... than – Hardly ... when

25 Answer Key

- A 1 The editors/readers of a local newspaper. Semi-formal-informal style.
- 2 People and Places (or: People I Know/Colourful Characters).
- 3 Descriptive/narrative.
- 4 Two or three of the people in my neighbourhood/what kind of characters they are and how they spend their time/any interesting stories about them.
- 5 In the first main body paragraph, I will describe one character from my neighbourhood and write about what kind of character they are, how they spend their time and any interesting stories about them. In the second main body paragraph, I will describe another character from my neighbourhood and write about what kind of character they are, how they spend their time and any interesting stories about them. If I decide to write about a third person, I will write about them in a third paragraph.
- 6 I could begin my article by saying that there are interesting/strange people living in every neighbourhood and here are a couple of the people from mine. I could end my article by saying how these people brighten up my neighbourhood and make it a more interesting place to live.
- B 1 New students at the college where I am studying. Semi-formal, friendly style.
- 2 What to Expect from College Life/Welcome to College.
- 3 Descriptive/discursive.
- 4 point out some of the things students should expect from college life/give suggestions as to the best ways of dealing with them.
- 5 In the first main body paragraph, I will describe one or two things which students can expect from college life and give suggestions on how to deal with them. In the second main body paragraph, I will describe one or two more things and give suggestions.
- 6 I could begin my article by welcoming students to the college and saying that, although at times it may not be easy, here are some ways of making life run more smoothly. I could end my article by saying that I hope the advice given in the article will be useful and wishing the new students all the best for their time at the college.

Suggested Answer Key

A PEOPLE AND PLACES

No neighbourhood would be complete without a couple of colourful characters. There are always one or two people who stand out from the crowd. In my neighbourhood, these people are Shelley Watts and David Burns.

Shelley Watts is a large, long-faced woman in her late forties. She has never married and lives in a small flat with her pet cats. It is impossible to say exactly how many cats she has, as the number is far too great to count. They lounge on her furniture, perch on her windowsill, parade up and down her fire escape and wind themselves around her legs as she walks down the street. The strange thing is that she doesn't even seem to notice them, but her neighbours find them extremely amusing.

David Burns, on the other hand, notices everything, and wastes no time in telling his neighbours about all that he sees. He is a short, wiry man in his early fifties who spends his days peering out from his living room window and watching every movement in the street outside. When he sees a neighbour passing, he will dash out of his front door and tell them everything he has observed. His reports are so tedious that his neighbours take long and inconvenient detours just to avoid passing his house.

Strange as these people are, they make my neighbourhood a more interesting place to live in. In my opinion, every neighbourhood needs one or two unusual characters to bring colour and life to the area.

B WELCOME TO COLLEGE

A new college year has begun and Wesley College bids its new students a warm welcome. You are sure to have a wonderful time here, but let's not pretend that it will be completely problem-free. At times, college life can be difficult, so here are some ways of making things run more smoothly.

First of all, there may be times when all your tutors seem to set deadlines for the same time. Coping with a suddenly increased workload can be difficult, but with a little planning, you can meet all your deadlines. It is always a good idea to keep up with all your reading, and keep neat, well-ordered notes throughout the course. In this way, when it comes to writing essays, you will already have most of the information you need at your fingertips.

Another problem which students often face is homesickness. It can be hard to be away from your family and friends for so long, but here at Wesley College we aim to reduce homesickness by providing all students with a free email account as well as 24-hour access to our comfortable, modern computer room. Here, you can keep in touch with home through emails, instant messages, and even webcams, whenever you like.

No one said that being a student would be easy, but at Wesley College we try to make your life as comfortable as possible. Remember, if you have any problems during your stay here, the college counsellors are always available and willing to help you. Good luck, and enjoy yourselves!

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Unit 4 – Growing Concerns

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1 a. Answer Key

- |   |    |   |    |    |    |    |    |
|---|----|---|----|----|----|----|----|
| 1 | CS | 5 | P  | 9  | C  | 13 | P  |
| 2 | C  | 6 | C  | 10 | C  | 14 | P  |
| 3 | P  | 7 | C  | 11 | CS | 15 | CS |
| 4 | CS | 8 | CS | 12 | P  |    |    |

b. Suggested Answer Key

- 2 He's a petty crook with a string of previous offences.
- 3 The police refused to take the handcuffs off him until he was safely locked away in a cell.

- 4 Armed robbery is a very serious felony carrying a long prison sentence.
- 5 The bank's surveillance system recorded the robber in the act.
- 6 Armed gangs roam the underground system mugging innocent people.
- 7 He was once an inmate of a high security prison.
- 8 He was charged with homicide and given a life sentence.
- 9 The intruder was discovered by the night porter.
- 10 The police have vowed to find the perpetrators of this crime.
- 11 The riot began after the police arrested a demonstrator.
- 12 The police used tear bombs to disperse the crowd.
- 13 Customs police use heat-seeking devices to detect stowaways.
- 14 Police in the UK don't carry guns, they carry truncheons.
- 15 He was charged with the misdemeanor of carrying a concealed weapon.

**2 Answer Key**

- |           |             |             |
|-----------|-------------|-------------|
| 1 proved  | 5 heard     | 9 wrongly   |
| 2 charged | 6 acquitted | 10 appealed |
| 3 custody | 7 alibi     |             |
| 4 Bail    | 8 suspended |             |

**3 Answer Key**

- 2 Manslaughter is when you kill someone unintentionally, for example in a fight, whereas murder is when you intend to kill someone; assassination, however, involves the murder of a head of state like a president or monarch.
- 3 The supreme court is the highest authority in the land and is where really serious crimes are heard, whereas a magistrates' court is where minor offences and disputes are dealt with, for example an argument over who owns a piece of land. A tribunal is usually an industrial tribunal where employees can take their complains regarding their employers and vice versa.
- 4 An acquittal is when someone who has been accused of a crime is found innocent by a judge or jury. Release is when an offender is released from prison having served his sentence, whereas liberation means the release of someone who has been imprisoned but who hasn't necessarily committed a crime, for example a political prisoner or a hostage.
- 5 Armed robbery involves carrying out a robbery using weapons, burglary however, involves the breaking into and robbing of a building or private home. Theft is taking something that doesn't belong to you while mugging means robbing someone and physically assaulting them at the same time.
- 6 Perjury involves lying in court as a witness, while contempt of court means refusing to cooperate with the rules of the court, and suborning a witness means influencing them either through bribery or threats.

**4 Answer Key**

- |              |         |           |
|--------------|---------|-----------|
| 1 made/taken | 5 away  | 9 go      |
| 2 bill       | 6 give  | 10 begins |
| 3 reach      | 7 threw |           |
| 4 went       | 8 on    |           |

**5 a. Answer Key**

- |               |                            |
|---------------|----------------------------|
| 1 claim       | 10 controversial decision  |
| 2 action      | 11 ruled                   |
| 3 settlement  | 12 detain                  |
| 4 liability   | 13 deportation proceedings |
| 5 sum         | 14 forward                 |
| 6 net         | 15 campaign                |
| 7 fiscal      | 16 alleged ties            |
| 8 largely due | 17 string                  |
| 9 quarter     |                            |

**b. Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 D | 2 A | 3 B | 4 C |
|-----|-----|-----|-----|

**c. Answer Key**

- 1 detainees protest innocence
- 2 stun Winston shareholders
- 3 calls for executive to quit
- 4 sparks nationwide protests

**d. Answer Key**

- 1 An agreement made between both parties without the case coming to trial.
- 2 Five out of nine voters agreed on a course of action.

**e. Answer Key**

- 2 an over-the-counter medicine
- 3 an over-the-top gesture
- 4 an out-of-the-way place
- 5 a round-the-clock news channel
- 6 a once-in-a-lifetime opportunity

**6 a. Answer Key**

- 1 The dinner only needed to be warmed up but the oven was left on for an hour and it was burned.
- 2 The judge gave him a suspended sentence for two years and made him pay a fine.
- 3 Both parties have to sign the lease.
- 4 The kitchen has to be cleaned by someone.
- 5 She can't be made to join if she doesn't want to.
- 6 I don't like to be (being) told what to do by people younger than me.
- 7 Will she be told the truth?
- 8 They think the woman has left the country by now.
- 9 He was asked to bring his degree certificate.
- 10 Extreme sports are known to be hazardous.
- 11 Which hotel was eventually chosen for their wedding reception?
- 12 Don't let yourself be talked out of it.

**b. Suggested Answer Key**

- |                              |                           |
|------------------------------|---------------------------|
| 1 get a doctor to look at it | 6 can't get her to        |
| 2 had their house decorated  | 7 get her to change it    |
| 3 has had her hair dyed      | 8 had her car broken into |
| 4 had it made (for me)       | 9 get the car fixed       |
| 5 can't get him to come      | 10 his injury treated     |

**7 Answer Key**

- |               |                |                |
|---------------|----------------|----------------|
| 1 circulation | 6 stigmatised  | 11 employment  |
| 2 parental    | 7 identified   | 12 unhealthy   |
| 3 overruled   | 8 inadequate   | 13 Perceptions |
| 4 restriction | 9 freedom      | 14 uncommon    |
| 5 disobey     | 10 independent | 15 anxiety     |

**8 Answer Key**

- |          |          |         |
|----------|----------|---------|
| 1 though | 7 even   | 13 as   |
| 2 ✓      | 8 ✓      | 14 open |
| 3 up     | 9 all    | 15 ✓    |
| 4 some   | 10 about | 16 such |
| 5 are    | 11 ✓     |         |
| 6 am     | 12 had   |         |

**9 Answer Key**

- |            |               |                 |
|------------|---------------|-----------------|
| 1 packaged | 6 plastic     | 11 sprayed with |
| 2 strain   | 7 is fitted   | 12 packaging    |
| 3 cut down | 8 throw       | 13 use          |
| 4 swap     | 9 fashionable |                 |
| 5 growers  | 10 has come   |                 |

10 a. Suggested Answer Key

- 1 Encapsulated within a language is most of a community's history, a large part of its cultural identity, and a wealth of knowledge which the rest of the world can access. Languages contain information on folk medicines and the lifestyle of early civilisations. They also give a community identity and a sense of belonging.
- 2
  - natural disasters can wipe out an entire community and their language along with them
  - speakers who are displaced are forced to adopt the language of their new country
  - speakers of minority languages are forced to speak more dominant languages in order to do business with other cultures

b. Answer Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 3 B | 5 F | 7 G |
| 2 E | 4 H | 6 A |     |

11 Suggested Answer Key

- 1 – C ... Bogon had died on November 5./ On November 4, ...
- 2 – E There are now about 6,000 languages ... the next century./ The full statistics are frightening.
- 3 – B As the survivors ... displacement?/Even if a people stay put ...
- 4 – H Those families ... monolingualism./The common ... these people ...
- 5 – F Encapsulated within a language ... access./Sometimes what we learn from a language ...
- 6 – A If people want to fight each other ... stop them./In fact a dying language will cause conflict ...
- 7 – G As long as ... sufficient./Can we save a few thousand languages just like that?

12 Suggested Answer Key

- 1 the basis of the argument for maintaining linguistic diversity rests on this matter
- 2 having so many different languages in the world creates problems rather than solves them
- 3 parts of the world where there is conflict
- 4 the death of Bogon is likely to have been noted in the village where he lived.
- 5 an amazingly large number of languages

13 Answer Key

- |                             |                         |
|-----------------------------|-------------------------|
| concentrated – encapsulated | small amount – modicum  |
| variety – diversity         | represented – stood for |
| hugely – eminently          | from there – thence     |
| yielding – giving way       |                         |

14 Suggested Answer Key

List of points:

- An increasingly large number of languages is threatened with extinction; this will make us culturally poorer.
- Subsequent generations of people whose language dies feel remorse and shame.
- Languages can become the source of eminently practical knowledge.
- A universal language would not stop conflicts and wars.
- The human race needs a large variety of languages in order to have better chances of survival in times of crisis.
- People who don't realise the importance of saving endangered languages are missing this crucial point.

15 Students' own answers

16 a. Suggested Answer Key

- 1 The purpose of charitable organisations is to ease the suffering of those people who are, for whatever reason, not able to look after themselves, have no relatives and who are not adequately provided for by their governments. In undeveloped countries, charitable organisations are the only source of food, clothing, medicine and housing for the poor.
- 2 I don't subscribe to any charities, but if I did it would probably be to an animal shelter or to the WWF because I love animals and I worry about endangered species. I also care about the planet and I try to recycle as much as possible, so I'd probably donate money to an environmental organisation if I had any to spare. I don't agree with giving money to charities for the homeless or unemployed, not because I don't care, but because I think it's the job of our government to look after them.

b. Answer Key

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 G | 3 B | 5 H | 7 G | 9 H  |
| 2 E | 4 A | 6 D | 8 F | 10 E |

c. Suggested Answer Key

- A: I think the first statement means that you should only give to charity if your own family, country, etc, have already been adequately provided for. For example, some people think that the government shouldn't be giving millions of pounds of aid to other countries when there are homeless and unemployed people in this country and the health service and education are underfunded.
- B: The second statement says it's better to give to others than to take. I think it means that we should get more satisfaction from giving than receiving, but I'm not sure most people would agree with that.

17 See tapescript for Ex. 18

18 Students' own answers

19 a. Answer Key

- |                           |                          |
|---------------------------|--------------------------|
| 1 to have to mention this | 4 hard for you           |
| 2 talk about it later     | 5 think this is the time |
| 3 sound pushy             | 6 mean to sound so       |

b. Suggested Answer Key

- A: Janet, I wouldn't bother you with this if it were up to me, but when are you going to make up those hours you owe?
- B: I'm sorry, Mark, but I can't give you a definite answer right now.
- A: I hate to have to insist, Janet, but the accountant is threatening to dock your pay if you don't do it soon and I'm sure you don't want that to happen.
- B: I'm a bit pressed for time right now, Mark, can you get back to me?
- A: OK, but you can't put it off for ever.
- A: Excuse me, Miss Clarke, I realise you might not want to discuss this, but I've really got to know if you're going to let me have that time off I asked for.
- B: I really don't think this is the time to discuss it, Pete. I'm a bit pressed for time right now.
- A: I understand, but I must once again stress that I need to know soon.
- B: Can we talk about this later?
- A: I'm sorry, you're right. We'll talk about it some other time.



c. **Suggested Answer Key**

- A: I realise you might not want to discuss this, but I wonder if you could turn down your music a little please. I haven't had a decent night's sleep all week.  
B: Can we talk about this later. I'm a bit pushed for time at the moment.  
A: I hate to have to insist, but I really would appreciate it if we could talk about it now.
- A: Ray, I hate to have to mention this, but I noticed you've been using my computer. I wouldn't mind, but you've really messed up my settings.  
B: Oh! Sorry about that, I didn't realise, I was only ... (phone rings) Hang on a minute, Fran. (talks on phone) Sorry about that.  
A: Can we go back to what we were saying about my computer? I really hate to have to insist, but I'd really rather you didn't use it, Ray, at least not without asking me first.  
B: I'm sorry, you're right. I'll ask in future.  
A: Thanks, I'd appreciate it.
- A: I heard what happened, I know you expected to pass this time. You must be really disappointed.  
B: Oh, I'll get over it.  
A: Look, I realise you may not want to discuss this, but I think you should take it again as soon as possible.  
B: Sonia, that was my fifth attempt! I'm never going to pass! I really don't want to even think about it right now!  
A: I'm sorry, you're right. I didn't mean to be so insensitive.

20 a. **Answer Key**

- |                                 |                |
|---------------------------------|----------------|
| 1 Neighbourhood Watch Scheme    | } in any order |
| 2 Alerting Parents of Offenders |                |
| 3 Paint Resistant Surfaces      |                |
| 1 Re-cycling Schemes            | } in any order |
| 2 Reduction of Emissions        |                |
| 3 Energy Saving                 |                |

b. **Suggested Answer Key**

**Neighbourhood Watch Scheme**

explain what a Neighbourhood Watch Scheme is, give examples of how successful these schemes have been in other areas and suggest starting a similar scheme in the area to prevent crime  
Topic sentence: Neighbourhood Watch schemes have been extremely successful in stopping crime in residential areas.

