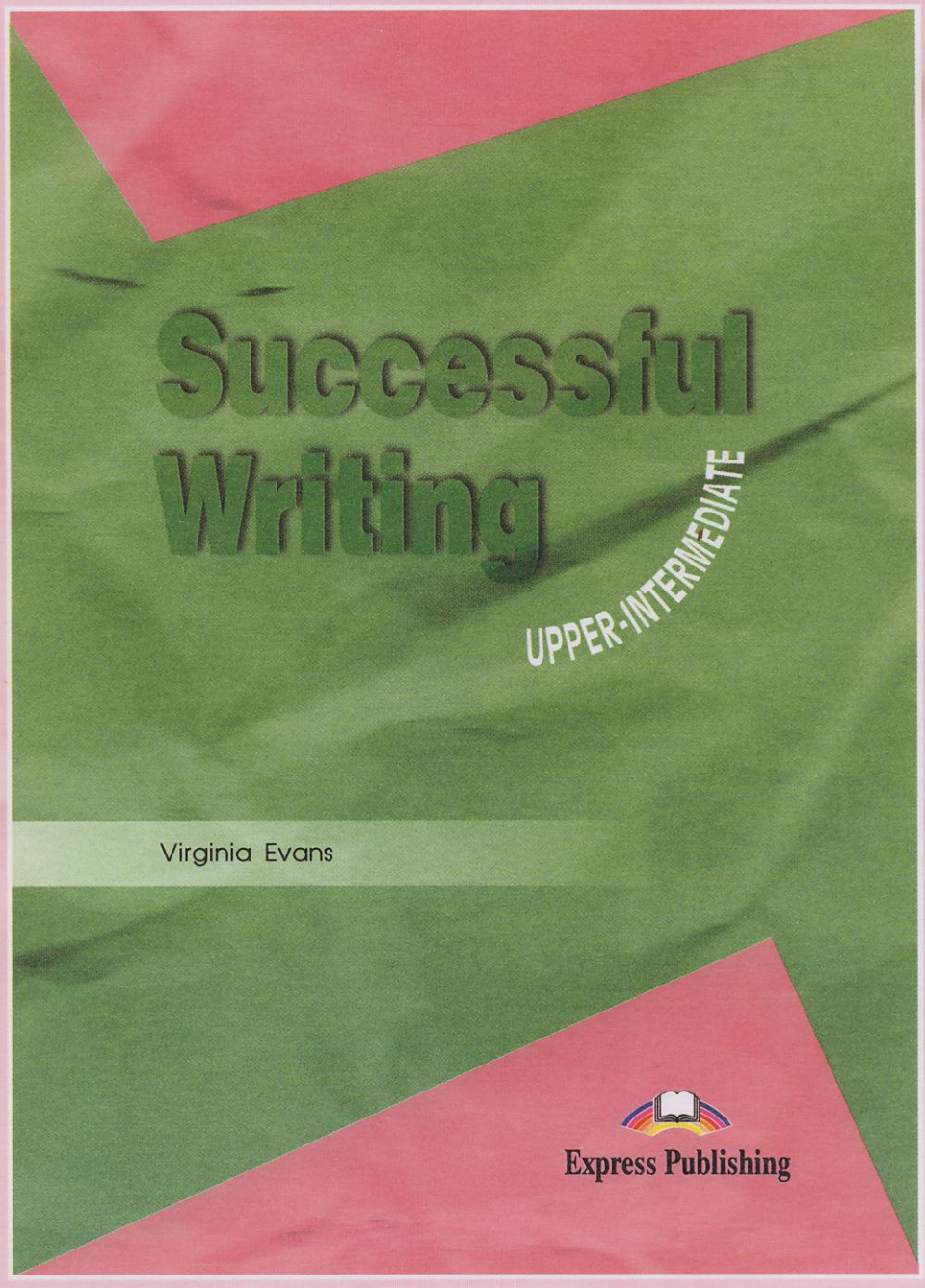
Teacher's book

Express Publishing



Successful Writing

UPPER-INTERMEDIATE

Teacher's book

Virginia Evans



Express Publishing

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Introduction

To the Teacher

Successful Writing Upper-Intermediate consists of 19 units which cover all types of composition writing (descriptions, narratives, transactional and other types of letters, argumentative essays, articles, reviews) required at FCE level. Each unit starts with a lead-in listening activity through which the basic plan for the type of writing the unit deals with is introduced. This also serves as a brainstorming activity, giving the teacher the chance to elicit useful language and ideas on the topic under discussion. Detailed theory and plans are provided to be used as a reference by students. A variety of models in which the theory is applied are followed by exercises to improve students' writing skills, focusing on register and style. The exercises are graded, leading to the acquisition of those skills needed for students to be able to write successfully at FCE level. Topic identification, revision boxes and study check sections reinforce students' knowledge and remind them of the structures previously presented, thus helping them revise the writing areas covered in the book. The Teacher's Book provides answers to the exercises, model plans, transcripts of the listening exercises and useful teaching tips. At the back of the Teacher's Book are marked model compositions to help teachers mark students' compositions. The book is accompanied by a cassette with all the listening exercises.

The units can either be presented in the order they appear in the book or teachers can select the unit they want to present according to their own judgement and their students' needs. The course can be covered in approximately 30 one-hour lessons.

Brainstorming Technique

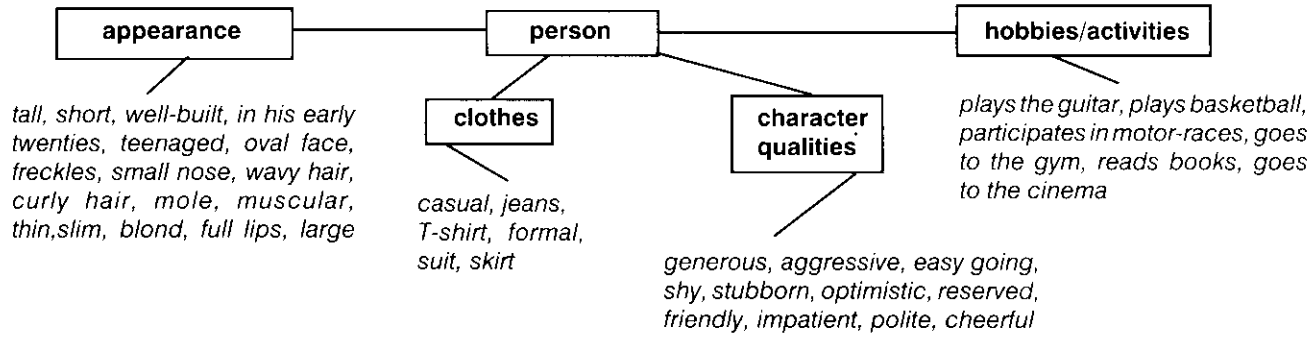
The brainstorming technique can be used in all the units presented in this book. The technique may be applied each time the students come across a new topic, whether in a model or a writing assignment.

The technique is used as follows: the teacher invites students to say as many words or ideas as possible related to the topic and writes them on the board. The teacher may choose to guide the students further by having them link or categorise related terms. Students then proceed with the exercise on their own.

This technique aims to stimulate students' knowledge about the topic, thus drawing together ideas and essential vocabulary necessary for writing a successful composition.

e.g. Discuss the advantages and disadvantages of living in the country.
Brainstorming: *quiet, noisy, no flats, nice gardens, lots of trees, not many cars, few hospitals, no stress, few schools, not many cinemas, no pollution, healthy surroundings,* etc.

e.g. Describe your best friend.
Brainstorming. T writes the following key words on the board and asks Ss to give him/her as many words as possible related to each key word.



Contents

Unit 1 Describing People 5

Unit 2 Describing Places/Buildings 9

Unit 3 Describing Objects 13

Unit 4 Describing Festivals/Ceremonies/Celebrations 14

Unit 5 Writing Instructions/Giving Directions/Describing Processes 17

Unit 6 Narratives - Stories 18

Unit 7 Witness Statements 22

Unit 8 Formal and Informal Letters 23

a. Informal (Friendly) Letters - Giving News 29

b. Asking for / Giving Advice 30

c. Letters of Complaints 31

d. Letters of Apology 32

e. Letters of Invitation 34

f. Letters of Application 35

Unit 9 Transactional Letters 37

Study Check 1 41

Unit 10 "For and Against" Essays 42

Unit 11 Opinion Essays 49

Unit 12 Providing Solutions to Problems Essays 54

Unit 13 Discursive Essays 55

Study Check 2 57

Unit 14 News Reports 58

Unit 15 Assessing good and bad points 60

Unit 16 Survey Reports 63

Unit 17 Reporting Experiences 65

Unit 18 Articles 67

Unit 19 Reviews 70

Study Check 3 71

Composition Assessment 75

Key to Revision & Extension Section 84

Unit 1 - Describing People

1 *(Before doing the listening activity, T can ask Ss to tell him/her what information is needed in order to describe a person e.g. height, build, age, facial features, character, clothes, etc. T can invite Ss to suggest as many words as possible related to each category e.g. height: tall, short, of average height, etc. Ss then do the listening activity.)*

Height	quite tall	☑	rather short	☐			
Build	well-built	☑	thin	☐	muscular	☐	
Age	early twenties	☐	mid thirties	☑	teenaged	☐	
Facial Features	oval face	☑	high cheekbones	☐	blue eyes ☑	mole	☐
Hair	curly	☐	short brown	☑	wavy	☐	
Clothes	casual	☑	formal	☐			
Personality	good humoured	☑	imaginative	☑	vain ☐	short-tempered	☑
Activities/Hobbies	going to discos	☐	watching old films	☐	cooking	☑	

Tapescript for Ex. 1 (p. 4) (to be heard twice)

Sally: Wow, Pam, this beach house is beautiful. I wish I'd come sooner. What a fantastic view! You are so lucky moving here.
Pam: I know, and not just for the house. I've met this wonderful man, and guess what ... he's asked me to marry him!
Sally: What? Do I know him? Come on. You must tell me everything!
Pam: His name is Paul and we met at the marina. He's fixing up his yacht — it's a kind of a hobby for him. He told me it helps him to relax when he isn't working. He's a writer, you know.
Sally: How exciting! What does he look like?
Pam: Well, he's quite tall and very well-built — probably from all that hard work on his yacht.
Sally: Tell me more!
Pam: OK! He's in his mid thirties. He's got a nice oval face and gorgeous blue eyes. His hair is short and brown. He usually wears jeans and T-shirts — you know, casual clothes.
Sally: So, what's he like?
Pam: He's certainly good-humoured. Paul always likes to share a joke. He's quite imaginative too. He's never boring.
Sally: He sounds too good to be true!
Pam: Well, I suppose he can be a bit short-tempered occasionally. You can judge for yourself though. He's invited both of us to dinner tonight. He's going to cook paella, his favourite Spanish dish. He's an excellent cook, you know.
Sally: I can't wait to meet him!

2 **Paragraph plan**

2nd paragraph: physical description (late sixties, of average height, neither fat nor thin, plump round face, wavy white hair, sparkling blue eyes, casual, comfortable clothes.)
3rd paragraph: character description (generous, good-natured, patient, only gets annoyed when children pick her favourite flowers, quite stubborn.)
4th paragraph: hobbies (spends a lot of time looking after her garden, participates in local flower shows, raises money for charity.)
5th paragraph: comments/feelings (perfect next-door neighbour, very close, fond of her.)

- **Topic sentences and suggested alternatives**
  - Mavis has been my neighbour for six years.
    Mavis moved to our neighbourhood six years ago.
  - Physically, Mavis looks younger than most other women in their late sixties.
    Looking at Mavis, it is difficult to believe she is in her late sixties.
  - As for her personality ...
    As far as her character is concerned ...
  - Mavis always seems to be busy doing something.
    Mavis is a very busy person.
  - All in all, Mavis is the perfect next-door neighbour.
    Mavis is the best neighbour one could wish to have.
- **adjectives describing physical appearance:** (of) average (height), (neither) fat (nor) thin, plump round (face), wavy white (hair), sparkling blue (eyes), casual comfortable (clothes)
- **adjectives describing personality:** good-natured, patient, (hardly ever gets) annoyed, stubborn

(After reading the text in Ex. 2, T asks the following comprehension questions.)

Suggested comprehension questions and answers

a. How long has the writer known Mavis?
She/He has known Mavis for six years.
b. What does Mavis look like?
She is of average height and is neither fat nor thin. She is in her late sixties. Her face is round and plump and she has sparkling blue eyes and wavy white hair. She usually wears casual, comfortable clothes.
c. What annoys Mavis?
Children picking her favourite roses and lilies.
d. What are Mavis's good qualities?
She is good-natured, generous and patient.
e. How does Mavis spend most of her time?
Looking after her garden, participating in local flower shows or raising money for charity.
f. Do you think the writer enjoys living next door to Mavis? *Yes, very much.*

3 *(Before doing Ex. 3, T should tell Ss that some items may apply to more than one of the words in the table. After Ss have done Ex. 3, T explains how* ***early, mid, late*** *are used to talk about someone's age.*

e.g. John is 21 - John is in his early twenties.
John is 26 - John is in his mid twenties.
John is 29 - John is in his late twenties.

Then T gives various ages and Ss make sentences as shown in the example. T can assign the relative's description as written HW.)

HEIGHT: of medium height, tall, just over six foot, short

BUILD: slim, thin, muscular, well-built, overweight, skinny, long-legged, round-shouldered

AGE: middle-aged, teenaged, elderly, in his teens, in his mid-forties, in his late forties

COMPLEXION: wrinkled, tanned, pale, freckled

FACE: round, oval, wrinkled, tanned, thin, pale, freckled

HAIR: ginger, curly, blond, thick, balding, thin, wavy, straight, shoulder-length, short

EYES: slanted, almond-shaped

NOSE: thin, curved, crooked, freckled, straight

LIPS: thin, full

SPECIAL FEATURES: mole, scar, dimples, beard, moustache, long-legged, round-shouldered

4
1. **bushy/thick/fair/thin/dark** eyebrows
2. **deep-set/puffy/dark** eyes
3. **rosy/clear/fair/pale/spotty/dark** complexion
4. **broad/upturned/hooked/crooked/thin** nose
5. **double/spotty** chin
6. **thin/puffy/clean-shaven/pale/oval/spotty** face
7. **rosy/full/thin/pale** lips
8. **rosy/hollow/puffy/spotty** cheeks
9. **bushy/thick/fair/thin/curly/dark** hair
10. **broad** shoulders

5

1. muscular	3. square	5. long
2. broad	4. thin	6. scar

Tapescript for Ex. 5 (p. 6) (to be heard twice)

"A dangerous prisoner escaped this morning from Spurswall prison. He is believed to be at large in the Waxerton area and police are warning the public not to approach him as he is likely to react violently.

Neville Slatter is 6 foot 3 inches tall and quite **muscular** with **broad** shoulders. He is 54 years old and unshaven with a **square** jaw, a large nose and **thin** lips. He has **long** untidy brown hair and is bald on top. He also has a **scar** on his right cheek.

Should you see this man, or if you have knowledge of his whereabouts, please contact your local police station."

- There is no description of his personality because the public only have to be able to identify him physically, probably from a distance as they have been warned not to approach him.

6 (Suggested answers)

1. David Keen was well-built **with** fine wrinkles around his eyes **which** showed when he laughed.
2. Willy is in his mid twenties. He has an oval face and long curly hair **which** he ties back in a pony-tail. He has a big kitchen **where** he likes to cook for his friends.
3. Helen is dark-skinned **with** beautiful almond-shaped eyes. She dyes her hair, **which** makes her look younger than she is.
4. Marcy's mother is an attractive woman **who** usually wears her long blond hair in a bun.

7

1. persuasive	4. honest	7. trustworthy
2. tactless	5. fussy	8. outgoing
3. frank	6. reserved	

8 *[Before doing Ex. 8, T should explain that some of the adjectives can be negative or positive, depending on how they are used (e.g. ambitious, shy, reserved, thick-skinned). T also reminds Ss to justify the traits mentioned in any character description they write.) After Ss have done Ex. 8, T can assign the short paragraph describing a relative as written HW.]*

Positive Qualities: patient, ambitious, generous, mature, interesting, friendly, tactful, good-natured, thick-skinned, easy-going, hard-working, fair, shy, helpful, reserved, out-going, polite, cheerful
Negative Qualities: pessimistic, mean, ambitious, hostile, immature, impatient, short-tempered, thick-skinned, deceitful, shy, aggressive, reserved

(Suggested answers)

Jane can be very **boring**; she never has anything interesting to say.
Simon is rather **pessimistic**; he always expects the worst to happen.
He tends to be **mean**; he counts every last penny and hates spending money on anything.
James is very **ambitious**; he plans to work hard and reach the top of his profession before he is thirty.
My brother is very **generous**; he is always willing to give up his time or money to help other people.
John is very **mature** for his age; although he's only eleven, he thinks and speaks like an adult.
Mr Walker is an **interesting** man; he tells the most wonderful stories that never fail to fascinate me.
Joanna can be quite **hostile**; when she loses her temper she becomes quite unapproachable.
My sister is very **immature**; she's thirty-two but generally behaves like a child.
John is a really **friendly** boy; he is always smiling and loves meeting new people.
Barbara tends to be **impatient**; everything has to be done immediately or she gets angry.
My father is very **tactful**; he always knows how to get his point across without offending people.
My grandfather is very **good-natured**; he is never unkind or unfriendly.
George is rather **short-tempered**; he often gets angry for no good reason.
Pam is very **thick-skinned**; her little brother says horrible things to her but she never gets upset.
Hugh is really **easy-going**; he always manages to stay calm in a crisis.
Julie is such a **hard-working** girl; her homework is always in on time.
Sylvia was a **deceitful** child; she would often pretend to be ill so her parents would buy her presents.
Pete is a very **fair** teacher; he never treats any of his students as if they were better than the rest.
My little brother is very **shy**; he often hides in his room if he knows people are coming to the house.
Troy is very **helpful**; he's always willing to lend a helping hand.
Murray is quite **aggressive**; he'll fight until he gets what he wants.
Bert is quite **reserved**; he rarely shows his feelings.
Glenda is **outgoing**, and has a great ability to make friends.
Rita is very **polite**; she always speaks kindly to people.
Thelma is a **cheerful** person, always bright and smiling.

9 (Suggested answers)

1. He is humorous **but** has a tendency to be immature.
2. **Although** he is kind-hearted, he can, on occasion, be absent-minded.
3. She is enthusiastic, **as well as** cooperative.
4. She has a pleasant personality; **nevertheless**, she can be shy and unsociable.
5. **In addition to** being well-balanced, he **also** has a sensitive nature.
6. **In spite of the fact that** he has a generous disposition, from time to time he can be aggressive.

