

**UPDATED FOR THE REVISED 2015
CAMBRIDGE ENGLISH: FIRST (FCE)**

SUITABLE FOR

Cambridge English: First (FCE)

Michigan ECCE

AND OTHER EXAMS

DOUBLE plus

**listening
speaking
writing**

H. Q. Mitchell - Marile

UPPER-INTERMEDIATE



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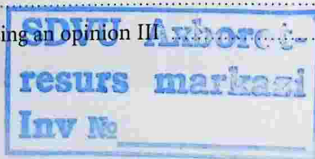
listening
speaking
writing

H. Q. Mitchell - Marileni Malkogianni

UPPER-INTERMEDIATE

Contents

Introduction	5
Unit 1 Holidays	
FCE format Listening	12
Speaking	14
Writing an essay expressing an opinion I	16
Unit 2 Education	
FCE format Listening	21
Speaking	23
Writing a story	25
Unit 3 Society and relationships	
ECCE format Listening	30
Speaking	35
Writing a letter expressing an opinion	36
Unit 4 The Environment	
FCE format Listening	40
Speaking	42
Writing a letter asking for information	44
Unit 5 Places	
FCE format Listening	49
Speaking	51
Writing a report	53
Unit 6 Science and technology	
ECCE format Listening	58
Speaking	63
Writing an essay expressing an opinion II	64
Unit 7 Sports and fitness	
FCE format Listening	68
Speaking	70
Writing an essay expressing an opinion III	72



Unit 8	Shopping	
FCE format	Listening.....	77
	Speaking.....	79
	Writing an informal e-mail/letter.....	81
Unit 9	Entertainment	
ECCE format	Listening.....	86
	Speaking.....	91
	Writing a letter to the editor.....	92
Unit 10	The Media	
FCE format	Listening.....	96
	Speaking.....	98
	Writing an article.....	100
Unit 11	Employment	
FCE format	Listening.....	104
	Speaking.....	106
	Writing a letter of application.....	108
Unit 12	Fashion and style	
ECCE format	Listening.....	112
	Speaking.....	117
	Writing an essay expressing an opinion IV	118
Appendix I Types of writing		122
Appendix II British and American English		125

Introduction

The aim of the book

Double Plus Upper-Intermediate will help you prepare for the Cambridge English: First (FCE) Examination, the Michigan ECCE and other exams at B2 level. By using this book you will develop your listening, speaking and writing skills, become familiar with the examination tasks and prepare effectively for the corresponding parts of the exams.

Outline of the Cambridge English: First (FCE) Examination

PAPER 1: READING AND USE OF ENGLISH (1 hour 15 minutes)		
PART	TASK TYPE	NUMBER OF QUESTIONS
1	Multiple choice cloze	8
2	Open cloze	8
3	Word formation	8
4	Key word transformation	6
5	Multiple choice	6
6	Gapped text	6
7	Multiple matching	10
		TOTAL: 52
PAPER 2: WRITING (1 hour 20 minutes)		
PART	TASK TYPE	NUMBER OF WORDS
1	Compulsory task Essay giving an opinion	140-190
2	One task from a choice of three (Possible task types: article, e-mail/letter, review, report*, short story**)	140-190
PAPER 3: LISTENING (approximately 40 minutes)		
PART	TASK TYPE	NUMBER OF QUESTIONS
1	Multiple choice	8
2	Sentence completion	10
3	Multiple matching	5
4	Multiple choice	7
		TOTAL: 30
PAPER 4: SPEAKING (14 minutes)		
PART	TASK TYPE	DURATION
1	Short exchanges between each candidate and the interlocutor	2 minutes
2	Long turn from each candidate, with a brief response from the other candidate	4 minutes
3	Candidates talk to each other	4 minutes
4	Candidates talk to each other and the interlocutor	4 minutes

* for Cambridge English: First (FCE) only

** for Cambridge English: First (FCE) for Schools only

The listening part of the Cambridge English: First (FCE) Examination

There are thirty questions in the Cambridge English: First (FCE) Listening Comprehension Test. Each of the four parts of the test contains one or more recorded texts which is played twice. The listening texts may be monologues or conversations based on everyday situations (e.g. lectures, telephone messages, interviews). The recordings include a variety of accents.

The aim of Paper 4 is to test candidates' ability to:

- understand the gist (general meaning) and main points of a spoken text
- listen for details or specific information
- make deductions when information is not clearly stated

Part 1 consists of eight short unrelated texts lasting about thirty seconds each. Candidates have to answer eight multiple choice questions with three options each. Candidates are given adequate time to read through the questions and options before listening to the text.

Part 2 consists of a text lasting three to four minutes. Candidates have to answer ten questions by completing sentences. They have to write a word or short phrase (not longer than three words) in the blanks provided. The questions follow the order of the information in the text. Minor spelling mistakes are not penalised, as long as the answers are recognisable.

Part 3 consists of five short texts, of about thirty seconds each, which are usually theme-related. Candidates have to complete a multiple matching task. There is a list of eight possible answers, five of which must be matched with the texts.

Part 4 consists of a text lasting three to four minutes. Candidates have to answer seven multiple choice questions with three options each.

Useful Tips

- Always read the questions carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.
- Do not worry about unfamiliar words that you may hear in the recording. This will only distract you. Try to understand the general meaning of the text.
- When dealing with questions that have two or three options, try to justify why the answer you have chosen is correct and the other options incorrect.
- When answering the questions in Part 2, check that your answer makes sense with the part of the sentence already given.
- Answer all the questions even if you are not sure of the answers, and give only one answer to each question.

The speaking test of the Cambridge English: First (FCE) Examination

The Cambridge English: First (FCE) Speaking Test contains four parts and lasts fourteen minutes. It is an interview between two candidates and two examiners. Both examiners assess the candidates, but only one of them, the interlocutor, conducts the interview.

Part 1 lasts two minutes. The interlocutor has a conversation with each candidate, in turn, about topics candidates are familiar with (e.g. the place they come from, their family, neighbourhood, school, hobbies, etc.). The aim is to make the candidates feel comfortable. This part tests the candidates' ability to convey personal information in correct and fluent English.

Part 2 lasts four minutes. Each candidate is asked to compare a set of theme-related photographs. The candidate should not describe the photographs in detail, but focus on the similarities and differences. This will take about one minute. Then, he/she must answer the question that is specific to the task. The other candidate is asked to make a brief comment on the same photographs for about thirty seconds. The candidates are assessed on vocabulary, structures and organisation of the language when expressing their opinion.

Part 3 lasts four minutes. The candidates are given a question and written prompts which are theme-related and they must carry out a conversation in order to complete a given task. The task requires them to answer the question and reach a decision. This may involve speculating, prioritising, planning, decision making or problem solving. The candidates are assessed on their ability to exchange information/opinions, justify their opinions and manage a conversation in English.

Part 4 lasts about four minutes. The interlocutor leads a discussion between the two candidates based and expanding on the theme dealt with in Part 3. The aim is to test the candidates' conversation skills.

Useful Tips

- Smile and look confident.
- Speak clearly. Appropriate speed of delivery is also important.
- If you haven't understood something, do not hesitate to ask for clarification. Use questions like "Could you please repeat that?" or "Could you please say that again?"
- When you are asked a question, try to answer immediately. Remember that time is limited and you have to show that you are able to express yourself adequately.
- If you can't remember a word, don't stop abruptly. Try to use other words to express what you mean.
- Try to use a range of vocabulary and structures. Do not repeat the same words all the time. Remember that you are being assessed on your language skills.
- Do not answer questions with just a "yes" or "no". Try to justify your answers using examples or arguments. The examiners need an adequate amount of language in order to assess you.
- Remember, no answer is right or wrong, as long as it is justified.
- When you need more time to think about what to say, use phrases such as: "Well, let's see now" or "Well, let me think".
- Always look at the person you are talking to, whether it's the other candidate or the interlocutor.
- In the discussion tasks, begin speaking with your partner immediately. Help each other if one of you gets stuck by asking a question, for instance. It is your responsibility to make the conversation flow naturally.

The writing part of the Cambridge English: First (FCE) Examination

The Cambridge English: First (FCE) Writing Test contains two parts and lasts 1 hour and 20 minutes. Candidates are asked to write for a specific purpose, having a particular reader in mind. The word limit is 140-190 words for both Parts 1 and 2.

Part 1 is a guided writing task and is compulsory. A candidate's ability to respond to an essay title and accompanying notes is being tested. The task they have to complete is writing an opinion essay addressing both points and providing a content point of their own. To successfully accomplish the task the candidate needs to produce a well-organised essay in an appropriate register and tone.

Part 2 consists of three tasks. Candidates must do one out of the three given tasks. The writing tasks required for this part include non-transactional e-mails/letters (formal and informal), reports (only Cambridge English: First), articles, stories (only Cambridge English: First for Schools) and reviews.

Useful Tips

Before you start

- Read the rubric carefully and underline the key words/phrases and the points which you need to include in your writing.
- Ask yourself who you are writing to and why you are writing.
- Decide on the appropriate layout and style.

Planning your text

- Make notes of any ideas you have on a scrap piece of paper. Your notes could be in point form or under headings.
- Refer back to the rubric and choose your best ideas.
- Group related ideas together.
- Put your ideas in order of importance. One way of doing this is by numbering them.
- Make sure you include all the points mentioned in the rubric and use any notes provided.

Writing your text

- Start by writing an interesting introduction informing your reader what you are going to write about.
- Use paragraphs.
- Begin each paragraph with a topic sentence.
- Make sure that your ideas/arguments/information appear in a logical order.
- Include a range of vocabulary and expressions.
- Avoid repetition of the same words and expressions.
- Use appropriate linking words/phrases to join your ideas and make your writing flow.
- Use appropriate tenses and grammar structures.
- Keep the reader in mind so that you write in an appropriate style.
- Write a conclusion which summarises your ideas.
- Make sure that your writing is neat and easy to read.

Checking your text

- Check that you have completed all parts of the task and have used an appropriate style and layout.
- Add any necessary details and eliminate irrelevant points.
- Check that you have kept to the points mentioned in *Writing your text* above.
- Check your spelling, punctuation and grammar.
- Make sure you have kept within the word limit.

Outline of the Michigan ECCE

Section	Item descriptions	Number of items	Time
Listening	two parts, multiple-choice questions with four answer choices for each question:	50 total	about 30 mins
	Part 1 – short dialogues followed by a recorded question with answer choices in the form of pictures	30 items	
	Part 2 – four short talks on different topics, followed by 4-6 questions, which are also recorded. The questions and answer choices are printed in the test booklet	20 items	
Grammar Vocabulary Reading	three parts, multiple-choice answers	100 total	90 mins
	grammar	35 items	
	vocabulary	35 items	
	the reading section consists of: • two short texts followed by five questions each • two reading tasks each comprised of four short texts related to each other by topic and followed by ten questions each	30 items	
Writing	a choice of letter or essay response based on a printed prompt in the form of a short extract from a newspaper article	one task	30 mins
Speaking	a one-to-one interaction, using visual prompts		15 mins

The listening part of the Michigan ECCE

In the first part of the test there are approximately 30 short dialogues or announcements which test candidates' ability to understand spoken English in everyday situations. The dialogues are always between a man and a woman. Each recording is played only once and is followed by a recorded question. The answer choices for each question are pictures. The candidates have to choose one of the three pictures which best answers the question they have heard.

Useful Tips

- Look at the three pictures carefully before you start listening. This will give you some idea of what you are about to hear.
- As you listen, concentrate on the pictures. You will probably need to eliminate options before you find the correct answer.
- Each question is followed by a twelve-second pause. Use this time to answer the particular question and look at the next set of pictures.
- You will need to identify the relationship between the speakers, the content/topic of the conversation, where the conversation is taking place, possible functions (e.g. asking for / giving directions/opinions, etc.)
- Pay close attention to the speakers' intonation and word stress. These can give you useful information about the speakers' feelings, mood or attitude.
- Make sure you transfer your answers to the answer sheet clearly and carefully.

The second part tests candidates' understanding of four short talks, in the form of monologues. The talks are played only once. All the questions are recorded. The questions and answer choices are printed in the test booklet. For each question, candidates have to choose one of the four answer choices.

Useful Tips

- You will be given about 30 seconds to read the questions and answer choices before the talk begins.
- Look carefully at the questions and answer choices. This can give you some idea of what to focus on while listening.
- There is a twelve-second pause between each question. Use this time to answer the particular question.
- Don't leave any questions unanswered.
- While you are listening, you may take notes.

The writing part of the Michigan ECCE

The writing part, which lasts 30 minutes, tests the candidates' ability to express their ideas in a clear and comprehensible way. They will be asked to write a letter or an essay (one page long or about 150 - 175 words) based on a prompt. This prompt is a short extract from a newspaper article. The letter or the essay must reflect the candidates' views on the ideas presented in the prompt.

Useful Tips

- Read the prompt carefully and underline the key words/phrases and the points which you need to include in your writing.
- As you have only 30 minutes, you need to learn to organize your time efficiently. Spend five minutes planning your writing. Before you start writing, consider who you are writing to and what effect you want your writing to have on the reader. This will determine the style and the kind of language (formal / informal) you will have to use.
- After you have finished, allow for some time to check your writing. Read it carefully, add any necessary details and check spelling, grammar and punctuation.

The speaking test of the Michigan ECCE

The speaking test is an interview between the candidate and an examiner and it aims at assessing the candidate's oral production skills. It lasts 10-15 minutes and consists of four stages:

Stage 1 Candidates are asked questions about themselves, where they come from, their school, family, neighborhood, interests, hobbies, future plans, etc. The aim is to make them feel comfortable by talking about topics they are familiar with.

Stage 2 Candidates are given a prompt including a short text and pictures about a problem or situation. Candidates ask the examiner questions in order to get the information they need to make a decision.

Stage 3 When candidates think they have gathered enough information, they report their solution, or their opinion about the problem or situation to the examiner justifying why that solution or opinion is best.

Stage 4 Candidates are asked questions that elaborate on the topic introduced by the prompt.

Useful Tips

- Look confident and look at the examiner when speaking to him/her.
- Speak loudly and clearly so that the examiner can hear you.
- Do not delay answering the questions and avoid making long pauses. You have to show that you are able to express yourself within a limited amount of time.
- Do not answer questions with just a "yes" or "no" and do not give very short answers.
- If you haven't understood something, do not hesitate to ask for repetition or clarification. Use questions like "Could you please repeat that?" or "Could you say that again?"
- If you can't remember a word, do not stop abruptly. Try to use other words to express what you mean.
- Try to use a range of vocabulary and structures. Do not repeat the same words all the time.
- When you need more time to think about what to say, use phrases such as "Well, let me think", or "Let me see".
- In Stage 2, it is important that you know how to ask questions. A combination of direct ("How long does the play last?") and indirect ("Could you tell me how long the play lasts?") questions would be ideal. Consider the situation carefully and ask questions which will help you in your decision-making.
- In Stage 3, consider all the information you have gathered carefully before making your final decision.
- Show that you are willing to talk and participate in the conversation.

Holidays

LISTENING

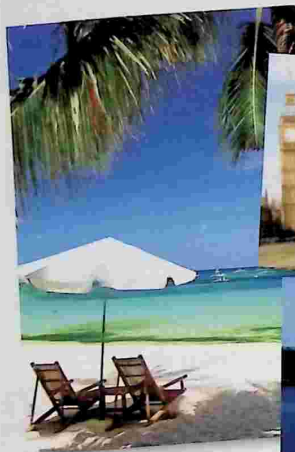
Pre-listening

- What sort of holidays do you prefer? Why?
- If you could go anywhere in the world, where would you go? Why?
- Would you ever consider a holiday in space? Why/Why not?

VOCABULARY

backpacking
sightseeing
package tour
cruise

exotic/tropical island
breathtaking views
a unique experience
lack of gravity



Activity 1

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

- You hear a woman enquiring about accommodation. What kind of accommodation is it?
A a hotel
B a campsite
C a holiday home
- You hear a couple making holiday arrangements. What do they eventually decide to do?
A take their own bicycles to France
B hire bicycles in France
C buy bicycles in France
- You hear a woman talking to a friend. Where is she calling from?
A an airport
B a hotel
C a car hire company
- You overhear a man talking on the phone. Who was responsible for the misunderstanding?
A the man
B the travel agent
C the hotel receptionist

1

2

3

4

- 5 You hear an advertisement on the radio. What is on offer?
 A a cruise
 B a touring holiday by coach
 C a holiday at a world-class resort
- 6 You overhear a conversation. Who is the man talking to?
 A his neighbour
 B his colleague
 C his wife
- 7 You overhear a man talking to a friend in a travel agency. What is the speaker's opinion of being scared of flying?
 A It's silly.
 B It's logical.
 C It's embarrassing.
- 8 You overhear a conversation. Why did the man take a bus to the airport?
 A The taxi drivers were on strike.
 B He didn't want to inconvenience anyone.
 C Nobody could take him.

Activity 2

You will hear part of a radio interview about space tourism. For questions 1-7, choose the best answer (A, B or C).

- 1 How often can people watch a sunset in space?
 A every hour
 B every half an hour
 C every hour and a half
- 2 What does Steve say about space travel?
 A It's too soon for it.
 B It's a fantasy.
 C It's already a reality.
- 3 What does *Bristol Spaceplanes* need?
 A drawings for space planes
 B financing for space planes
 C an appropriate design team
- 4 What have Hilton Hotels and WAT&G done?
 A developed designs for space hotels
 B made sure hotels on Earth have everything
 C built observation decks in space
- 5 When will space travel be available to the average person?
 A in five years
 B in ten years
 C It's not yet known.
- 6 What is one disadvantage of the lack of gravity in space?
 A Your arms become smaller.
 B You get space motion sickness.
 C You weigh nothing so you can float around.
- 7 How will space hotels deal with the disadvantages of the lack of gravity?
 A Space walks will be organised.
 B Special chairs and beds will be provided.
 C Inside the hotels there will be artificial gravity.

SPEAKING

Discuss the topic

- Where do you usually spend your holidays?
- How do you usually get there?
- What do you usually do when you are on holiday?

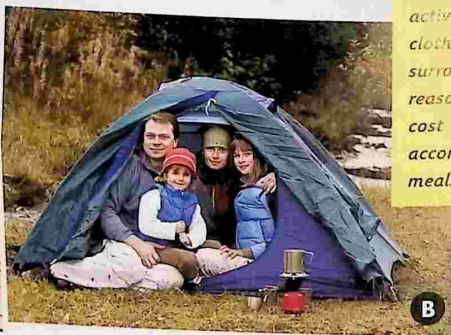
Focus on pictures A and B

The two pictures show different types of holidays. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on the next page. Make notes in the space provided.

Similarities

Differences

Why do people enjoy going on holiday to places like these?



ideas!
activities
clothes
surroundings
reason for holiday
cost
accommodation
meals

Now speak

1. Compare these pictures and say why people enjoy going on holiday to places like these. Use the notes you have made, some of the expressions below and the vocabulary on the next page.

A holiday ... offers ... whereas/while ... On the contrary, a holiday ... People choose to go on a camping/beach holiday because ...

In contrast to a beach holiday, a camping holiday is ... I think/believe that people go to ... The reason that people go to ... is ...

A camping/beach holiday is enjoyable because ... It's fun to go to the sea/mountains because ...

2. Now say which one of these two places you would rather go to and why. Use the expressions given below.

I would rather go to ... because ... A beach/camping holiday is more enjoyable than a camping/beach holiday because ...

I believe that going on a camping/beach holiday would be better because ... I think I would prefer to go to ... because ...

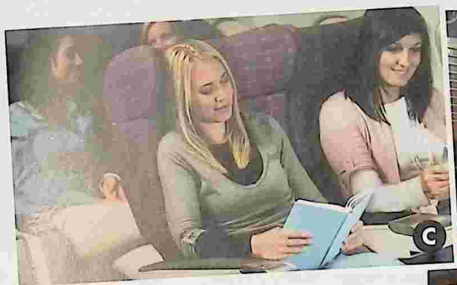
Focus on pictures C and D

The two pictures show different means of transport. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on this page. Make notes in the space provided.

Similarities

Differences

Why do people choose to use these means of transport when they travel?



ideas!

places you can visit
length of journey
cost
safety
level of comfort
meals
sleeping facilities
view

Now speak

1. Compare these pictures and say why people choose to use these means of transport when they travel. Use the notes you have made, some of the expressions suggested below and the vocabulary on this page.

... is more ... than ... The advantages of ... compared to ... are ... Some people choose to travel by ... when ...

A journey by ... would ... whereas ... I think/believe/am of the opinion that people travel by ... when ...

People like to travel by ... when ... Most people prefer the ... when ... A train/plane is also convenient when ...

2. Now say which means of transport you prefer for long distances and why. Use the expressions given below.

I would rather travel by ... because ... When travelling long distances, I would rather travel by ... because ...

I would prefer to travel by ... because ... I would sooner travel by ... than by ... when travelling long distances because ...

VOCABULARY

Pictures A and B

crystal clear waters	camping equipment
jet-skiing	challenging
relaxing	fit
seaside resort	hiking
swimwear	isolation
waterskiing	rucksacks / backpacks
windsurfing	set up camp
	tents / sleeping bags

Pictures C and D

buffet car	railway carriage
convenient	reclining seats
delay	scenery
destination	sleeping car
food is served	smooth ride
in-flight entertainment	
jet lag	
take-off / landing	
turbulence	

WRITING

an essay expressing an opinion I

Discuss the topic

- Have you ever been on a package holiday? If yes, did you enjoy it? If not, would you be interested in going on one?
- Why do you think some people choose to go on a package holiday?
- What do you think the secret to having a good holiday is?

Sample writing

1. Read the rubric and the notes and underline the key words.

In your English class you have been talking about package holidays. Now, your English teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view.

Package holidays are an ideal way to travel. Do you agree?

Notes

Write about:

- cost
- convenience
- ... (your own idea)

Making the necessary arrangements to go on holiday can be both stressful and time-consuming. **For this reason**, many people, myself included, believe that package holidays are an ideal way to travel.

As for cost, package tours are good value for money. This is because they are all-inclusive and usually have no hidden costs, so the holidaymaker knows, more or less, how much he/she will spend.

Regarding convenience, when you go on a package holiday, the travel agency arranges everything for you. **In fact**, it can even create a holiday package to suit your needs. This saves you both time and effort, and helps you enjoy your holiday just the way you want it.

There is also the issue of flexibility. **Although** package holidays come with a schedule, holidaymakers do not necessarily have to stick to it. **Therefore**, they have the choice of either joining the group or making their own plans.

To sum up, when we prepare for a holiday, it is a good idea to make the process as effortless, cost-effective and time-efficient as possible. **The way I see it**, package holidays are ideal as they offer a flexible schedule which allows holidaymakers the freedom to function independently.

2. Answer these questions.

- Does the writer agree or disagree with the essay topic? How do you know?
- Does the writer use all the notes that have been given?
- Where does the writer present the ideas given in the notes?
- What idea does the writer come up with?
- What does the writer do in the last paragraph?

3. Look at the highlighted linking words/phrases in the essay and put them in the correct category in the table below.

giving opinion	1. _____, in my opinion/view, personally, I believe, from my point of view, I am in favour of, my belief is that
expressing transition	2. _____, _____, with respect/regard to, concerning, as to, turning to, about, relating to, as far as sth is concerned
expressing contrast	3. _____, in spite of, despite, however, but, even though, all the same, nevertheless, nonetheless, while
expressing result/consequence	4. _____, _____, in this case, consequently, as a result, as a consequence, thus, due to
emphasising	5. _____, as a matter of fact, even more, more importantly, above all, indeed
summing up	6. _____, in conclusion, all in all, on the whole, taking everything into account, in short/brief, overall

Plan

An essay in which you give your opinion requires you to discuss an issue from your point of view while making use of some notes that have been provided. In an essay such as this, you may choose to agree, disagree or partly agree. Regardless of what position you wish to take on the issue, you have to address both the ideas that are given and provide a third one of your own. When choosing to agree or disagree, you do not have to mention the opposite point of view. Below is a general plan for an essay giving an opinion, with questions to help you when planning one.