**Alerting Parents of Offenders**

explain how, if parents know who the vandals are, they will not let their children mix with them and will be more vigilant when the offenders are around  
Topic sentence: Alerting parents to the identity of offenders will enable them to prevent their children from mixing with the wrong company.

**Paint-resistant Surfaces**

mention that paint-resistant surfaces would prevent people from spraying paint on other people's property, suggest using this method  
Topic sentence: Using paint-resistant surfaces is an ideal way of stopping vandals from spraying graffiti on private property.

**Recycling Schemes**

say how successful recycling schemes have been in other areas and how they can benefit the environment, then suggest starting similar schemes in the area  
Topic sentence: Recycling schemes have had tremendous benefits for the environment when put into practice in other areas.

**Reduction of Emissions**

explain how air pollution can be reduced if more efficient fuels were used, suggest changing to less toxic fuels/fitting filters/using more environmentally-friendly machinery  
Topic sentence: Reducing emissions of poisonous gases and chemicals is essential, and can be achieved by switching to more modern, cleaner fuels.

**Energy Saving**

explain the benefits of turning lights off when not in use, and suggest other ways of cutting down on the amount of electricity used, e.g. by using gas, solar heating panels, wind power, etc.  
Topic sentence: Reducing the amount of energy used on the company premises will be of enormous benefit to the environment.

21 a. **Suggested Answer Key**

- A In an attempt to attract new members to the organisation, we have invested in a new advertising campaign.
- B I consider Peter Smith to be extremely well suited to the position of Sales Manager.

b. **Suggested Answer Key**

- A: taken from a report on the recent activities of an organisation or society
- B: taken from a proposal recommending someone for a job
- A: other sections: Fund Raising, Activities or Events and Achievements.
- B: other sections: Qualifications, Professional Achievements and Experience.

22 **Answer Key**

- a) Firstly, there has been a sharp rise in the incidences of damage to personal property. In addition to this, there have been several street crimes and the public are concerned about the lack of police presence on the streets.
- b) Our recent TV advertising campaign has succeeded in attracting a large number of young people to our products. This has resulted in a substantial profit for the company.
- c) For example we could collect money to help look after stray cats and dogs. This would end the suffering which they experience on the streets.

23 **Answer Key**

- |     |     |     |
|-----|-----|-----|
| 1 c | 3 a | 5 d |
| 2 f | 4 e | 6 b |

If we were to cut our advertising budget, we would be able to invest in new equipment.  
Renting the property would mean that we would have greater access to the north of the country.  
Should this prove difficult, we could call upon the services of a specialist.  
Only by minimising the costs can we hope to succeed.  
Assuming that the market remains stable, we should make a profit in the next quarter.  
Unless we have the written approval of the General Secretary, we cannot proceed.

24 **Answer Key**

- A 1 The secretary of an ecological group. Formal style is appropriate.
- 2 To: .../From: .../Subject: .../Date: ...
- 3 Suggestions for increasing public awareness of the facilities and services offered/what can be done to attract more people/shop is hardly ever open/need to be open in the evenings when people are free to call in/need to advertise more/should provide more material about endangered species.

- 4 Opening Hours/Advertising/Materials Provided/Resources/Shop, etc.
- 5 I could begin my proposal with an introduction stating that the purpose of the report is to suggest ways of increasing public awareness of the facilities and services offered by our ecological group. I could end the report by stating that if these suggestions are followed, public awareness of the group will be greatly increased.
- B 1 The editors (and possibly readers) of an international magazine. Formal style is appropriate.
- 2 To: .../From: .../Subject: .../Date: ...
- 3 information about my area/details about the main charities/how they raise money and how this money is spent
- 4 I would talk about one charity in each section. My headings will be the names of the charities.
- 5 I could begin my proposal with an introduction stating that the purpose of the report is to give detail about some of the main charities in my area, how they raise money and what this money is spent on. I could end my report by stating that all of these charities do good work and deserve support.

**Suggested Answer Key**

- A **To:** Sarah Phillips, Secretary  
**From:** Tina Williams, Public Relations Officer  
**Subject:** Increasing Public Awareness of the Facilities and Services Offered by Green Watch  
**Date:** 23/6/20...

**Introduction**

The aim of this proposal is to present my suggestions regarding ways of increasing public awareness of the facilities and services offered by GreenWatch ecological group.

**Advertising**

Many of the people I interviewed about GreenWatch were interested in our group, but had never heard of GreenWatch. This suggests that we could greatly increase public awareness of GreenWatch if we were to invest in an advertising campaign. This would not only let the public know about our existence, but would also provide information about our aims and all that we have to offer.

**Shop**

Several people complained that they would like to visit our shop, but that the opening hours were not suitable for those who work full time. Opening the shop in the evenings would make it possible for people to visit us in their free time and find out more about our group. Assuming we can take on more staff, we could provide more regular opening hours.

**Resources**

Many people were interested in finding out more about endangered species and complained that not enough material was provided on this topic. Supplying more leaflets, posters and articles about endangered species would attract people, make them aware of the aims of our group, and would make them want to become members in order to help animals in danger.

**Conclusion**

To sum up, should the members of GreenWatch agree with the suggestions outlined in this proposal, I feel confident that the public would be better informed of what we have to offer.

- B **To:** The Editor, Good Life magazine  
**From:** Clare Porter  
**Subject:** Charities in Kent  
**Date:** 23/6/20...

**Introduction**

The purpose of this report is to give details about three of the main charities that can be found in Kent. Included below is information on fundraising, as well as the beneficiaries of these charities.

**Pilgrim's Hospice**

The Pilgrim's Hospice is a charitable organisation which provides a hospice for patients suffering from terminal diseases such as cancer. The hospice relies entirely on charitable donations. Money is raised through Hospice Shops, where second-hand goods donated by the public are sold, and through private fundraising events. The money raised is spent on equipment for the hospice and on wages for the staff who work there.

**Friends of Felix**

Friends of Felix is a charity which aims to protect cats by providing them with a sanctuary, caring for sick cats and finding homes for strays. This charity relies on donations from the public and their main method of fund-raising is collecting money in the streets or in shopping centres in exchange for badges or stickers. The money collected goes towards providing shelter and medical aid for cats.

**Earth Patrol**

Earth Patrol is an environmental group which also raises money through charitable donations. Funds are raised through advertisements in local magazines and on local television and radio in order to protect the local environment and finance conservation projects in the area.

**Conclusion**

All three of these charities are worthy organisations which contribute a great deal to the area. I strongly recommend that you include them in your article, as they deserve to be given international exposure and credit for all their good work.

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**Unit 5 – Our Changing World**

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1 a. **Answer Key**

ignition	C	jet engine	A
expansion port	PC	monitor	PC
clutch	C	landing gear	A
tail wings	A	graphics card	PC
hard drive	PC	steering wheel	C
cockpit	A	gearstick	C
brakes	C	fuselage	A
central processor unit	PC	accelerator	C

b. **Suggested Answer Key**

The ignition is the part of the car where we put the key in to start it.

The expansion port is at the back of the computer where you plug in other appliances, such as the printer.

The clutch is a pedal which stops the car from stalling.

The tail wings help steer the plane.

The hard drive is the part of the computer where you save documents.

The cockpit is the part of the plane where the pilot and co-pilot sit.

The brakes are what stop the car from moving.

The central processor unit is the part of the computer where the data is processed.

The jet engine is what powers the plane.

The monitor is the screen on your computer that displays your files.

The landing gear are the wheels that come down under the plane when it is landing.

The graphics card is the part of the computer that supplies the visuals on the screen.

The steering wheel is what steers the car.

The gearstick is the part of the car that changes gears.

The fuselage is the main body of the aircraft which carries the passengers, luggage and fuel.

The accelerator is the pedal that makes the car go faster.

2 a. Answer Key

incoming data	main components
establish a connection	outgoing data
high-speed connection	unsaved data
internal components	additional data
hardware components	

- |                          |                       |
|--------------------------|-----------------------|
| 1 establish a connection | 4 hardware components |
| 2 unsaved data           | 5 incoming data       |
| 3 main components        |                       |

b. Suggested Answer Key

- The programme keeps crashing because it needs some additional data in order to know which web page to connect to.
- The problem with laptop computers is that it's harder to attach additional components to because they don't have enough ports.
- The CPU and some other internal components had burnt, and the computer was useless.
- A secure connection means that no-one can snoop into your incoming or outgoing data.
- To watch videos or listen to music on the Internet you need a fairly high-speed connection.

3 Answer Key

**Computer:** mouse mat, silicon chips, floppy drive  
**Mobile phones:** call recognition, itemised bill, battery charger  
**Space travel:** space station, on-board computers, mission control

- |                    |                      |
|--------------------|----------------------|
| 1 mouse mat        | 6 battery charger    |
| 2 silicon chip     | 7 space station      |
| 3 floppy drive     | 8 on-board computers |
| 4 call recognition | 9 mission control    |
| 5 itemised bill    |                      |

4 Answer Key

- |           |             |              |
|-----------|-------------|--------------|
| 1 spanner | 4 fuel      | 7 microscope |
| 2 screws  | 5 devices   | 8 buttons    |
| 3 hammer  | 6 knowledge |              |

5 Answer Key

- |           |             |            |
|-----------|-------------|------------|
| 1 boards  | 5 appliance | 9 settings |
| 2 devices | 6 supply    | 10 linked  |
| 3 gadget  | 7 Text      |            |
| 4 desktop | 8 signal    |            |

6 Answer Key

- |          |        |       |
|----------|--------|-------|
| 1 term   | 5 back | 9 in  |
| 2 person | 6 sent | 10 up |
| 3 spite  | 7 back |       |
| 4 take   | 8 case |       |

7 Answer Key

- |                          |                         |
|--------------------------|-------------------------|
| 1 will be/is going to be | 6 is working/staying on |
| 2 is going to be         | 7 is working            |
| 3 will never go          | 8 will be (lying)       |
| 4 are having             | 9 I'll go               |
| 5 will give you a lift   | 10 will have (saved)    |

8 Answer Key

- |              |               |              |
|--------------|---------------|--------------|
| 1 simulation | 6 disturbed   | 11 upper     |
| 2 response   | 7 agreeable   | 12 observers |
| 3 curiosity  | 8 visible     | 13 naturally |
| 4 eagerly    | 9 examination | 14 knowledge |
| 5 privacy    | 10 scientists | 15 darkens   |

9 Answer Key

- |                 |               |                 |
|-----------------|---------------|-----------------|
| 1 its           | 7 preferences | 13 sliding      |
| 2 there         | 8 wondering   | 14 is not.      |
| 3 against       | 9 lives?      | 15 for          |
| 4 sensor though | 10 correct    | 16 will in fact |
| 5 privacy       | 11 wheel,     |                 |
| 6 and the       | 12 correct    |                 |

10 Answer Key

- |                |                                    |
|----------------|------------------------------------|
| 1 All other    | 8 for learning/studying/coursework |
| 2 may use      | 9 eating                           |
| 3 must submit  | 10 expressly                       |
| 4 application  | 11 experience                      |
| 5 to five (5)  | 12 report                          |
| 6 object       | 13 delay                           |
| 7 occasionally |                                    |

11 a. Suggested Answer Key

- 1 Unfortunately our school doesn't have the luxury of a computer lab, although I wish it had. If we had lessons in computing at school I could use my computer at home more efficiently, and it would enable me to access a lot more information much more quickly than I can now. In addition to this, it would prepare me for the future. I mean, without computer skills it's almost impossible to find a job these days.
- 2 Well, judging by the picture in the background, the title of the article probably refers to the man's feelings towards his computer. Possibly something has gone wrong with it and he feels so frustrated that he gives vent to his anger by throwing his keyboard across the room.
- 3 I often feel frustrated when I'm waiting to download information off the net. It's just too slow for my liking and while I'm waiting for it, I get so impatient. I usually curse it for being so time consuming, even though I know it doesn't do any good. Another thing that irritates me is when my mobile phone goes dead during an important call. When that happens I call my phone all the useless names under the sun, as if it could hear me! Mind you, I haven't ever sent it flying through the air. Not yet anyway!

b. Answer Key

- |     |      |      |        |
|-----|------|------|--------|
| 1 B | 6 C  | 11 A | 16 A   |
| 2 C | 7 D  | 12 C | 17 C   |
| 3 D | 8 A  | 13 A | 18 A/C |
| 4 C | 9 C  | 14 B |        |
| 5 B | 10 B | 15 C |        |

12 Answer Key

A 'think tank' is probably a term used for someone who is employed by a company to consider various problems and work out ways of solving them.

Toiling over something for hours gives us the impression that someone spent a great deal of time working on a tiring or unpleasant task.

I think that the word 'woes' in this instance refers to the troubles that people often face regarding technology.

I would imagine that the word 'scapegoat' is used to describe how we can blame technology to cover our own incompetence, even when it's not to blame.

When you are 'indignant' you feel shocked and angry. It is used in the article to show how Burns felt at the employees' complete lack of skill when trying to explain their computer problems.

To 'ascribe' technology rage to fear, may mean that you consider that to be the thing that caused it.

The phrase 'both come into play' probably means that both fear of the unknown and fear of being thought a fool begins to have an effect when people are faced with technology.

The 'unveiling' of the 2 million dollar financial management system, could possibly be describing the first time it was introduced to the public.

I think the expression 'wreaked chaos' is used to describe the amount of damage the financial management system caused.

In the article 'warranted' seems to refer to whether the assumption that IT people hold a secret store of knowledge that businesspeople can't access, is deserved or not.

If something requires a 'tremendous' amount of focus, it implies that they need a great deal of it.

### 13 Answer Key

- 1 B lines 58-59 (its slightly foreign and intimidating aura)
- 2 C line 67 (49% were over-budget)
- 3 D lines 114-115 (Such mutual finger-pointing naturally stirs up a brew of blame, defensiveness and anger.)
- 4 C lines 86-87 (users assume that IT people hold a secret store of knowledge that businesspeople can't access)
- 5 B lines 36-37 (our conflicting emotions regarding technology is by now the stuff of popular culture)
- 6 C lines 88-89 (network managers who consider themselves to be superior to everyone else)
- 7 D lines 108-109 (unwilling to put in the time to learn new technology)
- 8 A lines 17-18 (more interested in playing with shiny new technology than installing systems that deal with your needs)
- 9 C lines 94-95 (try to introduce new technology just because they think it's cool)
- 10 B lines 34-35 (technology has become both an ally and a scapegoat)
- 11 A lines 19-20 (technology increases workplace output)
- 12 C line 100 (The techies naturally fight back.)
- 13 A lines 10-11 (Most of you have yearned to do the very same thing at some point or other.)
- 14 B line 48 (horror stories to share about abusive acts towards computers)
- 15 C line 71 (cynical office conversations)
- 16 A lines 20-21 (the prospect of working without computers is, unthinkable)
- 17 C line 76 (Pain in the Neck, or something)
- 18 C lines 28-29 (business folk love to blame the techies for their technology woes)

### 14 Answer Key

- 1 The people who run it must refer to the people who are using the particular kind of technology.
- 2 I think the expression "My computer crashed" is the modern excuse we now use for not having done our homework. Before computers were invented, we would make the excuse that the dog ate it.
- 3 I believe that the writer wants to point out that a lot of office workers have doubt as to whether or not computers are totally worthwhile.
- 4 I suppose this expresses the idea that, network managers react badly to criticism of the systems they install because they are as proud and sensitive about their work as a parent is about their offspring.
- 5 What I realise from this is, that techies and non-techies are constantly blaming each other over technology. The techies introduce new technology, which the non-techies find difficult to understand or are not prepared to learn. This in turn leads to animosity and frustration between them.