10 **Jeff Smith:** productive, decisive, cooperative, punctual
Mary Peterson: dedicated, nervous, (too) sensitive

Tapescript for Ex. 10 (p. 7) (to be heard twice)

Mrs Pringle: Ah, Mr Black. I was wondering if you could give me your opinion of the two candidates up for promotion to executive sales manager.
Mr Black: Yes, certainly, Mrs Pringle. Personally, I think Jeff Smith would be more appropriate for the position. He's very **productive**. Did you know that he's managed to double our clientele over the last five years?
Mrs Pringle: Really? Excellent!
Mr Black: Mm, quite. He's **decisive** too, which, I'm sure you would agree, is an essential quality for such a position. He's very good at using his own judgement to make decisions. From what I can gather, he's also **cooperative**. He seems to work very well with the other employees.
Mrs Pringle: Mmmm. But is he **punctual**, Mr Black? You know what I think of people who aren't punctual.
Mr Black: Oh yes, Mrs Pringle; he's never late for work.
Mrs Pringle: And what about the other one?
Mr Black: Well, Mary Peterson's definitely **dedicated**; she's been with us for eight years now. Sadly, she has a tendency to be **nervous** — quite a few of her colleagues have commented on the difficulty she seems to have in facing customers. I'd also say she's too **sensitive**— she's been known to burst into tears when criticised!
Mrs Pringle: Oh dear, we can't have that now, can we? It seems that Smith would be our best bet, wouldn't you agree?
Mr Black: Oh, absolutely, Mrs Pringle.

11 • Although, as well as, In spite of the fact that, In addition

Positive Qualities: dedicated, enthusiastic, full of creative ideas, genuine leadership abilities, has made invaluable suggestions, uses own initiative, displays excellent judgement, hard-working, conscientious, responsible, trustworthy

Negative Qualities: overbearing

This extract is taken from a letter of recommendation (therefore it is written in a formal style).

There is no description of physical appearance because a letter of recommendation only details a person's character and job-related qualities/qualifications.

12 *(Before T assigns Ex. 12 as written HW, he/she explains/elicits the meaning of the adjectives listed, and asks Ss to think of examples to justify each character quality. T also points out that the letter should be written in a formal style that is: no abbreviations, no colloquial English, no chatty descriptions but use of complex sentences, use of the passive, use of advanced vocabulary.)*

13 (Suggested answers)

- flight details
- physical description (clothes)
- character description
- hobbies/interests/activities

14 *(T can assign Ex. 14 as written HW. Ss use their notes to write the same letter in their own words. This letter should be written in an informal style.)*

Appearance: tall, slim, broad shoulders, short dark hair
Clothes: blue jeans, sweatshirt, (red) baseball cap
Character: mature, helpful, easy-going, shy
Hobbies/Activities: (working out at the) gym

Tapescript for Ex. 14 (p. 8) (to be heard twice)

Dear Glenda and Bill,

Thanks so much for agreeing to let my brother, Paolo, stay at your house while he attends his summer course. At least someone will be keeping an eye on him!

He'll be arriving at Gatwick from Milan at 6.30 in the evening on the 26th of July, and as you haven't seen him since he was little I'd better give you a quick description. He's quite **tall** and **slim** with **broad shoulders**. His hair is very **dark** now and he's had it cut quite **short**. Like most 17-year-olds today, he'll almost certainly be wearing **blue jeans** and a **sweatshirt**; he'll probably be wearing his red **baseball cap** as well.

I doubt very much that you'll have any problems with him, as he's quite **mature** for his age and very **helpful** around the house. Paolo's generally **easy-going**, but he's often **shy** around strangers.

He started going to the **gym** about six months ago and he's keen to continue working out while he's in England, so it would be great if you could help him to find a good gym when he arrives.

Thanks again for helping out, it's really kind of you. I'll probably phone after he's arrived, so hopefully I'll speak to you both then.

Love,
Pietro

15
1. aggressive
2. loving
3. inattentive
4. shy
5. vain

16 a. Paragraph 3

b.
- his whole body would shake with laughter whenever he found something funny
- he would frown angrily and stamp his feet

c. The writer uses past tenses as the text is describing someone from the past who the writer is unlikely to see again. The future tense is used in the final paragraph as the writer says what his/her feelings for his father's friend will always be.

d. The writer was very fond of Archie. He will always treasure his happy childhood memories of him.

17 (Suggested answers)

1. spoilt
2. shy
3. sentimental/sensitive/emotional
4. reserved/unemotional
5. cheeky/rude
6. stubborn
7. cheerful/good-humoured

18 (Suggested answers)

a. Last Saturday I was standing in a corner by myself at Suzie's party trying to decide whether or not to leave and go home when I spotted Suzie dragging a reluctant-looking middle-aged man in my direction. "Darling, you haven't met John McKay yet, have you? He's a marvellous painter, you know."
(direct speech, suspense)

b. It was one of those beautiful summer mornings that make you doubt the importance of school when my best friend Giles and I were called up to the head teacher's office. "Ah, Jones and Stevenson," she smiled. "This is Mr Simmons; he'll be taking over from Mrs Perkins for the next two weeks. I'd like you to take him down to your classroom."
(direct speech, weather description)

c. "What?" cried my best friend, Denise. "You've never heard of Tom Cruise?" I felt embarrassed about my apparent ignorance and slowly shook my head. We were queuing up at the local cinema waiting to watch what I thought would be just another mediocre Hollywood film. However, little did I know how wrong I was on that day, two years ago.
(direct speech, suspense)

19
- **Model A** is purely descriptive
- **Model B** includes narrative techniques
- **Paragraph Outline**

1st Paragraph: name of the person, time you met her (Whitney Houston, popular singer, famous actress, successful films)

2nd Paragraph: physical description (gorgeous black hair, kind brown eyes, beautiful smile, elegant clothes, perfect figure)
3rd Paragraph: personality characteristics and justification (warm, generous, determined, strong-willed)

4th Paragraph: interests/activities (glamorous Hollywood parties, family-minded, relationship with daughter)

Final Paragraph: comments/feelings about the person (incredible woman, exhausting life but still looks fresh and beautiful for the cameras)

20 *(T should discuss the topics in class before assigning them as written HW.)*

Suggested paragraph plans

1. **Paragraph 1:** name, time/place you met/saw the person (... , school)
   Paragraph 2: physical appearance (his/her height, build, age, facial features, hair, clothes)
   Paragraph 3: personality characteristics and justification (e.g. patient, supportive, easy-going, reserved, etc.)
   Paragraph 4: hobbies/interests (e.g. likes painting, enjoys going to the cinema, etc.)
   Paragraph 5: comments/feelings (like him/her, lucky to have him/her as a friend)

   Tenses to be used:

   Past Simple to say when/where you met him/her

   Present Simple to describe him her

   (This composition can be written in an informal style: chatty description, colloquial English, abbreviations, etc.)

2. **Paragraph 1:** name, time/place you met the person (aunt Claire, moved from Australia)
   Paragraph 2: physical appearance (height, build, age, facial features, hair, clothes)
   Paragraph 3: personality characteristics and justification emphasising how these have influenced you (e.g. frank, trustworthy, fussy, etc. include examples of mannerism)
   Paragraph 4: hobbies/interests (e.g. gardening, charity organisations)
   Paragraph 5: comments/feelings (admire her, respect, etc.)

   (Informal style can be adopted, as well as narrative techniques.)

3. **Paragraph 1:** name, where you heard/read about the person
   Paragraph 2: physical appearance (height, born in ... , facial features)
   Paragraph 3: personality characteristics and justification (e.g. determined, honest, stubborn, etc., include examples of mannerism)
   Paragraph 4: hobbies/interests (alternatively his/her achievements can be mentioned)
   Paragraph 5: comments/feelings (e.g. impressed, admire, etc.)

   (Note that this paragraph plan differs a little from the one used in the previous compositions. Some information can be excluded (e.g. clothes, hobbies, etc.) depending on what we know about this person. His/her achievements can be mentioned. Past tenses should be used.)

Unit 2 - Describing Places/Buildings

1 *(Before Ss do the listening activity, T can ask Ss what information is needed in order to describe a place or building (e.g. name, location, sights, free-time activities, recommendations then Ss do the listening activity.)*

Name:	Rome ☐ Paris ☑ London ☐
Location:	Italy ☐ France ☑ England ☐
Reason for visiting:	holiday ☐ business ☑
Sights:	the Louvre ☐ Chaillot Palace ☑ Île de la Cité ☑ Île Saint-Louis ☑
Free-time activities:	shopping ☐ walking around Montmartre ☑ boat trip on the Seine ☑ clubbing ☐
Recommendations:	ideal for holidaymakers ☑ too expensive ☐

Tapescript for Ex. 1 (p. 11) (to be heard twice)

Jenny: Sally! It's been so long since I last saw you. Where have you been?
Sally: You won't believe it. I was in Paris for two weeks.
Jenny: Oh, you are lucky. The French capital? For two whole weeks? What for?
Sally: The company I'm working for sent me there to check on three hotels. We're planning to include Paris in our next season's summer holiday brochure and I had to see which of the hotels is the most appropriate for accommodating our clients.
Jenny: That sounds wonderful.
Sally: Well, yes. It was hard work but I had enough time to visit some places.
Jenny: But you've been to Paris before, haven't you?
Sally: Yes, but this time I had the chance to visit some other places apart from the well-known ones like the Eiffel Tower and Notre Dame.
Jenny: Where did you go, then?
Sally: I visited the Chaillot Palace, where there are several museums. The view of the city from its terrace was splendid, and there's an amazing park full of pools and fountains.
Jenny: Sounds really nice. Where else did you go?
Sally: I went to the Île de la Cité and the Île Saint-Louis – they're two small islands in the middle of the river Seine. There are some fascinating old parks and buildings. I even visited the dungeons where they used to keep prisoners before they were executed. There's an incredible atmosphere down there.
Jenny: I can imagine! Did you see anything else?
Sally: Yes, I spent some time walking around Montmartre. That's the area where many famous artists and writers lived. I even had my portrait painted by a street artist – not a very flattering one mind you, but it's good for a laugh!
Jenny: It sounds like you spent most of the time just walking around, then.
Sally: I didn't actually. I took a boat trip on the Seine. It was a lovely day, so I just relaxed in the sun and watched the city go by. I spent some time sitting in cafés, soaking up the atmosphere– and eating lots of cakes!
Jenny: Well, all I can say is, I wish I'd been there!
Sally: You definitely ought to go sometime. It's the perfect place for a holiday. Look, maybe I can get you a discount on one of our package holidays.
Jenny: Ooh, that would be great!

2 • **Topic of each paragraph**

Paragraph 2: sights to see (St. Paul's Cathedral, Big Ben, Buckingham Palace, the Houses of Parliament, the National Gallery)
Paragraph 3: things to do (**Shopping**: department stores on Oxford street, Harrods; **Evening entertainment**: Southbank Theatre complex, theatres of Covent Garden, Soho and its cafés)
Paragraph 4: final feelings/recommendation (exceptional place, truly modern city yet keeps its traditional style)

(T points out to Ss that the writer has used a quotation to end his composition)

(Suggested answers)

- **Sights of special interest**: St Paul's Cathedral, Big Ben, Buckingham Palace, the Houses of Parliament, the National Gallery
- **Holidaymakers** can shop, go to cafés and enjoy theatrical performances.
- I'd expect to find a description like this in a travel magazine/brochure.

3

1. in
2. on
3. through
4. above
5. from
6. to
7. in
8. near/next to/beside/by
9. out
10. Behind

- **Paragraph Plan**

Paragraph 1: location of the office (big company in huge skyscraper, city centre)
Paragraph 2: overall look of the office (spacious, bright, peaceful)
Paragraph 3: particular details of the office (long curtains, pale pink carpet, several potted plants, wooden desk, luxurious black leather chairs, wood-panelled cupboard)
Paragraph 4: final thoughts/feelings about the office (pleasant working environment)

- I'd expect to find this description as a part of a story or letter.

4 **Funfair:**
the sound of loud music playing - *hearing*
shrieks of people on the rides - *hearing*
smell of fresh popcorn and candyfloss - *smell*
lights are flashing - *sight*
people are bustling everywhere - *sight*
a breathtaking view - *sight*

- Part of a tourist brochure

Restaurant:
delicious smells of fine cooking - *smell*
soft music and quiet conversation - *hearing*
smiling waiter - *sight*
sat back on comfortable cushioned chairs - *touch*

- Part of a story

Mountain Village:
cold crisp air makes your skin tingle - *touch*
All you can hear is the sighing of the wind - *hearing*
snow-covered mountains - *sight*
thick green forest - *sight*

- Part of a tourist brochure

Jungle:
the rustling of leaves - *hearing*
the screeching of parrots - *hearing*
scent of wet earth and exotic flowers - *smell*
warm moist air - *touch*
delightful to breathe - *smell*

- Part of a story

5 1. Dominated by the Eiffel Tower, Paris is well known for its architecture.
2. Located near the city centre, the swimming pool is very popular with city residents.
3. Sheltered by trees on either side, the hotel is a favourite with people who want a quiet holiday.
4. Hidden beyond a range of mountains, the town is best known for its wine industry.

6 *(T goes through the list of phrases with Ss and asks them to identify the senses used in each. Then, working in closed pairs, Ss match the phrases with the pictures. T checks answers then asks Ss to write short descriptions for each picture using the phrases.)*

A: snow-covered mountains (sight), whistle of cold wind (touch/hearing), fresh scent of pines (smell), towering peaks (sight), soft snow (touch)
B: crowded streets (sight), colourful shop signs (sight), tall buildings (sight), car horns beeping (hearing), hurrying passers-by (sight)
C: burning sand (touch), crystal-clear water (sight), swaying palm trees (sight), exotic plants (sight), shrill cries of tropical birds (hearing), salty sea smell (smell)
D: glossy green peppers (sight), acrid smell of old tomatoes (smell), colourful stalls (sight), cheerfully shouting stallholders (hearing)

(Suggested answers)

B: The **crowded streets** were full of **hurrying passers-by**. **Colourful shop signs** on the **tall buildings** attracted our attention. The sound of **car horns beeping** filled the air as traffic clogged the streets.
C: We stood on the **burning sand**, looking at the **crystal-clear water**. Behind us there were **swaying palm trees** filled with the **shrill cries of tropical birds**, and the air had a **salty sea smell**. Beautiful **exotic plants** gave off a fragrant aroma.
D: In the market I was impressed by the **colourful stalls**, and my attention was attracted by the **cheerfully shouting stallholders**. I bought some **glossy green peppers**. Under the scent of fresh produce was the **acrid smell of old tomatoes**.

7 major **motorway** new **block of flats**
wider **concrete** bridge new **shopping centre**

- The author feels some changes were for the better and some were for the worse.

Tapescript for Ex. 7 (p. 14) (to be heard twice)

A: ... And with us today to talk about her new book is the author Gillian Mary Hearn. Her latest book, *The Paper Butterfly* is set in her hometown of Lewes, in Sussex. Mrs Hearn, thank you for joining us. I understand that you went back to Lewes for the first time in over thirty years after completing your book. What was it like for you?
B: It was quite a shock, actually. My book was set in the town as I remembered it, but a lot has changed since I left. For a start, instead of the fields behind the town where I used to play there is a huge supermarket, and what used to be a small road on the outskirts of Lewes has become a major motorway.
A: And what about the house where you grew up– did you go back to visit it? Most of your story takes place around it.
B: Well, I was planning to, because I wanted my children to see it but I discovered that it had been knocked down to make way for a new block of flats.
A: That must have been rather upsetting for you. Did you feel that any of the changes were an improvement to the town?
B: Oh yes! I was very pleased to see that the old stone bridge over the river has been replaced with a wider concrete one – I remember being scared to cross the old bridge in case it collapsed. Also, some of the old houses have been knocked down and a new shopping centre has been built in their place, which has made the town centre a much nicer area.
A: I see. Now, tell us a bit about your book ...

(After Ss have done the listening activity T assigns the writing part of this exercise as HW)

8 B. **(Venice)**
a) *informal* - short forms, colloquial English
e.g. planning his next move
b) part of a story
c) reference to sights

C. **(Paris)**
a) *less formal* - addresses the reader directly
e.g. Take a trip/if you are an art lover you should/You can sample; variety of adjectives
e.g. spectacular, famous, delicious
b) part of a travel brochure/magazine article
c) activities

D. **(Switzerland)**
a) *informal* - short forms, colloquial English
e.g. I don't know / hustle and bustle
b) part of a letter
c) recommendation

9 1. *beginning* - rhetorical question/addressing the reader
2. *ending* - using a quotation
3. *beginning* - using senses to describe the weather
4. *ending* - using direct speech
5. *beginning* - creating mystery, anticipation or suspense
6. *ending* - describing feelings/reactions

10 *(Ex. 10 can be assigned as written HW after Ss have practised some beginnings and endings in class.)*

(Suggested answers)

a) Most of us have heard the saying "an Englishman's home is his castle", but the first time I visited a real English castle it didn't seem like a home at all.
(beginning - quotation)

As we left the castle my friend shivered and said, "I don't know how people ever lived in places like that." I had to agree, though I had been impressed by the sense of history the place gave me, and the wonder that a building so old could still give one a sense of the life that had been lived there.
(ending - direct speech)

b) Looking for the ideal place to spend your summer holiday? If you want sun, sandy beaches, good food and friendly people, Crete is the answer.
(beginning - rhetorical question)

After your last swim in the warm, refreshing sea and your last delicious meal in a seaside taverna, you will wish that your holiday was just beginning and not at its end. But there's no need to worry – you can always come back to beautiful Crete.
(ending - use of senses)

11 **moving features:** runs through, spreading trees
static features: situated at the end, To the left, as far as the eye can see, Beyond the house, on the other side

12 1. D 2. B 3. A 4. C

- **senses**

large, bright kitchen *(sight)*
wooden table *(touch/sight)*
long, soft sofa *(touch/sight)*
cold windy nights *(hearing/touch)*
wooden bookcases *(touch/sight)*
soothing pale blue *(sight)*
colourful flowers *(sight)*
gently swaying in the cool breeze *(hearing/sight)*
sweet, juicy oranges *(taste)*
peaceful atmosphere *(hearing)*
sound of birds singing *(hearing)*
warm sunlight *(touch)*

- The writer has used conditionals (would + bare infinitive) because he/she is describing something related to the future.