Introduction	Introduce the topic of your essay and state your opinion.	<i>What is the central issue being discussed?</i> <i>Do you agree or disagree with the essay topic?</i>
Main Part (3 paragraphs)	- Use the 1st idea in the notes to present your argument. - Use the 2nd idea in the notes to present your argument. - Use your own idea to present your argument.	<i>What arguments can you think of (in favour of or against the issue) that elaborate on the ideas you have been given?</i> <i>How can you justify the arguments you have selected?</i> <i>What additional idea can you come up with in support of your opinion?</i> <i>What information can you provide to give an example of this idea?</i>
Conclusion	Restate your opinion by summarising your ideas and make a general comment on the issue.	<i>What is your overall opinion?</i> <i>Is there something which you would like to stress?</i>

Guide to writing

- Read the rubric, question/essay topic and notes carefully and make a clear plan of how you wish to build your argument.
- Divide your essay into paragraphs.
- In the introduction, present the topic for discussion and take a specific stand on the issue in question.
- Use a separate paragraph for every major idea and provide additional information and examples.
- In the conclusion, restate your opinion by summarising the main ideas in the main part.
- Use formal language (do not use short forms or abbreviations).
- Write your essay in an impersonal way. Avoid using 'I' too often.
- Use a range of vocabulary and grammatical structures.
- Use linking words/phrases to express your opinion, to express transition, to emphasise, etc.

Tips

- Underline the key words and think of what position you wish to take on the topic (agree or disagree).
- Think of the arguments you can use to clearly state an opinion in favour of or against the issue in question.
- Make sure that these arguments clearly elaborate on the ideas you have been given.
- Come up with an additional idea which backs your opinion and provide justification for it.
- Select the arguments you have the most to say about and which help you build a sound case for or against the essay topic.
- Don't try to deal with too many ideas.
- Don't just mention the notes. Use information that can help you justify, clarify and back up your ideas/arguments/opinion.
- Don't develop your ideas in the introduction.
- Don't introduce new ideas in the conclusion.

Writing practice

1. a. Read the rubric, the essay topic and the notes given. Notice that these notes have been expanded on.

You have recently had a discussion in your English class about holidays. Now, your English teacher has asked you to write an essay. Write an **essay** using **all** the notes and give reasons for your point of view.

Volunteer holidays give you the opportunity to help others while experiencing personal satisfaction and growth. Do you agree?

Notes

Write about:

- *community benefits*
- *professional benefits*
- ... (your own idea)



community benefits

Justification

- standard of living in the community is improved
- strong bonds among members of community are developed

professional benefits

Justification

- develop new life and work skills
- acquire experience

Tip

When writing an essay giving an opinion, elaborate on the notes that you have been given and provide justification for your opinion.

b. Now, come up with your own idea on the essay topic as well as examples to support it.

(your own idea):

Justification

-
-

2. Task for homework

- a. Brainstorm on the following essay topic to come up with an additional idea and examples which you can use to justify all three.

Backpacking is a great way to spend a holiday. Do you agree?

Notes	Justification
• independence	
• learning experience	
• ... (your own idea)	

b. Answer these questions.

- How do backpackers usually get around?
- What places do they get to see that other travellers might not?
- How can this be of benefit to their health?
- Where do they usually stay?
- What kind of meals do they eat and where do they get them from?
- How does this affect their budget?
- Is it common for backpackers to come in contact with local people?
- Do backpackers get first-hand experience of the locals' traditions, culture and lifestyle?
- What can backpackers learn from this contact and these experiences?

c. Write your **essay** (140-190 words).

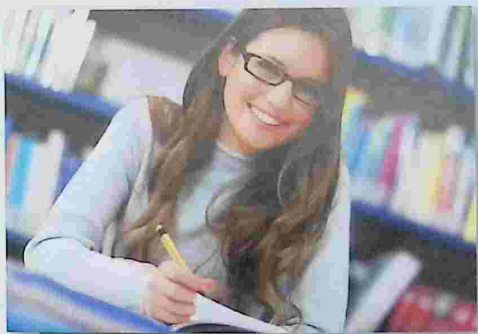


unit 2 Education

LISTENING

Pre-listening

- Do you remember your first day at school? What was it like? How did you feel?
- What is/was the best/worst thing that happened to you at school?
- Do/Did you get nervous before an exam? Why/Why not?
- Have you ever attended a language course abroad? If yes, what did you think of it? If not, would you like to attend one?



Activity 1

You will hear five short extracts in which people are talking about experiences they had during their schooldays. For questions 1-5, choose from the list (A-H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A I think what happened to me was fair.
- B I had anxiety problems.
- C I will never forget my first day.
- D I had high expectations.
- E I was afraid of the future.
- F I went through a difficult time because I was different.
- G I wish I'd chosen a different school.
- H I didn't have many friends.

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

Activity 2

You will hear a teacher talking about language schools in the United Kingdom. For questions 1-10, complete the sentences with a word or short phrase.

Many students choose to go to a language school because it is 1 to learn a language there.

Language schools in the UK are good for people who are interested in and learning the language. 2

The language centres are open only during 3.

The courses are available to people 4.

The classes are made up of people of 5.

The lessons are interesting and not much time is spent 6.

Besides the language, one can also learn about 7.

The teachers come from the UK and other 8.

For those who like 9, tennis and other sports are available.

People learn because they constantly hear English and use it to 10.



SPEAKING

Discuss the topic

Think of a school that you know.

- What does it look like?
- What facilities are available for teachers and students?
- In your opinion, is the school well-organised?

Speculate and make a decision

A local school is going to have two facilities built. Here are some of the suggestions they are considering. Talk in pairs about each of these options. First, discuss how these facilities can be of use. Then, decide which two should be built, and why you consider them more important than the others. Make sure you justify your answers. Use some of the suggested expressions given below.



library



science lab



theatre



sports facilities



canteen

How can these facilities be of use?

Which two facilities should be built and why?

Suggested expressions

- | | | |
|--|------------------------|---|
| A ... would be of use because it would help students ... | It might/might not ... | I think it would be better to build ... |
| A ... can be very useful in providing students with ... | Don't you think ...? | I believe ... should be built as ... |
| A ... will give students the opportunity to ... | I don't think ... | It would be more convenient ... |
| I suggest a ... be built because ... | | It wouldn't be a good idea ... |
| If we built a ..., then ... | | |



Further discussion

Discuss the following questions. You can use some of the expressions and the vocabulary given below.

- 1 How important is it for schools to have libraries and gyms?
- 2 What other facilities should be available to students?
- 3 Do you think that all subjects taught at school are of equal importance?
- 4 Why should everybody have to go to school?
- 5 What would your ideal school be like?

Useful expressions

- 1 I suppose that libraries/gyms are ... because ...
- 2 Firstly, I believe that a ... is essential as ...
Secondly, a ... would also be useful because ...
- 3 In my opinion, ... because ...
- 4 First of all ...
- 5 I would like my school to have ...
I think teachers should ...

VOCABULARY

essential	career
necessary	illiteracy
research	ignorance
sports field	opportunities
science/computer lab	well-organised
assembly hall	up-to-date
fully-equipped	flexible timetable
equipment	motivated
assessment	

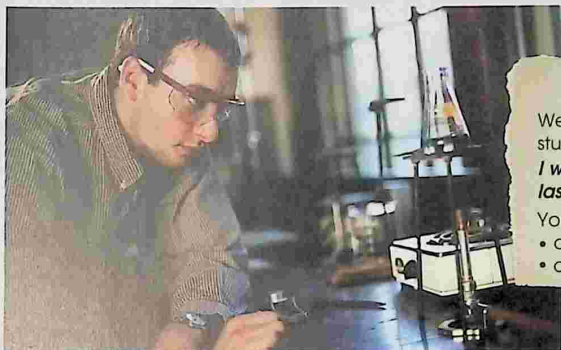
a story

Discuss the topic

- What kind of school do/did you go to?
- What is/was your favourite subject?
- Can you think of an event that happened at school which you will never forget?

Sample writing

1. Read the rubric and the story below. Why did the writer feel embarrassed?



You have seen this announcement in an international magazine for schools.

Short story competition

We are looking for stories from English-language students. Your story must begin with this sentence:

I was very excited on that Monday morning last October.

Your story must include:

- a schoolmate
- an accident

Write your **story** (140-190 words).

I was very excited on that Monday morning last October. I had always been interested in Chemistry and we were finally going to do our first experiment. I was sitting in the lab with my friend Martin, waiting for the lesson to begin. We rarely did experiments at school.

Our teacher explained everything step by step. 'Make sure the mixture doesn't boil!' she warned us. Having followed the instructions carefully, Martin and I placed the test tube over the gas flame. While we were waiting, we decided to write up the practical report.

Shortly afterwards, a disgusting smell caused us to look up. We froze. The mixture was boiling furiously! There was smoke everywhere. I turned off the gas, but it was too late - the test tube exploded and the fire alarm went off. I was horrified!

The school had to be evacuated immediately. Luckily, the fire brigade arrived a few minutes later and we were soon told to return to our classrooms.

Although we weren't punished, I felt so embarrassed that I couldn't face my classmates. How could I? I was partly to blame. I promised myself I wouldn't let anything like that happen again.

2. Each of the following statements corresponds to one of the paragraphs in the story. Write the numbers 1-5 in the boxes provided. In this paragraph the writer:

a. describes what took place before the main event.

d. tells us where the story took place.

b. presents the people involved in the story.

e. explains the outcome of the main event.

c. tells us how he/she felt about the whole incident.

f. describes his/her feelings of tension.

3. Answer these questions.

a. Why does the writer use direct speech in the second paragraph?

b. Which tenses does the writer use when narrating events?

Plan

The most common way of writing a story (also known as a narrative) is by narrating the events in chronological order (in the order they happened). Below is a plan for a story of this type, with questions to help you when planning one. Read the plan and compare it to the sample.

Introduction	- describe the background scene - introduce the main character(s) - describe feelings at the beginning of the story if necessary	<i>When did the story take place?</i> <i>Where were you and why?</i> <i>What was the weather like?</i> <i>What were you doing? What were you going to do?</i> <i>Who were you with?</i> <i>What was your relationship with the other character(s)?</i> <i>How did you/the other character(s) feel at that time?</i>
Main Part (2-3 paragraphs)	describe how the story started and developed	<i>What happened?</i> <i>What were you expecting to happen?</i> <i>What did you/the other character(s) do?</i> <i>How did you feel?</i>
Conclusion	- describe the outcome of the story (could also be included in the main part) - make a short comment on the story	<i>Was the situation resolved? How?</i> <i>How did you feel afterwards?</i> <i>How do you feel about the event now?</i> <i>Has it changed your life?</i>

Guide to writing

- Decide, beforehand, whether you are going to write about a true or an imaginary event. Think of a **simple** story. You can narrate the story using the first or third person, depending on the rubric.
- Remember that when you are given a sentence to begin your story with, you must include it without making any changes to it.
- Make sure you use the two prompts given in the rubric.
- Make the introduction interesting and original in order to catch the reader's attention and make him/her want to continue reading your story.
- Start a new paragraph for every stage of your story. This will make it easier for the reader to follow it.
- Make sure you use appropriate tenses. The most common tenses when writing a story are:
 - the Past Simple (used when narrating a sequence of events in order).
 - the Past Progressive (used when describing the background scene to the story or when referring to interrupted events).
 - the Past Perfect (used when describing earlier events or situations).
- Try to use a variety of structures in order to make your writing more interesting. For instance, you can use the Passive Voice, Conditionals, Participles and Inversion.
- Use linking words/phrases to join your ideas and make your story flow. Look at the table on the next page for linking words/phrases which are commonly used in story writing.

Time	before, before long, when, as soon as, just as, the moment that, while, as, during, in the meantime, immediately, after, afterwards, after that, later, some time later, soon, then, next, in the beginning, at first, in the end, finally, eventually, at last, until, by the time
Concession - Contrast	although, even though, in spite of, despite, however, no matter how/what, whatever, but, while, whereas, nevertheless, regardless of
Result - Consequence	so ... that, such ... that, therefore, so, otherwise, for this reason, under the circumstances, consequently, as a consequence, as a result
Cause - Reason	because (of), as, since, due to, owing to
Emphasis	in fact, as a matter of fact, actually, to tell you the truth, strangely enough

- Create the atmosphere you want and make your story interesting by using some of the following:

Direct Speech: to make a situation seem real

very short sentences: to excite the reader

questions or exclamation marks: to vary the style

interesting vocabulary: to make descriptions more vivid and the whole story more interesting, e.g. say 'delicious food' instead of 'good food' or 'He glanced at his watch' instead of 'He looked at his watch'.

expressions/phrases:

It was **too** good to be true.

It was a sight for sore eyes.

I **couldn't** believe my eyes/luck.

As **luck** would have it ...

I was **in/out** of luck.

(Un)luckily ...

I **breathed** a sigh of relief.

I was **out** of breath.

My heart was beating furiously.

It made me jump.

I burst out laughing/into tears.

It was a real shock.

It was getting on my nerves.

It was the best/worst ever.

I was in a good/bad mood.

I was left speechless.

All of a sudden/Suddenly ...

The next thing I knew ...

I was taken by surprise ...

To my surprise ...

(Un)fortunately ...

Without a doubt ...

Beyond any doubt ...

Without thinking ...

- End your story in such a way that the reader will be impressed.
- Make sure you don't exceed the word limit.

Writing practice

- a. Read the rubric below and the introduction of the story. Then, rewrite the introduction, changing it so that it is more interesting.

You see this announcement in an international magazine for schools.

Write your **story** (140-190 words).

SHORT STORY COMPETITION

We are looking for stories from English-speaking students.

Your story must begin with this sentence: **I will never forget what my friend and I did on April Fool's Day.**

Your story must include:

- school lockers
- a prank

I will never forget what my friend and I did on April Fool's Day. Our school was old. All the lockers in our school were also old and opened very easily. All we had to do was slightly hit them with our hand. The lockers would open. We decided to play a practical joke on our classmates.

- b. Below are the second and third paragraphs that form the main part of the story. The sentences in each paragraph have been jumbled up. Put them in the correct order by numbering them. Pay attention to the linking words/phrases.

Paragraph 2

- ☐ We laid everything in the hall and put pieces of paper with their names on top so we wouldn't mix up the things.
- ☐ On the day before April Fool's Day, my friend and I stayed after school.
- ☐ Finally, we put a note in the lockers describing the person who now had their belongings.
- ☐ We then put them back in different lockers.
- ☐ Once we'd made sure that there was nobody around, we took everybody's things out of their lockers.



Paragraph 3

- ☐ So, we hid and anxiously waited for them to arrive.
- ☐ They kept reading the notes trying to figure out what was going on.
- ☐ My friend and I couldn't stop laughing until someone realised that we were behind it all because we were the only ones who didn't have other people's stuff in our lockers.
- ☐ We wanted to be there to see their reaction when they opened their lockers.
- ☐ The following morning we got to school earlier than our classmates.
- ☐ When our classmates arrived and opened their lockers, they couldn't believe their eyes.

- c. The introduction and main part of the story are ready. Now, write the conclusion.

2. Read the rubric below and expand on the ideas given to write a story. Make sure you use appropriate tenses and linking words/phrases to join the sentences. Remember to make your story interesting and to write in paragraphs.

You have seen this announcement in an international magazine for schools. Write your **story (140-190 words)**.

Stories wanted for our new magazine!

The story must begin with this sentence:
I walked into the classroom with a feeling of unease.

Your story must include:

- a test
- cheating

The teacher/hand out/the tests.
I/be/nervous.
I/not study/at all/at the weekend.
I/think/it/be/an easy test.
I/go through/the test many times.
I/can only answer/three out of the twenty questions.
I/start/panicking.
I/not want/to fail the exam.

I/have/an idea.
I/put/my book under my desk.
I/open/it.
I/start/looking for the answers.
The teacher/not look/at me.
I/copy/something.
I/feel/a hand on my shoulder.
The teacher/catch/me in the act.
I/not know/what to say.

She/not punish me for cheating.
She/give/me a second chance.
I/be/relieved.
I/thank/her.
I/study/hard.
I/do/well in the test the next day.

3. Task for homework
a. Read the rubric below and write a plan for your story in the space provided.

Short story competition

The story must begin with this sentence:

It was 1st April again, and I knew we were in for something humorous.

- Your story must include:
- an open window
 - a surprise

b. Write your **story (140-190 words)**.

Society and relationships

LISTENING

Pre-listening

- Do you think that young children and teenagers benefit from belonging to youth organizations such as the Boy Scouts / Girl Scouts? In what ways?
- Would you ever consider joining a group like the scouts or doing some other sort of voluntary work in your community? Why / Why not?



Activity I

You will hear fifteen short conversations. After each one, you will hear a question. There are three picture answers for each conversation. Choose the picture that best answers the question.

1



A

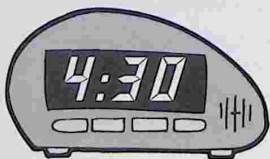


B



C

2



A

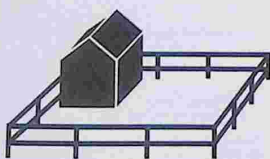


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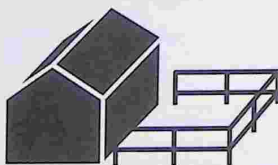


C

3



A

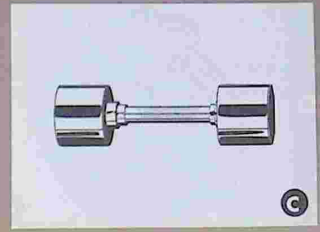
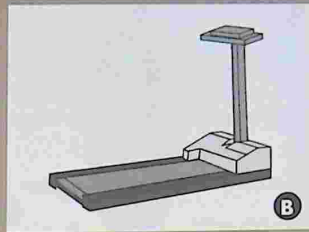
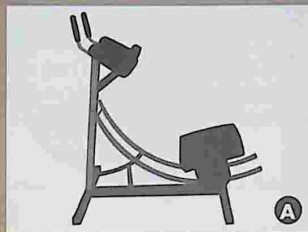


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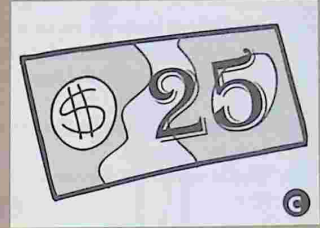
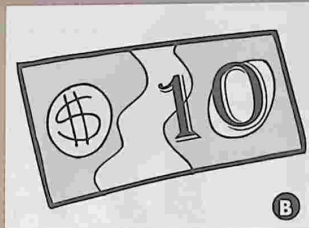


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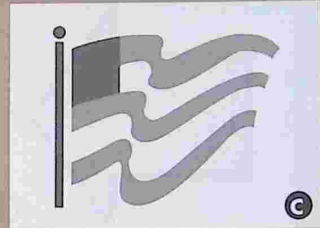
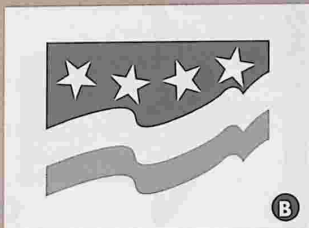
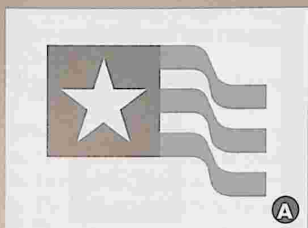
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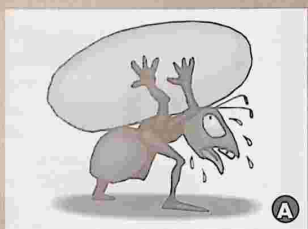
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6



7



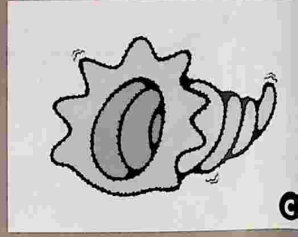
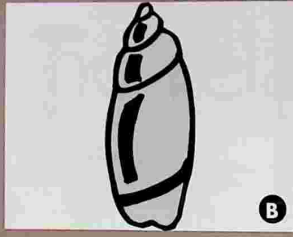
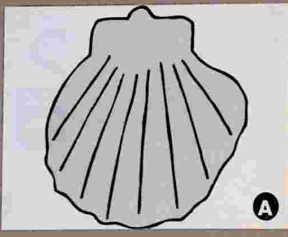
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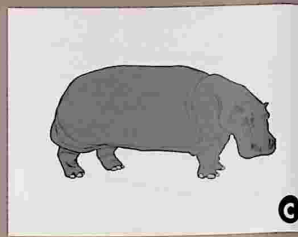
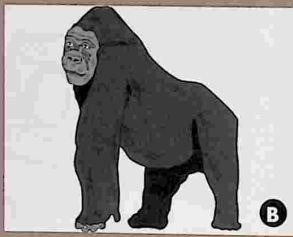
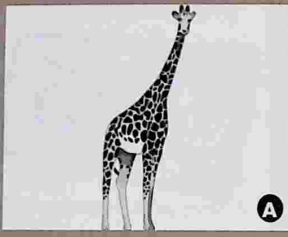
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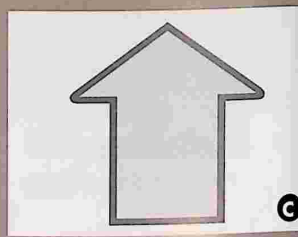
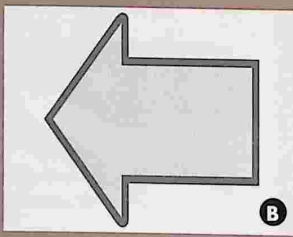
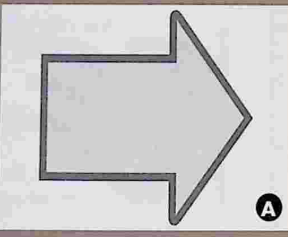
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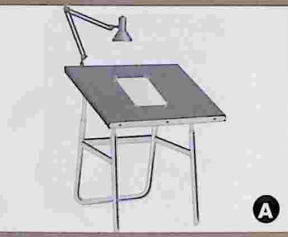
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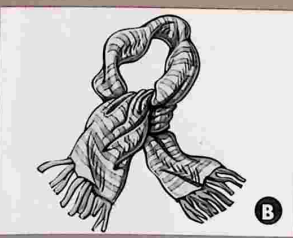
12



13



14



15



Activity 2

In this part of the listening, you will hear three short talks. After you have heard each talk, you will hear some questions about it. Before you hear each talk, you have time to look at the questions. Select the best answer to each question, a, b, c, or d. If you want to, you may take notes as you listen.

A. Look at questions 1-6. Then listen to a teacher speaking to her students.

1. Why does the teacher think that friendship is important?
 - a. because friends provide support during good times and bad times
 - b. because friends give good advice
 - c. because spending time with friends is enjoyable
 - d. because friends can help us make the right decisions
2. How can we make our friends feel valued, according to the teacher?
 - a. by encouraging them
 - b. by sending them text messages
 - c. by listening to them
 - d. by making a friendship bracelet for them
3. What does the teacher say about loyal friends?
 - a. They share their friends' problems with others.
 - b. They never gossip about their friends.
 - c. They always make time to see their friends.
 - d. They keep in touch with their friends.
4. Why does the teacher want to discourage her students from spending too much time sending text messages?
 - a. Cell phones are a health hazard.
 - b. Cell phones do not help healthy relationships develop.
 - c. They may miss opportunities to make new friends.
 - d. Texting takes up time that should be used for studying.
5. Why did the teacher tell her students to look at the bulletin board?
 - a. She wants them to get involved in activities that will help them make new friends.
 - b. She wants them to look for information for a school project.
 - c. She wants them to find part-time jobs in order to meet people.
 - d. She wants them to see the poster for World Friendship Day.
6. Why are the students making friendship bracelets?
 - a. to keep up the school tradition
 - b. to celebrate World Friendship Day
 - c. to sell them to their friends
 - d. to give to their classmates



B. Look at questions 7-10. Then listen to an employee talking about his work environment.

7. How does the speaker feel about his employer?
 - a. He feels that his employer is hard to impress.
 - b. He feels that his employer can't be trusted.
 - c. He feels that his employer appreciates his work.
 - d. He feels that his employer is too demanding.
8. What does the speaker mean when he says that his employer: 
 - a. He works as hard as his employees.
 - b. He is always polite to his employees.
 - c. He tells his employees how lucky he is.
 - d. He shows that he values his employees.
9. How have the community service projects helped the speaker?
 - a. They have helped him to become more creative.
 - b. They have helped him to achieve his goals.
 - c. They have helped him to improve his relationship with his colleagues.
 - d. They have helped him to get to know the local community.
10. How does the speaker feel that he contributes to the company?
 - a. by participating in team-building activities
 - b. by helping the local community
 - c. by sharing his ideas with his employer
 - d. by giving advice to his colleagues



C. Look at questions 11-15. Then listen to part of an interview given by chef Tomas Roux about people and food

11. What does Tomas Roux aim to do in his new TV series?
 - a. teach people how to choose ingredients
 - b. show how people who love food should be treated
 - c. understand why some food disgusts people
 - d. understand why people like different types of food
12. What does Tomas Roux love about cooking?
 - a. trying new flavors and ideas
 - b. providing people with healthy food
 - c. preparing dishes the traditional way
 - d. helping other people learn to cook
13. What else will his TV show focus on?
 - a. teaching people to cook economically
 - b. understanding why people put up with bad food
 - c. understanding why people can't cook
 - d. helping people realize that cooking can be fun
14. What does Tomas say about food addiction?
 - a. People should cut down on salt and sugar.
 - b. Food addicts should go on a special diet.
 - c. It can cause health problems.
 - d. It affects many young people today.
15. Why is Tomas Roux giving the interview?
 - a. to announce a series of cooking classes
 - b. to present a new cookbook
 - c. to promote his TV show
 - d. to attract publicity to his restaurant



SPEAKING

Discuss the topic

- What are a few of the particular problems the elderly face in societies today?
- Do you think that most old people are happy to stay in old people's homes? Why / Why not?