### 15 Students' own answers

### 16 a. Suggested Answer Key

- 1 I think it's extremely important not to waste energy, although most people these days tend to take our energy resources for granted. Energy prices have soared recently and yet people are using more electrical appliances than ever. Although some of the energy that we burn is renewable, much of it cannot be recycled into the environment. In addition to this, the energy reserves on the planet are being rapidly depleted so we must find new ways of producing renewable energy and try not to be so dependant on the one's we already have.
- 2 There are many ways of conserving energy in our homes. First of all we should check that our homes are well insulated so that heat can't escape. If we insulate the walls and attics they will be more energy efficient. Switching off lights when we leave a room will also cut down on energy costs. Using fluorescent bulbs, which last a great deal longer than standard ones, not only save energy but they also save money. Apart from this, the appliances in homes, such as central heating and air conditioning systems should be maintained regularly in order to operate more efficiently.
- 3 The missing information is probably to do with the amount of energy we use in our homes and tips or advice on how we can make our homes more energy efficient.

### b. Answer Key

- |         |                    |                |
|---------|--------------------|----------------|
| 1 5-10% | 4 blocked          | 7 label        |
| 2 75    | 5 two thirds (2/3) | 8 nearly empty |
| 3 dirty | 6 burner           |                |

### c. Suggested Answer Key

Apart from helping the environment by conserving energy we can also help by recycling much of our household waste. Materials such as, paper, glass, aluminium and polystyrene can all be recycled and by doing this it reduces the amount of debris which is building up in landfill sites everywhere. There should also be stricter measures taken against factories dumping toxic waste into our rivers and streams too, in order to control marine pollution.

17 See tapescript for Ex. 19

18 See tapescript for Ex. 19

19 Students' own answers

20 a. Students' own answers

b. Students' own answers

c. Suggested Answer Key

- A: Imagine what would happen if children used the playground less and less because they were too preoccupied with playing on their computers.  
 B: I think it's highly unlikely that will happen.  
 A: In my opinion, it's bound to happen, sooner or later.  
 B: Well, I hope I don't live to see it.  
 A: Me neither.  
 B: Do you think it's likely that students in the future will have all the books they need stored on a palmtop computer?  
 A: It's a bit far-fetched don't you think?  
 B: It's bound to happen one day. It's just a matter of time.  
 A: Well, I suppose it would make life so much easier!  
 B: Supposing that we had had to work from home and submit our work in electronic form through the Internet. How would you feel about that?  
 A: There is a good chance of this happening. It would make life so much easier, wouldn't it?  
 B: I'm not sure if it would make me happy.

d. Suggested Answer Key

- A: What if all entertainment was virtual reality in the future? How would you feel?  
 B: I'd hate it. But it's rather a remote possibility, isn't it?  
 A: Well, you never know. I'd be delighted if it happened during our lifetime.  
 B: Oh, I think it would be just terrible!  
 A: Supposing there was all electric transport by the year 2050. Wouldn't it be wonderful?  
 B: Yes. That would make a great difference to the environment.  
 A: It's bound to happen, don't you think?  
 B: I've no doubt it will happen at some time in the future.  
 A: Imagine what it would be like if all food in the future came in pill form!  
 B: There's little likelihood of that happening, I think!  
 A: Well, there's a possibility people will be eating more G.M. foods in 50 years time, wouldn't you say?  
 B: Yes, you're right. It's bound to happen.  
 A: Imagine what would happen if the Earth was completely devastated by environmental problems in the future.  
 B: It's possible that it will happen the way things are heading.  
 A: We'd have to look for somewhere else to live; like on other planets, let's say.  
 B: That'd be horrible. I hope I don't live to see it.  
 A: Me too.

21 a. Answer Key

<b>PEOPLE</b>
close, respected, <u>best</u> , <u>good friend</u>
shrewd, respected, distinguished, <u>successful</u> , <u>powerful businessman</u>
respected, distinguished, <u>renowned scientist</u>
respected, outstanding, distinguished, <u>best-selling</u> , <u>renowned writer</u>
<b>PLACES</b>
disused, <u>modern</u> , <u>derelict factory</u>
tourist, <u>main attraction</u>
spacious, well-organised, <u>comfortable</u> , <u>airy room</u>
spacious, well-organised, <u>fascinating museum</u>
<b>OTHER</b>
shrewd, sound, <u>wise</u> , <u>foolish investment</u>
outstanding, technological, <u>personal</u> , <u>impressive achievement</u>
low, <u>high</u> , <u>reduced</u> , <u>extra cost</u>
outstanding, technological, <u>rapid progress</u>

b. Answer Key

- 1 This **well-organised museum** is one of the main tourist attractions in the area.
- 2 He is a **respected scientist** and a **close friend** of mine.
- 3 The **distinguished scientist** made **outstanding progress** with his experiments.
- 4 The children often play in the **disused factory**.
- 5 **Technological progress** has meant that you can now buy a computer at a very **low cost**.

- 6 He is a **distinguished businessman** who has made a **shrewd investment**.
- 7 Splitting the atom was an amazing **technological achievement**.
- 8 This is a lovely **spacious room**.
- 9 He is a **respected writer** whose last novel was an **outstanding achievement**.

22 a. Answer Key

- A 'Museums of the World' would probably be read by someone who loves history and also someone who travels a lot, as they probably plan to visit some of the museums in the book. They would probably be looking for information about the best museums in the world and they probably want to know what they can see in each museum, where exactly each museum is, the history of the museum and so on.
- B 'Wonders of Nature' would be for someone who is interested in nature and the environment, geology, wild animals and so on. They would be interested in natural phenomena and probably want to know how the wonders of nature mentioned were formed, how old they are, where they can be found, and so on.
- C 'The Nation's Great Inventions' would be read by someone who is interested in the history of technology. They would most likely be interested in finding out what was invented at each stage of a country's history. They would need to know who invented each machine, how they invented it, what it was used for, and so on.
- D '21st Century Transport' is for someone who is keen to learn more about transport and who is interested in finding out how means of transport are likely to develop over the next century. They probably need to know what developments are being worked on now, which of these are likely to catch on, and what other changes are predicted for the next hundred years.
- E '100 Famous People' would suit the kind of person who is interested in famous characters and their lives. They would be interested in finding out more about how these people lived, what happened to them in their lifetimes, and so on. They need to know details such as where each person was born, what kind of childhood they had, where they were educated and so on.
- F 'BARCELONA – a visitor's guide' would be for a traveller who likes to get the most out of his or her vacations. They are probably interested in finding out all about the city, including accommodation and attractions, restaurants, etc, in order to know where to go and what to do while they are in Barcelona. They need to know where the best hotels and eating places are, what sights they should visit and a bit of history about the city before they go – in order to be prepared.

b. Answer Key

- 1 E The changes he made to the country's laws resulted in huge improvements which still benefit citizens today.
- 2 F There is plenty to see and do in this beautiful city, and you are sure to find that a fortnight is not long enough to appreciate all that is on offer.
- 3 D This ecological means of transport has regained its popularity due to the fact that it does not produce any poisonous fumes and is more attractive to tourists than buses.
- 4 C Soon, every household boasted at least one of these gadgets, and housewives across the country were singing its praises.
- 5 A Children will love the interactive Discovery Zone, where they can learn about technological developments of the last century.

- 6 B *Despite efforts by environmental groups to preserve its numbers through captive breeding programmes, the species has recently been listed as facing extinction.*

23 a. **Answer Key**

*The target readers are people with an interest in world affairs; possibly also subjects like technology, sociology, etc.*

*We should include information about one aspect of life in our country which is changing, perhaps presenting a bit of background information – the past and present, together with projections for the future. This change should be analysed from several different perspectives, perhaps looking at the positive and negative implications for the country.*

*Of the numbered items, 3 would probably not be a significant enough change for this book. 6 would be inappropriate because it does not represent a change (although you could write about the changes in your chosen profession, changes in education, etc.)*

*All of the others could be suitable, depending on the country.*

b. **Suggested Answer Key**

**Introduction** ... the increased use of computers in education

**Para 2:** Usefulness for young learners.

**Topic sentence:** Firstly, studying computers in schools enables children to acquire vital skills early in life.

**Para 3:** Freedom allowed by computers.

**Topic sentence:** Furthermore, including computer studies in the school curriculum allows children to learn on their own and be more independent in their studies.

**Para 4:** Access to vast resources.

**Topic sentence:** Moreover, using computers gives children access to a wealth of information which few school libraries can compete with.

**Conclusion:** To sum up, the increased use of computers in schools has changed the face of education and is ensuring that today's children are fully prepared for life in the modern world.

24 a. **Answer Key**

- 1 *Graham was a humble man whose discovery changed the course of our country's history.*
- 2 *The outdoor festival, which takes place every June, is well worth seeing.*
- 3 *Many people gathered in Freetown, where the new factory was going to be built.*
- 4 *Major developments tend to take a while to reach us, possibly because we have a low population.*
- 5 *Computers are important, particularly from an educational perspective.*
- 6 *He wrote several books, as well as holding office in parliament.*

b. **Answer Key**

- |                    |               |
|--------------------|---------------|
| 1 possibly because | 4 which       |
| 2 where            | 5 as well as  |
| 3 whose            | 6 perspective |

*This extract might appear in a student's handbook.*

c. **Answer Key**

*The first topic sentence is clear and the writer supports it by giving examples of the pros and cons of university life.*

*The second topic sentence could be supported by explaining what needs to be done in order to gain a place at university – details about what exams you need to take, what grades you should get and how to actually apply for a place at the university.*

25 **Answer Key**

- A
- 1 *The editors (but primarily the readers) of the book. A formal style is appropriate.*
  - 2 *Information about a piece of equipment/facility and how it has aided study will be of interest to my readers.*
  - 3 *I will call my book entry by the name of the piece of equipment/facility (e.g.: The Microscope/The Video Camera.)*
  - 4 *I will divide the main body of my book entry into three paragraphs. In each paragraph, I will write about one way in which my chosen piece of equipment/facility aids study/learning.*
  - 5 *I could begin my piece of writing by explaining that technology has brought about many changes in the world of education and say that the piece of equipment/facility I have chosen has made my studies more interesting. I could end my piece of writing by writing a conclusion summing up how useful this piece of equipment/facility is to students.*
- B
- 1 *The publishing company and possibly the readers of the book. A formal style is appropriate.*
  - 2 *Details about the ways in which I think life in my country will change in the next 100 years. Opinions from the perspective of my own country.*
  - 3 *I will call my book entry 'Life in the Future' or 'What Does the Future Hold?'*
  - 4 *I will divide the main body of my book entry into three paragraphs. In each paragraph, I will write about one way in which life in my country will change in the next 100 years.*
  - 5 *I could begin my piece of writing by giving a short introduction to life in my country, saying that life is changing all the time and will probably be very different 100 years from now. I could end my piece of writing by writing a conclusion summing up how life will change in my country in the next 100 years and how it will be interesting to witness some of these changes.*

**Suggested Answer Key**

A THE EDITING SUITE

*Technological advances have brought about many changes in the world of education, making studying more exciting and giving students the opportunity to use fascinating pieces of equipment. One such piece of equipment is the editing suite, which has greatly enhanced my media studies course.*

*Having access to an editing suite means that, as students, we are able to create our own TV programmes. We can experiment with editing pieces of footage together and learning how to create visual effects, adding credits and creating soundtracks. Not only is this great fun, but it also teaches us to appreciate the work involved in making even the most simple TV commercial.*

*Using an editing suite also gives students the chance to develop personal skills. For example, to join two pieces of footage at exactly the right point, you need quick reflexes, and it also helps to be observant to ensure that there is continuity in a piece of edited film. These are qualities which are gradually improved by working with an editing suite.*

*Furthermore, using such an amazing piece of equipment allows students to produce a piece of work which they can be proud of. Having such equipment at their fingertips enables them to make something impressive and creative. This gives students such a sense of achievement that they are greatly encouraged to continue with their studies.*

*All in all, I feel that the editing suite has greatly improved my studies by enabling me to learn through experience, helping me to develop essential skills and giving me a feeling of self-worth. It is a truly wonderful piece of equipment.*

**B LIFE IN THE FUTURE**

We live in an ever-changing world where nothing stays the same for long. The last century saw a multitude of changes in every aspect of our lives, but what changes does the next century have in store? I believe that life in my country will change dramatically over the next 100 years.

Firstly, it is my belief that there will be many changes in the area of transport. At present, people in my country are in denial over the role they and their cars are playing in destroying our planet. However, in the next 100 years, I think that the atmosphere will become so polluted that we will be forced to act. Private cars will be banned and people will have to use public transport.

Another change which I predict for my country will be that more people will work from home. Computer technology will become so advanced that it will no longer be necessary to go to work every day, and as a result, people will start to move out to the rural areas of my country, leaving the cities empty.

In addition, salaries in my country will be increased, as we are now part of the European Community. We will have to compete with other countries in all areas, and especially in the job market. If people can earn more in another country for doing the same job, there will be no one left in my country and the economy will collapse.

In 100 years' time, life in my country will be very different. I look forward to witnessing some of these changes, and seeing the effect they have on our lives.

- 5 The need for a safety consultant is greatest with MS as it deals in substances that may be harmful to those who use/handle them. TELMAR also may find a safety consultant useful in the production of its products to safeguard its employees against accidents in the workplace. ARGO might find the expertise of a safety consultant useful in advising on passenger safety. In the case of PT and Varboda, it's doubtful that a safety consultant would be required.
- 6 A security guard would definitely be required by Varboda because it would want to protect valuable works of art from theft. MS would also need a security guard because it would need to prevent pharmaceuticals from being interfered with or stolen. PT and TELMAR have less need for security guards and AGRO none at all.
- 7 A human resources manager would be invaluable to PT, MS and TELMAR because they are all likely to have sizable workforces. ARGO and Varboda are unlikely to have such a requirement because of the limited number of employees.
- 8 Obviously, TELMAR would employ a communication technology expert because it is a telecommunications company. All the other organisations would have little or no need for such an expert.
- 9 In all five cases, at least one secretary would be a useful asset.
- 10 Only MS would require a public relations officer because it is the only firm that produces products that have a direct bearing on the welfare of a large section of the population.

**Unit 6 – A Job Well Done**

**1 a. Answer Key**

- 1 **deal in** – to be involved in the buying or selling of a particular type of goods as a business.
- 2 **offers ... services** – does a particular kind of job for someone.
- 3 **attracts business** – finds customers
- 4 **specialises** – concentrates on a particular kind of work.
- 5 **supplies** – provides

**b. Answer Key**

- 1 C    2 A    3 B    4 E    5 D

**c. Suggested Answer Key**

- 2 A legal advisor would play a useful role working for ARGO because he/she would prove vital in dealing with the complaints of dissatisfied travellers. A legal advisor would also be useful to PT, MS and TELMAR because any business providing goods or services sometimes need to be advised on such things as contracts and patents. Finally, Varboda would have less need of legal advice.
- 3 A receptionist would be most useful to ARGO because of its need to deal with customers on a person-to-person basis. Varboda would also find a receptionist useful to deal with enquiries from individual art collectors. PT, which offers a service rather than a product, would also need a receptionist. MS and TELMAR produce goods for use by other companies and therefore have less need for a receptionist because they do business at a less personal level.
- 4 A telephonist would be vital to ARGO, TELMAR, MS and PT because they all have to deal with a large number of customers. Varboda's business is more likely to be conducted face-to-face and therefore has less need for a telephonist.

**2 Answer Key**

- |        |          |         |
|--------|----------|---------|
| 1 job  | 4 bone   | 7 sweat |
| 2 job  | 5 tools  | 8 blood |
| 3 work | 6 grease |         |

**3 a. Answer Key**

- |                   |                   |     |     |
|-------------------|-------------------|-----|-----|
| 1 c               | 3 g               | 4 h | 7 d |
| 2 f               | 4 a               | 5 b | 8 e |
| 2 managerial post | 6 weekly schedule |     |     |
| 3 severance pay   | 7 stage manager   |     |     |
| 4 steady job      | 8 irregular hours |     |     |
| 5 Christmas bonus |                   |     |     |

**b. Suggested Answer Key**

We'll have to work very hard if we are to make next week's deadline.  
 I really couldn't stand doing a desk job because I like being outdoors.  
 The new area manager is going to come to meet the staff tomorrow.  
 This job demands that I work long hours so I'm exhausted when I get home at night.  
 My overtime pay makes a great deal of difference to my standard of living.  
 The management have agreed to pay us a productivity bonus.  
 My packed schedule means that I spend very little time with my family.  
 He was taken off active duty and was given an administrative job.