13 had ignored **G** (ignored)
marble tall **WO** (tall marble)
she hurried **G** (hurried)
show to us **G** (show us)
greek and egyptian **P** (Greek and Egyptian)
had studying **G** (had been studying)
quiet **S/WW** (quite)
were followed **G** (followed)
in admiration gasped **WO** (gasped in admiration)
such **G** (so)
as **G** (like)
before **WW** (ago)
jewellry **S** (jewellery)
saw **WW** (took)
live **WW/S** (leave)
had followed **G** (followed)
bus waiting **WO** (waiting bus)

Paragraph 1: Name, location, reason for visit
Paragraph 2: First impressions/atmosphere
Paragraph 3: impression of the Greek exhibits
Paragraph 4: impression of the Egyptian exhibits
Paragraph 5: final thoughts/impressions

14 *(T should ask Ss to outline the paragraph plan for each topic and decide on tenses to be used and style to be adopted before they write any of them as HW)*

1. **Suggested paragraph plan for Topic 1**

Paragraph 1: introduction - name and location of place, reasons for choosing the place (old mansion, Canterbury Road. It makes my imagination run wild.)
Paragraph 2: details, description of the exterior of place (red brick, marble steps, bay windows, French windows)
Paragraph 3: description of the interior of the house (high ornate ceilings, beautiful antiques, huge crystal chandelier)
Paragraph 4: conclusion - comments, feelings about the place (a little envious, will continue to enjoy memories and day-dreams)

Tenses: present tenses
Style: informal/less formal

2. **Suggested paragraph plan for topic 2**

Paragraph 1: introduction - name and location of place, reasons for choosing the place (Hawaii, Pacific Ocean, summer holiday resort)
Paragraph 2: details of place, sights (tall mountains, dense green vegetation, sandy beaches, sparkling blue sea, flowers)
Paragraph 3: activities (sunbathing, playing golf, traditional songs and dances, delicious buffet)
Paragraph 4: feelings and comments (dream-place to go on holiday, recommended)

Tenses: present tenses
Style: formal/less formal depending on the audience it is addressed to

3. **Suggested paragraph plan for topic 3**

Paragraph 1: introduction - name, location, reason for choosing the place (London Zoo, London, school visit)
Paragraphs 2,3: details of place and activities (sections, animals, cages, funfair)
Paragraph 4: feelings/recommendation (nice cheery place, recommended for the whole family)

Tenses: past tenses
Style: informal

Unit 3 - Describing Objects

1 *(Before Ss do the listening activity T asks Ss what information is needed in order to describe an object e.g. size, weight, age, etc. T asks Ss to think of various adjectives/nouns that fit each category and writes them on the board. T can also give more adjectives/nouns explaining/eliciting their meaning, then Ss do the listening activity.)*

Size	small	☐	tall	☐	medium-sized	☑
Weight	light	☐	average	☐	heavy	☑
Age	George III	☐	Louis XIV	☐	Victorian	☑
Shape	rectangular	☐	square	☑	oval	☐
Pattern/Decoration	carvings	☑	emeralds	☐	paintings	☐
Colour	light brown	☐	dark brown	☑	black	☐
Origin	German	☐	French	☐	English	☑
Material	mahogany	☑	granite	☐	stone	☐
Special Characteristics	strap	☐	drawer	☑	label	☐

- Picture A is being described



Tapescript for Ex. 1 (p. 18) (to be heard twice)

"Good afternoon ladies and gentlemen and welcome to our charity auction in aid of the children's hospital.

Our first item on the stand today is a medium-sized heavy table, dating back to the Victorian period. It is square in shape with ornate carvings under each corner and on the legs. This rich dark brown table would be a classic addition to anyone's home. Made in England of the finest polished mahogany, this table also has a very handy drawer. This drawer slides under the main body of the table and could be used for storing cutlery, letters or other objects. So, there we have it. A beautiful piece, don't you agree? Let's start the bidding at £1,500. Right, thank you sir, £1,700 to you madam, £2,000, £2,300, £2,500. Are there any more offers on this superb piece? No? Well, it is going, going, gone and sold to the gentleman with the walking stick in the front row. Thank you, sir."

2

Opinion	**Size/ Weight**	**Age**	**Shape**	**Colour**	**Pattern**	**Origin**	**Material**	**Special Characteristics**
remarkable breathtaking	tiny enormous compact heavy	brand-new medieval antique	spherical rectangular oval	navy blue off-white pinkish	floral plain	Polish Finnish Oriental	platinum paper wooden steel woollen	carvings initials

3 (to be underlined)

A: dark blue, made of lambswool, fairly old, initials J.P. sewn on the lining (a letter to the lost property office of a hotel, police station, etc.)
B: fifty metres long, resembled a balloon, silver, flashing orange lights all around the bottom (news report)
C: long, steel, heavy, cold (story)
D: beautiful, antique, Chinese, finest miniature black and white pearls (catalogue/advertisement)

4 • 1. brown, paper 2. expensive, silk 3. long, dark green, French 4. soft, grey, woollen

• taken from a letter to the lost property office of a bus company, written by the owner of the items

• **2nd paragraph** - detailed descriptions of the items which have been lost
3rd paragraph - information about where and when the owner of the missing items can be contacted

5 *(T elicits/explains the meaning of each word before Ss do the matching. If Ss have difficulty describing the objects, T can read aloud the suggested descriptions, then Ss describe the objects. As an extension T can ask Ss to find pictures of objects and describe them.)*

A. leather, lightweight, rectangular, stamp in the centre, two straps, blue
B. 18-carat gold band, platinum setting, large blue sapphire, small diamonds
C. round-faced, gold, Swiss, gold and silver bracelet, date display

Suggested descriptions

A. It's a **lightweight** travel accessory. It's **rectangular** with a **stamp in the centre**. It's got **two straps**. It's **blue** and is made of **leather**.
B. This ring has got an **18-carat gold band**. It has a **platinum setting** with a **large blue sapphire**. The sapphire is surrounded by **small diamonds**.
C. It is an elegant **round-faced gold Swiss** watch. It's got a **gold and silver bracelet** and a **date display**.

6 *(T asks Ss to give the paragraph plan for each topic before he/she assigns either of the two as written HW)*

1. **Suggested Paragraph Plan**

1st Paragraph: greeting, reason for writing (to tell friend about a recently-bought item)
2nd Paragraph: detailed description of the item
3rd Paragraph: closing remarks (e.g. friend should come over soon to see the item)

(Ss can use the information given in the table of Ex. 1 p. 18 in the Student's Book and describe this item.)

2. **Suggested Paragraph Plan**

1st Paragraph: reason for writing, time/place object lost (I am writing to inquire about ...)
2nd Paragraph: detailed description of the item (plus contents)
3rd Paragraph: information about where and when you can be contacted (In the event of the luggage being found I can be contacted on ... from 6.00 to 9.00 every day.)

(Ss can use Ex. 4 p. 19 in the Student's Book as a model.)

Unit 4 - Describing Festivals/Ceremonies/Celebrations

1

Reason for celebrating:	fancy dress ☐ birthday ☑ house warming ☐
Time:	last Saturday ☑ yesterday ☐ last Sunday ☐
Guests:	20 ☐ 12 ☐ 10 ☑
Preparations:	paper plates and cups ☑ flowers ☐ plastic cutlery ☑ hats ☑ food ☑ jam tarts ☐ cake ☑ champagne ☐ balloons ☑
Actual day:	sing Happy Birthday ☑ watch videotapes ☐ play games ☑ eat and drink ☑
Feelings:	all enjoyed themselves ☑ some were bored ☐

Tapescript for Ex. 1 (p. 20) (to be heard twice)

Grandma: Kate! Look at this photograph. Sophie was so beautiful at her birthday party. What a lovely dress! Oh! I shouldn't have missed it. I just shouldn't.
Kate: Mum, that's OK. I know you wanted to be with us last Saturday but I'm sure you'll make it next year for her sixth birthday.
Grandma: That's for sure. Let me see the other photos. Nice! The children all seem to be having fun. How many actually came in the end?
Kate: Well, let me see. Bobbie and his two sisters, Sally and Mary; Steven, Sarah, Christie, David, Tom, Suzie and Jenny. All of them are Sophie's classmates except for Bobbie's sisters. Ten, all together.
Grandma: Ten five-year-olds! Looking after that many must have been hard work, not to mention the preparations.
Kate: No, not really. I had bought paper plates and cups and plastic cutlery so I didn't have to do any washing-up afterwards. I bought some adorable hats for them as well. I'd prepared all the food the day before the party, but I had the cake made by the baker round the corner. He makes the most delicious cakes in the area. The most exhausting thing was blowing up balloons and decorating the house with streamers and banners. After I had blown up thirty balloons I finally collapsed.
Grandma: I bet you did. Well, how did things go on the actual day?
Kate: It was fun! Once everybody had finally arrived, George dressed up in a clown's costume and brought in the cake. Sophie didn't realise who he was until he started singing "Happy Birthday". After the cake was cut, the kids played a few games we'd organised for them and then sat down to eat and drink, then went on playing.
Grandma: It sounds as if everybody enjoyed themselves.
Kate: Oh yes! They all had a good time, and Sophie was very pleased.

2 Topic of each paragraph

Paragraph 1: name, time, place of event, reason for occasion (Remembrance Day, Sunday closest to November 11th , Britain, to remember those who died while fighting in World Wars I and II)
Paragraph 2: preparations carried out (schools and organisations rehearse for the parades, paper poppies are sold for the public to wear)
Paragraph 3: description of the actual event (war veterans join the parades, they march or are pushed in wheelchairs, crowds cheer, remembrance service held at the Royal Albert Hall, hymns are sung, speeches are made, poppies are dropped from the ceiling onto the audience)
Paragraph 4: comments, final thoughts (important event, feelings of respect and pride)

- A national event is being described.
- Present tenses have been used because this is a description of an annual event.
- Ss answer accordingly.

(As an extension T can ask Ss to close their books and say as many words as possible related to the topic - Remembrance Day.)

3
-ful - joyful, colourful, wonderful, plentiful
-ous - joyous, glorious, marvellous, luxurious
-al - national, magical, original, traditional
-ing - exciting, entertaining, stirring, glittering, sparkling

4
1. memorial service
2. veteran
3. national anthem
4. commemorate
5. wreath
6. parade
7. 21-gun salute
8. two-minute silence
9. traditional costumes
10. medals

5 1. C 2. A 3. D 4. B

Topic of each paragraph

Paragraph 1: name, time, place, reason (Prom Night, May, hotel ballroom, celebrate the end of high school and the beginning of adulthood)
Paragraph 2: preparations (booked hotel ballroom, had tickets printed, arranged for food and refreshments to be supplied, decorated hall, dress to wear)
Paragraph 3: actual day (parents took pictures, had a delicate corsage on wrist, limo took her to the hotel, danced, ate, laughed, had fun, best friend crowned Prom Queen)
Paragraph 4: feelings (tired but happy, wonderful night)

(T points out that past tenses have been used as this is the description of an event which the writer attended.)

6 May Day
Flowers are cut to make garlands. The maypole is put up and streamers are tied to the top. Floats are decorated for the parade. Food is prepared by local bakeries for the spectators.

New Year's Eve
Party invitations are sent out and new outfits are bought. Decorations and banners are hung and food is prepared. As the clock strikes twelve, bottles of champagne are opened and a toast is made.

- Present tenses are used because each piece of writing describes an annual event.

7
a) 1. spacious 2. sparkling 3. joyful
b) 1. Blinding 2. magical 3. spellbound
c) 1. traditional 2. enthusiastic 3. dazzling

8 • 1) most spectacular/most impressive (most extraordinary, etc.)
2) grand, lively (splendid/magnificent, etc.)
3) Brightly coloured (brilliant, etc.)
4) lively (interesting, etc.)
5) huge (enormous, etc.)
6) numerous (countless, etc.)
7) most spectacular, most impressive (most amazing, etc.)
8) grand, lively, thrilling (exciting/exhilarating/amazing, etc.)

• **Paragraph plan**

Paragraph 1: name, where, when, reason for celebrating (Rio Carnival, Rio before Lent)
Paragraph 2: Preparations (costumes, bands practise music, dancers rehearse)
Paragraph 3: actual event (samba schools compete in stadium, people dance in streets)
Paragraph 4: feelings, comments, final thoughts (fun, everyone looks forward to the event)

• Present tenses have been used as this is a description of an annual event

(Suggested answer)

(The narration of the event can be assigned as written HW after T has elicited from Ss that past tenses should be used as Ss will not be describing an annual event but an event they participated in some time ago.)

Last year, my family and I went to Rio de Janeiro on holiday. We went for the last few days before the forty-day fasting period of Lent, at the end of February. It was wonderful because we were able to go to the amazing Rio Carnival which attracts holidaymakers from all over the world every year.

It was obvious that people must have been preparing for months beforehand because the costumes were beautifully designed and decorated. I'd never seen people dancing as brilliantly as the samba dancers.

The main part of the carnival took place in the Sambadrome, which is a huge, grand stadium on the outskirts of the town. We watched the vast numbers of schools competing for prizes which were awarded for the most impressive performance and costumes. Outside the stadium, we saw enthusiastic revellers all over the city dancing their way through the world's noisiest street party which lasted until the end of the carnival.

It was definitely the best holiday I've ever had and I look forward to being able to go there again when I'm older!

• It is different because this is a description of an event as you experienced it. This model uses past tenses whereas the model in the book uses present tenses.

(As an extension T asks Ss to close their books and say as many words as they can remember related to the topic - Rio Carnival.)

9 bookings dress fittings invitations **P** (commas missing)
correct **WW** (suitable)
had everything **WO** (everything had)
on **G** (in)
All we **WO** (We all)
turnt **S** (turned)
puled **S** (pulled)
smooth **G** (smoothly)
The father of Sally **G** (Sally's father)
hotly **WW** (warmly)
come **G** (came)
beside to **G** (next to/beside)
Sally **P** (Sally's)
had taken **G** (had been taken)
which it **G** (which)
a **P** (A)
drove **G** (had driven)

Topic of each paragraph

Paragraph 1: event, place, time (wedding, local church, last July)
Paragraph 2: preparations for the wedding (bookings, dress fittings, invitations, flowers and food organised, reception place found)
Paragraphs 3, 4: description of the event (bride came in a car, bride's father led her to church, bridesmaids, mother crying, reception)
Paragraph 5: feelings about the wedding (happy day)

• Past tenses have been used because the event being described was a particular one which took place before the time of writing.

(As an extension T asks Ss to close their books and say as many words as possible related to the topic - a wedding.)

10 *(T asks Ss to give the paragraph plan for each topic and justify the tenses they are going to use, then assigns any one of the topics as written HW.)*

Paragraph plan (for all four topics)

Paragraph 1: name, place, time, reason
Paragraph 2: preparations
Paragraph 3: the actual event
Paragraph 4: final thoughts and feelings

Tenses to be used

Topics 1,3: Present tenses, as these will be descriptions of festivals which the writer did not attend.
Topics 2,4: Past tenses, as Ss will describe events which they attended some time ago.

Unit 5 - Writing Instructions/Giving Directions/Describing Processes

1 1. pick up 2. insert 3. Listen 4. Dial 5. put 6. remove

Tapescript for Ex. 1 (p. 24) (to be heard twice)

A: Excuse me, could you tell me how to use this cardphone please? I've been trying to call my parents in Spain, but I can't get the phone to work.
B: Oh sure, no problem. First pick up the receiver and insert your card into the slot. See? Here, with the arrow on the left side pointing forward.
A: OK, now what?
B: Now listen for the dialling tone. Can you hear it?
A: Yes.
B: Well, now dial your number carefully. While you are talking, you can see the number of units you are using as it will show up on the digital display. After you've finished your call, put the receiver down and remove your card from the machine. It's easy, isn't it?
A: It is, indeed! Thanks.

2 1. Turn left 2. turning 3. past 4. left 5. opposite

Suggested directions to reach Jennifer's house from the bus station

Turn right when you come out of the bus station and take the first turning on your left which will take you into Briar Road. Go past the supermarket and the turning for Dover Road on your right and keep going until you get to a roundabout. Take the first turning on the right at the roundabout and you will find yourself on Grange Road, where I live. My house is on the left-hand side, opposite the church.

3 **Preparation**: 1. B 2. D 3. A 4. C

Operating Instructions: 1. B 2. E 3. G 4. C 5. A 6. F 7. D

Examples of the imperative

Preparation: fill, make sure, check, put

Operating Instructions: switch off, remove, place, close, lower, begin, remove, serve, put, wait, release, switch, put

4 **A** 1. grate, sprinkle 2. peel, boil 3. simmer 4. chop 5. beat

B 1. bake 2. Fry, sizzle 3. grill 4. Melt, blend 5. Slice 6. Stir

5
- **Sequence words**: First, Next, then, Meanwhile, After that
- **Tenses**: imperative because instructions are being given for making a dish
- Each piece of information is given in chronological order

6 **A** 1. insert 2. Enter 3. push/press 4. press/push 5. Remove 6. collect

B 1. put 2. look through 3. point 4. Hold

A. How to use a cashcard
B. How to use a video camera in order to record something

7 1. T 2. T 3. T 4. F (use of the senses makes your description more interesting) 5. F (details of the interior are necessary) 6. F (it can be written in a less formal style when the writer wants to have a persuasive effect on the reader) 7. T 8. F (we must give instructions in chronological order so they can be easily followed)

8 *(T should discuss each topic before Ss write any of the three topics.)*

Topic 1

Points to consider: The recipe is divided into two sections: ingredients and preparation. The information should be given in chronological order using sequence words. Each stage is written on a new line. Imperative is used. (Ss can use Ex. 5 p. 26 in the Student's Book as an example.)

Topic 2

Points to consider: Imperative is used. Each stage is written on a new line. Information is given in chronological order linked with sequence words.

(Suggested instructions)

Operating instructions: C.D. player

Power

First open the battery compartment on the bottom of the player and insert four standard 1.5 volt batteries. The red power indicator should then light up. Alternatively, the adaptor can be used. Connect it to the port on the left-hand side. However, when the player is not in use the adaptor should be disconnected.

Controls

The controls are on the lid of the player for ease of use. The function buttons are all soft touch. To activate one press it lightly.

Headphones

The headphones plug into the smaller of the two sockets on the right-hand side. The second is for loudspeakers. The headphone unit includes a volume control and play, stop and skip buttons which can be used instead of those on the player itself.

Operating instructions: SLR Camera

Batteries

Turn the camera upside down. The battery compartment is on the right-hand side. To open it, push the catch down and slide it to the right.
Insert the battery with its terminals facing down then close the lid.

Film

To open the camera's rear cover, slide the catch on the left-hand side down.
Insert the film cartridge on the left and pull the film out to the right until it crosses the white line.
Then shut the cover, and the film will be automatically wound on.

Lenses

To change lenses, press the black button at the base of the lens and twist the lens off clockwise. Both the camera body and the lenses have a red spot.
Align the red spot on the lens with the one on the camera body.
Insert the lens and twist anti-clockwise. The lens locks in place when the button clicks out.

Topic 3

Points to consider: T reminds Ss of expressions used to give instructions (See Ex. 2 p. 24 in the Student's Book). T also reminds Ss of how we begin/end a friendly letter (Dear + your friend's first name - Yours, + your first name) and gives Ss the following plan to use in order to write the letter.

Suggested Paragraph Plan

Paragraph 1: reason for writing
Paragraph 2: directions on how to reach the house
Paragraph 3: end the letter

Unit 6 - Narratives - Stories

1 1. B 2. E 3. C 4. A 5. D

Tapescript for Ex. 1 (p. 27) (to be heard twice)

"Don't go too far out to sea. It looks as though there might be a storm," the boat owner warned us as we set off on our fishing trip.

Rick and I were both in high spirits as we sailed away; there were a few grey clouds in the sky but we were far too excited about our trip to pay any attention.

Before long, though, we found ourselves caught in the middle of a terrible storm. Huge drops of rain lashed against the boat and the sky flashed and roared above us.

By now we were very far from the shore but we noticed a small island ahead of us. "Look, Rick!" I shouted "Head for the island." Steering frantically towards it, we suddenly heard a loud crash as the boat smashed into a sharp rock. We were thrown violently into the rolling waves and terrified, we began to swim towards the island.