Help solve a problem

Situation

I am your friend and I have a problem. Find out what my problem is and offer me some good advice.

First:

Look at the pictures below and ask:

- Who is the person?
- What is the problem?
- What are the possible solutions?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the solutions or create your own solution to the problem. Remember to use information you learn from asking questions to explain your ideas.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.



Further discussion

- Do you have older members in your family who are in a similar situation? If yes, how has your family dealt with it?
- If no, do you have friends who have elderly relatives in homes or are taken care of by a nurse?
- How do you feel about old people's homes? Do you think it should be the family's responsibility to care for their old?

vocabulary

private nurse
retirement home
abandoned
lend a helping hand

WRITING

a letter expressing an opinion

Discuss the topic

- What can local authorities and individuals do to help the elderly?

Sample writing

1. Read the newspaper article, the rubric and the letter that follows.
What does Paul suggest can be done to help the elderly?

**Aid for the elderly**

A recent survey has shown that many of the elderly residents of our town feel isolated and lonely. In response to these sad findings, the junior year students of Whitfield High have decided to start a volunteer program called Aid for the Elderly. Carol Barnett, coordinator of the program has asked students from all the schools in the area to contribute with ideas about how to help our elderly residents.

Write a letter to Carol explaining what the Aid for the Elderly program can do to help the elderly in the area. Begin your letter, "Dear Carol."

Dear Carol,

I read about the Aid for the Elderly program in the Daily Mail and I think it is a great idea. Unfortunately, feelings of loneliness and isolation are common among elderly people nowadays, probably because of our hectic lifestyle. However there are certainly things we can do to help out.

First of all, you should identify how many elderly people in our town have no relatives nearby. The volunteers could then plan to visit them once or twice a week, to cheer them up. They could read to them, just talk to them or even do simple chores for them.

I also think that it would be a good idea to organize some social events like bingo evenings, performances, or outings for the elderly. These events could take place one weekend a month and they would give them the opportunity to get out, meet people and enjoy themselves.

I hope you find my ideas helpful and that the program will be able to help the elderly in our town.

Best wishes,

Paul Everly

2. Answer these questions.

- Is the letter informal, semi-formal or formal? How do you know?
- What expressions does Paul use to make his suggestions? Underline them.

Plan

In the ECCE, a semi-formal letter expressing an opinion and making suggestions is usually in the form of a response to an article. Below is a general plan for this type of letter with questions to help you when planning one.

Greeting	begin the letter as indicated in the rubric	
Opening paragraph	refer to the situation or issue the article focuses on	<i>What prompted you to reply?</i> <i>How do you feel about the situation/issue?</i>
Main Part (1-2 paragraphs)	give your opinion, explaining why you support it	<i>What is your opinion regarding the situation/issue?</i> <i>What suggestions can you make to help out?</i> <i>How will your suggestions help?</i> <i>Can you think of any examples?</i>
Closing paragraph	- make a final comment - use set phrases to end your letter	
Signing off	use a signature ending and your full name below that.	

Guide to writing

- Make brief notes of any ideas you have, making sure that you include all the points mentioned in the rubric. Group related ideas together and put your ideas in order of importance.
- Divide your writing into paragraphs.
- Refer to the points made in the article but do not copy long extracts from it. Instead, try to use your own words as much as possible.
- Use appropriate language (formal or semi-formal depending on who you are writing to).
- State your opinion clearly but do not use offensive language or directly attack those having a different opinion.
- Use linking words/phrases. Look at the table for ideas.

listing	firstly, to begin/start with, in the first place, finally, last but not least
adding	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
giving examples	for example, such as, particularly, especially, for instance
emphasizing	in fact, as a matter of fact, particularly, especially
expressing result / consequence	therefore, in this case, for this reason, consequently, as a result
expressing contrast	although, in spite of, despite, however, but
expressing cause / reason	because (of), as, since, due to, owing to
giving your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favor of, my belief is that
summing up	in conclusion, to sum up, all in all, on the whole, taking everything into account

- Use a greeting, set phrases for the opening paragraph and a signature ending. Look at the table below for ideas.

Greetings	Dear Mr./Mrs./Ms. + last name Dear Madam, Dear Sir/Madam, Dear Editor,
Set phrases for opening paragraph	- I am writing with regard/in response to the article in your newspaper/magazine about... I felt I should write to you to express my opinion. - I am writing to express my opinion about an article that I read in your newspaper/magazine about...
Signature endings	Yours truly, Yours sincerely,

Writing practice

1. Read the rubric below and the letter that follows. Add punctuation and divide the letter into paragraphs.

Action to end bullying in schools

The students of Chestnut Hills High School have announced plans to organize an Action Week Against Bullying next month. The president of the student council, Andrew Renier, said that bullying is a serious problem found in many schools and asked students from all the schools in the area to send in their ideas about what events the Action Week could include.



Write a letter to Andrew explaining what kind of events you think would be appropriate for the Action Week. Begin your letter, "Dear Andrew."

dear Andrew i'm a junior at hughes high school and i read about your plans to organize an action week against bullying in the local newspaper i want to congratulate you on your initiative and offer my help to begin with I think it would be a good idea to have victims of bullying talk about their experience this could be in the form of a documentary film or maybe a round table discussion hopefully this would make people more aware of how people who are bullied feel i also think that we shouldn't neglect the other side of the problem the bullies themselves we might be able to have a child psychologist discuss what causes some children to bully others or maybe we could even have the bullies speak for themselves anonymously of course in a special edition of the school newspaper to sum up I think everybody can relate in some way to the problem of bullying whether as a victim or just a witness so i think that if we all contribute in whatever way we can we will be able to make many people aware of the problem and its consequences yours kirk davidson

2. Read the rubric below and make an outline for the letter.

Spanish exchange students in Hamilton

In two weeks the students of Hamilton High School will be welcoming a group of exchange students from Spain. Janet Wilson, from the welcoming committee, contacted the Daily Courier and asked us to help publicize their visit. She also said that the welcoming committee would appreciate any ideas about how to entertain the Spanish students during their two-month visit.

Write a letter to Janet explaining your ideas about how to entertain the Spanish exchange students during their stay. Begin your letter, "Dear Janet."

Greeting	How will you begin your letter?	
Introduction	Why are you writing? What do you think about the Spanish students' visit?	
Main Part (1-2 paragraphs)	What ideas do you have about how to entertain the Spanish exchange students? Think about: • places of historical/cultural interest they can visit • exciting things they can do • local specialties they should try	
Closing paragraph	What general comment can you make about their visit? How will you end your letter?	

3. Task for homework

Write your letter using the outline you made in activity 2.

The environment

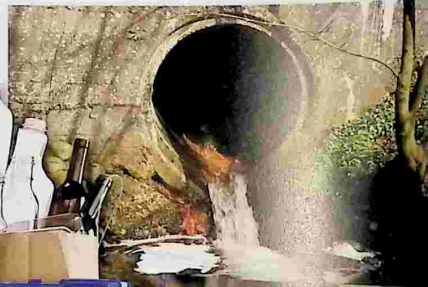
LISTENING

Pre-listening

- What threats to the environment do you know of?
- Do you know of any organisations that try to protect the environment? Which are they?
- Do you know of any species that are in danger of becoming extinct? Which are they? What do you know about them?
- What do you think should be done to protect animals from becoming extinct?

VOCABULARY

global warming	acid rain
greenhouse effect	prohibit
ozone layer	hunting
air/water pollution	penalties/fines
toxic/radioactive waste	stricter laws
deforestation	habitats



Activity 1

You will hear five short extracts in which people are talking about the environment. For questions 1-5, choose from the list (A-H) which opinion each speaker is expressing. Use the letters only once. There are three extra letters which you do not need to use.

- A Kids do more than adults to help the environment.
- B As usual, the media make things seem worse than they really are.
- C A lot of progress has been made.
- D We must learn more in order to deal with the problem.
- E Not many people bother to take action.
- F It's too late to save the environment.
- G If everyone co-operates, we can achieve a lot.
- H We need more environmental groups.

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

Activity 2

You will hear John Stocking, founder of the Endangered Species Chocolate Company, talking about his business. For questions 1-10, complete the sentences with a word or short phrase.

Endangered Species Chocolate is made from 1 and organic ingredients.

You can get *Endangered Species Chocolate* in 2 and Canada.

The *Endangered Species Chocolate Company* has managed to make donations to several endangered species

3 .

John believes that he can help the environment through 4 and donations.

During his studies in Europe, John worked on a 5 .

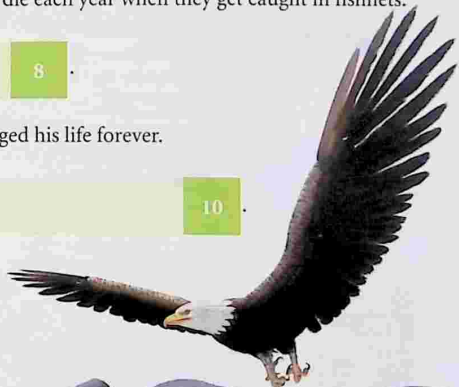
On one occasion a 6 was found in a shark's stomach.

About 7 whales and dolphins die each year when they get caught in fishnets.

A shark cannot navigate without its 8 .

John's 9 with the sharks changed his life forever.

John's daughter wanted him to do something about the 10 .



SPEAKING

Discuss the topic

- What do you know about recycling?
- What is your opinion about hunting?

Focus on pictures A and B

The two pictures show different methods of rubbish disposal. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on the next page. Make notes in the space provided.

Similarities

Differences

Which of these two methods of rubbish disposal is more widely used in your country?



ideas!

location
health risks
people's attitudes
effects on the environment

Now speak

1. Compare these two pictures and say which of these two methods of rubbish disposal is more widely used in your country. Use the notes you have made, some of the expressions suggested below and the vocabulary on the next page.

Dumping rubbish ... while recycling ... Recycling involves/encourages/allows ... In my country, we usually ...

Regarding health/the environment ... Unfortunately, the most common method ... I'm afraid to say that ...

The most widely-used method ...

2. Now say why recycling is preferable to other methods of rubbish disposal. Use expressions like those given below.

The reason why I prefer recycling is ... One of the reasons I prefer recycling is ... Recycling is ... For this reason ...

I would rather we recycled our rubbish than dump it because ...

Focus on pictures C and D

The two pictures show people with animals. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on this page. Make notes in the space provided.

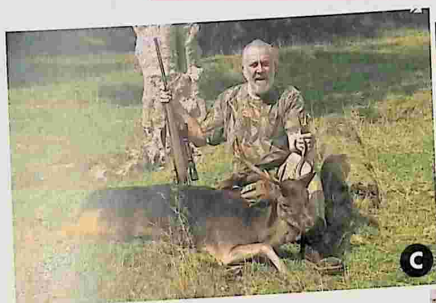
Similarities

Differences

What kind of environmental attitudes are reflected in these pictures?

ideas!

habitat
people's attitudes
endangered species



C



D

Now speak

1. Compare these two pictures and say what kind of environmental attitudes are reflected in them. Use the notes you have made, some of the expressions suggested below and the vocabulary on this page.

In contrast to picture C, picture D is ... because ... Picture C shows ... while picture D shows ...

The man shown in picture C ... whereas the girl in picture D are ... I feel that/In my opinion picture D reflects ...

Obviously the girl in picture D ... It is evident that picture C reflects a ... It is clear that the man in picture C ...

The attitude reflected/depicted in picture D is ...

2. Now say which of the attitudes you prefer. Use expressions like those given below.

The reason why I prefer ... An environmentally-friendly attitude ... This kind of attitude ...

Another reason why I would rather have a friendly attitude towards the environment is ...

VOCABULARY

Pictures A and B

breeds germs	recycling bins
disgusting sight/smell	reduce, reuse, recycle
not environmentally friendly	responsible citizens
landfill site	save energy/raw materials
pile of rubbish	space
rubbish tip	
unhygienic	

Pictures C and D

hunted	kangaroo
ecosystem	not domesticated
extinction	protected species
deer	in the wild
skin/fur/meat	
make a living	
achievement	

WRITING

a letter asking for information

Discuss the topic

- What sort of problems has pollution caused?
- What can we, as individuals, do to help?

Sample writing

1. Read the rubric and the advertisement. Then read the letter below and underline the sentences in which the writer asks for more information.

You saw the following advertisement and you want to become a member of Greenplanet. Write a **letter of 140-190 words** in an appropriate style, to find out more about the organisation (meetings, talks and newsletters).



**Don't you want a
better world for
you and your children?**

Then why not join us?

GREENPLANET
ASSOCIATION FOR ENVIRONMENTAL PROTECTION

- Meetings informing you about what's happening in the world
- Talks
- Newsletter with up-to-date reports, maps and fact files

230 SWINDON RD
BRISTOL BR2 5SQ GREENPLANET@MAIL.COM

MEMBERSHIP FEE £30

Dear Sir/Madam,

I am writing as I am interested in finding out about your organisation. I have, on various occasions, heard about your active involvement in environmental campaigns. Given that I am very interested in environmental issues, I would like to ask some questions with a view to becoming a member.

To begin with, I would like to know how often meetings that inform members of environmental issues are held, and where they take place. The reason for my enquiry is that the location of the venue will determine my attendance. I would also be interested in knowing whether the talks you mention are given by experts in the field or by members of your association.

In addition, I would be grateful if you could inform me as to whether there is an extra charge for the newsletter you publish. Finally, I would like to know if there is a reduced membership fee for students.

I look forward to hearing from you at your earliest convenience. Thank you in advance for your time and assistance.

Yours faithfully,


Anne Taylor

2. Answer these questions.

- a. Has the writer covered all the points?
b. What type of questions does the writer use to ask for information? What phrases does she use?

3. The letter on the previous page includes some formal words and phrases. Match them with the meanings below.

- a. with the aim of: _____
b. firstly: _____
c. also: _____
d. let me know: _____
e. as soon as possible: _____
f. beforehand: _____
g. help: _____

Plan

There are many reasons for writing a formal letter. One is to ask for information. Below is a plan for a formal letter asking for information, with questions to help you when planning one. Read the plan and compare it to the sample.

Greeting	use a formal greeting, not first names	
Opening paragraph	Use set phrases to: - refer to the advertisement/article/letter, etc. - state why you are writing	<i>Why are you writing this letter?</i>
Main Part (2-3 paragraphs)	- ask for information in a formal, polite and organised manner - prioritise your requests	<i>What do you want to find out?</i> <i>What is most/least important?</i>
Closing paragraph	- state anything you want to emphasise (e.g. repeat your request) - use set phrases to end your letter	<i>Is there anything you want to emphasise?</i>
Signing off	use a formal signature ending/closing phrase as appropriate	

Guide to writing

- Decide on the order in which you are going to make your requests. If possible, group them into categories. If not, state the most important points first. Make sure you mention all the points referred to in the rubric.
- Don't forget to write in paragraphs.
- Make sure you follow the layout of formal letters explained in Appendix I, keeping in mind who you are writing to.
- Use formal language and expressions. Use words like 'could' and 'would' to make your letter more polite.
- Don't use contractions (e.g. use 'I would' instead of 'I'd') or abbreviations (e.g. use 'advertisement' instead of 'ad').
- Use linking words/phrases to introduce your requests (firstly, first of all, to begin with, secondly, in addition, also, as well as, furthermore, finally, etc.).
- Don't use direct questions too often. It is more polite to use indirect questions (e.g. I would like to know ...).
- Use a greeting, set phrases for the opening and closing paragraphs and a signature ending, as appropriate. Look at the table on the next page for ideas.

NOTE

A letter asking for information can also be semi-formal or informal, depending on who you are writing to.

Greeting	Dear Sir/Madam Dear Sirs Dear Mr/Ms/Miss/Mrs/Dr Brown To whom it may concern
Set phrases for opening paragraph	I am writing to you in connection with ... I am writing with regard to/in regard to/with reference to ... I am writing to ask if you could inform me about ... I was interested in your advertisement in ... I would appreciate some further information about ... Referring to your advertisement published in ...
Set phrases for closing paragraph	I would be grateful if you would/could reply as soon as possible. Thanking you for your time and assistance. I would like to thank you in advance. I look forward to your reply at your earliest convenience. I look forward to hearing from you.
Signature endings	Yours faithfully Yours sincerely

Writing practice

1. Read these sentences carefully. Write 'F' for the sentences you would include in a formal letter and 'I' for the sentences you would include in an informal letter in the boxes provided. Would you find these sentences in the opening paragraph, main part or closing paragraph of the letter? Write your answers.

a. Thank you for your co-operation.

☐ _____

b. There are a few things I want to ask you about the trip.

☐ _____

c. I'm anxiously waiting for your reply.

☐ _____

d. First of all, I want you to tell me how to get there.

☐ _____

e. I would be grateful if you could give me further information.

☐ _____

f. Anyway, that's all I wanted to ask you.

☐ _____

g. Please inform me at your earliest convenience.

☐ _____

2. a. Read the rubric below and write the opening paragraph of the letter.



You are interested in helping to protect the environment. You recently saw a commercial advertising an event called 'Plant a Tree Day'. You decide to write to the organisers for more information.

Ask about:

- location of the event
- cost of transport
- time buses leave
- lunch arrangements

Write your **letter** of between **140-190 words** in an appropriate style.

1. **Introduction**
 2. **Background**
 3. **Methodology**
 4. **Results**
 5. **Conclusion**
 6. **References**
 7. **Appendix**
 8. **Index**
 9. **Table of Contents**
 10. **Figure 1**
 11. **Figure 2**
 12. **Figure 3**
 13. **Figure 4**
 14. **Figure 5**
 15. **Figure 6**
 16. **Figure 7**
 17. **Figure 8**
 18. **Figure 9**
 19. **Figure 10**
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 215. **Figure 206**
 216. **Figure 207**
 217. **Figure 208**

b. Below is the main part of the letter. Complete the blanks using linking words/phrases. Note that more than one answer may be correct.

_____ (1), I would be grateful if you could let me know about the location of the event. How far away is it and how long will it take to get there?

_____ (2), I would like to know about transport.
 Could you tell me how much the bus fare is? _____ (3),
 I would be interested in finding out what time the buses leave.

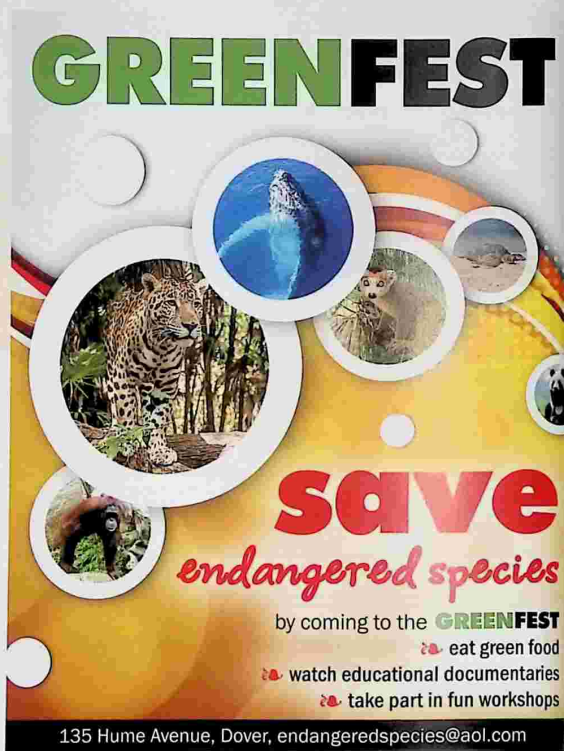
_____ (4), in your commercial you do not mention lunch arrangements.
I would therefore like to know if I need to bring my own lunch or whether other arrangements
have been made.

c. Write the closing paragraph of the letter.

3. Task for homework

- a. Read the rubric below and write a plan for the letter. Decide on the order in which you are going to list the requests.

You have seen a leaflet advertising the 'GreenFest'. You decide to write to the organisers for more information about the kind of 'green food,' the type of workshops and anything else you would like to know.



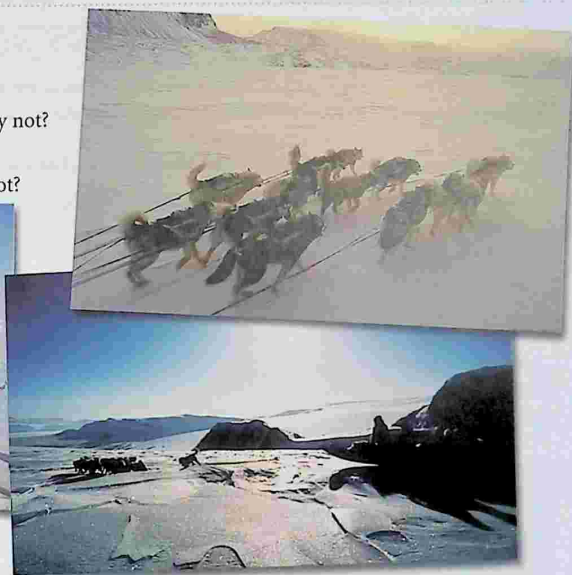
b. Write your letter (140-190 words).

Places

LISTENING

Pre-listening

- What is the weather like where you live?
- Would you like to live in a cold place? Why/Why not?
- What do you know about Greenland?
- Would you like to visit Greenland? Why/Why not?



Activity 1

You will hear an interview about Greenland. For questions 1-7, choose the best answer (A, B or C).

- 1 Why did Eric the Redhair call the island 'Greenland'?

A because it was green when he arrived
 B because he found it attractive
 C because the name sounded appealing

1

- 2 The capital of Greenland has a population of about

A 35,000.
 B 56,000.
 C 16,000.

2

- 3 Despite being Danish nationals,

A Greenlanders have their own identity.
 B Greenlanders are Asian.
 C Greenlanders are all Inuit.

3

- 4 During the winter

A planes, boats and helicopters are used to get around.
 B there is only one form of transport.
 C the roads between the towns are closed.

4

- 5 Jock suggests that the dogs bark because

A they are not well fed.
 B there are too many of them.
 C they are tied up.

5

- 6 What does Jock find extraordinary about Greenland?
 A that wild animals live there
 B that there are no trees
 C that so many different plants grow there
- 7 The weather in Greenland
 A is sometimes quite warm.
 B is very cold all the time.
 C doesn't change much.

Activity 2

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

- 1 You hear a man and a woman talking. Why didn't the woman hire a car in Sri Lanka?
 A because there are no traffic regulations
 B because the train goes everywhere
 C because the traffic is heavy
- 2 You hear a guide talking to a group of tourists. Where are they?
 A on a ranch
 B in a museum
 C on the motorway
- 3 You overhear a couple making arrangements. What means of transport are they going to use?
 A the bus
 B the underground
 C a taxi
- 4 You hear a woman talking about her holiday. Where did she go?
 A to an exotic island in the Pacific Ocean
 B to a seaside resort
 C to an amusement park
- 5 You hear two friends talking. What are they going to do?
 A watch a game show on TV
 B do a quiz
 C play a board game
- 6 You hear a radio programme. What is the man talking about?
 A vandalism in Denmark
 B a well-known fairytale
 C a famous sight
- 7 You overhear a woman talking on the phone. Why is she asking for a refund?
 A because she didn't get a room with a sea view
 B because there were only two meals at the hotel
 C because there were supposed to be three sightseeing tours
- 8 You hear a man talking about an experience he had. How did he feel?
 A angry
 B disappointed
 C surprised

Discuss the topic

- Do you live in a city or in the country?
- What do you like most/least about the city/town/village you live in?
- Would you like to live somewhere else? Why/Why not?