**4 a. Ss look up unknown vocabulary**

**b. Suggested Answer Key**

**Name of business:** Shore to Shore  
**Line of business:** travel  
**Target market:** professional thirty something and over-forties, trend followers  
**Location:** central  
**Type of premises:** privately owned

c. **Suggested Answer Key**

Shore to Shore offers special interest holidays to discerning professionals. We specialise in small family-run hotels which give our clients an authentic taste of the country they are visiting. Find us in central London, close to Hyde Park.

d. **Students' own answers**

5 **Answer Key**

- |              |            |              |
|--------------|------------|--------------|
| 1 verge      | 5 off      | 9 department |
| 2 seeking    | 6 demand   | 10 offer     |
| 3 dole       | 7 benefits |              |
| 4 recruiting | 8 behalf   |              |

6 a. **Answer Key**

- 1 If I'd told you the truth, you wouldn't have believed me.
- 2 I brought a couple of towels in case we want to swim.
- 3 Had I known you were going to buy milk, I would not have bought any myself.
- 4 I'll lend you some money provided you don't tell anyone.
- 5 Unless they tell us otherwise, we will be there at ten o'clock.

b. **Students' own answers**

7 **Answer Key**

- |     |     |     |      |      |
|-----|-----|-----|------|------|
| 1 B | 4 B | 7 D | 10 B | 13 C |
| 2 A | 5 A | 8 B | 11 C | 14 A |
| 3 D | 6 C | 9 C | 12 A | 15 A |

8 **Answer Key**

- 1 E    2 B    3 G    4 I    5 F    6 D

9 **Answer Key**

- |            |              |              |
|------------|--------------|--------------|
| 1 team     | 6 skills     | 11 research  |
| 2 industry | 7 asset      | 12 ability   |
| 3 working  | 8 experience | 13 recommend |
| 4 keen     | 9 lacks      |              |
| 5 smart    | 10 Despite   |              |

10 a. **Answer Key**

- 1 Students' own answers
- 2 C

b. **Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 3 B | 5 A | 7 D |
| 2 A | 4 A | 6 B |     |

11 **Answer Key**

<i>appearance</i> – emergence	<i>unstable</i> – volatile
<i>cultivating</i> – nurturing	<i>prepare</i> – groom
<i>appreciate</i> – value	<i>unique</i> – distinctive
<i>change</i> – shift	<i>hurdles</i> – obstacles
<i>magical</i> – mystical	<i>positive</i> – constructive

12 **Suggested Answer Key**

*a chosen few* – an elite group  
 "Only a chosen few are granted membership of this club."  
*exercise leadership* – use leadership  
 "In order to exercise leadership, you have to win the respect of your peers."  
*Actively seek out* – make a determined effort to find  
 "We have to actively seek out new ways of producing energy."  
*Leadership potential* – the necessary ability to become a leader  
 "Leadership potential is the basic qualification for the job."

*Fundamental difference* – basic difference  
 "The fundamental difference between our company and yours is that ours is more forward-thinking."

*Key dimensions* – important factors  
 "The two key dimensions in this business are accuracy and speed."

*Formula for success* – combination of things that lead to a positive outcome.  
 "His own formula for success was a mixture of academic brilliance and strong business skills."

*Competent leadership* – people capable of being leaders  
 "Any successful organisation demands competent leadership."

*System of action* – method  
 "Each system of action has its drawbacks."

*Organisational structure* – arrangement  
 "The organisational structure of a company depends on what kind of business it is involved in."

*delegating responsibility* – give someone the responsibility to act on your behalf.  
 "Delegating responsibility to individual staff members is the job of the managing director."

*Create coalitions* – bring together people to work towards a common goal.  
 "The aim was to create a coalition of countries in order to control the dumping of nuclear waste."

13 **Answer Key**

- |                 |                  |
|-----------------|------------------|
| 1 lines 45 – 50 | 3 lines 64 – 70  |
| 2 line 51       | 4 lines 78 – 105 |

14 **Students' own answers**

15 a. **Suggested Answer Key**

- 1 Yes students should receive a grant to study as further/higher education should not exist only for those who can afford it. The grant should be dependent on each student's financial position.
- |              |                          |
|--------------|--------------------------|
| 1 noun       | 6 negative form and verb |
| 2 -ing form  | 7 noun                   |
| 3 place noun | 8 noun                   |
| 4 noun       | 9 -ing form              |
| 5 adjective  |                          |

b. **Answer Key**

- |                 |                  |                  |
|-----------------|------------------|------------------|
| 1 scholarship   | 4 the government | 7 clubbing       |
| 2 getting a job | 5 menial         | 8 resources      |
| 3 hotel         | 6 fail           | 9 facing reality |

c. **Students' own answers**

16 See tapescript for Ex. 17

17 **Students' own answers**

18 a. **Answer Key**

A management meeting

b. **Answer Key**

'A' – 'Right', 'Well', 'it's not an easy question to answer'  
 'I' – 'Wait a minute'  
 'R' – 'Anyway. going back to the', 'where was I', 'Go on'



c. Suggested Answer Key

- A: ... so I'm sure it's just a matter of working hard. If you work hard you'll pass. Don't you think?
- B: Hmmm ... it's not an easy question to answer. I know of people who worked very hard and still didn't pass.
- A: Excuse me, but that isn't quite right. If you look at statistics the majority of people who fail are the ones who don't put enough into their studies in terms of hours spent in the library.
- B: What I was going to say was that they simply don't use their time wisely.
- A: OK, so what your saying is that they don't study the right things.
- B: No, what I'm saying is that they need to carefully manage their time.
- A: ... so I think the managing director is going to resign his post if he can't bring the company back from the brink of bankruptcy. What's your feeling about this?
- B: Well, it's not really his fault. The workforce should share in the blame too.
- A: Hang on a second, who has ultimate responsibility for the running of the company? The workforce merely carry out the orders of the management don't they?
- B: Anyway, what I was going to say was that in this company there is worker participation in management so, to a certain extent, the workforce is to blame.

d. Suggested Answer Key

- A: I think we should all get together and tackle the management on the issue of company pension contributions.
- B: What? You must be kidding! They've already made up their minds that they're going to do away with the pension scheme.
- A: You have a better idea?
- B: As a matter of fact, I do. Why don't we all get individual private Pension plans? I can't see any other solution.
- A: You're not seriously suggesting that we just give in, are you?
- B: Not exactly. I just can't see the point in any further argument.
- A: Why don't we all make an effort to try to clean up our neighbourhood?
- B: Why don't you tell us what you have in mind, then?
- A: Well, if we all collect the litter from directly outside our homes, we would only need to spend five minutes per day on it.
- B: I'm totally with you on this one.

e. Suggested Model Key

- 1 A: I'm afraid that young people today don't stand much chance of finding a job if they don't know much about computers. Don't you think?
- B: I couldn't agree with you more. They should at least know the basic principles of programming.
- A: What? You must be joking! That's far too advanced.
- B: Why don't you tell us what you have in mind, then?
- A: Right, what I had in mind was that, as a basic minimum, young people should learn how to word process and have experience of a few applications.
- B: Hold on a minute, that's not what I call computing. Those are things that can be picked up when people are already in a job.
- A: Anyway, what I was going to say was that they would benefit from having these skills in addition to word processing skills.
- B: You're absolutely right.

- 2 A: Well, if you were to ask me, I'd say that smoking should be banned in all public places. What's your feeling about this?
- B: You're not seriously suggesting that people shouldn't be allowed to smoke in the street, are you? That's completely unworkable.
- A: Let's hear a suggestion from you then.
- B: Right. I think that the real issue is for people to realise that it's foolish to start smoking in the first place.
- A: Hold on a second. No matter how much you try to convince people, there's always going to be a hard core that will impose their second-hand smoke on others.
- 3 A: You know, in this day and age, no one should have to work more than thirty-five hours per week. Don't you agree?
- B: I couldn't agree more. But what about people who want to work more hours?
- A: Interesting question. I think that there should be an absolute maximum of fifty hours.
- B: Wait a minute. People such as doctors need to be alert at all times when they're at work. I think it's dangerous to work such long hours.
- A: I see your point.

19 a. Answer Key

<p><b>FINANCES</b></p> <p>Cash flow, Deposit, Investment, Budget, Profit, Loss, <u>Pay cheque, Dividends, Stocks and shares, Profit margin</u></p>
<p><b>PREMISES</b></p> <p>Prime building land, Warehouse, Renovate, Centrally located, New branch, Open-plan office, <u>Office block, Headquarters, Industrial estate</u></p>
<p><b>STAFF</b></p> <p>Recruitment, Promotion, Salary Scale, Board meeting, Morale, Flexitime, Absenteeism, <u>Managerial position, Personnel department, Appraisal</u></p>

b. Suggested Answer Key

- 1 The company is having a bit of a **cash flow** crisis at the moment.
- 2 I would like to **deposit** this cheque in my savings account, please.
- 3 Buying shares in that company was a sound **investment**.
- 4 We have to keep within this year's **budget**.
- 5 Working in an **open-plan office** is supposed to be good for staff morale.
- 6 They are going to **renovate** the old **warehouse** by the river and turn it into trendy flats.
- 7 The company's **new branch** will be more **centrally located**.
- 8 Mr Cooper is in charge of **recruitment**.
- 9 The **salary scale** will be reviewed at next month's **board meeting**.
- 10 There is a chance of **promotion** after one year with the company.
- 11 Last year the company made a **profit** of £9.5 million, but this year they made a **loss** of £1.2 million.

20 a. Suggested Answer Key

- The air-conditioning should be more carefully regulated and the filters should be cleaned on a regular basis.
- The office where I work is open-plan, so it is very noisy.
- Worker relations need to be improved.
- At the moment, the working hours are very inflexible.

- There are very few staff facilities.
- The office space is very crowded.
- Some people have several projects to work on all at once, while others have nothing to do.
- There seems to be little assessment of work in my company.
- The furniture in my company is not ergonomically designed and many people suffer from back problems.
- There is only one non-smoking area in the building where I work.
- There is no set salary scale in the company where I work.
- There are no promotion opportunities in the company where I work.
- The management relations in the company I work for could be greatly improved.
- When the company closes for national holidays, the hours are deducted from our annual leave.

**b. Answer Key**

- If the air conditioning was more carefully regulated and the filters were cleaned regularly, staff would not feel tired and sick and would not become ill so often.
- Separate offices would result in greater productivity.
- Regular staff meetings would help provide better worker relations.
- Greater flexibility of working hours would undoubtedly lead to increased productivity.
- The management should consider improving staff facilities in order to boost staff morale.
- If the office space was less crowded, staff would be able to move around without bumping into desks or tripping over cables.
- Only by distributing work evenly can deadlines be met.
- Only by assessing work can the management find out who is productive and who is not.
- By providing ergonomically designed desks and chairs, the company could ensure the continuing good health of the staff.
- The management should consider providing more non-smoking areas for the good of their staff.
- A set salary scale would help prevent jealousy amongst staff.
- By providing promotion opportunities, the company could boost staff morale.
- Holding regular staff appraisals would result in better management relations.
- Unless the company offers fair holiday leave, staff morale will drop to an all-time low.

**21 Answer Key**

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | c | 3 | h | 5 | d | 7 | e |
| 2 | f | 4 | b | 6 | a | 8 | g |

**Suggested Answer Key**

- 1 We are thinking of opening a branch in France **so that** we can corner the French market.
- 2 We are taking on more staff **in order to** increase our productivity.
- 3 Getting a second job would give you something to do **while** at the same time bringing in some extra money.
- 4 Jane is extremely polite **as well as** a fast learner.
- 5 Moving to the city **would mean that** I had a greater chance of finding work.
- 6 Taking this job will give me a better quality of life, **even though** it will mean a drop in salary.
- 7 I can't afford to pay the rent, **quite apart from** all the bills which are overdue.
- 8 Making redundancies will **lead to** greater profit for the company.

**22 a. Students' own answers**

An employer would want to know this information so that they could build up a profile of the applicant and judge whether or not they would be suitable for the position they are offering.

**b. Suggested Answer Key**

- 1 I have been working as a waiter for Franco's restaurant for over three years.
- 2 On one occasion, I was working an evening shift in the restaurant when the chef suddenly fell ill. I quickly put the finishing touches to the meal he was preparing and took it to the waiting customers, then closed the restaurant and contacted the manager who commended me for my quick thinking.
- 3 I consider myself to be a loyal, industrious and sociable person, who is a good team player.
- 4 As far as stress is concerned, I believe that I stay calm under pressure and see stressful situations as a challenge.
- 5 I believe that I am good at working with people, creative and hardworking. As for weaknesses, I would have to say that I am a perfectionist and will not be satisfied until a job is done perfectly.
- 6 In the future, I hope to be the manager of a large company, as I feel that I have excellent leadership qualities and people skills and would make a good manager.
- 7 I feel that working for Jones and Company will give me the opportunity to learn many useful skills and expand my knowledge of business and management while working with some very interesting people.

**23 Answer Key**

- A**
- 1 A letter of application.
  - 2 The managers of a company. Formal style is appropriate.
  - 3 In the main body I will write three paragraphs. In the first paragraph, I will give details of any experience I have in this type of work. In the second paragraph, I will give examples to prove my track record. In the third paragraph, I will explain why I have the right personality for the job.  
Topic sentences: Ss' own answers
  - 4 I could begin my piece of writing with Dear Sir/Madam and I could end my piece of writing with Yours faithfully and my full name.
- B**
- 1 A proposal/report.
  - 2 The manager of my department. Formal style is appropriate.
  - 3 In the main body I will write three paragraphs. In each paragraph, I will give details of one way in which working conditions could be improved.  
Topic sentences: Ss' own answers
  - 4 I could begin my piece of writing with an introduction explaining that there are certain problems existing where I work. I could end my piece of writing with a conclusion stating that if these suggestions are followed, working conditions will be greatly improved.

**Suggested Answer Key**

- A** Dear Sir/Madam,
- I am writing to apply for the position of Sales Manager in your Kings Cross branch, as advertised in last week's Evening Herald newspaper on 26th October.
- As outlined in my curriculum vitae, which I have enclosed, I have been employed as an Assistant Sales Manager for Music Mall for the past two years, where my duties include overseeing sales staff, dealing with customers, ordering stock and organising the layout of the store. I feel that I have gained plenty of experience in this position and am now ready to take on more responsibility.

In my two years as Assistant Manager of Music Mall, I was twice honoured with the company's 'Staff Member of the Year' award, in recognition of my hard work, communication skills and good management. I had excellent relations with all of my superiors, all of whom will be willing to give me glowing references.

I consider myself to be a loyal, industrious and sociable person, who is a good team player. As far as stress is concerned, I believe that I stay calm under pressure and see stressful situations as a challenge. I am good at working with people, creative and hardworking. As for weaknesses, I would have to say that I am a perfectionist and will not be satisfied until a job is done perfectly.

I enclose my curriculum vitae as requested, and I would be happy to supply you with further information should it be required. I thank you for considering my application and am willing to attend an interview at any time.

Yours faithfully,  
Paula Davies

- B **To:** Martin Brown, Sales Manager  
**From:** Tina Wilcox, Sales Administrator  
**Subject:** Suggestions on how to improve working conditions  
**Date:** 28th October 20...

**Introduction**

The aim of this proposal is to present my suggestions regarding ways of improving working conditions in the sales department. There are several improvements which could be made in order to increase productivity and boost staff morale.