We managed to reach a stretch of beach and dragged ourselves, exhausted, to the shelter of some trees. Thankfully, it was still light and the storm was beginning to die down, so we gathered driftwood and piled it up to make ourselves a fire.

As we were sitting by the crackling flames, wondering what to do next, we heard the sound of a helicopter overhead. Jumping up and waving madly we yelled, "Here we are! Help! Save us!"

Within minutes a lifeboat appeared, and as we climbed into it, relieved to be rescued but still a little shaken by our experience, we saw the concerned face of the fishing boat owner. "Welcome aboard. I'm glad you're safe – but please listen to me next time you want to go fishing!"

2 **2nd Paragraph** - development (little man gestures with battery, puzzling Scott)
3rd Paragraph - development (Scott understands and gives batteries, little man leaves)
4th Paragraph - conclusion (Scott's "dream" turns out to be true)

- The story is written in the 3rd person.
- Descriptive techniques – "ball of brilliant yellow light," "Strange little man ... with orange skin", etc.
- **Time words:** as, As soon as, after, then, Suddenly, When, Immediately, When, before, Then
- **Adjectives:** asleep, exhausted, whole, new, brilliant, yellow, bright, strange, little, tall, orange, huge, blue, frightened, friendly, miniature, untidy, puzzled, little, unusual

- **Adverbs:** tight, fast, completely, Suddenly, so, urgently, frantically, Immediately, warmly
- **Direct Speech:** "Sleep tight, Scottie", "Hello, I'm Scott. Who are you?", "What do you want?"
- The model uses a variety of adjectives and adverbs to keep the reader's interest.

3 **Beginnings** - B (sets the scene describing weather, use of descriptive adjectives and senses)

Endings - A (ends the story referring to feelings, use of descriptive adjectives, use of direct speech)

4 **Beginnings** 2. a, d, e 3. a, c, f

Endings 1. c, d 2. d, e 3. a, b, c

5 1. B - not very successful (weather/suroundings, feelings/moods)

2. C - describing weather, referring to feelings

3. A - rhetorical question/referring to feelings, rhetorical question

(Suggested answer for rewrite)

- It was such a dark night that John could hardly see his hand in front of his face. He looked at his watch "12.45". He suddenly shivered with fear.
- John eventually found the front door. He heard footsteps behind him, pulled the door open and dashed outside. What a relief it was to see a policeman standing there!

6 **A** 1. when
2. Immediately
3. As soon as
4. while
5. Meanwhile
6. At last
7. then

B 1. before
2. since
3. when
4. then
5. After
6. finally

Plot line A

2	The passengers panicked.
4	The pilot managed to control the plane.
1	The aeroplane started falling.
5	The flight continued.
3	The flight attendants calmed the passengers.

Plot line B

2	The car stopped.
5	Kevin walked away.
4	The car sank in the mud.
3	Kevin got out of the car.
1	Kevin was driving in the rain.

7 **(Suggested plot lines)**

a)
- leaving on plane for a holiday
- sudden storm/hijacking attempt
- forced landing
- long delay before rescue
- ending

b)
- visit to a castle
- strange incidents happen
- writer feels scared and leaves the castle
- ending

c)
- new job
- boss gives difficult assignment
- writer (employee) misunderstands/makes big mistake
- ending

8 **(Suggested list of events)**

- takes all his money to casino
- begins winning
- continues gambling
- loses all his money
- gets sacked

9 *(T focuses Ss' attention on the new vocabulary presented in Exs. 8, 9, 10 and 11. Ss should memorise these words. T checks in the next lesson.)*

Big: enormous, massive, gigantic, huge (large, vast, etc.)

Small: miniature, microscopic, tiny (minute, petite, etc.)

Very: absolutely, entirely, thoroughly, extremely (completely, totally, etc.)

Bad: horrible, horrifying, nasty, disgusting, terrible unpleasant (revolting, terrifying, awful, etc.)

Good/Nice: delightful, superb, terrific, wonderful, fabulous (excellent, fantastic, etc.)

(Suggested answers)

A 1. massive
2. gigantic
3. enormous
4. thoroughly
5. horrible
6. huge
7. tiny
8. huge
9. disgusting
10. absolutely

B 1. delightful
2. superb
3. tiny
4. terrific
5. absolutely
6. wonderful
7. horrible
8. extremely
9. huge
10. terrible

10
1. frantically/urgently
2. angrily/threateningly/suddenly
3. miserably
4. Suddenly
5. sarcastically
6. frantically/hurriedly/urgently/nervously
7. angrily/threateningly
8. confidently/patiently/calmly

11 **Walk/Run** - dash, stroll, wander, rush (limp, race, march)

Look - gaze, peer, peep (stare, watch)

Say - hiss, murmur, yell, sigh, mutter, moan, shriek, whisper, exclaim (shout, mumble, scream, groan, gasp)

Smile/Laugh - giggle, chuckle, grin (smirk, sneer)

(Suggested answers)

1. strolled
2. dashed/rushed
3. muttered
4. sighed
5. whispered/hissed
6. shrieked
7. gazed
8. peered
9. grinned
10. giggled/grinned

12 **(Suggested answers)**

1. grinning, strolled
2. yelled, stared, rushed, muttered, sighed

13 **1.** hooting cars - *hearing*
foul-smelling exhaust fumes - *smell*
(cut) burning - *touch*
(head) throbbing with pain - *touch*
salty taste of blood - *taste*
police car screeched - *hearing*
siren wailing - *hearing*
lights flashing - *sight*
dark doorway - *sight*

2. hot - *touch*
shady verandah - *sight*
purple mountains - *sight*
fragrant flowers - *smell*
blazed with colour - *sight*
sharply sweet lemonade - *taste*
gentle hum of crickets - *hearing*
twittering of birds - *hearing*
soft; cool breeze brushed my skin - *touch*
smell of the rich earth - *smell*
annoying buzz - *hearing*

14
1. crackle, rustle
2. howl
3. rattle
4. twinkle
5. roar
6. rumble
7. pound
8. wail
9. creak
10. crackle, flicker, roar
11. bang
12. hoot
13. flicker
14. flash

Suggested words to be used in a story entitled "A Haunted House"

leaves rustle, wind/wolf howls, chains rattle, fire roars, thunder rumbles, heart pounds, cats wail, staircase/floorboards creak, flames flicker, door bangs, owls hoot, candles flicker, lightning flashes

15 **(Suggested answer)**

- friends decide to explore old house
- full moon and bats flying
- open door into darkness and go inside
- cat runs out of another room, scaring them
- one of friends disappears
- suddenly a green-faced witch appears and shrieks; friends terrified
- friend takes off witch's mask, laughing

16 1. B 2. E 3. D 4. A 5. C

Have you ever wished that your holidays were more exciting? I certainly had **until** my experience on the first day of a photo safari holiday I took with my friend Howard last June.

The morning sun was blazing **as** we set out on our first trip into the jungle. A guide led Howard and me into what we hoped would be a day of successful photography.

We had been walking through the undergrowth **for some time when** our guide **suddenly** stopped in his tracks. Directly in front of us was a narrow valley almost hidden by creepers and leaves. "Phew! That was close," said Howard. "I suppose we'll have to turn back now."

As soon as we had started the long walk back we heard a low growling sound coming from the trees in front of us. We stood, frozen with fear. **Meanwhile**, the growls grew louder and **then** the leaves parted to reveal two very hungry-looking lions. The lions prepared to spring. **The moment** they leapt into the air we threw ourselves to the ground. The lions sailed over our heads, and plunged into the narrow valley.

As we shakily made our way back to the camp we couldn't believe what a lucky escape we had had. Howard wiped the sweat from his forehead and said, "Maybe it's time to go back to good old-fashioned beach holidays!"

17 1. G 2. B 3. D 4. I 5. F 6. A 7. H 8. C 9. E

Tapescript for Ex. 17 (p. 34) (to be heard twice)

"I hope Tony won't notice the missing money," thought Sarah as she carefully put the money in her wardrobe. It was really cold outside and the central heating wasn't on. Sarah decided to have a quick rest before she left town. She lay on her bed wrapped in a blanket. Soon she fell asleep, only to be woken up by the sound of the front door opening downstairs. Terrified, she went for

the window but before she managed to open it a man dressed entirely in black, wearing a mask and carrying a gun, entered her room. Pointing the gun at her, he ordered her to give him the money, then tied her arms behind her back and dragged her out of the house and into his car.

While he was speeding down the street he muttered, "You shouldn't have done it. Tony is very displeased with you." She said nothing but felt sweat pouring down her back. She knew she shouldn't have taken the money, however much she needed it. She had wanted to start a new life and Tony had plenty to spare. She had stupidly hoped she would have time before Tony found out, but then how could this have escaped his attention? And Tony had a certain way of treating people who betrayed him.

After an hour's drive they reached a wooded mountainside. The man parked the car in a narrow road and ordered her to get out. The snow was deep and a cold wind was howling through the trees. "Walk! Tony is waiting for you," he hissed.

Hesitantly, she started walking towards the snow-covered cabin but, thinking of what was about to happen to her, she soon collapsed onto the icy snow. The man grabbed her, flung her over his shoulder and headed for the cabin. When he reached the place, he kicked the door open, threw her on a bed and started looking for Tony, only to find that there was no one there apart from himself and Sarah. Feeling rather uneasy, he went towards the front door of the cabin. "Hands up!" a man's voice said harshly as he opened the door.

18

1. hit
2. stared
3. gasped
4. looked
5. realised
6. had made
7. had arrived
8. rushed
9. had seen/saw
10. wondered
11. pulled out
12. read
13. had explained
14. did not sleep

1. D 2. E 3. F 4. G 5. H 6. A 7. B 8. C 9. I 10. J 11. K

19

did **WW** (made)
drived **G** (drove)
hard **G/WW** (hardly)
breaks **WW** (brakes)
him **WW** (himself)
the **P** (The)
to **G** (to *omitted*)
his eyes closed **WO** (closed his eyes)
lighted **S** (lit)
nervous **G/WW** (nervously)
laying **WW** (lying)
exhausting **G/WW** (exhausted)
hello **P** (Hello)
Sory **S** (Sorry)
Its **G/P** (It's)

20

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

Start flashback narration with A or G

21

1. F (Direct speech can be used to begin a story, thus making the story more exciting.)
2. T
3. F (A combination of narrative and descriptive techniques makes the story more interesting.)
4. F (Use of the senses while setting the scene arouses the readers' interest.)
5. T
6. F (Events should be in chronological order– unless using flashback narration-- or else the story can't be followed by the reader.)
7. T
8. T

22 (Suggested plot lines)

1. apply for a job – get an appointment – go to the company premises–receptionist greets me warmly when I introduce myself – I am led to the manager's office –manager is also very friendly –secretary enters manager's office and, rather puzzled, announces another person who has got the same name as me.

2. stranger had followed Sheila to her home from her office – Sheila tried to lose him – gets back home and thinks she has lost him–doorbell rings–man at the door –introduces himself as one of her schoolmates (creating suspense and use of flash-back narration are important elements in this story)

3. Ann waits for Peter – Peter comes –Ann suggests they have a drink before going out – as she brings the drinks, she trips over the cat and spills the drinks onto Peter's trousers — Ann offers to dry trousers – accidentally leaves iron on them and they are burnt — Ann apologises — they stay in and have dinner there — she orders Chinese — as she eats the food she spills sauce on Peter's shirt — she brings a clean cloth and a bowl of water to wash the stain away – spills water onto Peter's head– Peter gets fed up and leaves

Unit 7 - Witness Statements

1 *(T can advise Ss to take notes while listening to the dialogue twice.)*

(Suggested answers)

1. At around 9.00 last night.
2. He was going home.
3. A burglar (opening a garden gate and going into the garden)
4. A long coat and a hat.
5. Through the garden towards a side window.
6. No, there wasn't. (There were no lights on in the house)
7. He broke the glass of the side window, unlocked the window and then climbed into the house.
8. He checked the house number and then ran to the nearest telephone box and called the police.
9. The police didn't manage to arrest the burglar because he had left by the time they got to the house.

- A burglary is described.

Tapescript for Ex. 1 (p.37) (to be heard twice)

Policeman: Now, can you remember what time it was, sir?
Witness: Yes. It was 9.00. I was on my way home from work when I saw a burglar open a garden gate and go into the garden.
Policeman: And where were you when you saw the burglary?
Witness: I was walking down Stamford street. When I realised what was happening, I hid behind a tree.
Policeman: Do you remember what the burglar looked like, what he was wearing?
Witness: He was rather tall and thin but I couldn't see his face as it was dark. He was wearing a long coat and a hat.
Policeman: And what exactly did you see, sir?
Witness: The burglar went through the garden towards a side window. There were no lights on in the house so I think he must have known there was no one at home. He took something out of his pocket, broke the glass, unlocked the window and climbed in.
Policeman: So what did you do then?
Witness: I checked the house number, ran to the nearest telephone box and telephoned the police. Your men arrived 10 minutes later but the burglar must have got away in the meantime.
Policeman: Thank you, sir.

2 **Paragraph 1**: time, place, people involved (Monday evening, 11.15 pm, 3rd floor of Scope Ltd, two men running)
Paragraph 2: main events (descriptions of men, pursued the men, they got in a car, drove away)
Paragraph 3: later events (bomb exploded, flames coming out of the 3rd floor windows)
Paragraph 4: final results (called the police and fire brigade)

- The witness statement is about a bomb/arson attack.
- It is written in the first person.
- **Examples of hypothesis**:

  it must have been about 11.15 pm
  they must have been professionals

3 **(Suggested answers)**

2. There were no signs of a break-in, so the back door must have been left unlocked.
   (1st is evidence, 2nd is hypothesis)
3. The kidnappers must have got scared because they let the victim go before the ransom was paid.
   (1st is hypothesis, 2nd is evidence)
4. The security guard didn't try to stop the robbery and disappeared afterwards, therefore, he must have been a member of the gang.
   (1st is evidence, 2nd is hypothesis)
5. The burglars must have been watching the house for days because they knew that the owners were away. *(1st is hypothesis, 2nd is evidence)*
6. The thief must have been a store employee because money was stolen from the hidden safe.
   (1st is hypothesis, 2nd is evidence)

4 **(Suggested answers)**

2. As soon as I turned the corner I noticed a woman running down the street. All of a sudden a policeman came out of a building and ran after her.
3. All of a sudden, the car skidded then crashed into the one in front. At the same time I heard the sound of glass breaking. Both drivers jumped out at once.
4. I smelt something burning while I was watching TV. I decided to investigate. I discovered that my oven was on fire.
5. When I saw a man with a gun I panicked and immediately started screaming for help. Then the man ran away down the street.

5 (Suggested answer)

I was driving along the B27 road on Tuesday evening at about 7.00 when I saw bright green flashing lights directly above me. My car engine suddenly stopped, so I got out at once and saw a huge, grey metal object - it must have been about 100 metres away. It could only have been a UFO. It spun around quickly and then disappeared. The whole thing must have only lasted a few minutes, but when I looked at my watch, that had stopped too. Finally, when I got back into my car, the engine started up again, so I drove back home.

6

1. speeding	4. swerved	7. passer-by
2. crashed	5. colliding	8. injured
3. direction	6. skidded	9. damaged

(T can ask Ss to close their books and say as many words as they can remember related to car accidents, then encourage Ss to use these words to describe the accident illustrated in the diagram.)

(Suggested statement)

I was just about to cross the road at the zebra crossing on East Street when a red car came speeding down the road. As I turned to watch, I saw a yellow car crossing the junction. The driver can't have had time to brake and collided with the yellow car. The lights were red so the accident was definitely the red car's fault, but I don't think anyone was injured although both cars were badly damaged.

7 *(T elicits plan from Ss. T also reminds Ss to include hypothesis and evidence in their statements.)*

Suggested paragraph plan

1. **Paragraph 1:** time, place (yesterday morning at around 10, shopping in supermarket)
   Paragraphs 2, 3: events (sb trying to steal things, bulging pockets, I called the security guard)
   Paragraph 4: result (the man was arrested)

2. **Paragraph 1:** time, place (Monday morning 8.30, Hilford Bank)
   Paragraphs 2, 3: events (I was in the queue , man pulled out a gun, asked us to lie on the floor, demanded to be given money, cashier activated alarm, police came, went after the thief)
   Paragraph 4: result (thief managed to escape)

3. **Paragraph 1:** time, place (last night, coming home from work)
   Paragraphs 2, 3: events (sb entered my neighbour's garden, I hid behind a tree, he tried to start a fire, I called the police)
   Paragraph 4: result (man was arrested)

Unit 8 - Formal and Informal Letters

Tips for Writing Letters

If you are writing to a friend of yours, or to your **brother/sister/cousin/niece**, you address him/her using **Dear** and **his/her name** (e.g. *Dear Paul*, not *Dear Friend; Dear Ann*, not *Dear Sister* or *Dear Sister Ann*). If you are writing to an **aunt/uncle of yours**, you address him/her using **Dear + kind of relation + name**, e.g. *Dear Uncle Peter*, not *Dear Uncle*. If you are writing to your **mum, dad, grandpa or grandma**, you write **Dear + kind of relation** (e.g. *Dear Mum, Dear Grandma*, not *Dear Mum Sally, Dear Grandma Susan*). In formal letters if you know the name of the recipient you sign using **Yours sincerely** and your full name. If you don't know the name of the recipient, you sign using **Yours faithfully** and your full name.

(T can make a transparency/photocopies of this table for students' reference).

Formal letter when we know the name of the recipient

3 Swan St.,
Brighton.
2nd August, 1997
(your address)

James Parry,
Personnel Manager,
Sun Company,
46 Church St.,
London.
(the recipient's address)

Dear Mr Smith,

Yours sincerely,
Claire Simmons

Formal letter when you do not know the name of the recipient

4 Maple St.,
Brighton,
England.
5th May, 1997
(your address)

The Manager,
The ABC Hotel,
12, rue des Páquis,
Geneva,
Switzerland.
(the recipient's address)

Dear Sir/Madam,

Yours faithfully,
Alison Tolley

Semi-formal letter showing respect for the recipient with whom you are on friendly terms

5 Hill St.,
Glasgow.
17th March, 1997
(your address)

Dear Mr/Mrs Smith,

Love/Regards/Best wishes/Yours,
Sue

Informal letter

37 Park Road,
Bristol.
6th November, 1997
(your address)

Dear George,

Love/Regards/Best wishes/Yours,
Molly

* Remember that it is not necessary to write addresses in the FCE Exam.

*(**Note:** T should ask Ss to memorise the Useful Language sections as they are presented in each subunit. T checks in the next lesson. T is also advised to ask Ss to underline the useful language in each model and try to replace it with other similar expressions.)*

Useful Language for Letters Asking for Advice		
	Formal	**Informal**
Opening Remarks	I am writing to ask if you could help me with / I would appreciate it if you could give me some advice about / I am writing to ask for your advice / I would be grateful if you could offer your advice / Could you possibly offer your advice/ I wonder if you could help me with a problem, etc.	I'm writing to ask for your advice / Can you give me your advice / I've got a problem and I need your advice, etc.
Closing Remarks	I would appreciate it if you could give me your advice as soon as possible / I look forward to receiving your advice / It would be of great help if you could advise me, etc.	What do you think I should do? / Please let me know what you think I should do. / Please tell me what to do, etc.