Speculate and make a decision

You and a friend have been asked to do a project on the ideal location for a place to live. The pictures below show some of the locations you are considering. First, talk to each other about the advantages of living in locations like those shown in the pictures. Then, decide where you would choose to live and why you consider it to be the ideal location for a place to live. Use some of the suggested expressions given below.

in the mountains/
in a forest

close to the sea

What are the advantages of living in places like these?

in a village

in the outer suburbs

in the city centre

Where would you choose to live and why do you consider it the most ideal location for a place to live?

Suggested expressions

- One of the advantages of living in ... is ... Living in ... would be ideal because ...
- One of the benefits of living in ... is ... One would benefit from living in a ... because ...
- Not only would living in a ... be ... but it would also ... I suppose I would prefer to live in ... as opposed to ... because ...
- I think/believe/am of the opinion that ... I consider living in ... more suitable than ... because ...

Further discussion

- 1 What facilities do you think an ideal city should provide for its citizens? Why?
- 2 If you could live in any city in the world, which city would you choose? Why?
- 3 What are the advantages/disadvantages of living in a city?
- 4 What are the advantages/disadvantages of living in the country?
- 5 Why do tourists visit your country?

Useful expressions

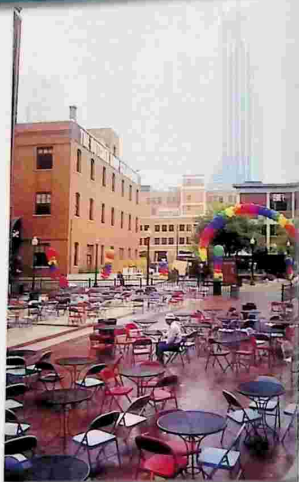
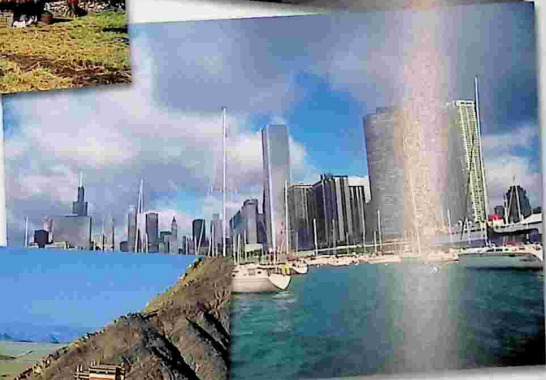
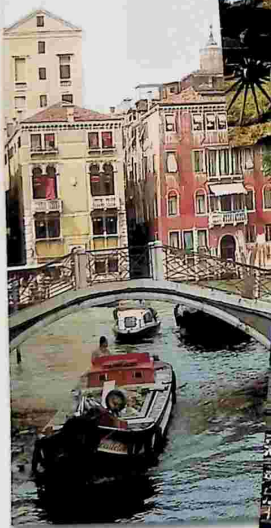
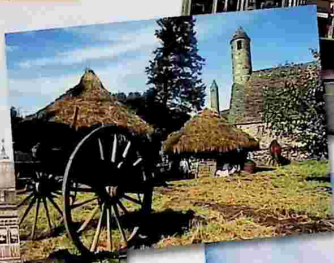
1 In my opinion, ... an ideal city should provide ... for its citizens because...

2 I would like to live ... because ...

3 The main advantage of ...

4 The main disadvantage of ...

5 One reason is ...
I believe that ...



VOCABULARY

infrastructure
means of transport
sports facilities
art galleries
efficient
service
pollution

overcrowding
traffic congestion
parking problems
unemployment
crime rate
stress
homelessness

relaxing
sightseeing
beauty spots
monuments
seaside resorts
local cuisine
hospitality

WRITING

a report

Discuss the topic

- Do you like the area you live in? Why/Why not?
- What kind of facilities are available in your area?
- If you were the mayor of your city/town, what would you do to improve it?

Sample writing

- Read the rubric and the report below which deals with suggestions on what could be done to improve a place. Match the correct heading with each paragraph.

Your English teacher has asked you to write a report on your town. You should explain what you believe could be done to improve the town and how these changes can make it more attractive to tourists.

Write your **report (140-190 words)** making your suggestions.

- A** Bathing Facilities
- B** Conclusion
- C** Businesses
- D** General Environment
- E** Introduction
- F** Other Facilities



To englishproject@billington.edu	
From Jessica Adams	
Subject Suggestions for improving Billington for tourism	

1 This is a report on what should be done to improve the town in order to make it more attractive to tourists.

2 First of all, the condition of the beach should be improved. The rubbish should be collected and some changing rooms and toilets could be built. Some lifeguards could also be employed. This would not just make the beach more attractive to visitors, but also much safer.

3 Furthermore, the owners of many shops, hotels and other commercial buildings in the town should be encouraged to either renovate or paint their premises. This would give the town a more attractive look.

4 In addition, the town itself could do with a 'facelift'. More trees should be planted along the streets and the big area of wasteland by the port could be turned into a park with some amusement rides for children.

5 Finally, a multi-storey car park and a shopping centre should be built. If the town wants visitors, they will need somewhere to park their cars and shop conveniently.

6 In conclusion, I believe that if the above recommendations are carried out, Billington would really have something to offer tourists.

2. Answer these questions.

- Is the language in the report formal or informal? Give examples.
- What words or phrases does the writer use to make suggestions?
- How do paragraphs and headings help the organisation of the report?

Plan

There are many types of reports, such as news reports, reports on events or accidents, survey reports, etc. The plan below can be used when reporting on a place and making recommendations and suggestions. There are questions to help you when planning a report. Read the plan and compare it to the sample.

Introduction	state what the report is about	<i>What is your report about?</i> <i>How did you get the information?</i>
Main Part (2-3 paragraphs)	- give information and expand on the points you want to make - make recommendations/suggestions	<i>What points do you want to make about the subject?</i> <i>Can you give the points a heading?</i> <i>What do you know about each point?</i> <i>What do you recommend/suggest?</i>
Conclusion	state your overall impression/opinion	<i>What is your overall impression/opinion?</i> <i>What conclusion have you come to?</i>

Guide to writing

- Make sure you read the rubric carefully and know exactly what you have to do. Always keep in mind who is going to read your report and decide how formal it should be.
- Give your report a clear title (e.g. Report on The Seaside Club) or use the following layout:

To: Mr Brian Smith
From: Fiona Peterson
Subject: The Seaside Club
- Before you start, think about what you would like to include in your report.
- Select three or four of your ideas and arrange them in order of importance.
- Divide your report into paragraphs and start a new paragraph for every major point. Leave a line between the paragraphs to make the report clear and easy to read. It is a good idea to use headings or to number each paragraph, especially in formal reports.
- Remember that the person who is going to read your report is interested in the subject and wants information, so make sure the information you give is clear and factual. Don't mention unnecessary details. A report is not written to entertain.
- Note that even if the reader is a colleague of yours, the language in the report should be quite formal and polite.
- Try to present the information in an impersonal way. Avoid using the first person singular (I) too often.
- Note that the Present Simple tense and the Passive Voice are commonly used in reports (e.g. The place is nicely decorated).

● Use set phrases to:

- begin your report** → This report describes/deals with/is based on ..., The aim/purpose of this report is to ...
- make observations** → It is considered ..., It seems/appears ...
- make recommendations** → I would recommend/suggest ..., It would be a good idea to ...

● Use linking words/phrases. Look at the table below for ideas.

listing points	firstly, first of all, to begin/start with, secondly, finally
giving additional information	as well as, also, besides, in addition to this, furthermore, moreover, what is more, apart from that
expressing contrast	but, however, nevertheless, on the other hand, although, even though, in spite of, despite the fact that
giving an example	such as, for example/instance, especially, particularly, in particular
emphasising	in fact, as a matter of fact
expressing result or consequence	so, therefore, in this case, for this reason, consequently, as a result
summing up	to sum up, in conclusion, all in all, on the whole, in general, considering the above, taking everything into account
stating an opinion	in my opinion/view, personally, from my point of view

Writing practice

1. a. Read the rubric below and the report on the following page.

You have recently returned from a trip to Madeira. Your English teacher has asked you to write a report on the suitability of Madeira as a holiday destination. Write your **report (140-190 words)**.



b. Read the report again and circle the correct headings and linking words or phrases.



Send

To Mrs Clark

From Samantha Reeds

Subject Madeira

Beginning / Introduction

This is a report on the suitability of Madeira as a holiday destination.

Getting there / Getting around

Travel to Madeira is possible by plane or boat.

(1) **In addition / In fact**, it's only a one-and-a-half-hour flight from mainland Portugal and about 4 hours from the UK. However, the landing can be scary because the landing area is very short.

Historical sites / Things to do and see

There are many beautiful gardens you can visit.

(2) **In general / In particular**, the Funchal Botanical Gardens are a must. For more active tourists, Madeira offers sailing, horse riding, golf, surfing and fantastic hiking trips. It's not, (3) **on the other hand / therefore**, a place for lively nightlife every day of the week.

The capital / What to buy

Funchal, the capital, is known for its pleasant climate, crafts and friendly locals. (4) **Furthermore / In this case**, it's a great city to walk around. The open-air market is well worth a visit.

Where to stay / Accommodation and eating out

There is something for every budget and taste.

(5) **As a matter of fact / As well as** inexpensive hostels, there is luxury accommodation (6) **such as / apart from** that the world-famous Reid's Palace.

Conclusion / Ending

(7) **All in all / Moreover**, Madeira is a great place to visit for a relaxing stay in beautiful surroundings,

(8) **in spite of / even though** it does not offer exciting entertainment opportunities.



2. Task for homework

- a. Read the rubric below. Make sure you understand why you are writing this report and who is going to read it. Write down ideas to include in your report in the space provided. You may write headings for each idea.

Your English teacher has asked you to write a report on interesting things for visitors to see and do while on holiday in your country. In your report, include suggestions about where visitors can stay, where they should go and what they should do in order to spend an interesting holiday in your country.

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$
 2. $\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$
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 4. $\frac{1}{4} \times \frac{1}{8} = \frac{1}{32}$
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- b. Write your report (140-190 words).**



Science and technology

LISTENING

Pre-listening

- Are you interested in science and technology? Why/Why not?
- Do you think that the way these subjects are taught in schools make them appealing to students?
- What do you think a science project would involve?



Activity I

You will hear fifteen short conversations. After each one, you will hear a question. There are **three** picture answers for each conversation. Choose the picture that best answers the question.

1



A



B



C

2



A



B



C

3



A



B

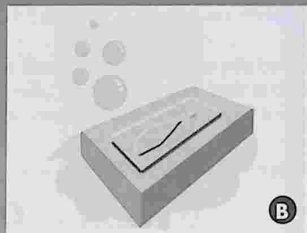


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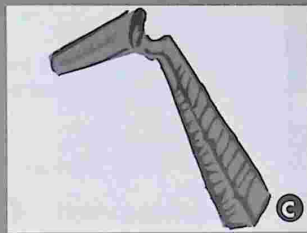
4



A



B



C

5



A



B

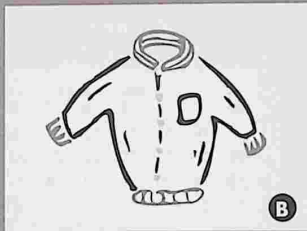


C

6



A

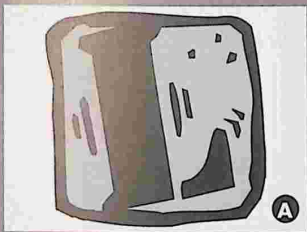


B



C

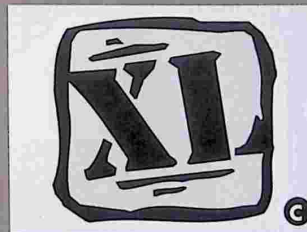
7



A



B



C

8



A



B



C

9



A

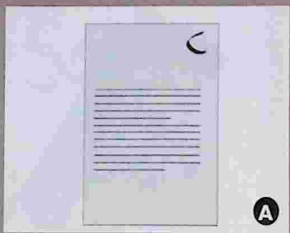


B

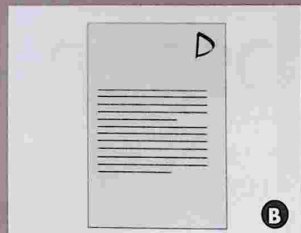


C

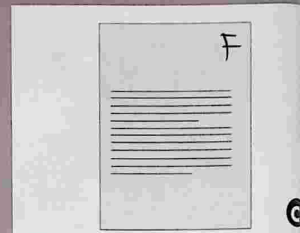
10



A



B

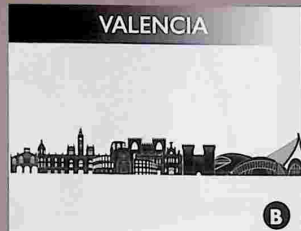


C

11



A



B



C

12

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

A

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

B

August

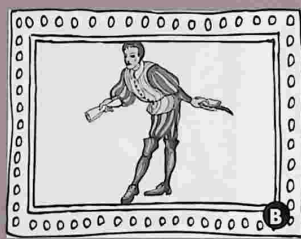
Sun	Mon	Tue	Wed	Thu	Fri	Sat
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

C

13



A



B



C

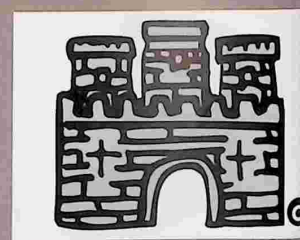
14



A

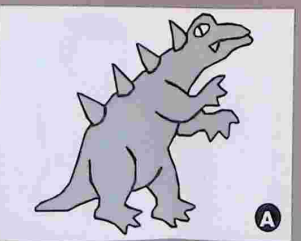


B

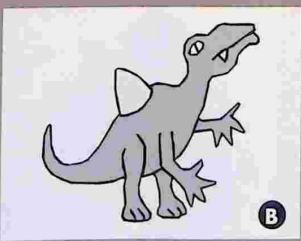


C

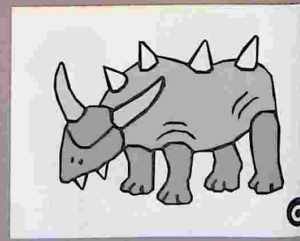
15



A



B



C

Activity 2

In this part of the listening, you will hear three short talks. After you have heard each talk, you will hear some questions about it. Before you hear each talk, you have time to look at the questions. Select the best answer to each question, a, b, c, or d. If you want to, you may take notes as you listen.

A. Look at questions 1-5. Then listen to a scientist talking about an important discovery.

1. What did the scientists discover?
 - a. a new plant species
 - b. the remains of the first creature that ever existed on earth
 - c. the remains of the first plant that ever existed on earth
 - d. a new type of rock
2. What was *Otavia antiqua*?
 - a. a land animal
 - b. a sea creature
 - c. a tiny sand organism
 - d. a type of fossil
3. Why is the scientists' discovery significant?
 - a. It proves that animals existed on earth earlier than was previously thought.
 - b. It proves that rocks existed 760 million years ago.
 - c. It proves that plants have been around for 650 million years.
 - d. It proves that animals existed before plants.
4. What were *Otavia*'s primary food sources?
 - a. seaweed and bacteria
 - b. algae and bacteria
 - c. fish and algae
 - d. snails and seaweed
5. According to the speaker, what is so amazing about *Otavia antiqua*?
 - a. It was full of holes.
 - b. It was so small.
 - c. It lived in an extreme environment.
 - d. It ate bacteria.

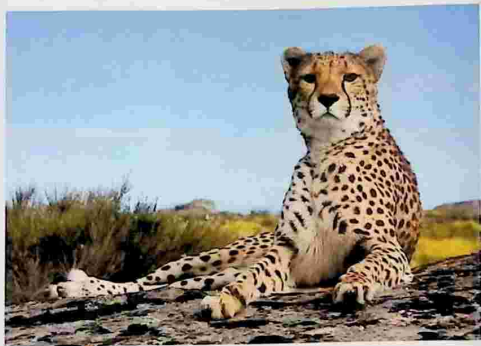


B. Look at questions 6-11. Then listen to a radio talk-show host discussing multi-tools and gadgets.

6. What can you do with the calculator gadget?
 - a. broadcast your conversations to people up to 50 yards away
 - b. listen to the radio
 - c. hear conversations that are taking place up to 50 yards away
 - d. do mathematical calculations and send messages at the same time
7. What does the pen camera allow you to do?
 - a. take notes, record conversations and post photos online
 - b. post photos online, take photos and talk to a friend
 - c. take photos, phone friends, and take notes
 - d. hold conversations and take notes
8. Which device should you probably ask for permission before you use?
 - a. the walkie-talkie watches
 - b. the pen camera
 - c. the invisible ink pen
 - d. the calculator gadget
9. Which two gadgets are designed to help people communicate with one another?
 - a. the walkie-talkie watches and the invisible ink pen
 - b. the walkie-talkie watches and the calculator listening device
 - c. the invisible ink pen and the calculator listening device
 - d. the invisible ink pen and the pen camera
10. What is true of messages written with the invisible ink pen?
 - a. You will only be able to read the message after 48 hours.
 - b. The message must be delivered within three days.
 - c. The contents of the message will disappear in two days.
 - d. Anything written will disappear within 4 to 8 hours.
11. What does the speaker mean when he says the calculator: (M)?
 - a. The calculator does everything twice.
 - b. The calculator is also a listening device.
 - c. The calculator doesn't work without the listening device.
 - d. The calculator does not come with a microphone.

C. Look at questions 12-16. Then listen to a lecturer giving a talk about tracking wild animals.

12. What must the students who are interested in going on the trip to Botswana do?
 - a. get permission from the college
 - b. get an application form
 - c. apply by e-mail to the speaker
 - d. show that they have experience
13. What happens to the information from the transmitting device?
 - a. It is sent to the project leader.
 - b. Trackers collect it.
 - c. It is stored in the college database.
 - d. It is transmitted to a satellite and then to a database.
14. What is the aim of the project in Botswana?
 - a. to make people appreciate cheetahs
 - b. to protect local farm animals
 - c. to find out more about cheetahs' movements
 - d. to tag as many animals as possible
15. What are the limits of the technology?
 - a. The batteries don't last for a long time.
 - b. The batteries are very expensive.
 - c. It can't collect large amounts of information.
 - d. It is outdated.
16. What concern does the speaker express about the technology she uses?
 - a. The local people don't know how it will help them.
 - b. The local people think it might threaten cheetahs.
 - c. It could mean fewer jobs for the local people.
 - d. It could damage the environment.



SPEAKING

Discuss the topic

- What are some of the technological advances that have been made in the past hundred years?
- In your opinion, what is the most important invention of all time? Why?
- Do you think that the replacement of human labor by machines has negative or positive consequences? What are they?

Starting a chocolate company

Situation

I am a baker who wants to start a chocolate company. I am unsure about whether to hire employees who will make the chocolates by hand, or buy machines. I would like your advice.

First:

Look at the pictures below and ask:

- What are the advantages of each option?
- What are the disadvantages of each option?

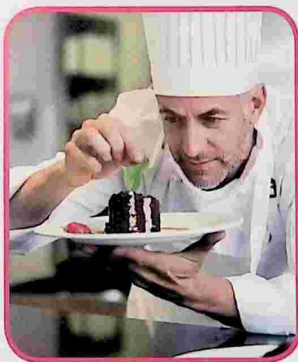
Then:

When you have all the information you need, explain to the examiner which option you think would be best and why. You can choose one of the options given or present a plan that you believe would be better. Remember to use information you learn from asking questions to explain your final choice.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.

Option 1



Option 2



Further discussion

- What technological devices do you own (i.e. tablet, smartphone)? How do they help you?
- Can you think of any negative consequences of relying too much on technology? For instance, do you think it makes us lazy?
- What technological device could you absolutely not live without? Why?

vocabulary

efficiently
time-consuming
break down
dependent on

WRITING

an essay expressing an opinion II

Discuss the topic

- How does technology affect everyday life?
- Do you think that young people rely too much on technology? In what ways?
- Do older generations have difficulties becoming familiar with technologically advanced equipment? What kinds of difficulties?

Sample writing

1. Read the rubric and the essay below. The paragraphs are not in the correct order. Put them in the correct order by writing the numbers 1-4 in the space provided.

25th Science Fair

The 25th annual science exhibition was held in Springfield, Massachusetts last weekend. Lots of people turned up to see what the future holds in store for them and many expressed great enthusiasm for some of the inventions and developments that were on display. However, there were also those who wondered about the usefulness of some inventions and others still who were worried about the influence these inventions and developments might have on society as a whole.

Technological progress affects our lives in many ways. There is no doubt that in many ways our lives have become easier due to technology. However, this progress also has its negative aspects. What are a few of the problems posed by the rapid development of technology? Support your views with examples.

_____ Another growing concern is the over-reliance of young people on technology. They have become incapable of, for example, working out a simple math problem without a calculator. They are inclined to think less and, as a result, are becoming lazy. However, the elderly are also affected. Quite often they are unable to operate sophisticated equipment such as cell phones, for instance. This is frustrating and often makes them feel incompetent.

_____ The twentieth century was one of dramatic technological progress. Not only did humans manage to land on the moon, but their standard of living also changed to one of relative wealth and luxury. However, this did not happen without cost.

_____ In conclusion, technology may be advancing and making people's lives easier, but in my opinion all this comes at a high price.

_____ To begin with, because of advances in technology, the need for certain categories of employees has been reduced. Computers and machines are now doing jobs previously done by people, causing rising unemployment.

2. Read the following statements and check (✓) the ones that apply to the essay above. Find examples of the items you have checked in the essay.

The writer:

- a. uses linking words/phrases
- b. uses contractions and abbreviations
- c. justifies his/her opinion and gives examples
- d. uses informal language
- e. states new ideas in the conclusion
- f. avoids giving his/her opinion
- g. organizes his/her ideas in related paragraphs

☐
☐
☐
☐
☐
☐
☐

Plan

This unit deals with essays expressing an opinion. This essay is thematically linked to a given prompt and requires you to discuss an issue from your point of view. Below is a general plan for this type of essay with questions to help you when planning one.

Introduction	• introduce the subject of the essay • state your opinion	<i>What are you going to discuss?</i> <i>How do you feel about it?</i>
Main Part (2 paragraphs)	• choose two main aspects of the problem/situation • group related ideas in two paragraphs and support them with justification/examples	<i>What points/aspects of the problem/situation are you going to discuss?</i> <i>What kind of evidence are you going to include?</i>
Conclusion	• summarize your points • restate your opinion	<i>What is your overall opinion of the issue?</i>

Guide to writing

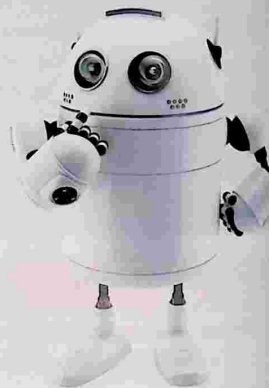
- Underline the key words in the rubric and come up with ideas and a plan for what you are going to write about.
- Choose a few of your ideas/points and expand on them. Explain them clearly and support them with reasons or examples.
- Do not use statistics you cannot support or explain clearly.
- Write in a formal style and never use abbreviations or contractions.
- Divide your essay into paragraphs. Present every major point in a separate paragraph.
- Use a topic sentence to introduce each paragraph. This sentence introduces the theme of the paragraph and is usually the first sentence of the paragraph but can also be in the middle or at the end of it. The rest of the paragraph should develop the idea expressed in the topic sentence. When put together, all the topic sentences should give the reader a rough summary of the essay.
- Don't develop your ideas in the introduction.
- Write your essay in an impersonal way. Avoid using 'I' too often.
- Use a range of vocabulary and grammatical structures. Avoid being too simple.
- Don't introduce new ideas/points in the conclusion.
- Use linking words/phrases. Look at the table below for ideas.

listing points	firstly, to begin/start with, in the first place, finally, last but not least
adding more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
giving an example	for example, such as, particularly, especially, take for instance
emphasizing	in fact, as a matter of fact
expressing contrast	although, in spite of, despite, however, but
expressing cause/reason	because (of), as, since, due to, owing to
expressing result/consequence	therefore, in this case, for this reason, consequently, as a result
summing up	in conclusion, to sum up, all in all, on the whole, taking everything into account
giving your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favor of, my belief is that

Writing practice

1. Read the rubric and the essay below. The topic sentence of each paragraph is missing. Match the sentences A-D with the appropriate paragraph 1-4 in the essay.