**Air Conditioning**

Several members of staff have complained about the heating and air conditioning system, as it is never at a suitable temperature. In summer the air conditioning is too high and staff feel cold. In winter, on the other hand, the heating is never high enough. Also, the filters are seldom cleaned, and as a result the staff feel sick and tired and often become ill. The air-conditioning should be more carefully regulated and the filters should be cleaned on a regular basis to avoid these problems.

**Staff Facilities**

At present, the staff facilities are minimal, consisting of a kitchenette and a toilet on each floor. Unfortunately, these are in the same area, so that the area where people make their coffee is directly next door to the toilet. The management should consider separating these areas. Alternatively, if we were to designate a different area where staff could take their breaks, it would help provide a more efficient working area.

**Office Space**

The current office space is extremely crowded, with too many desks and other pieces of furniture in the same area. As a result, staff are unable to move around without bumping into desks or tripping over cables. Expanding the office space would result in a safer, more comfortable environment.

**Conclusion**

To sum up, should the management agree with the suggestions outlined in this proposal, I feel confident that working conditions will be greatly improved.

- Goggles** – used to protect the eyes from wind, light or water.
- Gloves** – used to protect the hands from cold/impact.
- Thermal jacket** – used in very cold conditions to keep the body warm.
- Flippers** – worn on the feet by scuba divers to aid in swimming.
- Buggy** – a vehicle used by golfers to get around a golf course.
- Club** – piece of golfing equipment used to hit the ball.
- Stopwatch** – clock used in many sports for recording times.
- Bat** – piece of equipment used in cricket and other sports to strike a ball.
- Altimeter** – instrument used to determine altitude (height).
- Helmet** – piece of equipment used to protect the head from injury.

**2 Answer Key**

- |             |         |        |          |
|-------------|---------|--------|----------|
| 1 under     | 4 ideal | 7 away | 10 under |
| 2 suspicion | 5 out   | 8 up   |          |
| 3 age       | 6 back  | 9 back |          |

**3 Answer Key**

- 2 ... shot took the goalkeeper completely by surprise.
- 3 ... play in sport cannot be overemphasised.
- 4 ... match and all the proceeds went to charity.
- 5 ... league until next season.
- 6 ... conference the team captain announced his retirement.

**4 Answer Key**

- 2 A: I've been suffering from terrible backache recently. Do you think it might have something to do with bad sitting position at work?  
B: If I were you, I'd get an ergonomic chair. It'll help maintain correct posture.
- 3 A: I find that working on the computer all day gives me eye strain. Could it be due to my monitor settings being incorrect?  
B: Try reducing the brightness and get a filter – it'll protect your eyes.
- 4 A: My shoulders feel really stiff this morning; I think I hurt my back while I was exercising.  
B: Always remember to warm up before you exercise because it helps to prepare your muscles for exertion.
- 5 A: I can't seem to get rid of this indigestion; I think it's due to too much rich food.  
B: Try having a sugar-free fizzy drink after meals; it aids digestion.
- 6 A: I've got achy joints and I'm running a fever. I think it's probably flu.  
B: Get some rest and drink plenty of fluids. That'll help to stop dehydration.
- 7 A: I've got a terrible itch on my arm. I think it's probably a mosquito bite.  
B: The best thing to do is clean the area with alcohol and then apply anti-histamine cream which reduces irritation.
- 8 A: I can't sleep these days – I've been under a lot of stress lately.  
B: Before going to bed why don't you take a warm bath and have a milky drink; it'll help you relax.

**5 Answer Key**

- |             |           |              |
|-------------|-----------|--------------|
| accelerated | heart     | rate         |
| increased   | blood     | flow         |
| increased   | body      | temperature  |
| increased   | breathing | depth & rate |
| dilated     | blood     | vessels      |

When exercising, the body responds with an accelerated heart rate, increased blood flow and an increased breathing rate along with an increased body temperature and dilated blood vessels.

**Unit 7 – Fit for Life**

**1 a. Answer Key**

- |           |           |      |
|-----------|-----------|------|
| 2 a, d, c | 6 a       | 10 f |
| 3 c, b    | 7 g       | 11 d |
| 4 b, e    | 8 g       | 12 d |
| 5 b       | 9 a, b, e |      |

A harness is used by a diver, climber or parachutist to secure him/herself to a rope, parachute or aqualung.

6 a. **Answer Key**

- |     |     |     |      |
|-----|-----|-----|------|
| 1 A | 4 A | 7 A | 10 B |
| 2 B | 5 B | 8 B | 11 C |
| 3 C | 6 C | 9 C |      |

b. **Suggested Answer Key**

- A The inadequacies of the National Health Service.  
 B The outlawing of smoking in public.  
 C A new medication that reduces the risk of heart disease.

7 **Answer Key**

- |            |             |            |
|------------|-------------|------------|
| 1 bumped   | 4 run down  | 7 healing  |
| 2 bruise   | 5 bloodshot | 8 shooting |
| 3 blisters | 6 upset     |            |

8 **Answer Key**

- fever – It is a symptom. The other items are medicines.
- syrup – it is a medicine. The other items are wounds.
- gums – related to the teeth. The other items are related to the eyes.
- bandage – used to dress a wound. The other items are medicines.
- ointment – applied to the skin. The other items are parts of the anatomy.
- bed rest – treatment. The other items are medical problems.
- drip – item used in medicine. The others are parts of the anatomy.
- giggle – kind of laugh. The others are symptoms of illness.

9 **Answer Key**

- Under no circumstances should you stay in the water if you are tired or cold.
- At no time should children be left alone on the beach or in the water.
- Under no circumstances should you swim after a meal or after consuming alcohol.
- On no condition should you swim in the sea at night.
- Not unless there are other people about should you swim in a swimming pool at night.
- Only after applying sunscreen should you go out in the sun.
- Only by drinking plenty of non-alcoholic drinks can you avoid dehydration.

10 **Answer Key**

- |                |              |                |
|----------------|--------------|----------------|
| 1 gradually    | 6 soreness   | 11 hormonal    |
| 2 comfortable  | 7 motivation | 12 tension     |
| 3 intensity    | 8 tumultuous | 13 supportive  |
| 4 protective   | 9 emotional  | 14 outlive     |
| 5 preventative | 10 findings  | 15 detrimental |

11 **Answer Key**

- 1 D    2 I    3 F    4 C    5 H    6 B

Distractors: A, E & G

12 **Answer Key**

- |             |            |              |
|-------------|------------|--------------|
| 1 early     | 6 booked a | 10 take      |
| 2 workout   | 7 attend   | 11 want/like |
| 3 half hour | 8 inform   | 12 another   |
| 4 sometimes | 9 charged  | 13 keep      |
| 5 let you   |            |              |

13 a. **Students' own answers**

b. **Students' own answers**

c. **Answer Key**

- |       |     |        |        |
|-------|-----|--------|--------|
| 1 C/D | 5 G | 9 F    | 13 C/B |
| 2 D/C | 6 C | 10 B   | 14 B/C |
| 3 A   | 7 G | 11 A/C | 15 C   |
| 4 B   | 8 E | 12 C/A | 16 F   |

14 **Answer Key**

- |                     |                                 |
|---------------------|---------------------------------|
| deep – profound     | happy and excited – exhilarated |
| conclusion – finale | mixed – laced                   |
| panted – gasped     | dispute – feud                  |

15 **Answer Key**

- pacemaker – Athlete who runs in front of another to set the pace;  
 A device that regulates the heartbeat in cardiac patients.  
 kicked – pushed himself; hit using the foot  
 Bitter – unpleasant; sour (of taste)  
 immortal – well-known person; that which will never die  
 side – team; edge/surface  
 companions – fellow athletes; friends / family colleagues  
 murder – defeat decisively; kill  
 demolished – defeated; pulled down (a building)

16 **Students' own answers**

17 a. **Students' own answers**

b. **Answer Key**

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 C | 3 C | 5 B | 7 B | 9 B  |
| 2 C | 4 A | 6 A | 8 C | 10 A |

c. **Students' own answers**

18 **See tapescript for Ex. 20**

19 **See tapescript for Ex. 20**

20 **Students' own answers**

21 a. **Suggested Answer Key**

Firstly, try taking deep breaths to help you relax. Then watch the in-flight movie to take your mind off flying. Last but not least, remember that the pilot wants to get home too so he's/she's unlikely to take any risks.

b. **Suggested Answer Key**

**How to study more efficiently**

- find quiet environment/concentrate
- eat light snack/have gum handy/take mind off food
- remember to take phone off hook/avoid being disturbed

**How to overcome difficulties sleeping**

- avoid coffee in evening/stimulant
- have milky drink/contains natural substance/promotes sleep
- plenty of exercise / helps relax

**How to save money**

- install energy-efficient household items/cut down on running expenses
- destroy credit card/pay off loans/avoid interest charges
- consult a financial advisor/save money in the long run

**How to stay fit**

- eat in moderation/helps control weight
- regular aerobic exercise/plenty of fresh air/ensures proper oxygenation of body tissues.
- remember to drink water/helps eliminate toxins

22 a. **Instructions for the application of lotion.**

b. **Suggested Answer Key**

Remember that this lotion is for external use only. Before you apply the lotion you must wash your hands. You won't be able to use the lotion until you have filled the vial up with water. You mustn't forget to close the vial and shake it. Remember that you have to wait five minutes. After this, apply the lotion to the affected area. Last but not least, make sure that you use a clean bandage to dress the area and repeat this procedure daily until the rash clears up.

c. **Instructions for dishwasher operation.**

**Suggested Answer Key**

Remember that this dishwasher is not suitable for plastic dishes. Before you use the dishwasher, you must remove any remaining food from the dishes. Firstly, load the racks with the dishes. Then pull out the detergent drawer and fill it with detergent. Make sure you close the drawer and door. Finally, select a programme using the programme knob. When the programme has finished you must wait for the green light before opening the door. The door will not open with the red light on. Whatever you do, don't force the door.

**Instructions for installing memory card in computer.**

**Suggested Answer Key**

Before opening the case you must cut the power supply. Firstly remove the screws. Once all the screws are removed, you can remove the covers. Next, locate the memory in the port. Make sure you look for the '+M+' marking. You mustn't forget to secure the memory card retaining clip. Finally replace the covers and screws.

23 a. **Answer Key**

A: The first extract must have been dictated by a manager and typed up by a secretary. The language is very formal and the reason for writing is to give all members of staff some information.

B: The writer of the second extract must be a young person and the reader must be a friend of theirs. The language is very informal and friendly. The reason for writing is probably that the writer is organising a trip or a social outing of some sort, or they have both been invited to a wedding or other celebration.

b. **Answer Key**

A: is taken from a notice/memo (formal style and the references to employees, etc)

B: is taken from a note/short letter (informal language and personal style)

24 **Answer Key**

e.g. means 'for example',

'if poss' is short for 'if possible'.

'Ext.' means Extension, as in a telephone extension.

'NB' is Latin, and it stands for 'Nota Bene', which means, note well, please note.

'Tues' is short for Tuesday

'info' is short for 'information'.

'incl' is short for 'inclusive' or 'including'.

ASAP stands for As Soon As Possible

VAT stands for Value Added Tax

- |   |                        |   |      |
|---|------------------------|---|------|
| 1 | If poss.; info.; Tues. | 4 | ASAP |
| 2 | e.g.                   | 5 | NB   |
| 3 | incl.; VAT             | 6 | Ext. |

25 **Answer Key**

1 To all members of the film club.

The screening of *Gone With the Wind*, scheduled to take place next week has been postponed until Wed. 4th October at 6:30pm. All welcome. Apologies for the inconvenience.

2 John,

The new price for Caldex is £45.99 per pack (incl. VAT). Can you let me know ASAP what the price was last year and how many packs we still have in the warehouse?

Thanks,  
Sandra

26 **Answer Key**

A 4 the writer could be a friend who has gone on a trip and the recipient could be someone who helped him/her prepare for the trip.

B 3 the writer could be a businessman/woman and the recipient could be their colleague

C 1 the writer could be the organiser/secretary of a local history group and the recipients are the members of the history group

D 2 the writer could be a wife or mother and the recipient(s) could be her husband/child(ren)

27 **Answer Key**

A 1 A proposal and a notice.

2 The target readers for the proposal are the members of the organising committee. The target readers for the notice are the members of the sports and fitness club. Formal style is appropriate for the proposal and semi-formal style is appropriate for the notice.

3 I will divide the main body of the proposal into three paragraphs and will suggest one new activity in each paragraph. Suitable topic sentences would be:

- Many of our members have requested that we start an aerobics class.
- Another sport which is popular with people of all ages is badminton.
- Swimming is an activity which many people enjoy and is an excellent way to keep fit.

4 I will follow the instructions in the rubric, paying attention to the information in the memo and using the information in the list of suggestions.

5 I could begin my proposal with an introduction stating the aim of the proposal and I could end it with a conclusion stating that these are the best three activities to offer as they will appeal to all our members and are easy to set up. I could begin my notice with 'To All members' and end it with a number on which I can be contacted.

B 1 A formal letter and a short letter.

2 The target reader for the letter is the editor of the newspaper (and possibly the readers). The target reader for the short letter is my friend. Formal style is appropriate for the formal letter and informal style is appropriate for the short letter.

3 I will divide the main body of the letter into two paragraphs and will comment on one or two points from the article in each paragraph. Suitable topic sentences would be:

- Firstly, the article completely failed to present a balanced viewpoint about modern health issues.
- Furthermore, the message conveyed by the article was totally unacceptable.

4 I will follow the instructions in the rubric, paying attention to the information in the article and using the information in the extract from my friend's letter.

- 5 I could begin my letter with 'Dear Sir/Madam', and I could end it with 'Yours faithfully' and my full name. I could begin the short letter to my friend with 'Dear (my friend's first name)' and end it with 'Love/Best wishes/Yours' and my first name.

**Suggested Answer Key**

- A a) **To:** The Organising Committee, Sandling Sports and Fitness Club  
**From:** Sandra Phelps  
**Subject:** Suggestions for new activities  
**Date:** 23rd July 20...

**Introduction**

The aim of this proposal is to suggest three new activities for Sandling Sports and Fitness Club to offer their members next year.

**Aerobics**

Many of our members have requested that we start an aerobics class. This would be simple to set up, requiring only a large room, several exercise mats and an instructor. Aerobics is an effective way of keeping fit for people of all ages.

**Badminton**

Another sport which is popular with people of all ages is badminton. Again, this is a activity which is easy to provide, as we would simply need to set up badminton nets on the existing tennis courts.

**Swimming**

Swimming is an activity which many people enjoy and is an excellent way to keep fit. I feel sure that the local pool would allow us to use their facilities on Mondays and Tuesdays, as they are rarely busy then and would appreciate the business.

**Conclusion**

To conclude, all three of these activities are excellent ways of keeping fit which are simple to provide and will appeal to all of the club members. I strongly recommend offering these activities next year.

- b) To All Member of Sandling Sports and Fitness Club  
 I have proposed to the organising committee that the club offers three new activities next year: aerobics, badminton and swimming. If anyone has any comments, please feel free to contact me on: 01352 348346.  
 Thanks.  
 Sandra Phelps

- B a) Dear Sir/Madam,  
 I am writing in response to the article about health published in Tuesday's edition of The Evening Herald. I feel sure that I am not alone in finding this article objectionable.  
 Firstly, the article completely failed to present a balanced viewpoint about modern health issues. While concentrating on orthodox medicine, it completely fails to mention the benefits of alternative medicine or maintaining a healthy lifestyle, both of which offer many more advantages than conventional medicine and have fewer side effects.  
 Furthermore, the message conveyed by the article was totally unacceptable. The article suggests that a healthy lifestyle is unimportant, as medical science can cure all ailments. This is hardly an ideal way to live. Surely people should try to prevent disease rather than wait for it to be cured. Instead of dealing with stress when we are suffering, for example, we should be avoiding stress in the first place.

I must insist that you print a more balanced article in your next issue, in addition to an apology to readers who, like myself, believe in healthy living.