Useful Language for Letters Giving Advice		
	Formal	**Informal**
Opening Remarks	Thank you for your letter requesting / I am writing in reply to your letter asking for advice about / I hope the following advice will be of some help to you, etc.	I just got your letter and I think I can help you / I was sorry to hear about your problem. Here's what I think you should do, etc.
Suggestions	I strongly recommend that / I would suggest that / I believe the best course of action is / I would advise you to / You should / You ought to / If I were you I would, etc.	Why don't you / You should / You ought to / It would be a good idea to / What you should do is / How about / I think you should / The best advice I can give you is, etc.
Closing Remarks	I trust you will accept this advice / I hope this will be of help / I would very much like to know if this was helpful, etc.	Hope this has helped / Let me know what happens, etc.

Useful Language for Letters of Complaint		
	Mild	**Strong**
Opening Remarks	I am writing to complain about/regarding/on account of/ because of/on the subject of / I am writing to draw your attention to / I am writing to you in connection with, etc.	I was appalled at / I want to express my strong dissatisfaction with / I feel I must protest/ complain about, etc.
Closing Remarks	I hope/assume you will replace / I trust the situation will improve / I hope the matter will be resolved / I hope we can sort this matter out amicably, etc.	I insist you replace the item at once / I demand a full refund / I hope that I will not be forced to take further action, etc.

Useful Language for Letters of Apology		
	Formal	**Informal**
Opening Remarks	I am writing to apologise for / I must apologise for / Please accept my sincerest apologies for / How can I apologise enough for / I must apologise profusely for, etc.	I hope you will understand when I say that / What can I say, except I'm sorry that / I'm sorry for / I owe you an apology / I'm so sorry if I upset you in any way / I can't describe how sorry I am and how guilty I feel, etc.
Closing Remarks	Once again, sincerest apologies for / I hope you will accept my apologies / I hope my apologies will be/ are accepted, etc.	I hope you believe me when I say how sorry I am / I can't tell you how sorry I am / I beg you to forgive me for / There is no excuse for ... and I hope you'll forgive me, etc.

Useful Language for Letters of Invitation		
	Formal	**Informal**
Opening Remarks	We would be honoured if you / I cordially invite you to / Your presence would be appreciated at / You are invited to attend, etc.	I'm writing to invite you to / I'd love it if you could come to / We're organising a ... and would love it if you could come, etc.
Closing Remarks	We would be grateful if you could / Please indicate whether you will be able to attend, etc.	I hope you'll be able to make it / Hope you can come / Looking forward to seeing you then / Please let me know as soon as possible, etc.

Useful Language for Letters Accepting an Invitation		
	Formal	**Informal**
Opening Remarks	I am writing to thank you for the kind invitation / Thank you for the kind invitation which I would be honoured to accept, etc.	Thanks for the invitation to ... , ... sounds lovely / I'd love to come to ... , etc.
Closing Remarks	I look forward to seeing you / We await the event with great anticipation, etc.	See you then / We're really looking forward to it, etc.

Useful Language for Letters Refusing an Invitation		
	Formal	**Informal**
Opening Remarks	We thank you for you recent invitation to ... but / I regret to inform you that we will be unable to accept your kind invitation to ... , etc.	Thanks for the invitation, but / Thanks for inviting me to ... , but I'm afraid I can't come, etc.
Closing Remarks	I am sorry to miss the opportunity of / Thank you again for the invitation / I hope we will have the opportunity to meet, etc.	I hope we can get together some other time / I'm really sorry we'll have to miss it, etc.

Useful Language for Letters of Application (for a job)	
Opening Remarks	I am writing with regard to your advertisement / I am writing to apply for the post/job/position of/which I saw advertised in, etc.
Reference to experience	For the last/past year I have been working as ... Since/For ... / I have had experience of / Two years ago I was employed as / I worked as ... before ... , etc.
Closing Remarks	I would appreciate a reply at your earliest convenience / Please contact me regarding any queries you may have / I enclose my CV and I would be glad to attend an interview at any time convenient to you / I look forward to hearing from you in due course, etc.

Useful Language for Letters of Application (for a course)	
Opening Remarks	I would like to apply for admission to the ... beginning / I would like to be considered for, etc.
Reference to experience	I hold a certificate/degree in / I am due to take examinations in / I have taken/passed the ... examination / I hold the following qualification / I have completed the following courses/degree course / My degree is in English, etc.
Closing Remarks	I would appreciate a reply at your earliest convenience / I look forward to meeting/hearing from you / Please contact me regarding any queries you may have / I enclose further details of my education and qualifications to date / I hope that you will consider me for entry, etc.

Useful Language for Letters Requesting Information		
	Formal	**Informal**
Opening Remarks	I am writing to inquire about/in connection with, etc.	I want you to tell me / Can you let me know, etc.
To introduce first request	Could you possibly send / I would be grateful if you could / Would it be possible for you to tell/to send me / I would appreciate some information about, etc.	Can you send/tell me / I want to know, etc.
To introduce further requests	Could you also please send me / Another matter I need information on is / I would also like some information on, etc.	Can you also find out / I also want to know, etc.
Closing Remarks	I look forward to receiving / I would appreciate it if you could inform me as soon as possible, etc.	Please let me know / Send me the details / Tell me soon, etc.

Useful Language for Letters Giving Information		
	Formal	**Informal**
Opening Remarks	I am writing in reply to your letter asking for information about / I am writing to inform you about / In reply to your query, etc.	This is what I found out / Remember the information you wanted? / You wanted me to tell you a few things about, etc.
Closing Remarks	I hope that I have been of some assistance to you / Please inform me if I can be of any further assistance / I hope I have answered all your questions / Please do not hesitate to contact me if you require any further information. etc.	I hope this will help you / Let me know if you need any more help, etc.

1 a) Layouts for formal letters: A, D
Layouts for informal/friendly letters: B, E

Note: Layout C is used when writing to someone we know but whom we are not very close to. (semi-formal)

b) Layout C for a teacher
Layout B for a friend
Layout A for a company manager whose name you don't know
Layout D for a company manager whose name you know

***To the Teacher**: Tell your Ss to bear in mind that whenever writing a letter they must decide on these two points: a) who is writing the letter and b) who is going to read the letter. These two points are important for the correct planning and content of the letter.*

(Teacher is advised to use the pause button after each letter is heard)

2 Letter 1
Informal
Giving news and making an invitation
Dear Jane, It was lovely to hear from you again. - Hope to hear from you soon, Love Sally

Letter 2
Formal
Complaining about the service at a fast-food restaurant
Dear Sir/Madam, I'm writing to complain about ... - I feel very strongly that sth should be done ..., Yours faithfully, Jean Edwards (Mrs)

Letter 3
Informal
Inviting a friend to an event
Dear Mark, I'm writing to invite you ... - let me know if you can come. Best wishes, John

Letter 4

Formal

Applying for a job

Dear Mr Evans, I'm writing to apply for ... - I enclose my CV and look forward to meeting you ... Yours sincerely, Caroline Edwards (Ms)

Tapescript for Ex. 2 (p. 40) (to be heard twice)

1 Dear Jane,

It was lovely to hear from you again. I received your letter this morning, and I thought I'd write back straightaway. I've got so much to tell you; quite a lot has happened since we last met.

My new school is great and I've made a lot of friends already. The teachers are very friendly and helpful, so I don't feel at all strange or lonely here. Sometimes being the "new girl" is frightening but everyone's been so kind.

My biggest news is winning a competition. I entered one in a magazine and won a holiday for two in Venice. What are you doing in July and how's your Italian?

Let me know if you fancy a free trip to Venice. We could catch up on lost time and have a really nice holiday together.

Hope to hear from you very soon.

Love,
Sally

2 Dear Sir/Madam,

I am writing to complain about the dreadful service at the "Golden Goose" fast-food restaurant in Stone Street.

I took my two young children there last Sunday as a special treat and I was very upset by the service we received. To begin with, we waited at the counter for over fifteen minutes before our order was taken. They then gave us something completely different to what we had ordered and the assistant got very angry when I pointed this out.

When we sat down, the table was full of empty cartons and dirty plates and, again, we waited another ten minutes before someone came to clear the table.

I was very disappointed and so were my two children, who had been looking forward to their meal. I feel very strongly that something should be done to make sure that customers who are paying for a service receive a little courtesy and respect.

Yours faithfully,
Jean Edwards (Mrs)

3 Dear Mark,

I'm writing to invite you to the barbecue we're having at the rugby club next weekend.

As it's the end of the rugby season, we've decided to celebrate this year by holding a barbecue. The club's an ideal place as there's plenty of room outside and we're going to put up a tent for refreshments. This was the coach's idea – he says if it rains we can cook the barbecue in the tent!

Each club member is invited to bring a guest, and knowing how much you love barbecues, I thought I'd ask you to join us as I'm sure it will be a lot of fun. There will be music and dancing later on, too.

It starts at 7.30 on Saturday and you're welcome to spend the weekend at my place if you like.

Let me know if you can come.

Best wishes,
John

4 Dear Mr Evans,

I am writing to apply for the post of Personnel Manager as advertised in Monday's "Daily Herald".

I studied Business Management at Bracknell Polytechnic, and also have a certificate in Media Studies. I have been working as a Department Manager for a large store for the past three years, and am responsible for the general running of my department. My duties include staff training and supervision and I therefore feel that I have the experience required for the position you advertise.

Please contact me regarding any queries you may have. I enclose my CV and look forward to meeting you should you require me to attend an interview.

Yours sincerely,
Caroline Edwards (Ms)

3
1. C - formal letter expressing regret
2. F - informal letter expressing thanks
3. B - informal letter giving advice
4. A - informal letter refusing an invitation
5. E - formal letter asking for information
6. D - formal letter of application for a job
7. G - informal letter accepting an invitation
8. H - formal letter expressing congratulations

4
1. Formal - beginning - letter of invitation
2. Informal - ending - letter accepting an invitation
3. Formal - beginning - letter giving information
4. Informal - beginning - letter of invitation
5. Informal - ending - letter of apology
6. Formal - beginning - letter of complaint
7. Formal - ending - letter asking for advice
8. Informal - ending - letter giving news
9. Formal - ending - letter expressing thanks

10. Informal - beginning - letter expressing regret
11. Informal - ending - letter expressing congratulations
12. Informal - ending - letter giving advice

a. Informal (Friendly) Letters - Giving News

1 a. Because he has been extremely busy.
b. He thinks it's a really exciting place.
c. It is very hot and humid.
d. He fainted while waiting in a queue.
e. They are all very friendly and have done their best to make him feel at home.
f. No. He has more responsibilities than ever before.
g. He is happy (in his job) and enjoys the change from London.

Tapescript for Ex. 1 (p. 42) (to be heard twice)

A: Have you heard from Steve?
B: Oh yes, I got a letter from him yesterday.
A: What's he got to say?
B: Here, let me read it to you. "Dear Mark, I'm sorry it's taken me so long to write to you, but I've been extremely busy."
A: Oh, excuses, excuses.
B: "I'm beginning to settle in, which means that I've finally had a chance to explore a bit. Hong Kong is a really exciting place. Last night I went to a restaurant and tried eating with chopsticks for the first time. I think I made a fool of myself!"
A: Yes, I can imagine that. Carry on.
B: "There is a constant buzz of noise that goes on all night, which makes it difficult to get to sleep sometimes, but I'm getting used to it. The weather is very hot and humid which can be a bit unpleasant. A couple of days ago, I actually fainted while waiting in a queue. Fortunately, though, most buildings and cars are air-conditioned."
A: What else does he say?
B: Well, let me see. "My new colleagues are all very friendly and have done their best to make me feel at home. When I first arrived, I was invited to an office luncheon and was personally introduced to the whole staff. I have my own secretary, and a big private office with a spectacular view of the harbour. However, I have more responsibilities than ever before but for the time being I'm happy, and Hong Kong is a nice change from cold, gloomy London! Anyway, that's all my news for now. Drop me a line if you get the chance. I'd love to hear from you. Give everyone my regards. Best wishes, Steve."
A: Well, that's a nice letter, and I'm glad to hear he's doing so well...

2 Visitting **S** (Visiting)
was **G** (has been)
wonderfully **G** (wonderful)
like **G** (as)
have ridden **G** (rode)
also are **WO** (are also)
had **G** (have)
oportunity **S** (opportunity)
africa **P** (Africa)
excited **G** (exciting)
baloon **S** (balloon)
teams **WW** (herds/groups)
absolutely was **WO** (was absolutely)
nothing **G** (anything)
will get **G** (get)

3 1. arrived/haven't seen/have spent
2. have been / haven't had/went
3. flew/has gone/ have been/got
4. sold/haven't moved/haven't finished/started

4
1. told
2. arrived
3. learned/learnt
4. sat
5. put
6. filled
7. watched
8. kicked
9. has seen
10. has taught/teaches
11. have learnt
12. found/find
13. got up
14. fed
15. collected
16. have enjoyed
17. thought

A visit to a farm

5 I felt obliged to write to inform = *I just had to write and tell*
Please accept my sincere apologies for not writing = *Sorry for not writing*
suitable opportunity = *chance*
have become familiar = *'m getting to know*
improving considerably = *getting much better*
I hope to return = *I hope to come*
I look forward to hearing from you soon = *Please write back soon*
Yours sincerely = *Love*

6 **1. Paragraph plan**

paragraph 1: reason for writing (to say what happened last week)
paragraphs 2, 3: development (last minute meeting called - meeting was actually a surprise party - description of the party)
final paragraph: closing remarks (was surprised, grateful - hope you are well, write soon)

2. **Paragraph plan**

paragraph 1: reason for writing (to tell your news)
paragraphs 2, 3: description of the apartment/ places you have seen, weather, plans
final paragraph: closing remarks

b. Asking for/Giving Advice

(T should explain that an agony aunt is someone who answers people's letters asking for advice in a magazine/newspaper)

1 **A.** a. Auntie Barbara, an agony aunt.
b. It is informal.
c. To ask for advice.
d. Pat argues with her daughter about her friends, clothes and her going out. They can't agree on anything and now she's planning to leave home.
e. Pat begins the letter with: "Dear Auntie Barbara, Please help me." and ends with " What can I do? Yours, Pat".

Tapescript for Ex. 1A (p. 44) (to be heard twice)

A: Oh Jane, you wouldn't believe the problems I'm having with Sarah just now. Since she turned sixteen, all we do is argue.
B: Really? Well don't worry, Pat. It's just a stage she's going through.
A: Well, I even wrote to an agony aunt for advice. I didn't know what else to do.
B: Did you? What did you tell her?
A: Hold on, I've got a copy of the letter here. "Dear Auntie Barbara, Please help me. My sixteen-year-old daughter and I can't agree on anything. We argue about her friends, her clothes, her going out. Now she's refusing to speak to me. She goes to her father if she needs permission to do something and he usually says yes to anything she wants, which makes me look like the bad one. Now she's threatening to leave home. What can I do? Yours, Pat." That's it. I'm waiting for the reply now.
B: Well, I hope she can help you. I hate to see you all upset like this...

B. a. To give advice.
b. To talk to her daughter about her own teenage years and to explain to her husband that it is important for him to support her.
c. The letter begins "Dear Pat, I'm sorry to hear ..." and ends "I hope this letter will help you ... Best of luck, Auntie Barbara".
d. It is informal.

Tapescript for Ex. 1B (p. 44) (to be heard twice)

Dear Pat,

I'm sorry to hear you're having problems but I'd like to reassure you by telling you that most parents I know go through what you're experiencing.

If I were you, I would find a way of relating to her. How about sharing some of your own teenage problems with her and letting her know that she's not alone in the way she feels right now?

Why don't you speak to your husband too, and explain to him that it's important he supports you in what you're trying to do?

I hope this letter will help you. The relationship between mother and daughter is very special, but it does need a lot of work on both sides.

Best of luck,
Auntie Barbara

2 The first plan (asking for advice) was used for the first letter (Pat's letter) whereas the second plan (giving advice) was used for the second letter (Auntie Barbara's letter)

3 • Model A is a formal letter giving advice and Model B is an informal letter giving advice.

• **Model A**

paragraph 1: thanking for letter/expressing understanding
paragraph 2: suggestions and reasons (list of careers, see a careers officer, write to universities asking for prospectuses)
paragraph 3: closing remarks

Model B

paragraph 1: thanks for letter - express understanding
paragraph 2: suggestions and reasons (choose diet and stick to it - eat plenty of fruit and vegetables - exercise)
paragraph 3: suggestions and reasons (join basketball team - give yourself little rewards)
paragraph 4: closing remarks

• **(Suggested answers)**

Model A

Many thanks for your letter requesting ...
I believe the best course of action would be to ...
I would also strongly recommend that you ...
I would advise you to ...
I hope this will be of help.

Model B

I just got your letter and I think I can give you some advice ...
Here's what I think you should do ....
Why don't you ...
You should ...
How about joining ...
Let me know what happens.

4 (Suggested answers)

1. You should buy travellers cheques instead of taking cash. Also, make sure someone knows where you're planning to be so they can get in touch with you, etc.
2. You should be very polite, because people with good manners always impress my parents. Also, it would be a good idea to dress smartly, etc.
3. I would suggest that you make sure the boss knows when you've done a good job on something. You ought to start putting in a few extra hours to show that you are willing to work hard, etc.
4. I strongly recommend that you reduce your consumption of meat, because it is high in cholesterol. You ought to start eating more fresh vegetables, etc.
5. If I were you, I'd get the car checked out by a mechanic before buying it, to make sure that the engine is OK. Also, you should ask to take a test drive to see what it's like to drive, etc.

5 1. Paragraph plan

paragraph 1: reason for writing (ask advice)
paragraph 2: description of problem (want to go on a holiday but your parents won't let you go)
final paragraph: closing remarks (write back soon with advice)

2. Paragraph plan

paragraph 1: express sympathy (sorry you failed your A-levels)
paragraph 2: suggestion and reason (get some qualifications, find a better job in future)
paragraph 3: suggestion and reason (see a careers advisor to help you choose a course)
final paragraph: closing remarks (will do everything to help)

3. Paragraph plan

paragraph 1: reason for writing (asking for advice)
paragraph 2: description of problem (mum treats me like a young child - complains about not spending time at home - not interested in my life - criticises my clothes
paragraph 3: closing remarks (how can I be friends with my mother)

c. Letters of Complaint

1 a. hotel, guest
b. crowded, quiet
c. long, ten-minute

The client complained about the hotel, the crowded resort and the fact that the beach was far away from the hotel. She asked for a full refund.

Tapescript for Ex. 1 (p. 46) (to be heard twice)

A: Good morning Janice. Has the post arrived yet?
B: Er... yes Mr Greenway, it has, but ...
A: Ah, good. Let's have a look then. "Dear Mr Greenway, I want to express my extreme dissatisfaction with the Caribbean holiday I booked with your agency. I just got back and I have to say it was the worst holiday I have ever had. To begin with I found myself staying in a huge multi-storey hotel although I had been told that I would be staying in a family-run guest house. What is more, the resort was crowded with tourists but I had been told that it was quiet and unspoilt. Finally, I had to take a long bus ride every day to get to the beach. However, the brochure said that the beach was only a ten-minute walk away. I demand that I should be given a full refund, or I will be forced to take legal action. Mrs Joy Brown." Oh dear. Don't tell me that the other letters are also going to be from angry customers?
B: I'm afraid they are, sir ...