You name it and Doall will do it!



The Japanese have invented a robot that will make the lives of millions of people around the world even easier. At the moment there are vacuum cleaners, dishwashers, washing machines but all these devices would be useless if people didn't do half the work. Here is where Doall comes into play. The robot will take your dirty dishes, rinse them and put them in the dishwasher for you and the same goes for your dirty laundry.

And what about the ironing? Doall does it! The windows? Doall. "You name it and Doall will do it," claim its inventors. Many working moms and housewives said they couldn't wait to get their hands on one, while some others maintained that all these inventions just serve to make people lazier.

The standard of living in western societies has undoubtedly risen due to advances in technology. In your opinion how has technology helped to improve life in the home? Support your views with examples.

1. _____ Inventions that were once considered amazing are now everyday household items. They make life easier and provide entertainment.
2. _____ Most modern appliances are easy to use and can do almost everything - from cooking to washing clothes and dishes - quickly and efficiently. As a result, people have more leisure time.
3. _____ They do not have to go out to spend their spare time enjoyably. For instance, they can watch their favorite movie with Dolby surround sound, play a game on the Internet, chat with friends and even shop online.
4. _____ It is certain that more improvements will be made in the future.

- A. What is more, people can now entertain themselves at home.
- B. Summing up, there is no doubt that technological advances have changed people's lives through the ages.
- C. Over the years, technology has proved to be invaluable in the home.
- D. First of all, technology has made life more comfortable.

2. Read the rubric and write a plan for the essay in the space provided.

Developments in education

The local government has promised to spend more money on education after many schools in small towns were shown to lack modern teaching and learning facilities. It hopes to bring these "second rate" schools on a par with those in big cities within a few years. "If America is going to continue to be the world leader, it needs to invest in its future. We need to give our students that edge so that they will be able to successfully compete in the global market," said a government spokesperson. Parents and teachers welcomed the decision but remain skeptical about whether the government will deliver on their promise.



Do you think that governments should spend more money on education in order to technologically update schools? How would students benefit from having access to modern teaching and learning facilities? Support your views with examples.

Introduction	
Main part 1st paragraph	
2nd paragraph	
Conclusion	

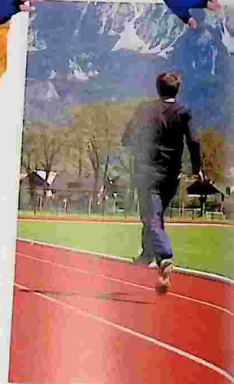
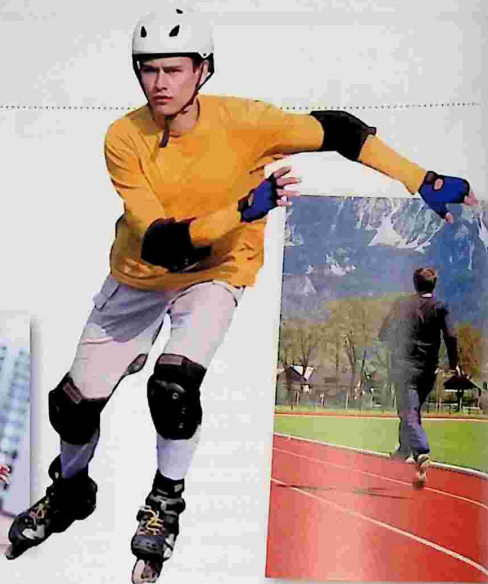
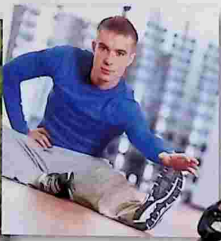
3. Task for homework
Write the essay using the plan you made in exercise 2.

Sports and fitness

LISTENING

Pre-listening

- Do you go to the gym? Why/Why not?
- What forms of exercise do young people in your country usually do?
- What can people do to keep fit and healthy?



Activity 1

You will hear a conversation between Peggy and Jeremy in a gym. For questions 1-7 choose the **best** answer (A, B or C).

- 1 What is wrong with Peggy?
 - A She has a stomach ache.
 - B She has cholesterol.
 - C She is overweight.
- 2 How often does Peggy go to the gym?
 - A every day
 - B five times a week
 - C three times a week
- 3 How long does Peggy work out for?
 - A an hour and a half
 - B two hours
 - C half an hour
- 4 What does Jeremy eat?
 - A one cooked meal a day
 - B a variety of food
 - C a lot of sandwiches
- 5 What did Jeremy do last Monday?
 - A He asked for a special programme.
 - B He asked about prices and times.
 - C He talked to one of the trainers.
- 6 How does Peggy know Phil?
 - A He is her neighbour.
 - B He is her cousin.
 - C He is her trainer.

7 What does Peggy suggest they should all do afterwards?

- A go out for fruit juice
- B have a drink at the gym
- C eat at a restaurant

7

Activity 2

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

1 You hear an announcement. Who is it aimed at?

- A beginners
- B people who have had lessons before
- C professionals

1

2 You hear a man talking at a meeting. What is available for use now?

- A a squash court
- B a basketball court
- C a swimming pool

2

3 You hear a conversation between two friends. What does the girl intend to do?

- A exercise at home
- B take up tennis
- C attend aerobics classes

3

4 You overhear part of a telephone conversation. Why is the man travelling to Barcelona?

- A to take part in a race
- B to attend a football match
- C to meet Mike Welson

4

5 You hear a message recorded on an answering machine. Who leaves the message?

- A the coach
- B the manager
- C the doctor

5

6 You hear a man talking. What did he think of the match?

- A It was exciting.
- B It was boring.
- C It was better than he had expected.

6

7 You hear a woman talking. Which gym did she eventually go to?

- A the new gym that has opened
- B the gym she used to go to
- C the gym her friend goes to

7

8 You hear a conversation between a doctor and an athlete.

What did the athlete injure?

- A his leg
- B his ankle
- C his knee

8



SPEAKING

Discuss the topic

- What is your favourite sport? What do you like about it?
- Do you think sport is good for us? Why?
- What major sporting events can you think of? Talk about them briefly.

Focus on pictures A and B

The two pictures show people taking part in sporting events. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on the next page. Make notes in the space provided.

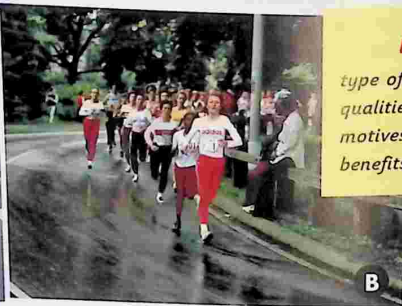
Similarities

Differences

What are some of the difficulties people face when they engage in sporting events like these?



A



B

ideas!

*type of sport/event
qualities required
motives
benefits*

Now speak

- 1.** Compare the two pictures and say what difficulties people face when they engage in sporting events like these. Use the notes you have made, some of the expressions suggested below and the vocabulary on the next page.

I think that both sporting events ... People participating in ... are ... I think that the athlete(s) in picture ... must be ...

It requires a lot of ... to take part in ... It must be difficult to ... because ... Taking part in ... is a real challenge because ...

One of the difficulties of ... is ... Being physically challenged must make participating ...

- 2.** Now say which event you would prefer to watch and why. Use expressions like those given below.

I think I would prefer to watch a marathon with physically-challenged/able-bodied individuals because ...

Watching a marathon with ... would be ... I would rather watch a marathon with ... than one with ... because ...

It would be more interesting to attend a ... rather than a ... because ...

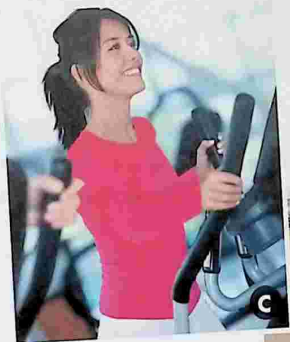
Focus on pictures C and D

The two pictures show people taking part in activities to keep fit. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on this page. Make notes in the space provided.

Similarities

Differences

Why do people choose to engage in sports activities like these?



ideas!

place
weather conditions
popularity
cost

Now speak

1. Compare the two pictures and say why people choose to engage in activities like these. Use the notes you have made, some of the expressions suggested below and the vocabulary on this page.

Working out in a gym/jogging is more ... than ...

Although working out is ... jogging is ...

In my opinion, people ... because ...

One reason why people ... is ...

People may choose to ... because ...

... could be/is a good way to ...

While jogging is ... working out is ...

2. Now say which activity you would prefer to do and why. Use expressions like those given below.

I would prefer to ... rather than ... because ...

I think that ... is better than ... because ...

I would sooner ... than ... because ...

I like ... because ...

VOCABULARY

Pictures A and B

able-bodied/ physically challenged	determination	wheelchair
challenge	fulfil ambitions	participants
competitive spirit	Paralympics	marathon
dedication	spectators	endurance
	stamina	training

Pictures C and D

monotonous	change of scenery	fresh air
exhausting	burn calories	no charge
repetitive	individual	individual activity
treadmill	tone body	
membership fee	indoor/outdoor	

WRITING

an essay expressing an opinion III

Discuss the topic

- Is your lifestyle active? If not, in what ways could you become more active?
- Do people your age generally exercise? If not, why?
- What do you think some of the benefits of doing Physical Education at school are?

Sample writing

1. Read the rubric, the essay topic and the notes, and underline the key words.

In your English class you have been talking about sporting events. Now, your English teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view.

Is it better to watch sporting events live or on TV?

Notes

Write about:

- experience
- convenience
- ... (your own idea)

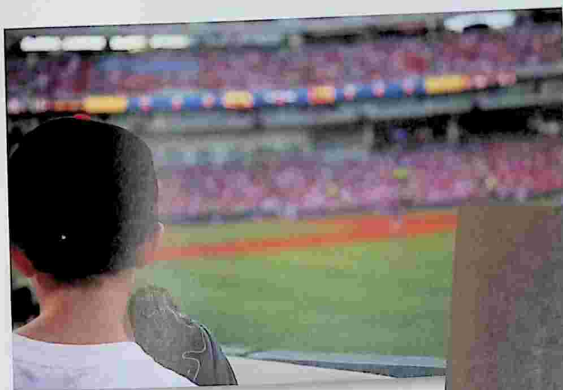
Sporting events are a fascinating experience for sports fans. To decide whether it's better to watch a sporting event live or on TV, the advantages and disadvantages of each option need to be weighed.

Firstly, at a live event, there's an exciting atmosphere. You are physically next to the action, which TV cannot possibly offer. Furthermore, you are part of the live experience firsthand, and you can cheer for your team with the rest of the spectators.

Comfort also has to be taken into consideration. Stadiums may have hard seats and be very noisy and crowded. However, at home, you can sit comfortably on your sofa and enjoy the game quietly.

Last but not least, there is the question of cost. To watch an event live, you need to pay, to buy a ticket and snacks, for instance. On the other hand, watching TV is free and you can opt for a homemade snack which will not cost you much.

In conclusion, it depends on what kind of spectator you are. If you like the thrill of the live game, then you probably should watch sports events live. If, however, you prefer a more comfortable experience, then you should watch sports events on TV.



2. Answer these questions.

- What is the writer's opinion on the topic? Underline the part(s) of the essay that indicate this.
- What idea does the writer come up with?
- Which of the highlighted linking words /phrases does he/she use to introduce the ideas mentioned?
- Does the writer give any examples? If yes, how does he/she introduce the examples?
- What purpose do you think examples serve in an essay?
- Can you find other linking words/phrases (which are not highlighted) in the essay and identify their function?

3. Now put the highlighted words/phrases from the essay in the correct category in the table below.

listing points	1. _____, to begin/start with, in the first place, secondly, thirdly, finally, _____
adding more points	2. _____, moreover, furthermore, what is more, in addition, apart from this, besides, another point worth mentioning is
giving an example	3. _____, such as, particularly, especially, (take) for example, that is, in particular, to illustrate
expressing cause/ reason	as, since, because (of), due to (the fact), owing to
expressing contrast	(on the one hand)...on the other hand, in comparison, in contrast, alternatively, whereas

Note

Turn to p.17 (Unit 1), p.38 (Unit 3), p.55 (Unit 5) and p.65 (Unit 6) for more linking words/phrases.

Plan

An essay in which you give your opinion requires you to discuss an issue from your point of view while making use of some notes that have been provided. In answering the question, you may choose to build a one-sided argument in which you deal with only one aspect of the question in detail, or you may choose to build a neutral argument in which you deal with both aspects referred to in the question equally. Regardless of how you choose to structure your argument, you have to address both ideas that are given and provide a third idea of your own. Below is a general plan for an essay in which you present a neutral view of an issue, with questions to help you when planning one.

Introduction	Introduce the subject of your essay and state your opinion. What is the central issue being discussed?	What reason can you give for choosing to stay neutral?
Main Part (3 paragraphs)	- Use the 1st idea in the notes to present your argument. - Use the 2nd idea in the notes to present your argument. - Use your own idea to present your argument.	How can you justify your neutral view on the issue with reference to each idea? What examples can you provide in each case to support the position you have chosen? What additional idea can you come up with in support of your opinion? What information can you provide that is relevant to both aspects of the question?
Conclusion	Restate your opinion by summarising your points and make a general comment on the issue.	What is your overall opinion? Is there something which you would like to stress?

Note

Turn to the Guide to writing on p. 18 (Unit 1) and p. 65 (Unit 6) and refer to the points that have been given.

Writing practice

- Read the rubric, the essay topic and the notes below. Then read the essay that follows and complete the blanks using the words/phrases in the box.

In your English class you have been talking about team sports. Now, your English teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view.

Is it better for young children to take part in team sports rather than do individual sports?

Notes

Write about:

- satisfaction
- skills
- ...(your own idea)



on the other hand my belief is for example therefore in my view
in conclusion finally to begin with moreover due to whereas comparison

When it comes to team or individual sports, the question is, 1. _____, not which is better but rather which one suits you best. 2. _____ the fact that children are still trying to find out what interests them and where their strong points lie, 3. _____ that they should be given the opportunity to do both. 4. _____, both types of sports provide one with a unique sense of satisfaction. In team sports we experience satisfaction from being part of a group, working towards common goals and sharing our successes. 5. _____, in individual sports we experience pride when we achieve our goals and improve on our personal performance. 6. _____, both help us develop skills which differ but are equally important. 7. _____, team sports help us develop good communication and cooperation skills. In 8. _____, individual sports teach us how to set goals and depend on ourselves. 9. _____, both help build character. Team sports make us, among other things, understanding, patient and sociable 10. _____ individual sports make us self-confident and independent. 11. _____, both team sports and individual sports can contribute positively to a child's personal growth and development. Children should, 12. _____, experiment with both before they choose which suits them best.

2. Answer these questions.
- What is the writer's opinion on the topic? Underline the parts of the essay that indicate this.
 - What idea does the writer come up with?
 - What linking words/phrases does the writer use to effectively achieve a comparison?

3. Task for homework

- a. Read the rubric, the essay topic and the notes and underline the key words. Notice that these notes have been expanded on.

In your English class you have been talking about physical activity. Now, your English teacher has asked you to write an essay. Write your **essay** using **all** the notes and give reasons for your point of view.

Is it better to train outdoors or indoors?

Notes

Write about:

- convenience
- cost
- ... (your own idea)

convenience	cost
Justification • outdoor training limited by time and place restrictions • access to the variety of facilities and services on offer at a gym saves you time	Justification • being a member of a gym or sports centre can be cost-effective • training outdoors can save you money

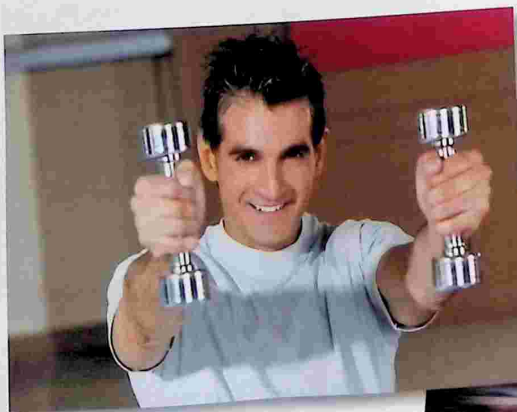
- b. Now, come up with your own idea on the essay topic as well as examples to support it.

(your own idea):

Justification

-
-

- c. Write your **essay** (140-190 words).



Shopping

LISTENING

Pre-listening

- Where do you usually shop?
- What are the advantages/disadvantages of shopping in a department store?
- What are the advantages/disadvantages of shopping in an open-air market?



Activity 1

You will hear five short extracts in which different women are talking about experiences they had while shopping. For questions 1-5, choose from the list (A-H) what each speaker says about her experience. Use the letters only once. There are three extra letters which you do not need to use.

- A I found exactly what I wanted.
- B I spent too much money.
- C I borrowed money to go shopping.
- D I never shop at open-air markets.
- E I generally hate shopping.
- F I had my bag stolen.
- G I don't really like department stores.
- H I bought something I didn't want.

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

Activity 2

You will hear a woman talking about 'The Everything Supermarket'. For questions 1-10, complete the sentences with a word or short phrase.

The Everything Supermarket

Shop Testers visit a different supermarket

1

Shop Testers review shops based on the products, service, prices and facilities.

2

of the

In the ethnic aisle, the woman found mainly from Latin America.

3

of products,

There were some , which she thinks was because the staff were too busy to refill them.

4

She suggests that the owners should

5

She was

6

with the service at 'The Everything Supermarket'.

According to the woman, the prices are

7

The woman feels that charging for plastic bags is another way for supermarkets to

8

The woman couldn't find

9

easily.

As for special offers, the woman says that there

10

SPEAKING

Discuss the topic

- Do you like shopping? Why/Why not?
- Do you go shopping before going on holiday? What do you usually buy?
- What presents would you buy for a friend for his/her birthday?

Speculate and make a decision

You wish to buy a present for a friend who has a birthday. Here are some of the items you are considering. Discuss each of the options in turn. First, discuss how these items can be of use. Then decide which one to buy and why. Make sure you justify your answers. Use some of the suggested expressions on the next page.



a book



DVDs



a sports watch

How can these items be of use?



a pair of gloves



concert tickets

Which one are you going to buy for your friend and why?

Suggested expressions

I think the best thing to buy would be ... because ...

Then, I would buy ... as ...

I agree/disagree. I think ... is more useful ...

I would definitely buy ...

I believe it would be completely unnecessary to buy ...

I wouldn't buy ... because ...

Further discussion

Discuss the following questions. You can use some of the expressions and the vocabulary given below.

- 1 Is it important to be in fashion? Why/Why not?
- 2 What influences you when you are shopping?
- 3 Is it a good idea to have a credit card? Why/Why not?
- 4 Do you think that people buy more than they need?
- 5 Do you think it's worth waiting for the sales to do your shopping? Why/Why not?

Useful expressions

1 I believe ... because ...

On the other hand, I don't think ...

2 I am influenced by ...

Something else that influences me is ...

I am influenced/persuaded to buy things by ...

3 I suppose ... could come in handy ...

I imagine ... could be useful as ...

4 In my opinion, ...

5 I think/don't think ... because ...

**VOCABULARY**

trendy
fashionable
advertising
discounts
special offers
media
convenient

handy
compulsive shopping
overspending
safe
unnecessary
consumer society
bargains

WRITING

an informal e-mail/letter

Discuss the topic

- Have you ever bought anything from a shop only to find that it was damaged when you got home? If so, what did you do?
- Do you think that people should complain if something is wrong with a product they have bought? Why/Why not?
- Would you ever buy anything from an online shop, a mail-order catalogue or over the phone? Why/Why not?

Sample writing

1. Read the rubric, the e-mail and the reply. Why is Nicole writing to Annie?

You have received an e-mail from your English-speaking friend Nicole.



_
□
✕

To:

From:

Subject:

----- Sent: 5th May -----

Hey Annie,

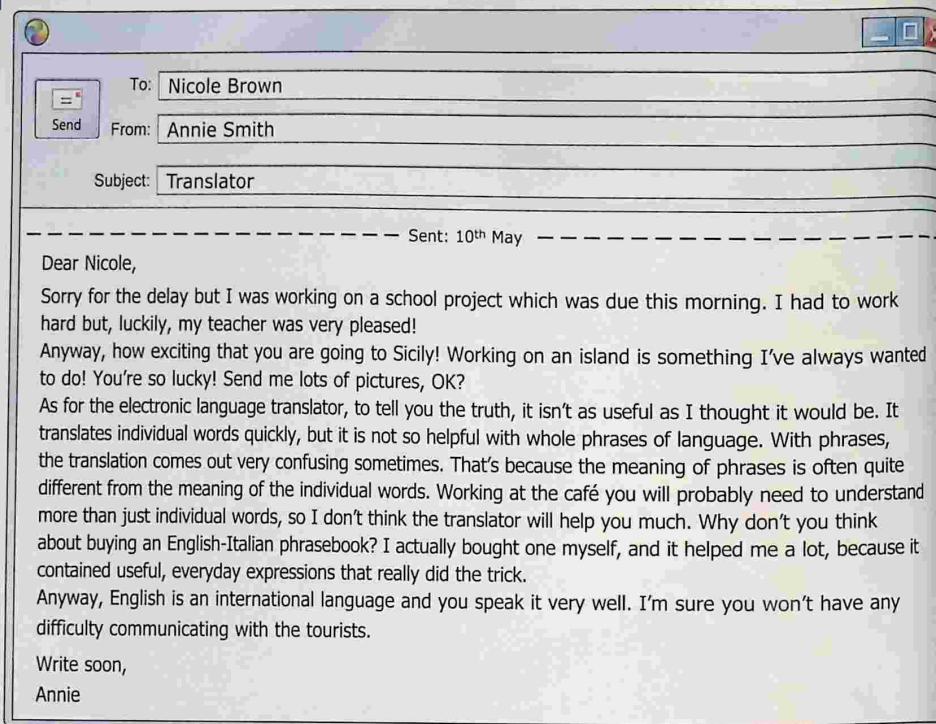
I'm planning on working at my aunt's café in Sicily in the summer! I'm leaving on 1st June! Didn't you buy an electronic translator before you moved to Italy? Was it any good? I'm thinking of buying one because my Italian is very basic. Do you think it's a good idea?

If not, what else worked for you?

Thanks,

Nicole

Write your e-mail (140-190 words).



To: Nicole Brown

From: Annie Smith

Subject: Translator

----- Sent: 10th May -----

Dear Nicole,

Sorry for the delay but I was working on a school project which was due this morning. I had to work hard but, luckily, my teacher was very pleased!

Anyway, how exciting that you are going to Sicily! Working on an island is something I've always wanted to do! You're so lucky! Send me lots of pictures, OK?

As for the electronic language translator, to tell you the truth, it isn't as useful as I thought it would be. It translates individual words quickly, but it is not so helpful with whole phrases of language. With phrases, the translation comes out very confusing sometimes. That's because the meaning of phrases is often quite different from the meaning of the individual words. Working at the café you will probably need to understand more than just individual words, so I don't think the translator will help you much. Why don't you think about buying an English-Italian phrasebook? I actually bought one myself, and it helped me a lot, because it contained useful, everyday expressions that really did the trick.

Anyway, English is an international language and you speak it very well. I'm sure you won't have any difficulty communicating with the tourists.

Write soon,
Annie

2. Answer these questions.

- What points in the e-mail does the writer need to respond to?
- Does the writer respond to these points?
- How does the writer end the e-mail?
- Is this e-mail informal, formal or semi-formal? How do you know?

Plan

Remember that an informal e-mail/letter does not serve one specific purpose. It aims to achieve a variety of functions. Below is a plan that may serve as a general guideline when writing an e-mail/letter, with questions, to help you when planning one. Keep in mind that the input material that you are given will determine the order of the points you mention.