Yours faithfully,  
 Carol Winters

- b) Dear Ted,  
 Thanks for the letter and the article. I've written to the editor of the newspaper and told him what we think. I can't believe they printed such nonsense! I've asked him to print a more balanced article in tomorrow's issue and to say sorry to the readers for putting such rubbish in the paper! Don't forget to send me a copy if it actually gets printed and you see it first!  
 Look forward to hearing from you again soon,  
 Love,  
 Carol

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**Unit 8 – Live and Learn**

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**1 Answer Key**

- 2 **assignment** is the odd-one-out because all the others are places where learning takes place
- 3 **students' lounge** is the odd-one-out because all the others are connected to libraries and their services
- 4 **experiment** is the odd-one-out because all the others are methods of study whereas an experiment is a scientific test
- 5 **application** is the odd-one-out because all the others are ways to test knowledge
- 6 **attend** is the odd-one-out because all the others are ways to prepare for an examination or to refresh your knowledge in a subject
- 7 **catch up** is the odd-one-out because all the others are ways of reading
- 8 **quote** is the odd-one-out because all the others describe stealing someone else's words or ideas
- 9 **workshop** is the odd-one-out because all the others are parts of a book
- 10 **distinction** is the odd-one-out because all the others are qualifications awarded to students

**2 Answer Key**

- |                 |               |           |
|-----------------|---------------|-----------|
| 1 dissertation  | 4 lectures    | 7 theatre |
| 2 undergraduate | 5 janitor     | 8 adviser |
| 3 residence     | 6 association |           |

**3 a. Answer Key**

- |                            |                          |
|----------------------------|--------------------------|
| bright/promising pupil     | reference/exercise books |
| accelerated/remedial class | research/teaching method |
| underlying/basic principle | academic/long term       |
| 1 promising pupil          | 4 reference book         |
| 2 academic term            | 5 teaching methods       |
| 3 basic principles         | 6 accelerated course     |

**b. Suggested Answer Key**

- 1 Tom is an extremely bright pupil, we expect him to do very well in the exams.
- 2 It seemed like school would never break up for the holidays, it was such a long term.
- 3 The basic principles of his theory are almost impossible to understand.
- 4 I make a short summary of every lesson I attend in this exercise book.
- 5 Dr. Alexander questioned me about the research methods I was using to write my dissertation.
- 6 Because he finds it hard to keep up in the lessons he will spend some time in the remedial class.

4 Answer Key

- 1 • manuscript • transcript • wording
- 2 • tutor • trainer • governess
- 3 • scholar • apprentice • trainee
- 4 • award • reward • prize

5 Answer Key

- 1 by            4 law            7 drag        10 mouth
- 2 on            5 out            8 back
- 3 large        6 kept            9 way

6 a. Answer Key

- 1 primary school            6 graduation
- 2 secondary school        7 postgraduate course
- 3 O levels                    8 dissertation
- 4 technical college        9 retrain
- 5 foundation year

b. Suggested Answer Key

After play school or kindergarten, children attend primary school. On leaving primary school they then attend secondary school where they sit their 'O' levels. After that they either attend technical college, get a job or go on to do 'A' levels. Alternatively students may do a foundation year before starting a bachelor's course. After graduation some people may go on to a postgraduate course and writing a dissertation leading to the award of a Ph.D. Those who choose to get a job will eventually go for some kind of retraining.

c. Students' own answers

7 Answer Key

- 1 who are        4 which        7 that        10 that
- 2 that            5 who is        8 who is
- 3 who            6 that            9 that is

8 Suggested Answer Key

In the second picture, the man standing up is a teacher checking a student's work.  
In the third picture, the woman leaning over is pointing out a mistake.

9 Answer Key

- 1 behaviour        6 substantial    11 statements
- 2 significant        7 reasonable    12 upcoming
- 3 sluggish            8 information    13 confidence
- 4 researchers        9 expectation    14 stimulation
- 5 observations        10 suggestions    15 performance

10 Answer Key

- 1 when            5 all            9 of            13 –
- 2 which            6 be            10 that        14 all
- 3 –                7 too            11 out        15 –
- 4 –                8 –            12 often      16 the

11 Answer Key

- 1 attending        6 advertise      11 gratitude
- 2 due to            7 minimum        12 effort
- 3 heating            8 donate          13 suggestion
- 4 take place        9 held
- 5 booked            10 accommodate

12 a. Suggested Answer Key

- 1 I visit art galleries and museums as often as I can, both in the city where I live and when I travel. Galleries and museums are very important to me, I find them fascinating and educational.

2 'Wake up to student's needs' suggests that in the past art galleries paid little attention to the needs of students, but that has now changed.

- 3 • **hands-on experience** = learning about something by touching it or using it
- **accessibility and inclusiveness** = something which is open for everyone and takes into account the needs of everyone, a gallery that puts over clear information in an effective way
- **educational role** = the function of art galleries in learning
- **cultural shift** = a change in thinking about the role of art galleries
- **art historians** = art historians need to take into account the needs of the general public, and especially schoolchildren. Public art collections are for all to see, enjoy and understand and they must be exhibited in such a way as to allow this to happen
- coat of arms = an exhibit in a museum

b. Answer Key

- 1 D    2 F    3 E    4 G    5 C    6 A

13 a. Answer Key

one of the many (line 5)  
These days ... more seriously (lines 12-13)  
explicit educational purpose (line 20)  
no longer the way things work (line 25)  
from school children to OAPs (line 32)  
this is sure to turn out to be a godsend (line 40)

b. Answer Key

objects that can be touched        e-mail  
videos                                    out-of-hours schemes  
computer terminals

14 a. Answer Key

- **'bastions of middle-class intellectual snobbery'** = talks about the system/organisation which defends the middle class in its belief that the exhibits in galleries and museums are for those who have studied art and history and are therefore knowledgeable.
- **'leave no one but the already informed any the wiser'** = the descriptions written in museums were written by the informed for the informed, completely ignoring the need for background information for the general public
- **'a godsend'** = something which is extremely helpful
- **breathe a sigh of relief** = be pleased and glad to find that class visits to museums will be easier in the future
- **'busting a gut'** = making every effort, trying as hard as possible

b. Answer Key

precise = explicit                    renovation = refurbishment  
enclosed = bunged                revolutionary = radical  
talented = gifted

c. Answer Key

from day one = from the very beginning

- 1 S    2 S    3 S    4 S    5 D    6 D

15 a. Students' own answers

b. Suggested Answer Key

- **cultural/national identity** – Museums and galleries represent cultural and national identity, they allow communities to reflect on their own history and art and to gain some perspective as to the significance of their history and art in the wider world.





- 3 The process of using a stereo/microwave.  
*plug* – Make sure the plug is fitted with a 13 amp fuse.  
*gauge* – Make sure the temperature gauge does not drop below 30.
- 4 The process of loading a washing machine/dishwasher.  
*Hold* – Hold the lid down with one hand while turning the handle with the other.
- 5 The process of using a TV remote control.  
*Push* – Push the red button to start recording.
- 6 An oven/microwave.  
*flash* – The light will flash once when the timer is set.
- 7 The process of setting a watch.  
*fasten* – Fasten the catch securely.
- 8 The process of riding a bicycle.  
*tighten* – Tighten the screws so that the frame is secure.

**b. Answer Key**

- 1 To skate, you put on your skates and tighten the laces so that they are securely tied to your feet. Then, you stand up and push off from a wall, pushing one foot along the ground after the other. If you have trouble keeping your balance, you can steady yourself by gripping a wall or a fence. As you gather speed, bend your knees to lift each foot off the ground in turn, then bring it down so that the wheels glide along the ground.
- 2 In order to drive a car, you have to press the clutch down with your left foot, and turn the ignition key. Gently press the accelerator with your foot while releasing the clutch pedal. Check your mirrors, release the handbrake and slowly move off.
- 3 First of all, find the file you want by browsing on the Internet, looking up and accessing the information you want. Then, click on the download button, then select to save the file to your hard disk or open it from its current location.
- 4 First of all, compose the scene which you want to photograph, then aim the camera. Adjust the lens to focus the picture, then press the button on top of the camera until you hear a click.

**23 Suggested Answer Key**

... I walk for about two minutes, then I turn down into Walton Street. I keep to the right until I get to the crossroads, then I turn left and go past the hospital. I cross over the road and the school is just in front of me.

**24 Answer Key**

- A
- 1 An information sheet.
  - 2 A party of foreign students. Semi-formal style is appropriate.
  - 3
    - **Instructions for how to use the TV and Video facilities**  
 I will organise the main body into three paragraphs. In the first paragraph, I will give details on how to book the TV and Video facilities. In the second paragraph, I will give instructions on how to use the TVs. In the third paragraph, I will give instructions on how to use the videos.
    - **Instructions for using the computer room**  
 I will organise the main body into three paragraphs. In the first paragraph, I will give details on how to book a computer in the computer room. In the second paragraph, I will give instructions on how to use the computers. In the third paragraph, I will give instructions on how to use the printers/scanners/etc.
    - **Directions for how to get from halls of residence to key places on campus (such as the library, common room, etc)**  
 I will organise the main body into three paragraphs. In the first paragraph, I will give details on how to get from the halls of residence to the library. In the second paragraph, I will give details on how to get from the halls of residence to the common room. In the third paragraph, I will give details on how to get from the halls of residence to the cafeteria.

- **Directions from the college to key places in town (e.g.: the post office, supermarkets, bus station, etc)**  
 I will organise the main body into three paragraphs. In the first paragraph, I will give details on how to get from the college to the post office. In the second paragraph, I will give details on how to get from the college to the supermarkets. In the third paragraph, I will give details on how to get from the college to the bus/train station.

- 4 I could begin my piece of writing with a short introduction welcoming the foreign students to the college and explaining the purpose of the information sheet. I could end my piece of writing with a conclusion giving students details on how to find further information.

- B
- 1 A leaflet.
  - 2 Potential students. Formal/Semi-formal style is appropriate.
  - 3 I will organise the main body into three paragraphs. In the first paragraph, I will give details on the levels and ages catered for in the courses. In the second paragraph, I will give details on the audio-visual equipment and computers at the language school. In the third paragraph, I will give details on the classrooms and facilities.
  - 4 I could begin my piece of writing with a short introduction about the language school. I could end my piece of writing with a conclusion saying that this language school offers something for every learner and is a wonderful place to learn a new language. I could also give details on how to contact the school.

**Suggested Answer Key**

• **TV AND VIDEO FACILITIES**

Welcome to Wesley College. We hope that you will enjoy your stay here. In order to help you settle into college life more quickly, this information sheet gives details on how to use the TV and video facilities on the college campus.

**BOOKING THE TV AND VIDEO FACILITIES**

There are two TV and Video rooms on the college campus, each with twenty TVs and Videos. The first can be located on the ground floor of the library building and the second is on the first floor of the media studies block. Outside each of these rooms you will find a chart on which you can sign up to use a TV and video at your chosen date and time.

**USING THE TVs**

Each TV is equipped with a set of headphones. Please use these to avoid disturbing other students. To switch on the TV, make sure that it is plugged into the mains and that the cable is connected at the back of the TV set. Then, push the button on the front of the set. Once switched on, the TVs are operated by remote control. To use the remote control, point it at the TV set and depress the buttons.

**USING THE VIDEOS**

To play a dvd, insert the dvd into the dvd player, then press the button marked PLAY. To stop the video, press the button marked STOP. To record from the TV, select the correct channel on the video, then press the red button marked REC. Please switch both video and TV off after use.

For more information, please contact Gary Cooper on: 01345 235865.

• **COMPUTER ROOM**

Welcome to Wesley College. We hope that you will enjoy your stay here. In order to help you settle into college life more quickly, this information sheet gives details on how to use the computer room on the college campus.

**BOOKING THE COMPUTER ROOM**

The college computer room is equipped with fifty computer terminals, five printer and three scanners. The computer room can be located on the ground floor of the library building. Outside the computer room you will find a chart on which you can sign up to use a computer at your chosen date and time.

**USING THE COMPUTERS**

To switch on the computer, push the large blue button on the front of the tower and the round 'On' switch on the front of the monitor. Once the computer is switched on, you will need to enter your user name and password before you can operate the computer. Please shut the computer down properly after use.

**USING THE PRINTERS AND SCANNERS**

Before operating the printer, check that there is paper in it and that the green 'On' light is shining. Then, click on the print icon on your computer screen. To operate the scanner, check that it is switched on, lift the lid and place the item you wish to scan face down on the scanner bed. Follow the instructions of your scanner software.

For more information, please contact Gary Cooper on: 01345 235865.

**DIRECTIONS TO KEY PLACES ON CAMPUS**

Welcome to Wesley College. We hope that you will enjoy your stay here. In order to help you settle into college life more quickly, this information sheet gives details on how to get from the halls of residence to key places on campus.

**THE LIBRARY**

To get to the library from the halls of residence, you leave the halls of residence by the main gate and turn left, heading towards the crossroads. At the cross roads, turn right into Baker Street. Go past the Youth Club and bear left towards the playing fields. As you pass the playing fields, you will see the main entrance to the campus on your right, and you will be directly facing the library.

**THE COMMON ROOM**

To get to the students' common room from the halls of residence, follow the same route as to the library, but when you go through the main entrance of the college campus, keep going, straight past the library, then turn left at the Languages block. Go across the car park, and the common room is straight in front of you.

**THE CAFETERIA**

The cafeteria is also on the main campus, so from the halls of residence, follow the route to the library, but turn right immediately inside the main entrance to the campus. Go past the chapel and the lecture theatre, then turn left. The cafeteria is on the other side of the green.

For more information, please contact Gary Cooper on: 01345 235865.

**DIRECTIONS TO KEY PLACES IN TOWN**

Welcome to Wesley College. We hope that you will enjoy your stay here. In order to help you settle into college life more quickly, this information sheet gives details on how to get from the college to key places in town.

**THE POST OFFICE**

To get to the post office from the college, you leave the college campus by the main entrance and turn left, heading towards the crossroads. At the cross roads, turn right into Baker Street. Go past the Youth Club and bear left towards Wesley Shopping Centre. As you pass the shopping centre, you will see the post office on your right.

**THE SUPERMARKET**

There are several supermarkets in Wesley town centre, but the cheapest and closest is QuickMart. To get to QuickMart from the college, follow the same route as to the post office, but when you go past the shopping centre, keep going, straight past the park, then turn left at the traffic lights. QuickMart is straight in front of you.

**THE BUS STATION**

The bus station is also near the town centre, so from the college, follow the route to the post office, but turn right immediately after the shopping centre. Go past the church and the theatre, then turn left. You will see the bus station in front of you on the other side of the green.

For more information, please contact Gary Cooper on: 01345 235865.

**B Suggested Answer Key**

FARLEY LANGUAGE SCHOOL – A Doorway To The World  
Since 1985, Farley Language School has been offering students of every age and ability the chance to learn foreign languages. Now, we offer more than ever, with a wide range of fascinating courses and excellent facilities and equipment.

**Courses**

No matter whether you are a total beginner or whether you want to brush up your existing language skills, Farley Language School is sure to have a course to suit your needs. Students from the age of 5 to 105 can study for language examinations in English, French, German, Italian or Spanish, improve their conversation skills or simply prepare for that trip abroad!

**Equipment**

At Farley Language School, we have the latest audio-visual equipment, including cassette recorders and CD players, televisions and videos and even video cameras to facilitate learning. Students have the opportunity to listen to recordings and watch videos in their language of choice and even make their own recordings and short films to present to the class.

**Classrooms and Facilities**

The classrooms at Farley Language School are light and spacious, as we believe that environment plays a vital role in learning. All rooms are furnished with ergonomically designed desks and chairs, as well as a range of teaching aids and equipment. To enable students to relax before or after class, we have a cafeteria where you can buy drinks and snacks and browse through a selection of foreign language leaflets, magazines and brochures.

Whatever your language needs, Farley Language School can help. Call us to register or for more details on: 01241 343468, or visit our brand new website at: [www.farleylangschool.co.uk](http://www.farleylangschool.co.uk).