2 (Suggested answers)

1. e My 2-year-old daughter cut herself on the toy **even though** you claim it is safe for children over 18 months.
2. g We were told there would be a 20% discount if we ordered before June. **Nevertheless**, when we received the bill we realised we had been charged the full price.
3. d The top rack of the dishwasher has broken **in spite of the fact that** I have only used it three times.
4. b I informed you of my change of business address **but** you still keep delivering equipment to the wrong address.
5. a I received a letter saying my licence has expired **although** I sent you a cheque to renew it a month ago.
6. f The shirt's bright red collar has turned pink, **despite the fact that** the label states that it can be washed at high temperatures without the colours fading.
7. c I booked a room with a private bathroom. **However**, I had to share a bathroom with other guests.

3 • **paragraph 1**: reason for writing
paragraph 2: complaint 1 with justification (not seated until 9.00, although we had booked a table for 8.30)
paragraph 3: complaint 2 with justification (wrong starters brought though order repeated twice)
paragraph 4: complaint 3 with justification (chocolate gateau was stale although menu claimed desserts were freshly prepared that day)
paragraph 5: closing remarks

• It is a strong letter of complaint.

• **Complaints**

weren't seated until 9 o'clock
waiter brought wrong starters
chocolate gateau was stale

Justification

had booked a table for 8.30
had repeated order to check the waiter had heard correctly
menu claimed all desserts were freshly prepared that day

4 for **G** (about)
who **G** (which)
took **WW** (purchased/bought)
properly it worked **WO** (it worked properly)
come **G** (came)
Also **WW/G** (However)
it **G** (there)
while **WW** (during)
have taken **G** (took)
tryed **S** (tried)
hit **S** (heat)
i **P** (I)
wrong **WW** (faulty)
will resolve **G** (will be resolved)
faithfuly **S** (faithfully
nancy **P** (Nancy)

5 Dear Mr Haynes,

I am writing to complain about the two Alsatian dogs that you own.

Although I have repeatedly asked you to prevent the dogs from leaving your garden, you have failed to do so. As a result, my front lawn has been dug up twice over the past three days.

Furthermore, their continual barking is extremely disruptive, both to local residents and myself.

Finally, I feel that these dogs have a tendency to be aggressive, as I have told you in the past. Nevertheless, they are allowed to roam the streets of our neighbourhood, which I consider unacceptable.

I hope that, having made my feelings clear to you, this matter can be resolved.

Yours sincerely,
William Penton

• This letter is a rather strong letter of complaint, and it is obvious that the writer is very annoyed about his neighbour's dogs. (e.g. I consider unacceptable ... hope, having made my feelings clear ... matter can be resoived)

6 1. Although 2. Furthermore 3. However

The language is mild. (e.g. I am writing to complain ..., I feel disappointed ... hope that steps will be taken ..., trust this matter will receive immediate attention)

7 **1. Paragraph Plan**

(T can ask Ss to include the points from the lead-in table using their own words.)

paragraph 1: reason for writing (complain about the holiday)
paragraph 2: complaint 1 with justification (huge multi-storey hotel instead of family-run guest house)
paragraph 3: complaint 2 with justification (resort crowded with tourists although it was supposed to be quiet and unspoilt)
paragraph 4: complaint 3 with justification (beach an hour's bus ride away although it was supposed to be near the hotel)
final paragraph: closing remarks (demand a full refund)

2. Paragraph plan

paragraph 1: reason for writing (complain about cassette player)
paragraphs 2, 3: complaint with justification (rewind button broken, damages cassettes, sound unclear)
final paragraph: closing remarks (demand replacement)

d. Letters of Apology

1 a. Because he didn't turn up for his date with Julie yesterday and wants to apologise.
b. He was about to leave his house when he got a phone call from his Aunt Tina saying that his grandmother had fallen and hurt her leg. Dave had to drive her to the hospital as she had no other way of getting there. It all happened so quickly that he didn't have time to phone Julie.
c. "Please forgive me and have lunch with me tonight
Love, Dave"
d. Informal

Tapescript for Ex. 1 (p. 49) (to be heard twice)

A: What's wrong Julie?
B: Oh it's Dave. I'm really fed up with him.
A: Why? What happened?
B: Well, we'd arranged to meet outside the cinema at 8 last night but he didn't show up. I stood there for an hour!

Delivery boy: Miss Julie Gall?
B: Yes.
Delivery boy: These flowers are for you.
B: Oh, thanks.
A: What a beautiful bouquet! Who are they from?
B: Let's see... There's a letter attached...
"Dear Julie,

I'm writing to say how sorry I am for not turning up yesterday. Please give me a chance to explain and apologise.

I was just about to leave my house last night when I got a phone call from my Aunt Tina. It turned out that my grandmother had fallen and hurt her leg and I had to drive her to the hospital as she had no other way of getting there. It all happened so quickly that I didn't have time to phone you.

Please forgive me and have dinner with me tonight.

Love, Dave"

A: Well, that explains everything.
B: Yes, maybe I should give him a call.

2 Dear Mrs Brown,

On behalf of Sunrise Travel, please accept my sincere apologies for your dissatisfaction with your Caribbean holiday in February.

Due to a computer error we were forced to change your accommodation at the last minute to what we had been led to believe was a hotel of equally high standard. Sadly, it was not until later that we discovered the hotel in question did not meet the requirements demanded of Sunrise Travel accommodation.

As a long established travel company, we are well aware of the upset that can be caused by problems experienced while on holiday. For this reason we would like to offer you a weekend for two in Paris at a top-class hotel as compensation.

Once again, our sincerest apologies for the inconvenience caused. We look forward to hearing from you.

Yours sincerely,
John Greenway

a. To apologise for the inconvenience caused to Mrs Brown during her holiday.

b. The company was forced to change its accommodation at the last minute due to a computer error.

c. Mrs Brown is offered a weekend for two in Paris as compensation.

d. formal. (e.g. on behalf of ... , due to ... , we look forward to hearing ...)

e. **Paragraph 1**: reason for writing (apologise for inconvenience caused)
Paragraph 2: reason for inconvenience caused (computer error, accommodation changed)
Paragraph 3: promise to make up for inconvenience caused (offer weekend for two in Paris)
Paragraph 4: closing remarks

3 Letter A

1. to apologise
2. disgraceful conduct
3. I realise
4. resolve the matter
5. Due to my absence
6. However
7. severely reprimanded
8. rest assured
9. this incident
10. deter you

Letter B

1. to say how sorry I am
2. bad behaviour
3. I know
4. sort out the problem
5. Because I wasn't there
6. but
7. properly told off
8. be sure
9. what happened
10. put you off

a. Letter A is formal, letter B is informal

b. Letter A is written by the manager of a shop to apologise for a shop assistant's rude behaviour. Letter B is written by one friend, Joanne, to another, Belinda, to apologise for her son's bad behaviour.

c. The final paragraph in Letter A expresses the shop manager's hope that the customer will go on using the store and he offers a complimentary gift in order to make up for the inconvenience caused. The final paragraph in Letter B expresses Joanne's hope that her friend will not be put off going round to their house and she invites her to dinner to make up for the problem.

d. Mr Johnson wrote a letter to Mr Brown complaining about a shop assistant's rude behaviour towards him. Belinda wrote a letter to Joanne to complain about her son's behaviour.

e. **(Suggested answers)**

Letter A

i) Please accept my sincerest apologies for ... / I must apologise for ... ,
ii) I hope you will accept my apologies and that this incident ... , etc.

Letter B

i) I'm sorry for ... / I owe you an apology for ...
ii) I hope you believe me when I say how sorry I am about what happened ... , etc.

4 1. Paragraph plan

para 1: reason for writing (apologise for not being able to work)
para 2: explanation (family crisis)
final para: express regret/desire to make up for situation (extremely sorry, will work next weekend)

2. **Paragraph plan**

Paragraph 1: reason for writing (apologise for sth that happened while staying in cottage)
Paragraph 2: explanation (phone rang suddenly, red wine spilled on carpet)
final paragraph: express desire to make up for situation (will have rug cleaned and will pay for it)

e. Letters of Invitation

1 a. The letter has been written to invite a couple to a Christmas party.
b. "Dear John and Ann ...", "Love, Judy and Richard" / with an introduction and a salutation
c. informal (it is sent to friends)

Tapescript for Ex. 1 (p. 51) (to be heard twice)

A: Look, we got a letter from Richard and Judy.
B: What does it say?
A: "Dear John and Ann, I'm writing to invite you to our Christmas party on December 18th. We're planning to have cocktails at about 8.30 and then at 10.00 a pre-Christmas dinner. I hope that you'll both be able to come. It should be great fun. Looking forward to seeing you. Love, Judy and Richard." Oh! We haven't seen them in ages!
B: Yes, it sounds like fun. I can't wait to see them again.
A: Now what am I going to wear...?

2 • Ann and David are going to read this letter. They are Bill and Laura's friends.
• It is informal.

• **Paragraph 1**: salutation, invitation to house-warming party
Paragraph 2: description of new house (semi-detached, 3 small but cosy bedrooms, small back garden, huge kitchen, big living room, terrace)
Paragraph 3: directions to house
Paragraph 4: closing remarks (We hope you'll be able to make it. Looking forward to seeing you then)

• **Opening Remarks**: We're writing to invite you to...

Closing Remarks: We hope you'll be able to make it...

Replace with:

We're happy to invite you to/We're organising a/ We'd love it if you could come to...
Hope you can come/Hope to see you then/Let us know if you can make it...

3 a. Model A is a letter accepting an invitation. Model B is a letter refusing an invitation

b. They are both informal.

c. **Model A**

Paragraph 1: thanks for invitation
Paragraph 2: acceptance of invitation
Paragraph 3: offering help
Paragraph 4: asking if they can bring their daughter
Paragraph 5: closing remarks

Model B

Paragraph 1: thanks for invitation
Paragraph 2: refusal of invitation, giving reasons (John's mother's birthday on the same day)
Paragraph 3: future plans (party on New Year's Eve)
Paragraph 4: closing remarks

Opening Remarks
A: Thanks for your invitation
B: The Christmas party you invited us to sounds lovely.

Closing Remarks
A: Thanks again and see you on the 18th.
B: Thanks for the invitation, and hope the party goes well.

Replace with:
A: Many thanks for the invitation
B: Thank you for the kind invitation
A: Looking forward to seeing you on
B: I'm really sorry we'll have to miss it

4 Go straight along, roundabout, turn left, turn right, T-junction, one-way street, zebra/pedestrian crossing, traffic lights

5 1. c (formal, accepting an invitation)
2. e (informal, asking for information)
3. a (informal, giving information)
4. f (formal, apology)
5. d (informal, asking for advice)
6. g (formal, congratulations)
7. b (formal, giving advice)

6 1. **Paragraph plan (informal style)**

Paragraph 1: thanks for invitation
Paragraphs 2, 3: development (Debbie is excited, looking forward to seeing everyone, will be sure to bring some CDs)
final paragraph: closing remarks (let me know if you need anything, see you on Friday)

2. **Paragraph plan (formal style)**

Paragraph 1: thanks for invitation
Paragraphs 2, 3: refusal with reason (will be out of the country due to business matters - can't reschedule, best wishes for the day)
final paragraph: closing remarks (apologise for not being able to attend celebration)

f. Letters of Application

1

Job advertised	full-time sales assistant	☑
	part-time sales assistant	☐
Applicant's qualifications and training	two A levels in art and maths	☐
	two A levels in maths and geography	☑
Applicant's experience	six months / local corner shop	☑
	six months / central coffee shop	☐
Applicant's qualities and skills	responsible and trustworthy	☑
	decisive and energetic	☐
Applicant's additional information and reference	enclosed CV / available for interview	☑
	enclosed a photo / available for interview	☐

Tapescript for Ex. 1 (p. 54)(to be heard twice)

A: Listen to this ad Laura — What do you think? "Full-time sales assistant required for high street department store."
B: That sounds good.
A: I think I'll apply. Pass me some paper, will you? Now, "Hello, I would like the job as..."
B: You don't start a letter of application like that. Let me show you. "Dear Sir/Madam, I am writing in response to your advertisement in today's "Manchester Guardian" for a full-time sales assistant."
A: Great, what shall I write next?
B: Well, you should tell them about any relevant qualifications and training that you have.
A: How about this, "I have two A levels in maths and geography. For the last six months I have worked as a Saturday sales assistant in my local corner shop."
B: Yes that's fine. Now, you should say something about your qualities and skills.
A: Hmm... How about "I am a very responsible and trustworthy employee as my present boss entrusts me with the task of closing the shop and depositing the day's money in the safe."?
B: Yes, that sounds really good! Now write a few things to end the letter.
A: Like this? "I have enclosed my CV which lists my educational background and work experience. I am available for an interview at your earliest convenience. Yours faithfully, Jane Burrows."
B: That's perfect, Jane!
A: Great. Thanks a lot, Laura. I'll go and type it up and get a copy of my CV to send them.

(Suggested answer)

The girl applying for the job has included details about her qualifications, saying that she has two A levels in maths and geography and also about her previous experience - six months as a Saturday sales assistant in her local corner shop. She is also responsible and trustworthy as she was entrusted with closing the shop and depositing the money in the safe. She has enclosed her CV with the letter and said that she is available if they wish to interview her. The letter is formal.

2 place **WW** (position/post)
advertising **G** (advertised)
year **G** (years)
liverpool **P** (Liverpool)
at **G** (in)
worked **WW** (employed / **G** (working)
highfield **P** (Highfield)
was **G** (have been)
wasted **WW** (spent)
interested extremely **WO** (extremely interested)
fuly **S** (fully)
the all **WO** (all the)
atend **S** (attend)
hear **G** (hearing)

Paragraph plan

paragraph 1: reason for writing (applying for a teaching post)
paragraph 2: qualifications (degree in Sports Science/ teaching assistant in a PE department/two years as a swimming coach)
paragraph 3: qualities and skills (patient/encouraging)
paragraph 4: closing remarks (available for an interview)

3 Information in CV that has not been included in the letter: Date of Birth, education from 1985-1992, GCSE qualifications, interests and references

Opening remarks: I am writing with regard to your advertisement for ...

Closing remarks: I would appreciate a reply at your earliest convenience.

4 • **(Suggested answers)**

Teacher: patient, alert, open-minded, dedicated, organised, approachable, understanding, calm, imaginative, creative, knowledgeable, kind, confident, good communication skills, sense of humour, polite, conscientious, tolerant
Pharmacist: alert, skilful, dedicated, organised, logical, able to cope in a crisis, able to work under pressure, polite, conscientious
Doctor: patient, alert, skilful, dedicated, organised, approachable, understanding, calm, knowledgeable, kind, able to cope in a crisis, good communication skills, able to work under pressure, polite, conscientious
Reporter: patient, alert, open-minded, approachable, calm, imaginative, knowledgeable, confident, able to cope in a crisis, good communication skills, able to work under pressure
Waitress: patient, alert, organised, approachable, calm, kind, able to cope in a crisis, good communication skills, able to work under pressure, sense of humour, conscientious
Computer programmer: patient, skilful, organised, logical, knowledgeable, able to work under pressure, conscientious
Chef: alert, skilful, dedicated, imaginative, creative, knowledgeable, able to cope in a crisis, able to work under pressure, conscientious
Nurse: patient, alert, skilful, dedicated, organised, approachable, understanding, calm, knowledgeable, kind, able to cope in a crisis, able to work under pressure, polite, conscientious

• **(Suggested answers)**

Teacher:

A teacher has to be **open-minded** as he/she has to be able to accept the ideas of his/her pupils.

Pharmacist:

A pharmacist must be **conscientious** since any carelessness could cost someone's life.
A pharmacist has to be **knowledgeable** in order to prevent wrong combinations of drugs being taken.

Doctor:

A doctor has to be **understanding** in order to sympathise with his/her patients' problems.
Doctors should be **able to cope in a crisis** because they often have to deal with emergencies.

Reporter:

A reporter has to be **confident** in order to appear calm in front of the cameras.
Reporters must have **good communication skills** in order to get their ideas across.
A reporter should be **able to work under pressure** as events have to be reported very quickly.

Waitress:

A waitress should be **polite** because customers expect to be treated well.
A waitress has to be **alert** in order to notice and satisfy her customer's needs.

Computer programmer:

A computer programmer should be **skilful** because he has to work with complex programmes.
Computer programmers must be **logical** because they deal with facts and figures.

Chef:

A chef should be **creative** in order to be able to create new dishes.
A chef must be **able to work under pressure** as meals have to be prepared very quickly.
A chef should be **organised** or mistakes will be made in the kitchen.

Nurse:

A nurse should be **kind** in order to comfort patients when they are not feeling well.
A nurse should be **alert** because he/she should be able to deal with emergencies.

5 **Useful expressions:** I am writing to apply for - *I would like to be considered for*, I have completed a Bachelor's degree - *I hold a degree in*, I look forward to receiving your response in the near future - *I would appreciate a reply at your earliest convenience*

• **paragraph 1**: reason for writing (apply for a place on the Archaeology MA course)
paragraph 2: qualifications (BA in Archaeology at Drakeham University, pupil at Berkeley Comprehensive, 9 GCSEs, 3 A levels)
paragraph 3: work experience and reason for applying for the course (2 years working as assistant archaeologist)
paragraph 4: closing remarks (enclose CV, ask for a reply)

• The letter is an application to an educational course. It is formal in style.

6 **1. Paragraph plan**

paragraph 1: reason for writing (apply for the history degree course)
paragraphs 2, 3: qualifications, reasons for wanting to take the course (City University, degree in Combined Sciences, experience: have worked in a lab)
final paragraph: closing remarks (do not hesitate to contact me, etc.)

2. **Paragraph plan**

paragraph 1: reason for writing (applying for position of lifeguard)
paragraph 2: qualifications, experience (studied sports science, have worked as a lifeguard and swimming instructor)
paragraph 3: qualities/skills (calm, orderly, hold medals)
final paragraph: closing remarks (look forward to hearing from you)

Unit 9 - Transactional Letters

Students are asked to write a transactional letter in Paper 2, Part 1 in the FCE examination.

1 • **Model A** is good because the formal style and language are appropriate for this type of letter; each point is clearly set out in a new paragraph; all the information given in the rubric has been included in the writer's own words.

• **Model B** is bad because the informal style is inappropriate for this kind of letter; each paragraph deals with several points instead of just one; not all the information in the rubric has been included (e.g. breed, specific aspects it needs training in, cost), and the wording has not been changed (when exactly do classes begin and end?).

2 • All the points have been covered.
• It is an informal letter asking for information.

• **Suggested expressions to replace those in the letter**: Can you let me know ... I'd like to know ... Can you also find out what ... , Please send me the details soon.

3 **Key words asking for information:** "I would also like to know ...", "Could you also tell me ..."
All information is given.