Greeting	use an appropriate greeting	
Opening paragraph	- use set phrases to begin your e-mail/letter - say why you are writing	<i>Why are you writing this e-mail/letter?</i>
Main part (2-3 paragraphs)	Accomplish the task by carrying out the various functions specific to the e-mail/letter. They could include: - giving/requesting information - expressing enthusiasm - extending/accepting/turning down an invitation - giving details - asking for/offering advice	<i>How do you feel about the news you received?</i> <i>What do you wish the recipient to know?</i> <i>What would you like to know?</i> <i>Do you wish to extend/accept/turn down an invitation?</i> <i>Do you wish to give details about sth?</i> <i>What advice do you wish to give?</i>
Closing paragraph	use set phrases to end your e-mail/letter	<i>Is there something you wish to add?</i>
Signing off	use an appropriate signature ending and your first name below that	

Making suggestions

Why don't you/we go ...
You/We could go ...
How about you/us going ...
What do you think about ...?
I think it would be nice to ...
What if we ...? I recommend you go ...
I suggest you go ...
I think/believe that you/we should ...
Maybe, you/we should ...
It would be helpful to ...
Why not consider ...
I think ... would be ...

Asking for advice

What do you think I should do about ...
What would you do if you were me/in my shoes/position?
Do you think I should ...
Can you give me some advice about ...
I was hoping you could help me with ...
I would appreciate your advice.

Giving advice

If I were you/in your shoes/position, I would ...
Why don't you ...
Have you tried (-ing) ...
What about (-ing) ...
You should/ought to ...
Try (-ing) ...
(-ing) ... could do the trick.
I think you'd better ...
It would be a good idea to ...

Giving information

Concerning ... you should ...
About ..., you could/should/must ...
It would be better if you ...
The best way to ... is to ...
As for ... you ...
I have to say that ...

Requesting information

Could/Can you tell me ...
I was wondering if you could tell me ...
Tell me a little about ...
What about ...
Any number of direct questions starting with question words such as:
Why / When / What / Where / How / Which / How much / How often, etc.
I'd like to know ...
I want to find out ...

Writing practice

1. Read the e-mail below. Some sentences have been removed from it. Find which sentence is appropriate for each gap to complete the e-mail so that it makes sense.

 To: Jack Gates

Send From: Jason Swain

Subject: Camping holiday

----- Sent: 5th July -----

Dear Jack,

A. _____ I'm really looking forward to our camping holiday!

You asked about the tent. **B.** _____ The shop assistant said it has room for three but there's actually room for four. Besides this, it's made of durable canvas so it won't tear easily. **C.** _____ **D.** _____

We're leaving on 15th July at 4 o'clock in the morning. So it's going to be an early start for us. For this reason, we are all sleeping at my house on the 14th. **E.** _____ If he's planning on coming, he'd better hurry up and book a ticket for the ferry boat. By the way, don't forget to bring your camera!

F. _____

Bye for now,

Jason

1. You really must get one as it's a real bargain.
2. It was great hearing from you!
3. Write soon, won't you?
4. Let me fill you in on our plans.
5. Well, it is even better than I **expected**.
6. What has Bill decided to do?

2. a. Match the sentences on the left with their functions on the right.

- | | | |
|--|--------------------------|---------------------------|
| 1. Can you tell me about the computer you bought last week? | ☐ | a. giving information |
| 2. Do you think I should tell my mother how I feel? | ☐ | b. asking for advice |
| 3. As for the show, it starts at 8 o'clock and tickets are sold at the ticket booth outside the theatre. | ☐ | c. describing |
| 4. You see, I'm terribly scared of heights so I can't possibly go rock climbing. | ☐ | d. giving an explanation |
| 5. The wedding reception took place outdoors in a beautiful garden full of red roses. | ☐ | e. requesting information |

- b. Read the parts of two e-mails below and write short responses. Use the ideas in bold and add information if necessary.

- 1.
- It's my flatmate again. She borrows my stuff without asking and she returns it after weeks, at best! It really bothers me. I've thought about doing the same to her, hoping she realises it's annoying. Do you think it's a good idea? If not, what should I do?

- **Be honest**
- **Set ground rules (ask first, return within 3 days)**

2.

I'll be visiting your area at the end of the week for a few days! A couple of friends are coming with me and they want to experience the city. What can we do besides sightseeing? What's the best way to get around the city?

- *Restaurants and cafés by the sea*
- *Metro (cheap, fast)*

c. Now, try to come up with your own ideas for the following e-mails.

1.

I'm going to Ahi Tuna for the first time. Isn't that the Japanese bistro you went to for dinner the other day? Was it any good? What about the prices and service? I'm taking my new colleagues there and I want to make a good impression.

2.

I'm thinking of trying bungee jumping at your extreme sports club at the weekend. I called and they said it's 30 euros if I book before the end of the month. Do you think I should go for it? I'm a bit concerned about how safe it is.

3. Task for homework

You have received an e-mail from your English-speaking friend Mark.

I want to buy a few presents for some friends and couldn't find anything I liked in the shops here. I'm thinking of going to the big shopping centre in your area. Is it any good? Are the shops very expensive? I might spend the day there, so are there cafés and restaurants where I could grab a bite to eat?

Write your **e-mail (140-190 words)**.

Entertainment

LISTENING

Pre-listening

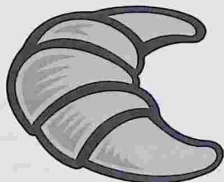
- What do you like doing in your spare time?
- What kind of movies or books do you like?
- Do you prefer watching a movie at home or at a movie theater? Why?



Activity I

You will hear fifteen short conversations. After each one, you will hear a question. There are three picture answers for each conversation. Choose the picture that best answers the question.

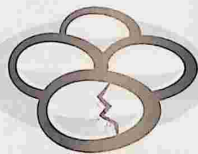
1



A



B



C

2



A



B



C

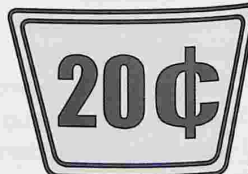
3



A

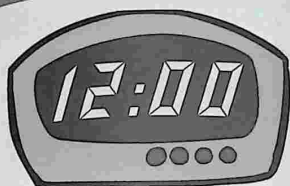


B

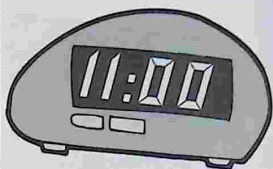


C

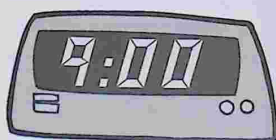
4



(A)

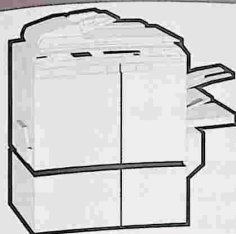


(B)

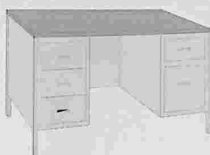


(C)

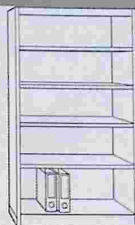
5



(A)



(B)

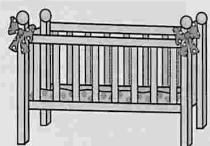


(C)

6



(A)

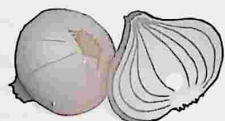


(B)

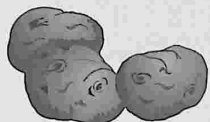


(C)

7



(A)

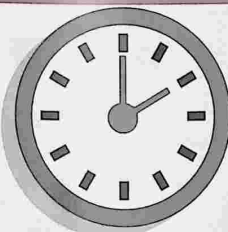


(B)

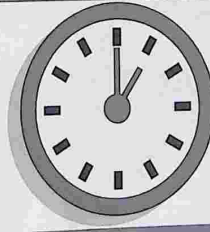


(C)

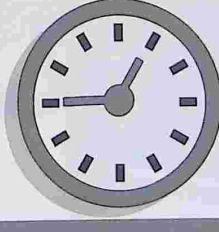
8



(A)



(B)

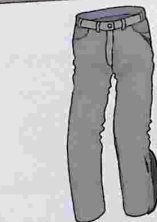


(C)

9



(A)

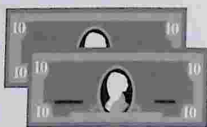


(B)

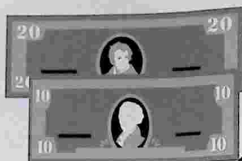


(C)

10



A



B



C

11



A

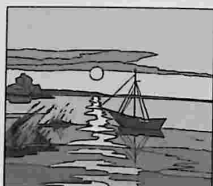


B

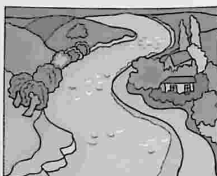


C

12



A



B



C

13



A



B

3rd

C

14



A



B



C

15

1991

A

1975

B

1985

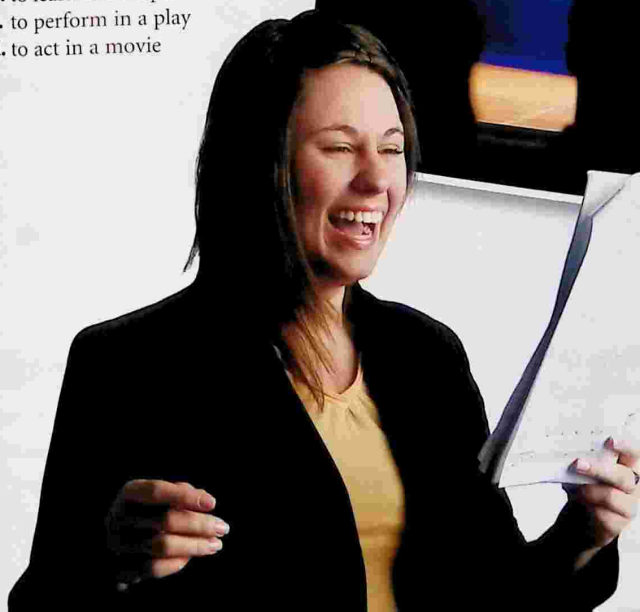
C

Activity 2

In this part of the listening, you will hear three short talks. After you have heard each talk, you will hear some questions about it. Before you hear each talk, you have time to look at the questions. Select the best answer to each question, a, b, c, or d. If you want to, you may take notes as you listen.

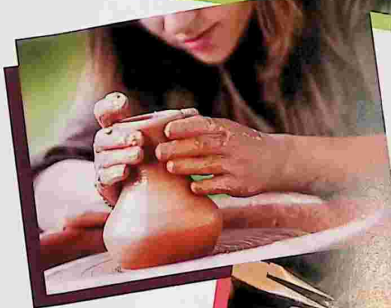
A. Look at questions 1-5. Then, listen to a radio show about entertainment for teenagers.

1. What is the aim of the radio show?
 - a. to suggest activities that teenagers can do
 - b. to find out what teenagers like to do
 - c. to discuss the results of an online survey
 - d. to talk about computer games and TV shows
2. What was surprising about the results of the online survey?
 - a. Most teenagers play computer games or watch TV.
 - b. Teenagers find it easy to entertain themselves.
 - c. Teenagers want to do activities that keep their minds and bodies active.
 - d. Most teenagers prefer doing activities alone.
3. What do theater schools offer?
 - a. classes once a week
 - b. classes every day
 - c. daily workshops
 - d. weekend workshops
4. What will taking a drama class not do?
 - a. increase self-esteem
 - b. develop one's confidence in others
 - c. reduce physical activity
 - d. awaken creativity
5. What is the ultimate goal of the students in theater schools?
 - a. to be on TV
 - b. to learn the scripts
 - c. to perform in a play
 - d. to act in a movie



B. Look at questions 6-10. Then, listen to a woman talking about an entertainment company.

6. Who would not be able to take part in the entertainment events?
 - a. a 60-year-old adult
 - b. a teenager
 - c. a child aged 10+
 - d. a child under 10 years old
7. Which activity is not offered?
 - a. painting workshops
 - b. circus skills
 - c. paintballing
 - d. mystery games
8. Why are geocaching participants split into two teams?
 - a. The park is too big for small groups.
 - b. People work better in teams.
 - c. It makes the game more interesting.
 - d. More people can participate.
9. Who teaches at the clown school?
 - a. retired clowns
 - b. people who are training to be clowns
 - c. clowns from countries around the world
 - d. clowns with many years of experience
10. What is the main benefit of taking part in one of these events?
 - a. learning to work with others
 - b. learning how to make things
 - c. having a lot of fun
 - d. being able to do it with friends



C. Look at questions 11-15. Then, listen to part of an interview given by a stand-up comedian.

11. What does the speaker say?
 - a. Many people expect him to be funny all the time.
 - b. He doesn't enjoy meeting lots of people.
 - c. He has made a promise to make people laugh.
 - d. Most people think he is really funny.
12. What does the speaker say about his job?
 - a. People are wrong to think he loves it.
 - b. He enjoys his job.
 - c. He would like to do something else.
 - d. He says it is similar to an emergency service.
13. What is the speaker's opinion of people who ask him to say something funny?
 - a. They are easy to amuse.
 - b. They are a pleasure to meet.
 - c. They amuse him.
 - d. They are annoying.
14. What does the speaker dislike?
 - a. the fact that people don't understand how tiring his job is
 - b. talking about his job
 - c. doing several shows in one night
 - d. meeting a lot of people
15. What does the speaker mean when he says: 
 - a. I can't work so hard.
 - b. Think about how I feel.
 - c. My job is more difficult than others.
 - d. Give me an opportunity.

Discuss the topic

- What is your idea of an enjoyable evening out with your friends? What would you do? Where would you go?
- How do you usually celebrate important occasions?

How to plan an evening with friends

Situation

I am your friend and I would like to invite some classmates over for dinner. I am having difficulty choosing between two ideas, but perhaps you can help me decide.

First:

Look at the pictures below and ask:

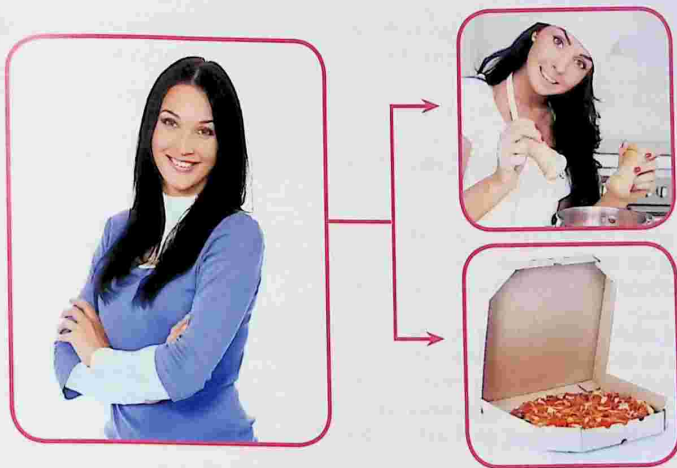
- What are the two ideas?
- What are the advantages of each?
- What are the disadvantages of each?

Then:

When you have all the information you need, explain to the examiner which idea you think would be best and why. You can choose one of the options given or present one of your own. Remember to use information you get from asking questions to explain your final choice.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.



Further discussion

- How often do you order food or eat at restaurants? What is your favorite restaurant like?
- Do you like homemade food? What is your favourite dish?
- What do you like to do with your friends?

vocabulary

healthy eating
ingredients
variety of dishes
convenient

WRITING

a letter to the editor

Discuss the topic

- Do you enjoy playing online games? Why/Why not?
- What other kinds of entertainment are popular with young people in your country?



Sample writing

- Read the rubric below and the sample letter. How does the writer of the letter feel about online games?

A growing number of high school students are spending more and more time playing online games, most of which are extremely violent and have a negative effect on these children's physical health. This fact has gotten many parents and teachers worried, as they feel exposure to these games could lead to an increase of violent behavior in adolescents as well as health problems. Another concern for parents is the fact that to

play these games, teens have to access the Internet, which allows them to enter sites with potentially harmful content. What is more, for many of these games, you have a virtual opponent, who might be a stranger trying to influence their young and impressionable minds. Lastly, recent studies have highlighted the relationship between online games and social isolation.

You read this article in a newspaper. Write a letter to the editor expressing your views on online games. Say whether you think they have a negative or positive effect on teenagers. Give examples to support **your** opinion.

Dear Sir,

I am writing in connection with an article I read in your newspaper. I am a high school student and would like to express my opinion on online games.

Many believe that online games have a detrimental effect on teenagers. However, I think that most adults are underestimating our intelligence. Just because some of these games are violent, it does not mean that teenagers cannot differentiate between fantasy and reality.

Furthermore, many adults fail to see the positive side of online games. Teenagers can virtually meet up with friends, catch up online and play games. At the same time, in the same way you can meet people from around the world and broaden your mind and become more tolerant of differences. Moreover, it is well known that online and computer games in general help people increase their concentration and decision-making skills as well as their eye-hand coordination.

In conclusion, I believe that if parents have taught their children about values and morals, then they have nothing to worry about. On the other hand, I also believe that teenagers should not spend all of their leisure time playing online games. They should also go out and make an effort to try out new things and have new experiences.

Yours truly,

James Hill

2. Read the following statements and check (✓) the ones that apply to the sample letter. Find examples of the items you have checked in the essay.

The writer:

- a. uses a greeting ☐
- b. uses informal language ☐
- c. justifies his opinion ☐
- d. refers to specific points made in the newspaper article ☐
- e. writes in an aggressive manner to emphasize his opinion ☐
- f. provides examples to support his opinion ☐

3. Underline words and phrases the writer uses that indicate that this is a formal letter.

Plan

This unit deals with one type of formal letter: a letter expressing an opinion as a response to a short article. Below is a plan for a letter expressing an opinion, with questions to help you when planning one. Read the plan and compare it to the model letter.

Greeting	• use a formal greeting	
Opening paragraph	• state the purpose of your letter • refer to the topic/title of the article and when it was published • give a general idea of your opinion	<i>Why are you writing this letter?</i> <i>What article are you referring to?</i> <i>When was it published?</i> <i>How do you feel about the situation/problem mentioned in the article?</i>
Main Part (2 paragraphs)	• focus on one or two aspects of the issue/problem • give your opinion and provide justification and/or examples	<i>What ideas/points are you going to discuss?</i> <i>How are you going to justify your ideas/points?</i> <i>What examples can you provide to support your views?</i>
Closing paragraph	• summarize your points and use set phrases to end your letter politely	<i>What is your overall opinion?</i> <i>What personal comment would you like to make?</i>
Signing off	• use an appropriate signature ending (e.g. Yours truly) and your full name below that	

Guide to writing

- Make brief notes of any ideas you have, making sure that you include all the points mentioned in the rubric. Group related ideas together and put your ideas in order of importance.
- Divide your writing into paragraphs.
- Make sure you follow the layout of formal letters explained in Appendix I.
- Refer to the points made in the article but do not copy long extracts from it. Instead, try to use your own words as much as possible.
- Use appropriate language (formal or semi-formal depending on the type of publication you want your letter to be published in).
- State your opinion clearly but do not use offensive language or directly attack those having a different opinion.
- Use linking words/phrases. Look at the table on the next page for ideas.

listing	firstly, to begin/start with, in the first place, finally, last but not least
adding	in addition to this, furthermore, moreover; what is more, also, apart from this, besides, another point worth mentioning is
giving examples	for example, such as, particularly, especially, for instance
emphasizing	in fact, as a matter of fact
expressing result / consequence	therefore, in this case, for this reason, consequently, as a result
expressing contrast	although, in spite of, despite, however, but
expressing cause / reason	because (of), as, since, due to, owing to
giving your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favor of, my belief is that
summing up	in conclusion, to sum up, all in all, on the whole, taking everything into account

- Use a greeting, set phrases for the opening paragraph and a signature ending. Look at the table below for ideas.

Greetings	Dear Sir, Dear Madam, Dear Sir/Madam, Dear Editor,
Set phrases for opening paragraph	• I am writing with regard/in response to the article in your newspaper/magazine about... I felt I should write to you to express my opinion. • I am writing to express my opinion about an article that I read in your newspaper/magazine about...
Signature endings	Yours truly, Yours sincerely,

Writing practice

1. Read the rubric below and the letter on the next page (disregard the highlighted words and the blanks for the time being). Do you agree with the writer? Can you think of any other advantages?

New Movie theater Complex

A new movie theater complex is to be built in the downtown area. There will be 30 screens giving movie theater-goers more opportunities to see the movie they want at the time they want to see it.

Apart from movies, there will be lots of restaurants and coffee shops where old and young alike will be able to grab a bite to eat or kill some time waiting for the movie to start.



You read this article in a newspaper. Write a letter to the editor expressing your views on movie theater complexes. What advantages do they offer? Why do many teenagers prefer them to small, neighborhood theaters? Give examples to support your opinion.

Dear Sir,

I am writing **about** an article I read in your newspaper. I am a high school student and would like to **give** my opinion on movie theater complexes.

1) _____, watching a movie in a modern movie theater complex makes going to the movies a lot more enjoyable. 2) _____, it becomes a whole new experience. 3) _____, the screens are **big**, the seats are really **nice** and the sound quality is **good** compared to smaller, local theaters.

4) _____, there is **bigger** variety and with many screens you are bound to find something you like. 5) _____, even if you do not get to watch the movie **you want**, you can just hang out with friends at a café or restaurant.

Yours truly,

2.

furthermore besides in fact first of all for example

- Use the linking words/phrases in the box to complete the letter.
 - Replace the words and phrases highlighted in the letter with more formal or descriptive language.
3. Read paragraphs A and B. Which of these paragraphs would be the best closing paragraph for the letter? What is wrong with the other one?

A

So, as you can see it's a really good idea that we are going to have a new movie theater in our town. I know that I'm really excited about it and all my friends are too! But even my parents will like it. Who won't like going there? Especially if they can hang out in cafeterias and even get something to eat when they are hungry.

B

To sum up, I believe the new movie theater complex will become a favorite hang-out place for people of all ages. It is centrally located, it will cater to all tastes and it will enhance the movie-going experience.

4. Task for homework

Write a letter to the editor of the local newspaper which published the article below expressing your views on the government's new plan. Explain how students will benefit from participating in this program. Give examples to support your opinion.

After a recent survey showed that most high school students did not have enough spare time to enjoy and appreciate the finer things in life, the Department of Education has decided to implement a new program at schools. Once a month, students will be taken on excursions to different places of interest such as museums and art galleries but also to places like movie theaters and skating rinks in the hope of

getting their minds off schoolwork. The government seems to believe that the saying *All work and no play makes Jack a dull boy* might ring true. These excursions will be paid for in part by the government and the proposed plan has so far met with approval by both students and teachers.

The Media

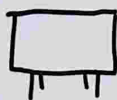
LISTENING

Pre-listening

- How important are the media in people's lives?
- What are the advantages and disadvantages of media advertising?
- What is your opinion on the quality of TV programmes?



television



hoarding



radio



Internet



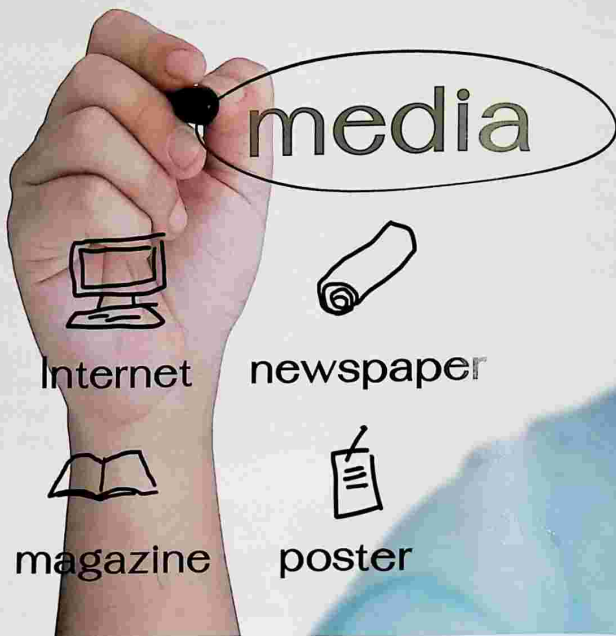
magazine



newspaper



poster



media

Activity 1

You will hear five short extracts in which people are talking about the media. For questions 1-5, choose from the list (A-H) what each speaker says about the media. Use the letters only once. There are three extra letters which you do not need to use.

- A Action films are completely unrealistic.
- B I think that TV viewers should protest against violence in action films.
- C I'm generally satisfied with the quality of TV programmes.
- D I'm annoyed by the amount of advertising in the media.
- E I'm very dissatisfied with some current affairs programmes.
- F I'm particularly worried about inappropriate children's programmes on TV.
- G I believe that the media distort information.
- H I feel that the advantages of the media are greater than the disadvantages.

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

Activity 2

You will hear part of a radio programme about jobs in television. For questions 1-10, complete the sentences with a word or short phrase.