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**Unit 9 – The Image Business**

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**1 a. Answer Key**

1 D      2 C      3 B      4 A

1 C      2 D      3 A      4 B

**b. Suggested Answer Key**

1 convincing performance	5 visual impact
2 star-studded cast	6 theatre studies
3 stage directions	7 abstract art
4 scathing review	8 poetic licence

**2 Answer Key**

1 act	4 song	7 act
2 song	5 rhyme	8 stage
3 plot	6 stage	

**3 Answer Key**

1 B	3 A	5 A	7 D	9 A
2 C	4 B	6 A	8 B	10 C

**4 a. Suggested Answer Key**

A: The man in the first picture is dressed inappropriately according to the dress code. He's wearing a blazer with gold buttons, which isn't allowed, is it?  
B: That's right. His white shirt's OK but his red tie couldn't be described as dark coloured. The lady in the picture next to him is, in my opinion, dressed according to the dress code. She seems to be wearing a suit of some kind, although I can only see the jacket. She's wearing a light-coloured blouse, too. And what about this man here with the blue shirt?

A: Well, he's not dressed appropriately either. He wouldn't be allowed to wear a blue shirt, and apart from that he has a beard. According to the dress code, men must be clean-shaven. The same applies to this man in the picture here. He's wearing what looks like brown trousers and he's not wearing a jacket.

B: Yes, but it might be summer and they needn't wear a jacket then. But even so his tie isn't suitable and he looks as if he's about to roll up the sleeves of his shirt, so he's inappropriately dressed, too. What do you think about the older man in the bottom picture? I think he looks fine, do you?

A: Yes, I do. His shirt's the right colour, his tie's dark-coloured and he's clean-shaven as well. The girl in the picture next to him looks smart but she's still not dressed according to the rules, is she?

B: Well she is wearing a dark skirt and light-coloured blouse, which is fine, but she should have a jacket on instead of that cardigan. So, the only person who is dressed right is the woman in the picture at the top, then.

A: And the older man who's talking on the phone!

B: Oh yes, him too.

**b. Suggested Answer Key**

A: A mechanic wouldn't go to work in a suit, because they have a dirty job. I think most of them wear overalls at work to keep their clothes clean.

B: Yes, and computer programmers probably wouldn't wear suits at work either, although they would be expected to dress tidily. They would most likely wear jeans or dress trousers and an open-necked shirt.

A: I suppose a GP would always wear a suit with a shirt and tie, although younger doctors these days sometimes dress more casually.

B: That's true, although you'd never see them in a T-shirt or baseball cap, would you? And receptionists are usually dressed smartly too, aren't they?

A: Yes, they are. They're likely to be dressed in a suit or a smart skirt and blouse. They couldn't very well turn up to work in a tracksuit and trainers. The same applies to female PR consultants; they're expected to look good at all times, to give a good impression.

B: What about shop assistants? Do you think there's any particular dress code for them?

A: Well, I suppose it depends where they work really. I mean if they work in a large department store then they would most likely have to follow some sort of dress code, I think.

B: Hmm ... I see what you mean. But generally shop assistants can more or less wear what they like, as long as they're presentable.

A: Yes, that's my opinion, too.

**5 Answer Key**

- |        |               |       |       |
|--------|---------------|-------|-------|
| 1 to   | 4 made/pulled | 7 at  | 10 on |
| 2 ears | 5 ups         | 8 up  |       |
| 3 up   | 6 off         | 9 out |       |

**6 Answer Key**

- 1 B      2 B      3 A      4 B      5 A

**7 a. Answer Key**

- 2 He advised me to call immediately as there was a chance I could miss the deadline.
- 3 He suggested my thinking / that I think about taking out a private pension fund.
- 4 He insisted that I quit the premises one month from that day.
- 5 He claimed that Jim had absolutely no intention of accepting her apology.
- 6 He admitted (to) telling/having told Angela about the party, claiming that it had just slipped out.

7 He warned me not to enter that part of the building without authorisation.

8 He wondered whether I thought Mary would mind if he borrowed her camcorder.

**b. Suggested Answer Key**

He claimed that he was sick and tired of waiting around for a machine in Internet cafes and suggested buying/that they buy their own computer.

She reminded him that they had spent all their savings on a new car.

He suggested using/that they use the following year's holiday money.

She warned him not to even think about touching that.

**c. Suggested Answer Key**

A: The father in the first picture enquired why the children were not eating their dinner.

B: They complained that the food was cold.

A: Then he suggested that they warmed it up in the microwave.

A: The young girl in the next picture suggested that they go to the beach at the weekend.

B: Her father promised to take her if the weather was good.

A: The girl assured him that it would be because she had heard the weather forecast that afternoon.

A: The girl in the last picture asked her father if he could help her to solve a problem.

B: Her father admitted that he knew nothing about electronics.

A: He suggested ringing her cousin who was an electronics engineer.

**8 Answer Key**

- |            |              |          |         |
|------------|--------------|----------|---------|
| 1 large    | 5 in/towards | 9 of     | 13 on   |
| 2 over/in? | 6 These      | 10 to    | 14 down |
| 3 to       | 7 but        | 11 these | 15 of   |
| 4 in       | 8 have       | 12 with  |         |

**9 Answer Key**

- |                |                  |                |
|----------------|------------------|----------------|
| 1 society      | 7 thorough       | 13 issues      |
| 2 permanent    | 8 ✓              | 14 dismiss     |
| 3 surgery, one | 9 ✓              | 15 image. In   |
| 4 ✓            | 10 feature, they | 16 examine the |
| 5 teen's life  | 11 ✓             |                |
| 6 ✓            | 12 affect        |                |

**10 Answer Key**

- |               |                         |
|---------------|-------------------------|
| 1 put/placed  | 8 career                |
| 2 important   | 9 motion                |
| 3 acquiring   | 10 novice/beginner      |
| 4 skills      | 11 locations            |
| 5 advancement | 12 its own              |
| 6 leader      | 13 financial assistance |
| 7 offer       |                         |

**11 a. Suggested Answer Key**

- 1 I love taking photographs. Whenever I go on holiday or go on an excursion, I always take my camera with me. I have albums full of pictures from around the world to remind me of all of the wonderful places I've visited. I enjoy taking pictures of my friends, too. I often have a good laugh when I look back on them years later and see the weird clothes and hairstyles we use to have.
- 2 Photography's role in the news is that it is used to document real life situations and the images are so powerful that viewers become emotionally involved. It's an important feature of portraying news stories because it brings the reality of the situation home to the viewer.

- 3 I expect the writer to discuss the origin of photography and how it has evolved over the years. It may describe the reason for its popularity or explain to us the benefits it has in portraying personal and social issues.
- 4 Robert Capa (under his real name, Andrei Friedmann), published his first set of pictures (of Trotsky addressing a rally in Copenhagen) in *Der Welt Spiegel* in 1932. The Magnum photo agency was found in 1974 by Cartier-Bresson, Capa, Roger and Seymour. Andy Warhol used familiar photographic images to point out how all-pervasive and manipulative mass-market images had become.

**b. Answer Key**

- |     |      |        |      |
|-----|------|--------|------|
| 1 C | 6 D  | 11 D   | 16 B |
| 2 A | 7 A  | 12 C   | 17 D |
| 3 D | 8 B  | 13 B/C |      |
| 4 B | 9 C  | 14 C/B |      |
| 5 A | 10 A | 15 B   |      |

**12 a. Answer Key**

- |                           |                            |
|---------------------------|----------------------------|
| 1 tormented – tortured    | 6 eroded – worn            |
| 2 radical – revolutionary | 7 refute – prove false     |
| 3 core – central          | 8 ethos – culture          |
| 4 usurp – take over       | 9 insatiable – greed       |
| 5 adage – saying          | 10 dexterity – skilfulness |

**b. Suggested Answer Key**

Lines 1-2 in the shadow/ having less impact  
 Line 5 making its most determined assault / trying its hardest to succeed  
 Line 44 much was made of / to bring about a lot of discussion/ attention  
 Line 48 on its last legs / nearing the end of its usefulness

**13 a. Answer Key**

1932 – Robert Capa published first photojournalistic pictures  
 Soon after 1933 – German and French photojournalists flee to America and Britain  
 1947 – the Magnum photo agency is founded  
 the 1960s – TV begins to take over news reporting  
 today – Photographs manipulated beyond recognition with the use of computers

**b. Students' own answers**

**14 Suggested Answer Key**

Personally, I don't agree with the saying 'the camera never lies.' Very often photographs distort images so we fail to get an accurate account of them. Nowadays, due to technology, it's possible to delete certain details on a photograph or add things that weren't originally there. News photographers often manipulate their pictures in order to give a greater effect, or a lesser one, depending on their intention. When this happens the public aren't getting a true picture of what has really taken place.

**15 a. Suggested Answer Key**

- 1 I think it's important to be fashionable, especially when you're young. People seem to judge you on your appearance and it can make a difference in your being popular or not. I don't think it's necessary to go to extremes; like having your nose pierced or covering your body in tattoos, though. When I wear fashionable clothes it gives me a lot of confidence and I feel good about myself.
- 2 People who are constantly in the public eye, like celebrities or politicians might employ an image consultant to enhance their appearance. They could advise them on what to wear and tell them what suits them best. Image

consultants are very creative people and they have an eye for detail, they can change a person's image completely just by changing their make-up or hair colour. Most of us would probably like to consult one but I suppose it's very expensive to do that.

**b. Answer Key**

- 1 D 2 D 3 B 4 B 5 C 6 A

**c. Suggested Answer Key**

- A: As far as I'm concerned, clothes and hairstyle are the most important things in forming my image. If my hair is a mess and I'm wearing unfashionable clothes I feel miserable. When I look attractive it puts me in a good mood and I feel confident. I think appearance is everything, don't you agree?
- B: Well, not entirely. I like to keep up with the latest fashion but it isn't my main priority. I believe that being sociable and having an interesting circle of friends is equally important. Being intelligent is high on my list too. I don't there's much point in looking good if you can't hold an intellectual conversation, do you?
- A: Hmm ... That's true, I suppose.

**16 See tapescript for Ex. 18**

**17 See tapescript for Ex. 18**

**18 Students' own answers**

**19 Suggested Answer Key**

- A: Do you feel like going to that new club that opened last week in the town centre?  
 B: Oh yes, I've heard about it. What kind of music do they play?  
 A: Mainly techno, I think.  
 B: Techno? Not really my cup of tea, I'm afraid. Why don't we go to the cinema, instead?  
 A: What's on?  
 B: The new Robin Williams film. You been waiting to see it, haven't you?  
 A: Great! Let's go.

**20 Suggested Answer Key**

- 1 A: What would you say to an evening of classical music at the Odeon this weekend?  
 2 A: Do you feel like going to see the *Metallic Vision* Exhibition at the Marble Arch Gallery, tonight?  
 3 A: There's a *Classical Comedy Weekend* at the Empire tonight? Do you fancy going?  
 4 A: I'm going to the ballet at the weekend. Would you like to join me?  
 5 A: Arnie Tucker's jazz group is playing at the Rex tomorrow. How about getting some tickets?

**21 Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| a ✓ | d ✗ | g ✓ | j ✓ |
| b ✗ | e ✓ | h ✗ | k ✓ |
| c ✗ | f ✓ | i ✓ |     |

**22 a. Answer Key**

- 2 I could not rest until I had checked the facts for myself.  
 3 The house was not spooky, exactly, but nor was it particularly welcoming.  
 4 We headed for home as soon as we were sure the coast was clear.  
 5 I think the main reason why people have tattoos done is in order to stand out from the crowd.

- 6 The cinema is effective at communicating messages largely because people can relate to what is being shown on the screen.

b. Answer Key

- |   |             |   |            |
|---|-------------|---|------------|
| 1 | descriptive | 4 | narrative  |
| 2 | narrative   | 5 | discursive |
| 3 | descriptive | 6 | discursive |

- 1 This diamond ring is a beautiful piece of jewellery, **as well as** a sound financial investment.
- 2 She could not sleep **until** she had made sure all the doors were locked.
- 3 The woman was not rude to us, **but nor** was she particularly friendly.
- 4 They ran towards the car **as soon as** the man walked away.
- 5 I think the main reason why people watch television is **in order to** escape from their everyday lives.
- 6 People like using computers **largely because** they save time.

23 a. Answer Key

- 1 He has boyish good looks as well as being very intelligent.
- 2 Not all teenagers have great dress sense, but nor do all adults.
- 3 It is important to dress smartly in order to impress interviewers.
- 4 We had to come home as soon as it got dark.
- 5 I don't like the idea of having a tattoo, largely because they are permanent.
- 6 I usually wait until the January sales to buy my clothes.

b. Answer Key

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | 3 | C | 2 | E | 4 |
| B | 6 | D | 5 | F | 1 |

c. Answer Key

- 1 However, try as you might, you will search for those flaws in vain. Impossible as it may seem, Tim really does appear to be perfect.
- 2 After all, following fashion is all very well, but if today's fashions don't look good on you, you will only look foolish. It is far safer to wear classic styles and be sure that you look good.
- 3 For this reason, it is always best to wear a smart, good quality suit and clean, well-kept shoes. Avoid dull colours, but at the same time, don't be too garish.
- 4 We had been playing in the woods and hadn't realised the time. Suddenly, we noticed that it had got dark and it was hard to see in the dense cover of the trees.
- 5 I have nothing against decorating one's body and skin, but I would prefer to do this in a more temporary way. Body jewels, for example, are a delightful way of changing your look without permanent scarring.
- 6 It's well worth waiting for such great savings, and I feel that, as I have saved so much money, I can afford to buy more items. It is a wonderful feeling to come home from a shopping trip laden with bags full of fabulous bargains.

24 Answer Key

- |   |   |                 |   |   |                   |
|---|---|-----------------|---|---|-------------------|
| A | 1 | all of a sudden | B | 1 | denim             |
|   | 2 | within minutes  |   | 2 | hugely            |
|   | 3 | hardly          |   | 3 | distinctive       |
|   | 4 | noticing        |   | 4 | ripped            |
|   | 5 | until           |   | 5 | flowery           |
|   | 6 | darted          |   | 6 | spiky             |
|   | 7 | spotted         |   | 7 | thick             |
|   | 8 | once            |   | 8 | brightly-coloured |

25 Answer Key

- A
- 1 descriptive and discursive language
  - 2 future tenses and conditionals/hypotheticals, as well as the present simple and present perfect
  - 3 semi-formal or informal, as the article is for a magazine for young people
  - 4 details about what I would like to change about my image or my personality, and reasons
  - 5 I will divide the main body into three paragraphs and in each paragraph I will describe how I would like to change one aspect of my image/personality.

Suggested topic sentences:

The main thing that I would like to change about my appearance is my hair.

Another change I would love to make to my image would be to buy a whole new wardrobe.

It is not only my appearance that I would like to change.

- 6 I will begin my piece of writing with an introduction stating that, although I am generally happy with my appearance and personality, there are a few things I would love to change. I will end my piece of writing with a conclusion stating that, although I would like to change these things about myself, nobody is perfect and I should learn to love myself for who I am.

B 1 descriptive and narrative language

- 2 past tenses
- 3 semi-formal or informal, as the advertisement uses informal language and the article is for a fashion magazine
- 4 In the main body, I must include details about how I settled on the look I have today and any fashion errors I made on my way to this image
- 5 I will divide the main body into three paragraphs and in each paragraph I will explain how events developed. In the first paragraph, I will describe how I used to look, in the second paragraph I will describe how I started to change my image, giving examples of fashion mistakes I made, and in the last paragraph I will describe my current look.

Suggested topic sentences:

I hope that you would not have recognised me if you had seen me ten years ago.

Of course, changing my image didn't happen overnight.

Nowadays, I am the last word in cool, as you can imagine!

- 6 I will begin my piece of writing with an introduction stating that, although these days I am a dedicated follower of fashion, I have not always been so stylish. I will end my piece of writing with a conclusion stating that, although I love the way I look now and would not want to return to my less fashionable days, the journey along the road to 'style city' was great fun and I wouldn't change things for the world.