Paragraph plan:

para 1: reason for writing (to give information)
para 2: duration of camp, what staff are required to do, payment
para 3: details of accommodation
para 4: details of working hours - day off
para 5: closing remarks

4

Sunnysands Hotel

Come and stay at our glorious hotel, situated right on the sea front!

- tennis courts, swimming pool and gym facilities
- beautiful rooms with gorgeous sea views
- wonderful cuisine
- downstairs bar open until 2 am
- friendly staff

Our two-week package includes:
Transport to and from the airport, accommodation, buffet breakfast, and three-course evening meal.

not a nice view - looking out onto the filthy rubbish bins at the back of the hotel

tasteless food, slow service

open until 6 am, noisy

bus didn't come on time to take us to the hotel

Complaints:

1 - advertisement said that transport is provided to and from the airport but bus did not come on time
2 - advertisement said that rooms had sea view, but room looked out on rubbish bins at back of hotel
3 - food was tasteless even though advertisement mentioned "wonderful cuisine", and service was slow
4 - bar closed at 6 am instead of 2 am and kept us awake every night
5 - swimming pool was closed throughout our stay

It is a strong letter of complaint. (e.g. I am writing to express my strong dissatisfaction, ... we should be fully compensated)

5 (Suggested answer)

Dear Sir/Madam,

I am writing to complain about an intensive language course that I recently took at the Castile Spanish School.

I was provided with accommodation with a Spanish family, but was rather upset by the fact that they were very unfriendly. I did not feel at all welcome in their home. Furthermore, your advertisement claimed that the tutors on the course were highly experienced, but my tutor had never taught before.

Finally, although a visit to the city museum was included in the price I paid, the trip was cancelled. What is more, the cost of the trip was not refunded, which I find unacceptable.

I was extremely disappointed by this course, and therefore strongly feel that my money should be refunded in full. I hope this matter will receive your immediate attention.

Yours faithfully,
Simon Watkins

6 a. Less formal (contracted types, colloquial English)

b. Model A - it is written in a formal style which does not match the style of the advertisement. The information given is irrelevant to the advertisement. The writer sounds arrogant (e.g. I trust meals, I am highly qualified for ...) Writer does not ask for the working hours; instead, he asks about free days and the pay.

c. **paragraph 1:** reason for writing (saw advertisement, interested in waitressing job)
paragraph 2: brief description of oneself (18 years old, looking for summer job)
paragraph 3: mention of past experience and relevant qualities (has worked in coffee bar, doesn't mind hard work, learns quickly)
paragraph 4: questions about job (pay, how many hours, any days off, meals provided)
paragraph 5: closing remarks (I look forward to hearing from you soon)

- **Expressions which show style of language used**

Advertisement: Need a summer job?, We're looking for lively ..., Drop in or drop us a line if you'd like to earn some extra cash ...

Model B: I'm very interested ..., I'm eighteen years old and I'm planning ..., ... so I'm looking ..., I don't mind hard work ..., I've got a few questions, though, ..., Could you also tell me ..., I'm looking forward to hearing from you soon. (the writer uses contracted types and colloquial English since this letter should be less formal as the advertisement is less formal. Note that the writer addresses the recipient in a formal style. He also signs off using Yours sincerely and his full name which is formal style.)

7 Saturdays - what hours?
one evening per week - which evening?
Pay - how much exactly - I have no previous experience

- **Style of the letter:** formal because the advertisement is formal in style.

Suggested Paragraph plan

paragraph 1: reason for writing (applying for job as assistant)
paragraph 2: qualifications, experience (interested in music, no previous experience)
paragraph 3: questions (hours, weekday evening)
final paragraph: closing remarks (enclosed copy of CV, available for interview, look forward to hearing from you)

(Suggested answer)

Dear Mr Jeffreys,

I am writing to apply for the job as part-time assistant in your store, which was advertised in yesterday's *Music Express.*

I am a twenty-one year old student and am very interested in all types of music, which is what attracts me to a job in a record shop. I do not, however, have any previous experience of working in a shop. Would this be a problem, and will it affect the amount I will be paid?

I would be very grateful if you could also tell me what hours I will be required to work on Saturdays, and whether I can choose which weekday evening I work.

I enclose a copy of my CV and qualifications to date and am available for interview at your earliest convenience. I look forward to hearing from you.

Yours sincerely,
John Harns

8 Suggested Paragraph plan

paragraph 1: reason for writing (organising a re-union)
paragraph 2: inviting (dinner, the Queen's Hotel, 12th September, 8.00 pm)
paragraph 3: giving directions (turn left at roundabout, etc.)
final paragraph: closing remarks (looking forward to seeing you, etc.)

(Suggested answer)

Dear Tommy and Paul,

As you know, I've been trying for some time to organise a reunion for everyone who left St Paul's High School in 1986.

I have now managed to get hold of all our classmates and have booked a black-tie dinner at the Queen's Hotel on Saturday 12th September at 8.00pm.

In case you don't remember Dewbury very well, since I know that a lot of you have moved away, I'm including directions to the Queen's Hotel from our old school. I'm sure nobody's forgotten where that is! Starting from St Paul's, follow Bedford Road until you get to the roundabout. At the roundabout, turn left into Market Road and go straight ahead until you get to the junction with Winton Street. Cross over Winton Street, turn left and you'll see the Queen's Hotel directly in front of you.

I hope that you're all able to find it, and I'm looking forward to seeing you - ten years is a long time!

Best wishes,
Barbara Hitchcock

9 **1.** Letter giving news, informal.

Suggested plan

paragraph 1: reason for writing (to tell friend about unpleasant experience)
paragraphs 2, 3: description of experience in detail (met friendly man on train, chatted for a while, fell asleep and woke up later to find wallet, passport etc gone)
paragraph 4: feelings (very upset, won't trust anyone again, will think twice about going abroad alone next time)

Suggested language

a) **to start:** How are you? You'll never guess what happened to me ...

b) **to end:** Anyway, write back soon and let me know how you are ...

2. Narrative - descriptive letter giving news, informal.

Suggested plan

paragraph 1: give reason for writing (to tell friend about party you recently went to)
paragraphs 2, 3: description of party and interesting person you met there (very crowded, loud music etc met famous pianist from London)
paragraph 4: feelings (very interesting, will never forget her etc)

Suggested language

a) **to start:** I'm writing to tell you about a party I went to last week ..

b) **to end:** I'll definitely never forget her, that's for sure! See you soon ...

3. Letter of request, informal.

Suggested plan

paragraph 1: give reason for writing (have left driving licence at home, want brother to send it)
paragraphs 2, 3: explanation of why it is needed and where it is (want to hire car, licence is in drawer of dressing table in bedroom)
paragraph 4: request that he send it as soon as possible

Suggested language

a) **to start:** I'm writing to ask you to do me a favour ...

b) **to end:** I really need it, so please send it to me as soon as you can ...

4. Letter expressing regret and requesting sth, formal.

Suggested plan

paragraph 1: give reason for writing (to say that will be leaving job at end of July)
paragraph 2: explanation (mother is sick, have to move to Eastbourne to be close to her)
paragraph 3: request for reference and regret expressed

Suggested language

a) **to start:** I am sorry to inform you that I intend to leave the company at the end of July this year ...

b) **to end:** Once again, I would like to say how sorry I am that I have to leave ...

5. Letter giving news and advice, informal.

Suggested plan

paragraph 1: give reason for writing (sorry to say that burglars have broken into house)
paragraph 2: give explanation of what happened (last night burglars broke in through back door, stole valuables, TV and video)
paragraph 3: give advice (as soon as they return: install new burglar alarm, notify insurance company. Offer to take care of things until they return)
paragraph 4: closing remarks

Suggested language

a) **to start:** I'm sorry to say that I've got some bad news for you ...
b) **to end:** Again, if there's anything I can do to help ...

6. Letter of complaint, formal.

Suggested plan

paragraph 1: give reason for writing (had meal last Saturday at restaurant, food was good but service bad)
paragraph 2: describe in detail reason for complaint (rude waiter, had to wait half an hour for food)
paragraph 3: second part of complaint (waiter was dissatisfied with the tip)
paragraph 4: say what action should be taken (want refund and apology)

Suggested language

a) **to start:** I am writing to complain about a meal ...
b) **to end:** I must demand an apology for the way I was treated ...

7. Letter of invitation, informal.

Suggested plan

paragraph 1: give reason for writing (to invite to 21st birthday party)
paragraph 2: details of event (will be held at Grand Hotel at 8.30 pm on 26th October)
paragraph 3: closing remarks (hope you will be able to come. Please let me know as soon as possible)

Suggested language

a) **to start:** (I'm writing to invite you to my 21st birthday party ...
b) **to end:** Anyway, I'm really looking forward to seeing you there, hope you'll be able to come ...

8. Letter requesting sth and giving information, formal.

Suggested plan

paragraph 1: give reason for writing (was awarded certificate for computer skills but have lost it - need a copy)
paragraphs 2, 3: detailed information about certificate (was awarded in 1993 for computer proficiency course at Masfield Centre)
paragraph 4: closing remarks (thank in advance, apologise for any inconvenience)

Suggested language

a) **to start:** I am writing to ask your help as I have lost a certificate which ...
b) **to end:** I hope that you will be able to help me ...

10
1. F (letters can be formal, informal or less formal depending who the recipient is)
2. T
3. T
4. T
5. F (mild language can also be used)
6. F (explanations and reasons are important)
7. T
8. T
9. F (the reason for your refusing an invitation should be stated)
10. F (they can respond to letters, invitations, etc.)
11. F (they can be of any style)
12. T

Study Check 1

A

1. Describing festivals/ceremonies/celebrations
2. **Paragraph 1:** set the scene (name, time, place of event, reason(s) for celebrating)
   Paragraph 2: preparations (decorations, rehearsals, etc.)
   Paragraph 3: description of actual event (costumes, food, activities, etc.)
   Final Paragraph: feelings, comments, final thoughts
3. I would begin the composition by setting the scene.
4. I would use past tenses because I attended the festival in the past.
5. I would use narrative techniques and a variety of descriptive adjectives to set the scene and describe atmosphere.
6. I would end the description by giving my feelings, comments and final thoughts. (enjoyed it a lot, it was fun)

B

1. Describing People
2. **Paragraph 1:** names of the people/time you met/saw them
   Paragraph 2: physical appearance (of both)
   Paragraph 3: personality with descriptive examples (of both)
   Paragraph 4: hobbies & interests, activities (of both)
   Final paragraph: comments and feelings about them
3. Present tenses because they are often seen.
4. Yes, narration could be used to make the composition more interesting. (e.g. mannerism)
5. Narration, examples of mannerisms, and a variety of adjectives would make the description more interesting.

C

1. Decide on the story's plot, before starting to write.
2. Past Perfect to talk about events which happened before the main event(s), Past Continuous to set the scene, and Past Simple to describe the main event(s).
3. To begin the story I would use one of the following techniques: use the senses, direct speech, a rhetorical question, create mystery/suspense, refer to feelings/moods. To end the story I would use one of the following techniques: use direct speech, refer to feelings/moods, describe people's reactions, create mystery/suspense, ask a rhetorical question.
4. To make the story more interesting I would use a variety of adjectives, adverbs and verbs.

D

1. Letter of complaint (formal)
2. **Paragraph 1:** reason(s) for writing
   Paragraphs 2, 3: complaints and reasons (each complaint and reason should be mentioned in a separate paragraph)
   Final paragraph: closing remarks
3. **Opening remarks:** I am writing to complain about ...
   Closing remarks: I hope the matter will receive your immediate attention ...
4. I would support my complaints with reasons.
5. In spite of/Despite the fact that ..., although/even though, but, nevertheless/however, moreover, furthermore, in addition, etc.

E

1. Informal, friendly letter giving news
2. **Paragraph 1**: introduction
   Paragraph 2: description of self (age, height, build, physical appearance)
   Paragraph 3: hobbies/interests, ambitions
   Paragraph 4: ask for information on pen-friend's country
   Final paragraph: closing remarks
3. **Opening remarks:** How are you? My name's ... and I live in ...
   Closing remarks: Take care, write back soon ...

F

1. Transactional letter asking for information
2. **Paragraph 1:** reason(s) for writing
   Paragraphs 2, 3: development (information you want to be sent: discount, facilities ...)
   Final paragraph: closing remarks
3. You should include all the factual information given in the rubric, using your own words and make sure that each paragraph deals with one topic.
4. **Opening remarks:** I am writing to inquire about ...
   Closing remarks: I look forward to receiving details on ...

Unit 10 - "For and Against" Essays

(**Note:** T should advise his/her Ss to obtain a dictionary of quotations, e.g. *The MacMillan Dictionary of Contemporary Quotations* by Jonathon Green or any other book of quotations available)

1 (Suggested answer)

Advantages: quiet, houses are cheaper, safer for children, less pollution

Disadvantages: no cinema or shops nearby, friends live far away, takes a long time to get to school

2. A no shops nearby ☑
B no hospitals nearby
C no noise from traffic ☑
D lower house prices
E safe place to bring up children ☑
F far away from friends
G long car journeys to school ☑
H healthy environment ☑

Advantages: C, E, H

Disadvantages: A, G

(Note that D is also an advantage although not mentioned in the transcript. B and F are disadvantages although not mentioned in the transcript.)

Tapescript for Ex. 2 (p. 64) (to be heard twice)

A: Hello Shirin. I haven't seen you for ages! How are you?

B: Oh, I've been really busy. We've just moved house, you know. We've bought a lovely little cottage just outside Worthing. Actually, I've only come into town to do my weekly shopping. Now that I haven't got the supermarket just down the road I have to do all my shopping in one go.

A: That must be a bit of a nuisance. Don't you miss the convenience of having all these facilities nearby?

B: No, not really. I can't tell you what a relief it is not having the constant noise of traffic outside the house. Our new house seems so quiet now!

A: And I suppose you're relieved that you don't have to worry about the children playing in the streets any more.

B: Oh yes, that's a huge weight off our minds. The only problem is that it now takes forty-five minutes to drive them to school every morning — I seem to spend most of my time in the car! Oh well, I suppose you can't have everything. At least they're growing up in a healthy environment.

A: Yes, living here in town, I've actually forgotten what fresh air is!

3 *(T should ask his/her Ss to memorise Linking Words/Phrases section on p. 64 in the Student's Book. T checks in the next lesson.)*

(Suggested answers)

1. ... very economical. (also: in addition to being, not to mention the fact that it is, etc.)
2. ... it can be an advantage when looking for a job. (Furthermore: Moreover, Also, What is more, etc.)
3. ... it can also be difficult at times. (Although: Even though, Despite the fact that, etc.)
4. ... it also means that you are responsible if things go wrong. (However: On the other hand, Nevertheless, etc.)
5. ... it is very good for your health generally. (What is more: Also, Moreover, Apart from this, etc.)
6. ... in most cases it is unnecessary. (not to mention the fact that: Apart from this, In addition to this, etc.)
7. ... the accommodation provided is not always very comfortable. (On the other hand: However, Despite this, etc.)
8. ... can also be pleasant, as you can do what you want in your home. (While: In spite of the fact that, Although, etc.)
9. ... it can be very expensive. (In addition: Also, Furthermore, etc.)
10. ... it is not good for children to watch too much every day. (Nevertheless: However, On the other hand, etc.)

4 1, 2, 5: writer's opinion

3, 4, 6: balanced consideration

- As an extension T can do a brainstorming activity. T divides the class in two groups. One group has to suggest advantages for each of the four topics of Ex. 4, the other group has to suggest disadvantages for the same topic. T writes Ss' points for and against on the board, then invites Ss to link each advantage with a disadvantage using appropriate linking words (on the other hand, however, while, despite, even though etc.)

Suggested points for and against

1. **points for:** emotional security, share everyday problems, share expenses
   points against: limited personal freedom (compromises have to be made), put up with annoying habits
2. **points for:** cheap, closer to nature, chance to socialise with people
   points against: lack of facilities, one has to do things on one's own (e.g. put up a tent), not comfortable/convenient, needs good planning

3. **points for:** better medical care, protection from extinction, lots of food, protection from hunters
points against: animals live in an unnatural environment - limited space for them - dependent on humans for survival - no freedom - loneliness/boredom

4. **points for:** save lots of storage space - work is done faster - individuals can concentrate on more productive/creative activities
points against: many jobs have been lost - health problems

5. **points for:** fun - lots of activities - no boredom - excitement - experience new things - lots of action
points against: tiring, risky, no rest, expensive (e.g. equipment)

6. **points for:** good companions, protection from burglars (e.g. dogs), children learn to care for living things and be responsible
points against: expensive to keep, noisy, need space, tie the owner down (he/she can't go away without first making provisions for their pet)

5 *(T is advised to draw the diagram below on the board and elicit ideas from Ss; then Ss, looking at their notes, prepare their talk. Ss can look at their notes while delivering their speech.)*

Living in the country

Advantages	**Disadvantages**
no traffic noise	no hospitals nearby
lower house prices	no shops, cinemas, etc.
safer for children	long car journeys to school
healthy environment	far away from friends

(Suggested answer)

... One advantage of living in the country is that it is a safe place for children to play and grow up in. What is more, house prices are lower and there is also far less noise from traffic.

On the other hand, car journeys to work and school are much longer than they are in towns. A further disadvantage is that there are no shops or cinemas nearby, so life can be rather boring.

All things considered, although life in the country can be pleasant, not everyone is suited for it. It is up to the individual to decide whether the advantages outweigh the disadvantages.

6 *(Before Ss read the model, T gets them to suggest various points for or against and writes them on the board. Ss then, read the model and check if their points are mentioned in the model.)*

Beginnings:
a) makes reference to a strange scene
b) rhetorical question
c) addresses the reader directly

Endings:
a) quotation
b) gives the reader something to consider
c) states a personal opinion

(Suggested answers)

One of the main advantages of = One point of view in favour of; **Moreover** = What is more; **In addition** = Furthermore; **Finally** = Last but not least; **On the other hand** = However; **What is more** = Apart from this

(As an extension, T can ask Ss to write beginnings and endings for the topic "Discuss the advantages and disadvantages of living in the country", using the techniques given on p. 66.)

(Suggested Beginnings)

1. Can you imagine yourself living in the heart of the country woken up every morning by birds singing happily? Many people choose this way of life and there are both advantages and disadvantages to it.
(addresses reader directly)

2. Desmond Morris, the British anthropologist, once said, "The city is not a concrete jungle. It is the human zoo." This may be one reason why some people choose to live in the country.
(quotation)

3. Isn't it strange how being in the country relaxes us? Because of this, many people decide to live there permanently. There are both advantages and disadvantages to this way of life.
(rhetorical question)

4. Living miles away from your nearest neighbour, with only animals for company, may sound like heaven. It could also be your idea of a nightmare.
(strange scene or situation)

(Suggested Endings)

1. All in all, country life is not everyone's cup of tea. However, in my opinion, leading a calmer and less stressful way of life is more advantageous to a person's well-being than living in the city.
(giving opinion)
2. In conclusion, where we choose to live is a very personal decision. As musician, Frank Zappa, once said, "Everyone has the right to be comfortable on his own terms."
(quotation)

3. To sum up, there are obviously many hardships to country life, but perhaps the challenge could make many of us more self-reliant and ultimately better people.
   (something to consider)
4. In conclusion, living in the country sounds idyllic, doesn't it? However, it is not for everyone and there are many who would not leave the convenience and bright lights of the city.
   (rhetorical quotation)

7 (Suggested answers)

DO's

- **well-developed paragraphs** - Model A, e.g. second paragraph
- **justification of arguments** - Model A, e.g. This can give you a great sense ... without interference from anyone else.
- **linking words/phrases** - Model A, e.g. What is more, Finally, Moreover
- **quotations** - Model A, e.g. "If you don't drive your business ..."
- **generalisations** - Model A, e.g. 3rd paragraph 2nd sentence
- **reference to specific statistics** - Model A, e.g. ... a 1996 government study found that over a quarter of businesses ... within the first two years.
- **opinion only in the last paragraph** - Model A, e.g. ... it seems to me ...