Usually, there are far too many 1 for viewers to read.

Quite a few people are 2 in a production.

When making a programme, many different kinds of jobs are 3.

A *clapper-board* is made of 4.

The filming of a programme is done 5 very rarely.

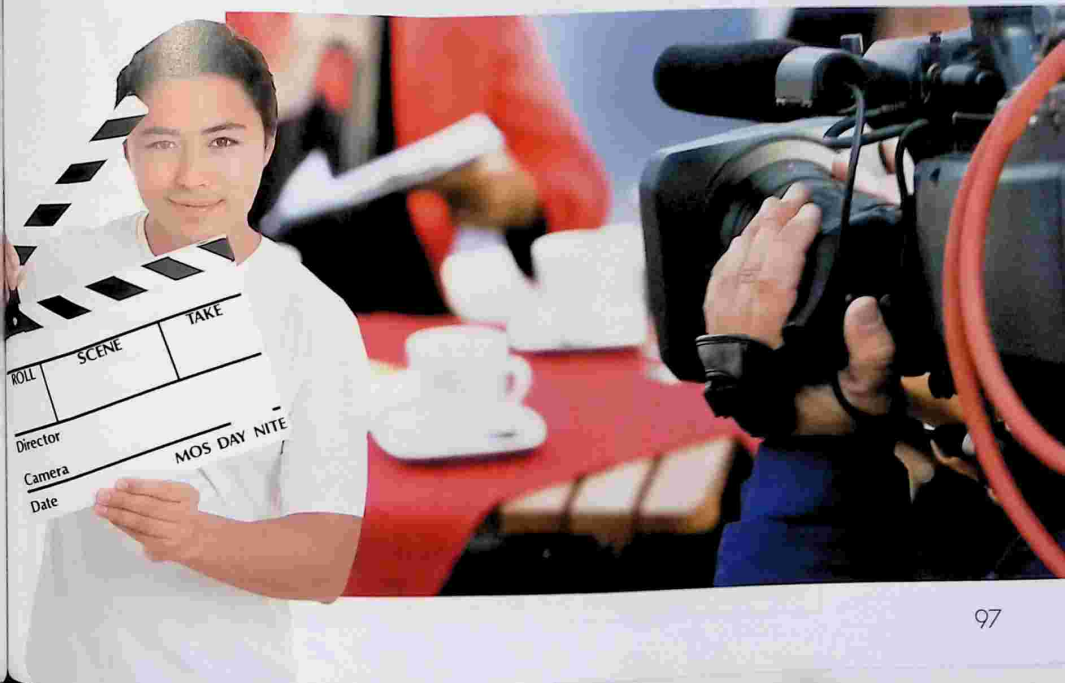
Apart from using the board, the clapper-loader puts 6 in the camera.

A historical drama wouldn't be very convincing if the actors weren't wearing 7.

Designers 8 a particular time period to make sure that the actors' clothes are historically accurate.

Today, graphic designs are no longer 9 or time-consuming.

In the past, graphic designers did everything 10.



SPEAKING

Discuss the topic

- What kind of magazines do you like?
- What features does your favourite magazine have?
- What kind of topics do you like to read about in magazines?

Speculate and make a decision

You are a member of the editorial team of a teenage magazine. You wish to make the magazine more appealing to teenagers. Discuss the suggestions under consideration. First, talk about how these suggestions can help make the magazine more popular. Then, decide which two will, most likely, help make the magazine a success and why. Use some of the suggested expressions on the next page.



trips abroad

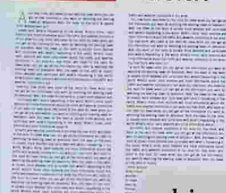


articles on the lives of celebrities



Are friends forever?

How can these suggestions help make the magazine more popular?



advice column

gift vouchers



free CDs / posters



Which two will, most likely, help make the magazine a success? Why?

Suggested expressions

- I think young people like reading about ... If we had more/less ... It would be a good idea to ...
 It would be better if ... Perhaps we could include ... A ... would make the magazine more appealing.
 It would be more appealing ... I don't agree as/because ... A ... would make the magazine more popular by ...
 Teenagers would be more interested in ... It would be a good idea to include ... as ...

Further discussion

Discuss the following questions. You can use some of the expressions and the vocabulary given below.

- 1 Why do young people buy magazines?
- 2 What would your ideal magazine be like?
- 3 How do magazines differ from newspapers?
- 4 Do you prefer to get information from the Internet, newspapers, magazines, television or the radio? Why?
- 5 Are the media a reliable source of information?

Useful expressions

- 1 In my opinion, ... because ...
- 2 It would have ...
- 3 Well, for one thing ...
- 4 I prefer to ... because ...
- 5 I believe that ...



VOCABULARY

- variety of topics
- illustrations
- latest news
- informative
- gossip column
- colourful
- live coverage/footage
- biased

WRITING

an article

Discuss the topic

- What are your favourite radio and television programmes?
- Do you think it's a good idea to read foreign newspapers and magazines?

Sample writing

1. Read the rubric and the article below. Can you think of any other ways in which the media can help with learning English?

You see this announcement in your college magazine.

Write your **article** (140-190 words).

Articles wanted

- Can you suggest ways in which the media could help people learn English?
- How can these ways help?

We will publish the best articles next month.

the media: a language teacher?

Ask people what they think of the media and immediately you'll get negative remarks about 'that silly box' or 'those rubbish magazines' available. However, the media, including online sites, are not all bad. In fact, it would be fair to say that the media could also help you learn English. How?

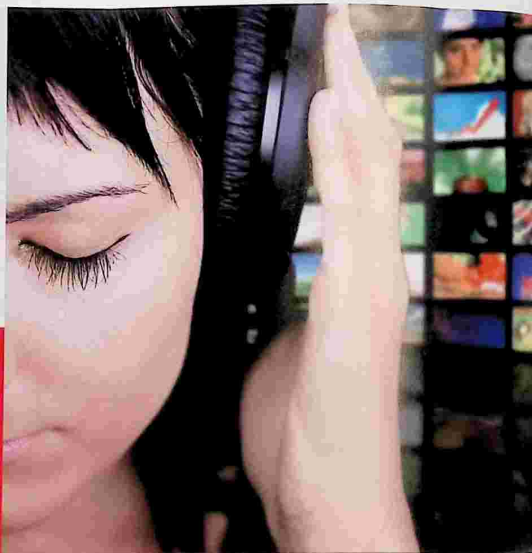
Let's begin with television. Many films and soap operas which are shown on television are in English. These are, of course, subtitled. However, by listening carefully to a film, you can pick up new vocabulary, listen to a variety of accents or reinforce what you already know.

When it comes to things like news from around the world, international fashion, music and sports, a lot of the information can be found in newspapers and magazines published in English. If you want to be up-to-date and improve your English at the same time,

all you have to do is buy some of these publications.

And what about the Internet? It's widely known that many people, including teenagers, use the Internet to find out information and visit social media sites where they use English as a means of communication. This is good practice, as they are in contact with the language. It can also help them improve their reading skills.

These are only a few of the ways the media can help with English language learning. The good thing is that you can have fun at the same time!



2. Read the following sentences. Put a tick (✓) next to the sentences which are appropriate and a cross (X) next to the sentences which are inappropriate when writing an article.

- a. Always use formal language. ☐
- b. Include sentence variety, e.g. questions and punctuation variety, e.g. exclamation marks. ☐
- c. Start a new paragraph for every major point. ☐
- d. Never address the reader directly with 'you'. ☐
- e. Include linking words/phrases. ☐
- f. Use interesting words/phrases/expressions. ☐

Plan

An article is usually written for a newspaper or magazine. There are many different types of articles: giving news or information, discussing issues (for-against), stating opinions, making suggestions, etc. This unit deals with articles in which you are asked to either state your opinion or make suggestions on a topic. Below is a plan for an article, with questions to help you when planning one. Read the plan and compare it to the sample.

Title	• think of an interesting title	
Introduction	• introduce the topic in such a way that you catch the reader's attention	<i>How can you make the introduction interesting? What will be mentioned?</i>
Main part (2-3 paragraphs)	• develop your ideas	<i>What are your ideas/views? What do you want your reader to understand? How can you justify your ideas/views?</i>
Conclusion	• make a general statement to sum up your ideas	<i>What is your overall opinion?</i>

Guide to writing

- Think of an original title and introduce the topic in a way that will catch the reader's attention.
- Make sure you understand who the reader of the article will be so that you use an appropriate style. Remember that articles can be either formal or informal.
- Use the Passive Voice to write in an impersonal way.
- Use the personal pronoun 'you' to address the reader more directly.
- Use different techniques (ask questions, include exclamation marks, use a variety of words/phrases/expressions) to express your ideas and make the article more interesting.
- Make sure you justify your ideas.
- Begin each paragraph with a topic sentence, especially in the main part.
- A topic sentence is usually found at the beginning of a paragraph. It aims to tell us the main idea of the paragraph.
- Use the linking words/phrases that you have been taught, to make the article flow.

Writing practice

1. a. Read the rubric and the three paragraphs below. Which of these paragraphs would be the best introduction to the article? What is wrong with the other two?

You see this announcement in your school newsletter.

Write your **article** (140-190 words).

ARTICLES WANTED

How do television programmes negatively influence people of your age group? Write us an article giving your opinion and you could see your name in print!

We will publish the best articles next month.

Television warning!

B One of the very first things you probably do when you get home is turn on the television. However, have you ever really thought about what you are watching? Young people spend a lot of time in front of the television and this could influence them negatively.

A The twentieth century was known as the century of inventions. There is no doubt that one of the most widely used inventions is television. It is true that television programmes can be violent, misleading and deceiving, but whether they influence young people negatively depends on the individual.

C Television influences people of my age group positively and negatively. In some cases, television programmes are good. In some other cases, they are bad. In my opinion, television mostly influences people negatively.

- b. The main part of the article above consists of two paragraphs. Read the first one below, and **rewrite** it so that it flows better and is more interesting. Use linking words/phrases and some of the techniques mentioned in the Guide to writing on p.101. Then, read the topic sentence of the second paragraph and expand on the idea.

Many young people believe that everything shown on television is true. This is not always the case. Television programmes exaggerate. Television stations have a biased point of view on certain issues. Television is not always a reliable source of information.

Moreover, television influences young people negatively by showing too many scenes involving violence.

Now, write the conclusion to the article.

- 2 Read the rubric and the article below carefully. The topic sentence of each paragraph in the main part is missing. Choose three of the sentences A-E below and match them with the appropriate paragraphs 1-3 in the article. You see this announcement in a magazine for young people.

ARTICLES WANTED

We're investigating the topic:

**Radio stations aren't all the same.
What do you think?**

Write us an article giving your opinion.
We will publish the best articles on our website.

Write your **article** (140-190 words).

FM 88 92 96 100 104 108 MHz
AM 53 60 80 100 140 160 MHz

Who says **radio stations** are all the same?

Nowadays, a large number of radio stations broadcast music, news, phone-in programmes and commercials 24 hours a day. However, each one is different. Just turn the tuning dial and you'll quickly find this out.

1 _____ If you are keen on country music, for instance, all you have to do is tune in to the right station. You can hear the latest hits, as well as interviews with famous musicians and get information on concerts.

2 _____ You may think, why listen to the radio for news when you can get the same information you want by watching the evening news on television. News on the radio is usually more detailed and up-to-date than news on the TV. What's more, radio stations are available everywhere. You can hear the traffic and weather conditions in your area.

_____ discusses a theme with his/her listeners and encourages them to call in to the station and have their say.

_____ offers a variety of different radio stations to choose from, so you can always find what you want to hear.

A Radio commercials provide listeners with a lot of useful information.

B Other radio stations focus on news and current affairs.

C Not so common are radio stations that have a lot of phone-in programmes.

D There are radio stations specialising in particular kinds of music.

E Some radio stations are more popular than others.

articles wanted

Send us your best ideas for articles. We will publish the best articles on our website.

Employment

LISTENING

Pre-listening

- What kind of job would you like to have? Why?
- What qualifications and/or skills would you need for this job?



Activity 1

You will hear five short extracts in which people are talking about different professionals. For questions 1-5, choose from the list (A-H) who the speakers are talking about. Use the letters only once. There are three extra letters which you do not need to use.

- A a café owner
- B a nurse
- C a dentist
- D a camera operator
- E a reporter
- F a hairdresser
- G a director
- H a radio producer

Speaker 1

1

Speaker 2

2

Speaker 3

3

Speaker 4

4

Speaker 5

5

Activity 2

You will hear part of a talk about youth employment. For questions 1-10, complete the sentences with a word or short phrase.

A part-time job can give teenagers valuable work 1.

If a job is far from your house, then you have to think about 2 options for getting there.

It may be difficult for teenagers to get a first job because they may not have many 3 yet.

Another difficulty is that teenagers who haven't worked before do not have any experience or 4 from a previous employer.

Part-time employment as a student is something you can add to your 5 when you look for a job after school or university.

A part-time job can be very helpful for teenagers who want to 6 some money.

Some students may save up money from a part-time job for clothes, books and 7.

If a teenager works too many hours, he or she will probably get 8 at school.

A boring part-time job may make someone feel less 9 about getting a job in the future.

If you want to be a lifeguard, you need to get lifeguard 10.



SPEAKING

Discuss the topic

- How important is work in a person's life?
- Which jobs would you consider to be dangerous?

Focus on pictures A and B

The two pictures show different kinds of jobs. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on the next page. Make notes in the space provided.

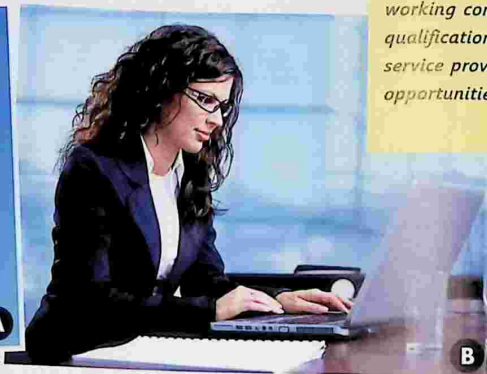
Similarities

Differences

Why might people choose to do these jobs?



A



B

ideas!

working conditions
qualifications required
service provided
opportunities

Now speak

1. Compare these two pictures and say why people might choose to do these jobs. Use the notes you have made, some of the expressions suggested below and the vocabulary on the next page.

Working in/as ... is more ... than working ... The job in picture ... involves ... whereas the one in ... is ...

In contrast to the job shown in picture ... the one in picture ... is ...

The job depicted in ... is harder/easier/more interesting/more boring than ...

What makes ... interesting is could be of interest to people who enjoy ...

I think that ... is interesting because may be interesting for those who enjoy ...

2. Now say which job you would prefer to do and why. Use expressions like those given below.

The job in picture ... is more interesting/fun than ... I would prefer to ... rather than ...

I would sooner ... than ... If I were to choose between these two jobs I would choose ... because ...

The two pictures show people working in different settings. Find the similarities and differences using the ideas given below, your own ideas and the vocabulary on this page. Make notes in the space provided.

Similarities

Differences

What are the disadvantages of doing these jobs?



ideas!

type of work
equipment
working conditions
working hours
qualifications required
income

Now speak

1. Compare the two pictures and say what the disadvantages of doing these jobs are. Use the notes you have made, some of the expressions suggested below and the vocabulary on this page.

The job in picture ... must be more ... than the one in picture ... The job in picture ... must be the more ... of the two.
In contrast to the job shown in picture ... the one shown in picture ... is ... One of the main disadvantages of ... is ...
I think that the downside of ... is ... It must be very difficult/boring/monotonous to can't be as ... as ...
Another disadvantage is ...

2. Now say which one you would prefer to do and why. Use expressions like those given below.

If I were to choose, I think I would choose ... because ... I would rather ... than ... I would prefer to ... rather than ...
I suppose I would choose ... because ...

VOCABULARY

Pictures A and B

fear of heights computer literate
cables desk-bound job
safety helmet smartly dressed
special training
fix
Electricity Board

Pictures C and D

employees supervision absorbed in one's work
manual labour textile factory delicate/creative work
mass production wage self-employed
monotonous/repetitive steady income/ sense of achievement
ironing working hours workshop
shifts craftsman

WRITING

a letter of application

Discuss the topic

- Have you ever had a summer job? If yes, what did you do?
- What are your priorities when choosing a job?

Sample writing

1. Read the rubric and the letter below. Do you think the applicant is suitable for the job?

You have seen this advertisement and have decided to apply for the job. Write your **letter of application (140-190 words)** to Brown's Department Store. Do not write any addresses.

KNIGHTSBRIDGE

SALES ASSISTANTS

required for the fashion section at the new Brown's Department Store.

- Good communication skills
- Smart appearance essential
- Experience an advantage
- Part-time work

Apply in writing to: P.O. BOX 3210

Dear Sir/Madam,

I am writing with regard to the position of sales assistant advertised in 'The Herald' on 15th May.

I am eighteen years old and I am at present attending Smith High School. Although I have no experience as a sales assistant, I have worked as a door-to-door salesperson for Cool Cosmetics Limited. This job involved dealing with people of all ages who were often difficult, which has taught me to be polite and informative.

In addition, I am aware of how important it is to dress smartly and neatly. One of my interests is buying fashion magazines to keep up with the latest trends.

I consider these qualities important for a sales assistant. That is why I believe I am suitable for this position.

I hope that my application will be taken into consideration. I have enclosed my curriculum vitae and a reference from my previous employer.

I look forward to your reply.

Yours faithfully,


Alison May

2. In which paragraph of the letter are the following mentioned? Write the numbers 1-5 in the boxes provided.

a. experience

b. where the advertisement was seen

c. age of the applicant

d. what the applicant is doing now

e. interests

f. what is enclosed in the letter

3. Answer these questions.

a. What do you notice about the language and style the applicant uses in the letter?

b. Why would a CV (curriculum vitae) or reference be useful when sending a letter of application?

4. In a letter of application you must include your qualifications and experience. Write about yourself.

QUALIFICATIONS:

EXPERIENCE:

Plan

There are many ways of writing a letter of application. What you include and how you organise the letter will depend on the rubric. Below is a general plan for a letter of application, with questions, to help you when planning one. Read the plan and compare it to the sample.

Greeting	use a formal greeting	
Opening paragraph	Use set phrases to: - state the position you are applying for - state where/when you saw the advertisement	<i>Why are you writing this letter? What job are you applying for? Where/When did you see the advertisement?</i>
Main part (2-3 paragraphs)	- mention your age - describe your qualifications and experience - state your present/previous job if relevant - state any interests/hobbies which are relevant - explain why you believe you are suitable for the job	<i>How old are you? What have you studied? Can you speak any foreign languages? What sort of work experience do you have? What do/did you do in your present/previous job? What are some of your interests that could help you get the job? What else do you think makes you a suitable applicant?</i>
Closing paragraph	Use set phrases to: - mention that you hope your application will be taken into consideration - mention that you enclose a CV or a reference	<i>Are you enclosing a CV or reference? Is there anything you want to emphasise? When would you be available for an interview? When would you be available to start?</i>
Signing off	use a formal signature ending: sign underneath and print your full name below your signature	

Guide to writing

- Use formal language.
- Write in a confident manner, describing your good qualities.
- Identify the qualities required in the advertisement and expand on them.
- Invent a name for the newspaper/magazine and a date when referring to the advertisement in your letter if these are not mentioned in the rubric.
- Don't say that you want the job for the money.
- Mention that you are enclosing a CV or reference.
- Use set phrases and expressions in your letter. Look at the following table for ideas.

Set phrases for opening paragraph	I am writing with regard to/in connection with your advertisement in (where). I am writing to apply for the position of (job) as advertised in (where) on (date). I am interested in applying for the job of ...
Expressions for main part	I have studied/been working for/as ... I am presently working for/as ... I am familiar with/experienced in/fluent in ... At present I am ... As you can see from my curriculum vitae, ... I believe I am suitable for the position of ... I consider myself well qualified for the position of ...
Set phrases for closing paragraph	I look forward to hearing from you/a favourable reply. I hope my application will be taken into consideration. If you feel that my qualifications meet your requirements, please note that I am available for an interview at your convenience. I enclose/have attached a copy of my curriculum vitae outlining my qualifications and experience.

Writing practice

1. Read the rubric below and the letter of application on the next page. Add punctuation, capitalise where necessary and divide the letter into paragraphs.

You have seen this advertisement and have decided to apply for the job.

Write your **letter of application (140-190 words)** to the Sunset Hotel. Do not write any addresses.

Are you polite and friendly?

Are you fluent in two languages?

Do you know Paros island well?

If yes, why not work as a receptionist at the Sunset Hotel during the summer months?



Write a letter to us, explaining why you think you would be suitable for the job.

SUNSET HOTEL
PAROS, GREECE

dear sir/madam i am interested in applying for the position of receptionist which was advertised in the chronicle on 21st may i am eighteen years old and i have just finished school with regard to qualifications i am fluent in english and french and have certificates in both with respect to knowing the island paros is the place where i grew up i spend every summer there so i know the island very well in fact i have always enjoyed travelling all around the island and exploring it i am very polite and friendly and i believe this is a very important quality for the position of receptionist i have enclosed a reference from the headteacher of my school if you feel that my qualifications meet your requirements i am available for an interview at your convenience i look forward to hearing from you yours faithfully john pappas

2. Which of the following sentences could have been included in the above letter? Tick (✓) the sentences you believe are appropriate and give reasons for your choice.

a. I would like this job because I need some money for the summer. ☐

b. I am also experienced in working with computers. ☐

c. My hobbies include stamp collecting and working out at the gym. ☐

d. The problem is that I have not worked anywhere else. ☐

e. For all these reasons, I feel that I am very suitable for the job. ☐

3. Task for homework

Read the rubrics below and choose one of them to respond to.

a. You have seen this advertisement and have decided to apply for the job. Write your **letter of application** (140-190 words). Do not write any addresses.

b. You have just read this advertisement. Write your **letter of application** (140-190 words). Do not write any addresses.

CAMP LEADERS REQUIRED TO WORK WITH CHILDREN

- must be responsible, reliable and have the ability to lead
- minimum age 15
- must know rules of some sports to organise games
- some knowledge of first aid preferred
- must be available in August

Apply in writing to: Summersville Youth Club, 32 Fenwick St.



McDowl's Family Restaurants

are looking for enthusiastic young people for general duties.

We offer

- part-time work
- flexible hours
- training
- excellent working conditions

We require

- good communication skills
- pleasant personality
- fluency in more than one language

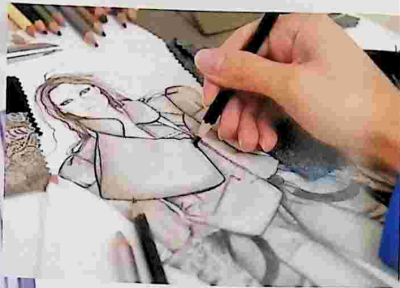
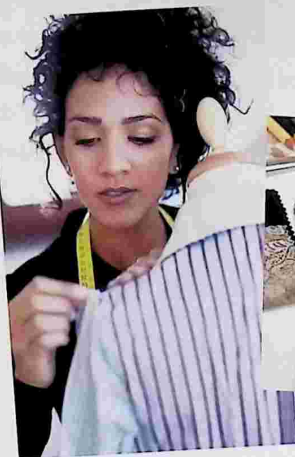
To apply, write to us explaining why you think you would be suitable for the job.

Fashion and style

LISTENING

Pre-listening

- How can you learn about the latest trends in fashion?
- Have you ever been to or watched a fashion show on TV? What did you like or dislike about it?



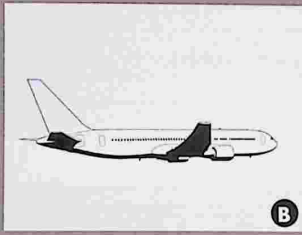
Activity I

You will hear fifteen short conversations. After each one, you will hear a question. There are three picture answers for each conversation. Choose the picture that best answers the question.