Suggested Answer Key

- A
- Is there anyone who loves themselves for who and what they are? Although I am generally happy with my appearance and personality, there are a few things I would love to change. The main thing that I would like to change about my appearance is my hair. No matter what I do to it – dying, styling, cutting, curling or straightening - it makes absolutely no difference. My hair may look perfect for about five minutes, but after that, it always settles back into the same old style. I would love to have a head full of thick, shiny hair which always looks as though I have just stepped out of a salon. Another change I would love to make to my image would be to buy a whole new wardrobe. Although I own plenty of clothes, and in fact, my wardrobe is full to bursting point, I can still never find anything I want to wear. It would be great to have the money and the time to go shopping for a whole new wardrobe. It is not only my appearance that I would like to change. My personality could do with a minor alteration, too. I would love to have more self-confidence and to care much less about

what other people think of me. It would be so nice not to worry so much about the impression I make on everyone I meet. At the end of the day, however, these are minor flaws. I suppose I should tell myself that nobody is perfect and I should learn to love myself for who I am.

**B** Although these days I am a dedicated follower of fashion, I have not always been so stylish. There was a time when I looked very different indeed.

I hope that you would not have recognised me if you had seen me ten years ago. I was a shy-looking teenager with large, plastic-framed glasses and long hair cut in a style from the previous decade. I favoured baggy shapeless jumpers and long skirts which looked as though they were drowning me. I thought I looked unique, and unfortunately I was right!

Of course, changing my image didn't happen overnight. It took time to change the jumpers for shirts and the skirts for jeans, and even then I opted for stonewash jeans which never looked good, even when they were in style. Gradually, though, I discovered what suited me, and even what flattered me.

Nowadays, I am the last word in cool, as you can imagine! I know that not every fashion will look good on me, so I select my wardrobe carefully. I tend to stick to my own style, and add one or two fashionable items each season in order to move with the times. Sometimes when I look in the mirror, I smile, remembering the fashion disaster I used to be and feel relieved that I eventually developed some fashion sense.

Having said all that, although I love the way I look now and would not want to return to my less fashionable days, the journey along the road to 'style city' was great fun and I wouldn't change things for the world.

## Unit 10 – Shop Around

### 1 Answer Key

- |             |             |             |        |
|-------------|-------------|-------------|--------|
| 1 inflation | 4 bounced   | 7 deposit   | 10 out |
| 2 withdraw  | 5 statement | 8 windfall  |        |
| 3 teller    | 6 currency  | 9 overdraft |        |

### 2 a. Answer Key

- 1 f 2 d 3 e 4 a 5 b 6 c

### b. Suggested Answer Key

- A** a removal firm offers services such as transporting furniture and household appliances and refitting such items as carpets and air-conditioning systems. Some specialist removal firms transport large and /or sensitive items such as pianos.
- B** an electrical superstore sells household appliances such as washing machines, cookers, freezers, televisions, DVD players, CD players as well as smaller items such as kettles, irons, toasters, coffee machines, blenders etc.
- C** a designer accessories and cosmetics shop sells lipstick, eyeshadow, mascara, blusher, foundation, moisturising cream, perfume, body lotion and jewellery, belts, bags, shoes, scarves, key rings, wallets, purses and lighters.
- D** a travel accessories shop sells suitcases, soft sided luggage, overnight bags, vanity cases, wallets, purses, passport covers, luggage padlocks, money belts and backpacks.
- E** a stationery shop sells writing paper and envelopes, fax paper, photocopy paper, invitation cards: wedding, christening, party, greetings cards, fountain pens and biros, pencils, ink, staplers and other office equipment, office accessories, diaries and address books, notebooks, folders etc.
- F** a maternity shop sells clothes for pregnant women, underwear and nightwear, baby clothes, cots, changing mats, play pens, prams and pushchairs, car seats etc.

### c. Suggested Answer Key

- formal wear rental – Posh Frocks – “everything you need for that special occasion”  
merchandise would include: evening dresses, ball gowns, formal suits, tuxedos, and evening bags
- organic foods – Whole Earth Foods – “don't panic, eat organic!”  
merchandise would include: organic fruit and vegetables, meat, eggs, milk and yogurt
- gardening and DIY products – Home & Garden – “hundreds of quality products for your home and garden”  
merchandise: garden tools, plants and plant pots, hose pipes, seeds, lawn mowers, DIY tools, paint, wallpaper, nails, screws, wood etc.
- science books and publications – World Scientific – “specialist science books at discount prices.”  
merchandise: science books, magazines, videos and DVDs
- real estate – Property Finders – “your one-stop real estate resource”  
would deal with: houses, commercial properties
- investment consulting – Investment Opportunities – “serving you every business day.”  
would identify investment opportunities for clients

### 3 Answer Key

- |            |        |         |        |
|------------|--------|---------|--------|
| 1 mouth    | 3 love | 5 talks | 7 burn |
| 2 go round | 4 bet  | 6 worth |        |

### 4 Answer Key

- |         |             |      |       |
|---------|-------------|------|-------|
| 1 carry | 4 far       | 7 up | 10 in |
| 2 rags  | 5 bread     | 8 in |       |
| 3 leg   | 6 shoulders | 9 on |       |

### 5 Answer Key

- |                                |                        |
|--------------------------------|------------------------|
| 1 BY credit card               | 4 if I BORROW ...      |
| 2 is there a CHANGING room ... | 5 you can pay IN ...   |
| 3 but IN blue                  | 6 like this IN my size |

### 6 Answer Key

- This car costs £13,650. You could pay in 12 monthly instalments, but that would bring the price up to £14,952, as there is 9.6% annual interest.
- It costs £22 a day to rent this moped, insurance costs an additional £4, you have to get your own petrol.
- Admittance to the fun-fair is £3 for adults and half-price for children. For a family of four there is a special deal of £6.

### 7 Answer Key

- |       |       |       |        |
|-------|-------|-------|--------|
| 1 ✓   | 4 the | 7 ✓   | 10 the |
| 2 the | 5 a   | 8 ✓   | 11 ✓   |
| 3 a   | 6 the | 9 the | 12 the |

### 8 Answer Key

- |     |     |     |      |      |
|-----|-----|-----|------|------|
| 1 A | 4 D | 7 A | 10 B | 13 B |
| 2 C | 5 A | 8 B | 11 A | 14 D |
| 3 A | 6 C | 9 D | 12 C | 15 A |

### 9 Answer Key

- 1 H 2 E 3 F 4 A 5 D 6 I

### 10 Answer Key

- |               |                     |              |
|---------------|---------------------|--------------|
| 1 frequently  | 6 want              | 11 live up   |
| 2 incorrect   | 7 searching/looking | 12 year/date |
| 3 out-dated   | 8 subject           | 13 different |
| 4 looking for | 9 opinion           |              |
| 5 sure        | 10 However          |              |



B: Oh, while the engine's still running, you mean?

A: Exactly madam! That would do the trick.

4 A: Good afternoon, how can I help you?

B: Well, the alarm you fixed on my car keeps going off for no reason and it's driving everyone crazy!

A: It might be advisable to fit a less sensitive alarm then, sir.

A: Hmm ..., you could be right I suppose. Sounds like that would do the trick!

5 A: Can I help you?

B: Yes, I haven't been able to receive any text messages on my mobile phone lately.

A: If I were you I'd buy a new one. It's a very old model.

B: That's all very well, but I can't afford it.

A: You could always get a new one on our easy payment plan.

B: Thanks, I'll think about it.

19 Answer Key

- 1 A letter and an announcement.
- 2 The target reader of the letter is the manager of the shop and the target reader of the announcement is the members of the association.
- 3 The letter must be formal, diplomatic and tactful, whereas the announcement can be less formal.
- 4 I could mention all of the points from the reading input. They could be paraphrased as follows:
  - While it is reasonable to insist that customers present a valid till receipt in order to exchange goods, it is unfair to expect customers to return goods within seven days of purchase. **OR:** Insisting that customers return goods within seven days of purchase is most unreasonable. One of our members was given an item as a gift and, as she was unable to return it within the specified time, she was not allowed to exchange the item.
  - We feel that it is most unreasonable to expect customers to exchange gifts in the store where they were originally purchased. This is often most inconvenient. **OR:** We find your policy which states that goods must be returned or exchanged in the store where they were originally purchased quite unacceptable.
  - It is most unfair to refuse to exchange damaged goods, and inappropriate to suggest that the damage was caused by the customer. **OR:** Regardless of what staff consider to be the cause of the damage, customers have a right to exchange damaged goods.
  - Issuing credit notes instead of giving refunds for damaged items is extremely inconvenient for customers, as this prevents them from buying the item they originally wanted. **OR:** Customers who have purchased a faulty item should not be refused a refund, as this leaves them unable to purchase the item they need.
- 5 I will organise my letter into five paragraphs: an introduction, three main body paragraphs and a conclusion. In the introduction, I will state my reason for writing; in the main body paragraphs I will list the points I wish to make, and in the conclusion I will state the action which I expect to be taken.
- 6 I think it is realistic to expect that the manager of the store will reply to my letter and apologise for the inconvenience caused. He may say that he will suggest a change in company policy, but even if he does, this is unlikely to have any effect.
- 7 I will begin the announcement with 'To all members of Waterstone Consumer Association'.
- 8 I will explain what I have written in the letter and ask for members to contact me with any comments.

20 a. Answer Key

The main problems with the letter are:

- The style is informal and disrespectful – it contains informal language, short forms, etc

- The language is too colloquial
- The letter contains too much personal information
- The language and linking words are unsophisticated

b. Answer Key

**Salutation** – The writer uses 'Yours faithfully' instead of 'Yours sincerely', even though he uses the recipient's name. The opening should be 'Dear Mr Reynolds', not 'Dear PG Reynolds'.

**Lifting** – the writer has lifted whole phrases from the reading input, sometimes with very minor changes, e.g. 'O.K. on no account should you consider replacing or exchanging goods without a valid till receipt'. He has also failed to transfer the register of comments such as 'This just isn't fair!' This means that very little of the letter is the student's own work. The examiner gets very little opportunity to see what the student is capable of, and forms a poor impression, which will be reflected in the mark.

**Over-emotional language** – disgraceful, rotten, etc.

**Irrelevance** – 'take the case of Bill Murton ...', 'He's a very good friend of mine ...', etc.

**Inappropriate style** – 'That's fair enough', 'Correct me if I'm wrong, but ...', etc.

c. Answer Key

The letter could be improved with the use of more formal expressions and by removing the problems above.

- 1 I am writing to urge you to reconsider your policies regarding the return of goods.
- 2 We accept that you are unable to consider replacing or returning goods without a valid till receipt.
- 3 Regarding your one-week time limit for returning goods, it is most impractical to expect customers to be able to return items within that time.
- 4 Some of our members would have great difficulty in exchanging goods in the store where they were originally purchased.
- 5 In one instance, one of your staff accused a customer of having caused damage to an item himself.
- 6 We suggest that you revise your policies if you wish to retain the custom of our members.
- 7 In the case of items that are out of stock, it is extremely unreasonable to give customers a credit note instead of a full refund.
- 8 I hope that you will consider altering your company policies on these issues.

21 Suggested Answer Key

To all members of Waterstone Consumer Association.

I have written to the manager of Fullworth's about our objections to the company's policies regarding returning goods. I explained that the policies mentioned at our meeting are unacceptable and I expressed my hope that they would change their policies if they want to keep our custom.

If anyone has any further comments, contact me on: 01237 445346.

Practice Test

Paper 1 – Reading

Part 1	1	B	4	C	7	E	10	D
	2	E	5	C	8	A	11	E
	3	B	6	A	9	D	12	A
Part 2	13	H	15	C	17	D	19	G
	14	A	16	E	18	F		



<b>Part 3</b>	20 B	22 A	24 C	
	21 D	23 A		
<b>Part 4</b>	25 F	29 E	33 F	37 A
	26 B	30 B	34 E	38 E
	27 D	31 C	35 B	
	28 A	32 D	36 C	

- para 2** details about what the job might entail, further information on why it will be so important, e.g. the needs of society in the future
- para 3** details about the qualifications/personal qualities someone would need (perhaps with a comparison to today)
- para 4** a conclusion summarising the content of the main body and perhaps a thought-provoking comment about the future we all have to look forward to

**Paper 2 – Writing**

**Part 1**

**1 Report**

- written in a semi-formal to formal style
- 7 sections with appropriate headings

- para 1** purpose
- para 2** food (including comments on vegetarian dishes)
- para 3** location (including notes on proximity to office)
- para 4** entertainment (including comments on the specific entertainment offered)
- para 5** opening hours (including comments on how late it was open)
- para 6** wheelchair access (including notes on ramps)
- para 7** recommendation

**Part 2**

**2 Competition Entry**

- written in a semi-formal style
- para 1** an interesting opening paragraph generally pertaining to the two main body paragraphs
- para 2** a paragraph giving a personal opinion about what makes a band really great
- para 3** a paragraph commenting on why music is so important in today's world
- para 4** a conclusion summarising the information and opinions presented in the main body paragraphs

**3 Letter**

- written in an informal to semi-formal style
- para 1** an opening paragraph, perhaps including details on the writer's particular situation as a foreign student
- para 2** a paragraph giving three or four pieces of advice on how to meet people in a foreign country
- para 3** a paragraph giving three or four pieces of advice on how to deal with homesickness
- para 4** a conclusion perhaps offering some general words of comfort to the person who wrote the original letter

**4 Text for a leaflet**

- written in a semi-formal to formal style (with or without headings)
- para 1** an interesting opening paragraph explaining the purpose of the leaflet and asking for donations
- para 2** a paragraph explaining why the club needs financial support
- para 3** a paragraph explaining how the money would be spent
- para 4** a paragraph commenting on why the centre is so beneficial to the local youth
- para 5** a conclusion summarising the information and opinions presented in the main body paragraphs and a second request for donations

**5 Article**

- written in a formal style
- para 1** general comments about changing professions and the name of the profession you think will be the most important (perhaps with brief reason why)

**Paper 3 – English in Use**

<b>Part 1</b>	1 B	4 B	7 D	10 A	13 A
	2 A	5 C	8 B	11 C	14 D
	3 D	6 B	9 D	12 C	15 A
<b>Part 2</b>	16 In	21 to	26 be		
	17 will	22 all	27 though		
	18 the	23 while	28 Eventually		
	19 where	24 during	29 without		
	20 at	25 this	30 only		
<b>Part 3</b>	31 who	37 thus	43 good		
	32 ✓	38 ✓	44 as		
	33 ✓	39 as	45 very		
	34 of	40 about	46 with		
	35 that	41 ✓			
	36 ✓	42 also			
<b>Part 4</b>	47 inconsiderate	55 ashamed			
	48 continuously	56 youngsters			
	49 applications	57 peaceful			
	50 conservation	58 scenic			
	51 approval	59 assortment			
	52 recognition	60 incomparable			
	53 uncertain	61 precision			
	54 difference				
<b>Part 5</b>	62 regulations	69 transportation			
	63 implemented	70 occasion/some occasions			
	64 length	71 parent's signature			
	65 Both sexes	72 numerous			
	66 compulsory	73 adequate funds			
	67 exceptions made	74 pay for/cover			
	68 attire				
<b>Part 6</b>	75 D	77 B	79 H		
	76 G	78 E	80 C		

**Paper 4 – Listening**

<b>Part 1</b>	1 practical	5 a fashion accessory			
	2 the portable version/fan	6 good taste			
	3 bone (and) ivory	7 phrase books			
	4 fold their wings	8 a symbol			
<b>Part 2</b>	9 (an) 'off' position	13 insect nests/insects			
	10 (an) open area	14 guards			
	11 soap (and) water	15 the house			
	12 repairman	16 cover			
<b>Part 3</b>	17 live off campus	21 self-sufficient adult			
	18 peers	22 really important			
	19 eye-opening	23 rarity			
	20 protected	24 top grades			
<b>Part 4</b>	25 H	27 D	29 C	31 G	33 B
	26 G	28 E	30 C	32 E	34 F

**Paper 5 – Speaking**

Students' own answers

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