1



A



B

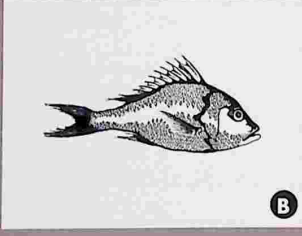


C

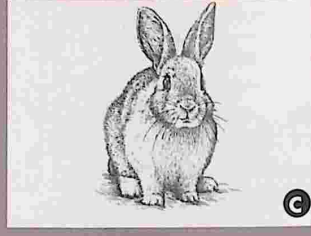
2



A



B



C

3



A



B



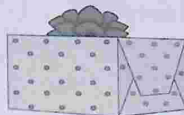
C



A



B



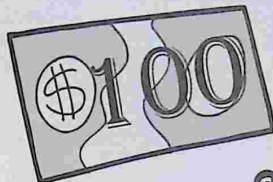
C



A



B



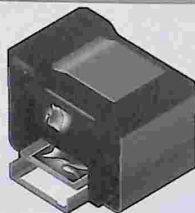
C



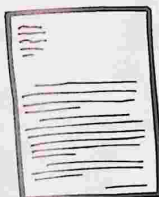
A



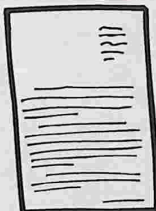
B



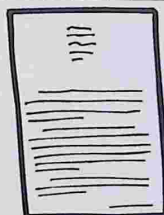
C



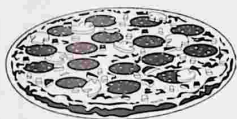
A



B



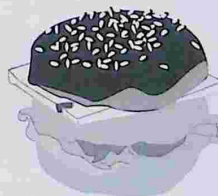
C



A



B



C

April May June



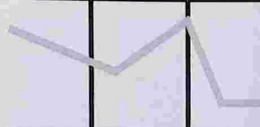
A

April May June



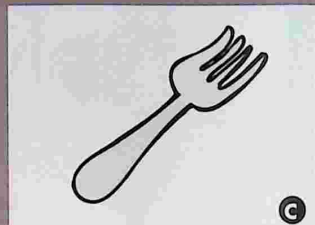
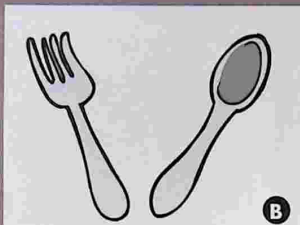
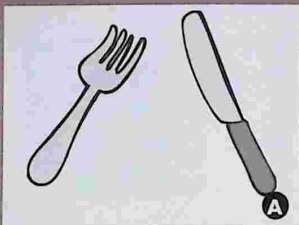
B

April May June

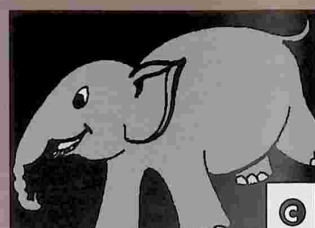
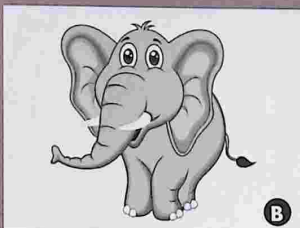
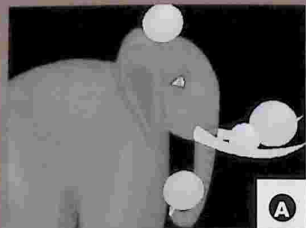


C

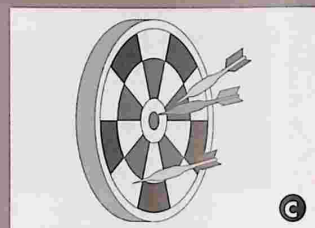
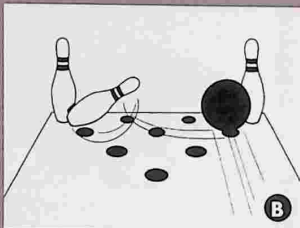
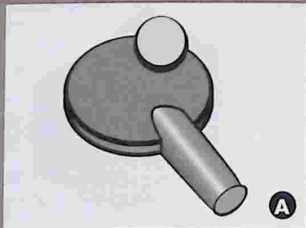
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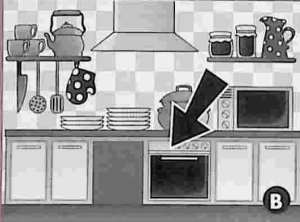
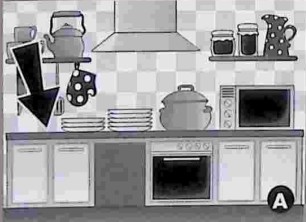
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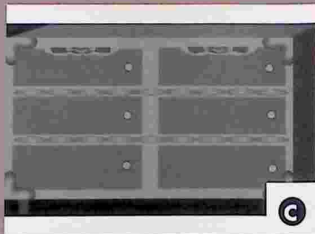
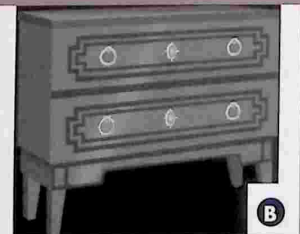
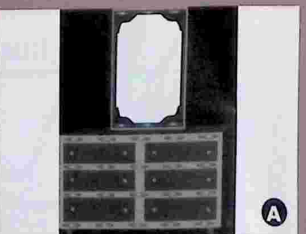
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15



Activity 2

In this part of the listening, you will hear three short talks. After you have heard each talk, you will hear some questions about it. Before you hear each talk, you have time to look at the questions. Select the best answer to each question, a, b, c, or d. If you want to, you may take notes as you listen.

A. Look at questions 1-5. Then, listen to a woman talking about vintage style.

1. What is vintage clothing?
 - a. Clothing created before 1920.
 - b. Clothing created between 1960 and 1970.
 - c. Clothing created after 1970.
 - d. Clothing created between 1920 and 1970.
2. What does the speaker say about vintage clothing?
 - a. The majority of it has been worn before.
 - b. Most of it hasn't been worn.
 - c. It is quite expensive.
 - d. It is usually hard to find.
3. What has caused an increase in the sales of vintage clothes?
 - a. They are bought by collectors.
 - b. People have become more aware of recycling and reusing things.
 - c. Some of the clothes are brand new.
 - d. People see them worn in movies.
4. According to the speaker, why do many teenagers in particular like vintage style?
 - a. It is not expensive.
 - b. Shopping for it is enjoyable.
 - c. It encourages self-expression.
 - d. It reflects modern fashion trends.
5. What is the Vintage Fashion Expo?
 - a. a vintage boutique
 - b. a thrift store
 - c. an online vintage store
 - d. a vintage fashion fair

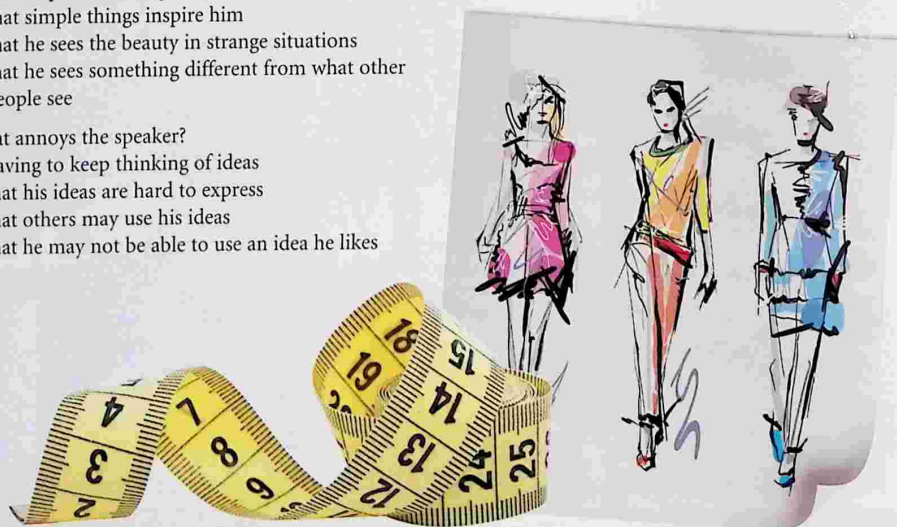


B. Look at questions 6-9. Then, listen to a man talking about ethical fashion.

6. What is ethical fashion?
 - a. providing the best quality at good prices
 - b. a unique style of clothing for trendy people
 - c. producing clothes while treating people and the environment fairly
 - d. using the fashion industry to promote environmental awareness
7. What does the speaker say about cotton?
 - a. It can't be produced without harming the environment.
 - b. There is a way of producing it which is not harmful.
 - c. Farmers who grow it are careless with chemicals.
 - d. Some chemicals which farmers use are less harmful than others.
8. What point does the speaker make by referring to vegan products?
 - a. Fewer chemicals are used to produce them.
 - b. Plants can't be used to produce them.
 - c. Any type of plant life is endangered.
 - d. Animals are not needed to produce them.
9. Which city hosts a fashion show consisting of only ethical clothing?
 - a. Paris
 - b. New York
 - c. London
 - d. Milan

C. Look at questions 10-15. Then, listen to a person in the fashion industry speaking about his job.

10. What do people ask the speaker about?
 - a. why he decided to work in the fashion industry
 - b. where he gets his ideas from
 - c. what it's like to work in the fashion industry
 - d. what the next fashion will be
11. What does the speaker say about inspiration?
 - a. It always comes from somewhere new.
 - b. He already has more ideas than he needs.
 - c. It comes from lots of different places.
 - d. He gets it from traveling to strange places.
12. What do most people believe?
 - a. that impressive things inspire him
 - b. that simple things inspire him
 - c. that he sees the beauty in strange situations
 - d. that he sees something different from what other people see
13. What annoys the speaker?
 - a. having to keep thinking of ideas
 - b. that his ideas are hard to express
 - c. that others may use his ideas
 - d. that he may not be able to use an idea he likes
14. What does the speaker mean when he says: 
 - a. being able to earn money from his ideas
 - b. sending messages through his ideas
 - c. making natural materials look good
 - d. turning his ideas into something practical and useful
15. What job in the fashion industry does the speaker probably do?
 - a. stylist
 - b. editor of fashion magazine
 - c. fashion designer
 - d. photographer



SPEAKING

Discuss the topic

- How important is it for you to dress in the latest fashions?
- Should we judge a person's personality from their appearance?
- If you could redecorate your room, what changes would you make? What style of furniture, carpet, curtains etc. would you choose?

How to spend 1,500 euros

Situation

I am your friend and would like your help.

First:

Look at the pictures below and ask:

- What is the situation?
- What are the options?

Then:

When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the options or create your own. Remember to use information you learn from asking questions to explain your ideas.

Finally:

After you have shared your decision, the examiner will ask you more questions about the topic.



Further discussion

- Do you enjoy shopping for clothes? What are your favorite stores?
- Do you choose your clothes yourself? What inspires you (i.e. magazines, TV, sports) to dress a certain way?
- How is your room decorated? Do you have posters or pictures on your walls? What would you change about your room if you could?

vocabulary

casual clothes
stressful
something suits you
flip through magazines
celebrities

WRITING

an essay expressing an opinion IV

Discuss the topic

- Do students in your country have to wear uniforms to school?
- Do you think having to wear a uniform is a good or bad idea? Why?



Sample writing

1. Read the rubric and the essay. What do you think are the advantages the principal referred to?

Uniforms return to schools

Clark Morrison, principal of Thomas Edison High School, announced yesterday that, starting from the next school year, students will be required to wear uniforms. He referred to the many advantages of students wearing school uniforms and explained that it will be a modern, comfortable and high quality uniform that will also be reasonably priced. What we don't know is how this news will be received by students and parents.

Many private schools have mandatory dress codes for their students. Some students are dissatisfied with this, as it limits wardrobe creativity. Others see it as an opportunity to avoid worrying about what to wear. How do you feel about uniforms? Do you think they should be mandatory?

Many private schools have a dress code which requires students to wear a uniform on a daily basis. Some students find this restricts their creativity when it comes to choosing what to wear, while others take comfort in the fact that they do not have to worry about their wardrobe. Overall, I believe uniforms are beneficial in many ways, but should not be required.

Uniforms allow students to concentrate on more than their appearance. Plus, since everyone dresses the same, there is no room to judge someone based on what they are wearing, which often happens in high schools.

However, some students feel that uniforms do not allow them to express themselves through their clothing, something many teenagers enjoy doing. Indeed, it is difficult to show your individuality when everyone looks the same.

In conclusion, since some students may find uniforms convenient, while others may see them as restrictive, I believe it should be up to the students to choose whether they would like to wear the uniform or not.

2. Answer these questions.

- a. In which paragraph does the writer refer to the advantages of wearing a uniform? What are they?
- b. In which paragraph does the writer refer to the disadvantages? What are they?
- c. Can you think of any other advantages/disadvantages?
- d. In what part of the essay does the writer give his/her opinion?

Plan

This unit deals with essays expressing an opinion. This essay is thematically linked to a prompt and requires you to discuss an issue from your point of view. Below is a general plan for this type of essay with questions to help you when planning one.

Introduction	- introduce the subject of the essay - state your opinion	<i>What are you going to discuss?</i> <i>How do you feel about it?</i>
Main Part (2 paragraphs)	- choose two main aspects of the problem/situation - group related ideas in two paragraphs and support them with justification/examples	<i>What points/aspects of the problem/situation are you going to discuss?</i> <i>What kind of evidence are you going to include?</i>
Conclusion	- summarize your points - restate your opinion	<i>What is your overall opinion of the issue?</i>

Guide to writing

- Underline the key words in the rubric and come up with ideas and a plan for what you are going to write about.
- Choose a few of your ideas/points and expand on them. Explain them clearly and support them with reasons or examples.
- Do not use statistics you cannot support or explain clearly.
- Write in a formal style and never use abbreviations or contractions.
- Divide your essay into paragraphs. Present every major point in a separate paragraph.
- Use a topic sentence to introduce each paragraph.
- Don't develop your ideas in the introduction.
- Write your essay in an impersonal way. Avoid using 'I' too often.
- Use a range of vocabulary and grammatical structures. Avoid being too simple.
- Don't introduce new ideas/points in the conclusion.
- Use linking words/phrases. Look at the table below for ideas.

listing points	firstly, to begin/start with, in the first place, finally, last but not least
adding more points	in addition to this, furthermore, moreover, what is more, also, apart from this, besides, another point worth mentioning is
giving an example	for example, such as, particularly, especially, take for instance
emphasizing	in fact, as a matter of fact
expressing contrast	although, in spite of, despite, however, but
expressing cause/reason	because (of), as, since, due to, owing to
expressing result/consequence	therefore, in this case, for this reason, consequently, as a result
summing up	in conclusion, to sum up, all in all, on the whole, taking everything into account
giving your opinion	in my opinion/view, personally, I believe, the way I see it, from my point of view, I am in favor of, my belief is that

REMEMBER: The letter before the rubric is just a specific example of the issue the essay requires you to write about. Therefore, you should focus on the rubric to develop your essay.

Writing practice

1. Read the rubric below. What does the essay topic ask you to think about?



Fashion victims running up debts

It seems that some people's need to be dressed in the latest fashions might end up causing them more grief than satisfaction. Statistics show that credit card debt has reached a record high and that much of this debt is created by fashion victims' uncontrollable spending habits. Sociologists point out that young people, especially, tend to overspend on designer label clothes because they think the right clothes will help them become more popular.

Many people place a large emphasis on fashion. They invest a lot of time and money in their wardrobe, and strictly follow what is "in style" each season. How important is fashion to you? Do you think it is excessive to spend a lot of time and money on your appearance?

2. The essay below was written in answer to the topic above. The paragraphs are not in the correct order. Put them in the correct order by writing the numbers 1-4 in the spaces provided, and choose the correct linking word or phrase.

___ However / Therefore, many people overdo it. Having an interest in fashion is one thing, but following what is "in style" too strictly can become an obsession. Fashion is supposed to allow you to express yourself, not restrict you. Plus / However, I think it is ridiculous to spend large amounts of money on your wardrobe.

___ Buying clothes, shoes, and accessories is something we all do. Shopping and choosing what we wear allows us to be creative. Magazines, celebrities, and television all give us a sense of what is fashionable, although / as a result what is "in" and what is "out" changes quite frequently. I do feel fashion can be fun and interesting if it is seen as an opportunity to choose or change your look.

___ Overall / For example, I feel that fashion can be interesting and enjoyable. However, anything in excess is not good. Focusing all of your energy on how you look and what you are wearing is silly. Fashion can be a part of your life, but not your life.

___ There are some people who focus a lot on fashion and style. They spend a lot of money and time making sure they are always in style. Even though / What is more I feel fashion can be a good way of expressing yourself, I do not think it should be taken too seriously.

3. Read the rubric below and write a plan for the essay in the space provided.

Appearances can be deceiving

Tonight, in Auburn High School auditorium, Professor Scott Parker will be giving a lecture on how young people’s sense of identity is formed today. He will present the results of the research he carried out last year on how young people’s ideas about clothes and appearance actually affect their personality, like making them more confident, etc.

Many people believe that a person’s appearance and the way he/she dresses can tell us a lot about his/her personality. Do you think this is true? Explain your views. Give specific reasons and examples to support your opinion.

Introduction

Main Part

1st paragraph

2nd paragraph

Conclusion

4. Task for homework
Write the essay using the plan you made in exercise 3.



Appendix I

Types of Writing

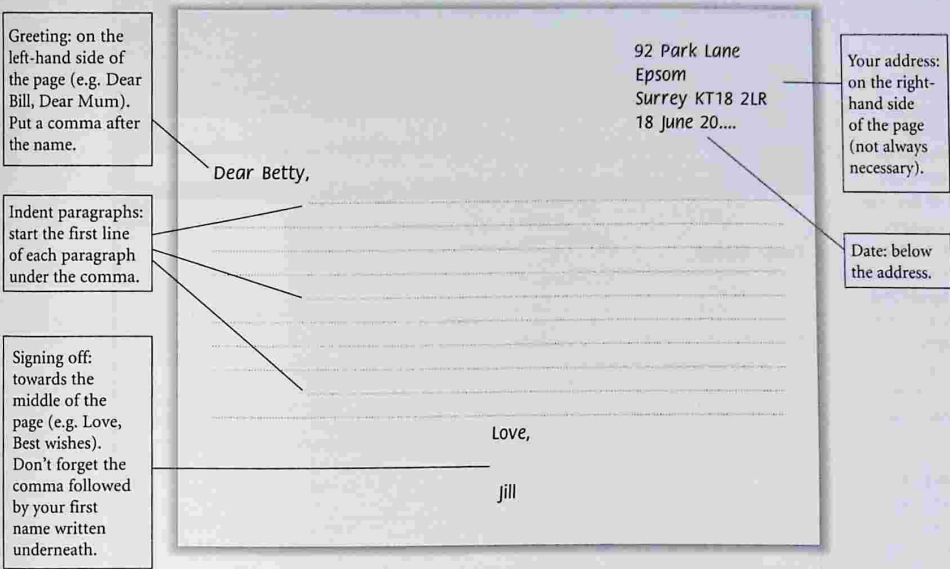
- A **formal letter** is a letter written to someone you don't know personally and it is usually of a business nature. Note the layout below:

The diagram illustrates the layout of a formal letter with the following components and annotations:

- Position of the person you are writing to and/or name of company (start one line below the date).** Points to: *The Personnel Manager*
Waterstones Bookstore
103 Brunswick St
Canterbury
Kent KT20 68R
- Address of the person or company you are writing to.** Points to the same address block as above.
- Greeting: on the left-hand side of the page (leave a blank line before and after the greeting).** Points to: *Dear Sir or Madam, / Dear Mr Jones,*
- Signing off: on the left-hand side of the page, followed by a comma.** Points to: *Yours faithfully, / Yours sincerely,*
- Your signature and your full name clearly written underneath.** Points to: *Jill Thomas (Ms)*
- Your address: on the right-hand side of the page (without your name).** Points to: *92 Park Lane*
Epsom
Surrey KT18 2LR
- Date: below the address, leaving a blank line in between.** Points to: *18 June 20....*
- Paragraphing: You can indent (see informal letter) or write in blocked paragraphs leaving a blank line in between the paragraphs. Note that when using blocked paragraphs, everything begins on the left-hand side of the page, except your address and the date.** Points to the main body of the letter, which consists of several paragraphs of text.

NOTE: In a formal letter, when you don't know the name of the person you are writing to, begin with **Dear Sir/Madam** and end with **Yours faithfully**. When you know the name of the person you are writing to, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely**. In American English, **Yours truly** and **Yours sincerely** are commonly used in both cases.

● **An informal letter** is a personal letter usually written to a friend, a relative or an acquaintance. Note the layout below:



● **A semi-formal letter** is a letter written to a person you know but he/she is not a friend or relative of yours.

- NOTE**
- In a semi-formal letter, begin with **Dear Mr/Miss/Mrs/Ms/Dr + surname** and end with **Yours sincerely.**
 - The **layout** is the same as in a formal letter, but both the language and style are less formal.

In the Cambridge English: First (FCE) Examination and the Michigan ECCE students are told not to write any addresses.

● **E-mail messages** allow people to communicate quickly and effectively regardless of distance and time zones. They enable you to communicate on a one-to-one basis or contact a large number of people equally efficiently. E-mail messages consist of two parts: the header and the body.

- The header** usually includes the following:
- From:** the e-mail address of the person sending the message
 - To:** the e-mail address of the person receiving the message
 - Subject:** a phrase indicating the content of the message
 - Date:** the local time and date when the message was sent

The body of the message should be organised in paragraphs and, on the whole, it is a good idea to follow the general requirements for particular types of writing (formal / informal letters, notes, reports etc). However, most e-mail messages tend to be informal in tone and quite brief.

[illegible]

Greeting:
(optional) on
the left-hand
side of the page.
Put a comma
after the name.

Paragraphing:
write in blocked
paragraphs
leaving a blank
line in between
the paragraphs.

Signing off: on the left-hand side of the page. Use your first name or full name as appropriate.

-

Appendix II

spelling

British English	American English
artefact	artifact
behaviour	behavior
cancellation	cancellation
catalogue	catalog
centimetre	centimeter
centre	center
characterise	characterize
colour	color
computerise	computerize
cosy	cozy
emphasise	emphasize
dialogue	dialog
favour	favor
favourite	favorite
grey	gray
humour	humor
jewellery	jewelry
kilometre	kilometer
labour	labor
litre	liter
metre	meter
millilitre	milliliter
millimetre	millimeter
neighbour	neighbor
neighbourhood	neighborhood
organise	organize
organiser	organizer
practise (verb)	practice (verb)
programme	program
realise	realize
socialise	socialize
standardise	standardize
summarise	summarize
theatre	theater
travelled	traveled
travelling	traveling
tyre	tire

grammar and usage

British English	American English
28 February 28th February	February 28 February 28th
at the weekend	on the weekend
quarter past two	a quarter after two
Have you got? I've got / I have got I haven't got	Do you have? I have I don't have
burnt learnt	burned learned
be in hospital go to hospital	be in the hospital go to the hospital
book (a room/table /holiday)	make a reservation for
Yours faithfully	Yours truly

words and phrases

British English	American English
autumn	fall
bank clerk	bank teller
bill (at a restaurant)	check
bureau de change	foreign exchange office
café	coffee shop
car park	parking lot
cashpoint	cash machine
chemist's	pharmacy
chips	French fries
cinema (the building)	movie theater
city centre	downtown
cooker	stove
do the washing-up	wash the dishes
dodgy	risky
film	movie
flat	apartment
flatmate	roommate
football	soccer
go to the cinema	go to the movies
hall of residence	dormitory
handbag	purse
holiday	vacation
ill	sick
jumper	sweater
lift	elevator
lorry	truck
maths	math
mobile phone	cell phone
motorbike	motorcycle
move house	move
mum / mummy	mom / mommy
newsagent's	newsstand
(bank)note	bill
pavement	sidewalk
petrol station	gas station
(take a) photo	(take a) picture
post (verb)	mail (verb)
primary school	elementary school
prize draw	prize drawing
railway station	train station
rubbish	garbage
schoolchildren	students
secondary school	high school
shop	store
shop assistant	sales assistant
shopping centre	shopping mall
soft drink	soda
surname	last name
tablet	pill
tick (✓)	check (✓)
timetable	schedule
toilet	restroom
trainers	sneakers
transport	transportation
trousers	pants
underground (railway)	subway
wardrobe	closet

Notes

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**Double Plus Upper-Intermediate - Updated for the Revised 2015 Cambridge English: First (FCE)
Student's Book**

H. Q. Mitchell - Marileni Malkogianni

Published by: **MM Publications**

www.mmpublications.com

info@mmpublications.com

Offices

UK Cyprus France Greece Poland Turkey USA

Associated companies and representatives throughout the world.

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ISBN: 978-960-573-170-0



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