DON'Ts

- **informal style (short forms)** - Model B, e.g. you're, it's, they've, don't
- **one sentence paragraphs** - Model B, e.g. In my opinion, self-employment has various advantages ...
- **overgeneralisations** - Model B, e.g. Everyone wants to have their own business ...
- **personal examples** - Model B, e.g. ... my uncle has opened his own shop.
- **opinion in the first paragraph** - Model B, e.g. in my opinion ...
- **blind use of statistics** - Model B, e.g. Statistics show that ...

Model A is a good model

Paragraph Plan

Paragraph 1: state topic (for and against being your own boss)
Paragraph 2: arguments for (self-reliant, working day planned for your convenience, credit is given to you only)
Paragraph 3: arguments against (work long hours and sacrifice personal life, new businesses are in danger of failing)
Final paragraph: opinion (can be gratifying but can also be difficult)

- A successful argumentative/discursive essay should be written in a **formal style**, **have well-developed paragraphs** and include **justification of arguments**, **linking words**, **quotations**, **generalisations**, **and reference to specific statistics**. The writer's opinion should only be included in the last paragraph. It should not be written in an informal style and should not include one-sentence paragraphs, overgeneralisations, personal examples or blind use of statistics.

8 1. b 2. c 3. d 4. a

Arguments 2 and 4 are in favour of using mobile phones.

Arguments 1 and 3 are against using mobile phones.

9 1. b 2. d 3. a 4. c

(Note: Use of quotations adds to an essay. The following quotations can be used as reference. T can select from these the ones he/she feels would be of use to Ss and dictate them to Ss.)

Useful Quotations

History

GAETON PICON - French writer
It is not history that makes judgements, but judgements that make history.

STEPHEN SPENDER - British poet
History is the ship carrying living memories to the future.

CHARLES WOLF JR - American businessman
Those who don't study the past will repeat its errors; those who do study it will find other ways to err.

The future

ERICH FROMM - American psychologist
The danger of the past was that men became slaves. The danger of the future is that men may become robots.

SOMERSET MAUGHAM - British writer
It is bad enough to know the past; it would be intolerable to know the future.

JACOBO TIMERMAN - Argentine journalist
One point has already been proved. Everything that happened once can happen again.

Life

JORGE LUIS BORGES - Argentine writer
Nothing is built on stone; all is built on sand, but we must build as if the sand were stone.

NIKITA KHRUSCHEV - Russian leader
Life is short. Live it up.

Friends

MARLENE DIETRICH - German film star
It's the friends you can call up at 4 a.m. that matter.

NORMAN DOUGLAS - British author
To find a friend one must close one eye; to keep him - two.

SPIKE MILLIGAN
Money couldn't buy friends but you got a better class of enemy.

Love

H.L. MENCKEN - American essayist
Love is the triumph of imagination over intelligence.

PETER USTINOV - British wit and actor
Love is an act of endless forgiveness, a tender look which becomes a habit.

MAE WEST - American film star
Just a little more loving and a lot less fighting and the world would be all right.

Technology

PAUL EHRLICH - American scientist
To err is human but to really foul things up requires a computer.

ALDOUS HUXLEY - British writer
Technological progress has merely provided us with more efficient means for going backwards.

CLIVE JAMES - Australian critic
It is only when they go wrong that machines remind you how powerful they are.

STAFFORD BEER - British scientist
If it works, it's out of date.

B.F. SKINNER - American sociologist
The real problem is not whether machines think, but whether men do.

Fashion

EDITH SITWELL - British poet
Why not be oneself? That is the whole secret of a successful appearance. If one is a greyhound, why try to look like a Pekingese?

COCO CHANEL - French couturière
Fashion is made to become unfashionable.

CALVIN KLEIN - American couturier
The best thing is to look natural, but it takes make-up to look natural.

Education

WILL DURANT - American historian
Education is a progressive discovery of our own ignorance.

B.F. SKINNER - American behaviourist
Education is what survives when what has been learnt has been forgotten.

Advertising

JERRY DELLA FEMINA - American advertising executive
Everyone has a button. If enough people have the same button you have a successful ad and a successful product.

NORMAN DOUGLAS - British author
You can tell the ideals of a nation by its advertisements.

STEPHEN LEACOCK - British humorist
Advertising may be described as the science of arresting the human intelligence long enough to get money from it.

MARSHALL McLUHAN - Canadian academic
Advertising is the greatest art form of the twentieth century.

GEORGE SANTAYANA - American philosopher
Advertising is the modern substitute for argument; its function is to make the worse appear the better.

EDGAR A SHOAFF
Advertising is the art of making whole lies out of half truths.

BILL BERNBACH - American advertising executive
Advertising isn't a science. It's persuasion. And persuasion is an art.

Television

FRED ALLEN - American wit
Television is a device that permits people who haven't anything to do to watch people who can't do anything.

EDWARD GUTHMAN
Thirty seconds on the evening news is worth a front page headline in every newspaper in the world.

FRANK LLOYD WRIGHT - American architect
Television is chewing gum for the eyes.

Success

INGRID BENGIS - American feminist
The real trap of fame is its irresistibility.

IRVING BERLIN - American composer
The toughest thing about success is that you've got to keep on being a success.

ELIAS CANETTI - Bulgarian writer
Success listens only to applause. To all else it is deaf.

COCO CHANEL - French couturière
That's what fame is – solitude.

ALBERT EINSTEIN - German physicist
Try not to become a man of success but rather try to become a man of value.

Animals

GEORGE ORWELL - British essayist
All animals are equal, but some are more equal than others.

GEORGE BERNARD SHAW - Irish writer
When a man wants to murder a tiger he calls it sport; when a tiger wants to murder him he calls it ferocity.

Happiness

INGRID BERGMAN - Swedish film actress
Happiness is good health and a bad memory.

DALE CARNEGIE - American self-help evangelist
Act as if you were already happy and that will tend to make you happy.

RABBI HYMAN SCHACHTEL - American clergyman
Happiness is not having what you want, but wanting what you have.

ARNOLD LOBEL - American writer
All the miles of a hard road are worth a moment of true happiness.

CHANNING POLLOCK - American actress
Happiness is a way station between too little and too much.

Music

LEONARD BERNSTEIN - American conductor
Music ... can name the unnamable and communicate the unknowable.

YEHUDI MENUHIN - American musician
Music creates order out of chaos.

ODETTA - American folk singer
Music is a medicine that's pleasant to take.

Film

ROBERT ALTMAN - American film director
Film making is really a chance to live many lifetimes.

GILBERT SELDES - American critic
The movie is the imagination of mankind in action.

ORSON WELLES - American film director
The cinema has no boundaries. It is a ribbon of dream.

Theatre

ANTONIN ARTAUD - French playwright
The theatre is in reality the genesis of creation. It will be done.

BERTOLT BRECHT - German playwright
A theatre that can't be laughed in is a theatre to be laughed at.

Science

PIERRE LECOMTE DE NOUY - French scientist
The point of science is to foresee, and not, as has often been said, to understand.

DEREK PRICE - British scientist
Science is not just the fruit of the tree of knowledge, it is the tree itself.

MAGNUS PYKE - British scientist
Science gives us knowledge of our environment. It sets the scene in which we act.

BERTRAND RUSSELL - British philosopher
What science cannot tell us, mankind cannot know.

Nature

LIONEL TIGER & ROBIN FOX - British anthropologists
In the eyes of Nature we are just another species in trouble.

Language

SAMUEL BECKETT - Irish author
Words are all we have.

JEAN-PAUL SARTRE - French philosopher
Words are loaded pistols.

LUDWIG WITTGENSTEIN - German philosopher
Whereof one cannot speak, thereof must one be silent.

The limits of my language mean the limits of my world.

Health

ARNOLD H. GLASGOW - American academic
Your body is the baggage you much carry through life. The more excess baggage, the shorter the trip.

RICHIE ALLEN - American baseball player
Your body is just like a bar of soap. It gradually wears down, from repeated use.

Sport

BEN JIPCHO - Kenyan runner
Running for money doesn't make you run fast. It makes you run first.

RICHARD MEADE - British showjumper
In sport you either get tremendous fulfilment or tremendous disappointment. Nothing else in life is so cut and dried.

Food

MIKE HARDING - British comedian
Food is a dangerous article. Too much food makes you fat, too little food makes you dead.

JOHN GUNTHER - American journalist
All happiness depends on a leisurely breakfast.

Business

B.C. FORBES - American publisher
If you don't drive your business you will be driven out of business.

DAVID SARNOFF - American businessman
Competition brings out the best in products and the worst in people.

Money

RICHARD NEY - American writer
Money is a sixth sense which makes it possible for us to enjoy the other five.

MICHAEL PHILIPS - American economist
Money will come when you are doing the right thing.

NEIL SIMON - American playwright
Money brings some happiness. But after a certain point it just brings more money.

Crime

EARL OF ARRAN - British journalist
It's not the people in prison who worry me. It's the people who aren't.

10 1. c 2. b 3. d 4. a

11 *(Before Ss write these essays, T elicits from Ss points for and against and writes them on the board, then Ss give the paragraph plan.)*

1. **Paragraph Plan**

Paragraph 1: Introduction - state topic (for and against owning a mobile phone)
Paragraph 2: Advantages and reasons (e.g. convenient, can be contacted at any time)
Paragraph 3: Disadvantages and reasons (e.g. annoying, expensive, reduces concentration while driving)
Paragraph 4: Conclusion - balanced consideration

2. **Paragraph Plan**

Paragraph 1: Introduction - state topic (for and against living in the country)
Paragraph 2: Advantages and reasons (e.g. healthy surroundings, no pollution, no traffic noise, less crime)
Paragraph 3: Disadvantages and reasons (e.g. few shops, takes a long time to reach hospitals)
Paragraph 4: Conclusion - balanced consideration

12 **Paragraph 1:** Introduction - states topic (advantages and disadvantages of keeping pets)
Paragraph 2: Advantages (good companions, they offer security, they can help teach young children to care for living things)
Paragraph 3: Disadvantages (they are expensive, they need a lot of care, they tie you down)
Paragraph 4: Conclusion (buying a pet should be carefully planned but can be a rewarding experience)

- It begins with an introduction which poses a rhetorical question. It ends with a conclusion giving a balanced consideration on the topic.

- **(Suggested answers)**

1. To begin/start with, First of all, etc.
2. Furthermore, Moreover, etc.
3. On the other hand, etc.
4. also
5. What is more, Furthermore, In addition to this, Finally, Last but not least, etc.
6. To sum up, In conclusion, All things considered

- **Advantages:** pets offer companionship, they give you a sense of security, they help teach children to be responsible and to care for living things

- **Disadvantages:** pets are expensive, they require a lot of care and attention, they tie you down

13 **For :** 1, 3, 5
Against: 2, 4

(Suggested answers)

Other advantages - central heating
- fairly inexpensive (as far as rent is concerned)

Other disadvantages - hard to find a parking space if you own a car

(T elicits paragraph plan from Ss before Ss write their essay.)

Paragraph Plan

Paragraph 1: Introduction - state topic (living in a block of flats)
Paragraph 2: Advantages (e.g. always someone nearby, low maintenance costs, public transport is easily accessible)
Paragraph 3: Disadvantages (e.g. bothersome neighbours, no garden for children, limited parking)
Paragraph 4: balanced consideration/opinion

(Suggested answer)

Have you ever wished that the teenager next door wouldn't play his music so loudly or that your neighbours didn't argue at one o'clock in the morning? If you live in a block of flats, the chances are that you have. Nevertheless, living in a block of flats is not always as bad as it may seem.

One major advantage of living in a flat is that you feel secure knowing that there is always somebody nearby to help you in an emergency or watch your flat while you are away. As well as this, flats have very low maintenance costs. For example, with only a balcony, there is no lawn to cut, bushes to trim or leaves to rake. What is more, flats are usually located closer to the city centre and public transport is easily accessible. For those who work in the city centre, living in a flat is a sensible decision.

On the other hand, living in a flat certainly has some disadvantages. Those helpful neighbours may also be extremely noisy and bothersome. This can make life extremely unpleasant, particularly if your sleep is constantly interrupted. Not having a backyard or garden can prove to be a disadvantage for a family with small children. Also, living in a neighbourhood crowded with blocks of flats means that parking is limited and finding a space for your car could take a considerable amount of time.

Taking everything into account, whether living in a flat has more advantages or disadvantages depends upon the individual. For some people it may be an unpleasant experience, while for others it may be ideal. As the saying goes, "What is one man's meat is another man's poison."

14 *(T elicits points for and against from Ss and writes them on the board, then Ss write their essays as HW.)*

(Suggested answers)

For: entertaining, relaxing, educational, cheap form of entertainment, convenient (it's always there, ready to switch on)

Against: too much violence/horror, etc., bad for your eyesight, people don't talk to each other so much, more interesting things could be done instead, it's easy to get addicted to it, it's unhealthy - people don't get enough exercise when they watch TV

(Suggested answer)

Almost everyone owns a television these days and watches it regularly. However, there are many arguments for and against this form of entertainment.

To begin with, television can be very educational as well as entertaining. There is usually a whole range of interesting documentaries to watch which bring sights and sounds into your home that you would not otherwise have the opportunity to experience. What is more, it is very relaxing to sit in the comfort of your own home and be entertained without having to worry about getting dressed up and spending a lot of money to have a good time.

On the other hand, there is often not much censorship of television. Because of this, programmes containing violence, horror and other unsuitable viewing material can be broadcast and watched by your children without your knowledge. Also, watching television encourages people to be lazy and not to communicate with each other.

All things considered, television is something that can be enjoyed by all. However, we must decide what is worth viewing and what is not.

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

- Sentences E, B, D, G - Advantages
- Sentences A, F, H, C - Disadvantages

(Suggested beginning and ending)

- Package holidays are a popular way to travel these days. There are many disadvantages as well as advantages to this form of travel.
- To sum up, package holidays seem to be a cheap and popular way to travel. However, one must be prepared for a slightly poorer quality of holiday and perhaps less freedom than one would like.

16 (Suggested answer)

People who are famous are usually financially secure. **Moreover**, they are often given free designer clothes, cars and jewellery by manufacturers who receive free advertising when these items are worn or used. **In addition to this**, they receive first-class service wherever they go, **not to mention the fact that** they have the power to influence other people and are even role models to many. They **also** have domestic help and employ staff to take care of their business. **Last but not least**, they are confident and secure as they are successful professionals.

However, they seldom have privacy and often have to go out in public in a disguise so that they will not be recognised. **In addition to this**, many people take advantage of them and they often lead lonely lives as they never know who their real friends are. **Also**, many suffer nervous strain because of stress. **Furthermore**, some live in fear of being or having members of their family kidnapped. **Finally**, people expect them to look glamorous and happy at all times, which is hard for celebrities to do.

17 *(T elicits points for and against from Ss and writes them on the board. Ss then listen to the cassette and check if they have guessed correctly.)*

(Suggested points)

For: comfortable, convenient, always sure of a seat, more reliable
Against: traffic jams, hard to find a parking space, expensive, fear of having one's vehicle damaged

Tapescript for Ex. 17 (p. 70) (to be heard twice)

A: Sorry I'm late again. That bus is never on time.
B: Well, why don't you use your car? Then you wouldn't have to rely on public transport.
A: Oh no, I couldn't stand sitting in traffic jams every day. It's too stressful!
B: But you sit in them on the bus anyway. At least in your car you'd be more comfortable and it's much more convenient to just hop into the car in the morning and not stand waiting at a cold bus stop.
A: Maybe so, but parking is another nightmare in the city. The time I'd save waiting for the bus I'd lose trying to find a parking space.
B: Oh come on, it's not that difficult to park around here. Another good thing about the car is that you are always sure of a seat. It's a nightmare standing up on a crowded bus on a long journey.
A: I know, but I don't know if I can afford to run my car every day. It is expensive, you know.
B: Well, I think it's worth the expense. Think how much money you spend on bus tickets anyway ...

(Suggested answer)

Going to work by car, while favoured by some, can be more trouble than it is worth for others. Outlined below are some of the advantages and disadvantages.

To begin with, travelling by car saves having to rely on public transport and means not having to wait around for buses and trains when the weather is bad. Also, it is much more comfortable and you are always sure of a seat, while often on public transport the buses and trains are so cramped and uncomfortable that you are likely to spend the whole journey standing up.

On the other hand, going to work by car every day can be expensive as it costs a lot of money to keep a car on the road. In addition, you can waste a lot of time looking for somewhere to park. Another disadvantage is getting stuck in traffic jams; not only is this stressful, it is also time-consuming.

To sum up, while many people regard travelling by car to be more stressful and expensive than it is worth, there are those who prefer to travel comfortably to work without the trouble of having to wait for buses and trains.

Unit 11 - Opinion Essays

(T elicits good and bad points from Ss and writes them on the board. At this stage it is important that T asks Ss to give a reason for each viewpoint stated, thus preparing them to write an opinion essay.)

1 (Suggested points)

Good points:

- valuable: enables communication
- necessary: quick way of obtaining information

Bad points:

- people need to be careful - some information not suitable for children
- makes you unsociable - endless hours spent in front of screens, etc.

2 A 2 B 3 C 1

Paul and Joe speak in favour of using the Internet whereas Julie speaks against it.

Tapescript for Ex. 2 (p. 71) (to be heard twice)

Teacher: Today we're going to discuss the Internet. Now, I know a few of you are already connected to it through your computers at home. Paul, what do you think about it?
Paul: Well, **the way I see it**, it's a great way of communicating. You can talk with people from all over the world. I've had conversations with people in America, Australia - loads of different places.
Teacher: Yes - that must be very interesting. And what about you, Julie? Have you used the Internet?
Julie: A couple of times - and **in my opinion** people should be more careful about how they use it! Some of the information you can access is not at all suitable - especially for children. People are allowed to put whatever they like on the Internet and **I don't think** that's right.
Teacher: A very good point, Julie. Joe, what about you? What's your opinion?
Joe: Well **in my view** it's a great way of getting information. I mean it saves time going to libraries and so on ... and it's almost as fast to send a message on the Internet as it is to use the phone, but it's much cheaper so people are bound to use it.
Teacher: That's right, Joe. Now, next week the college is going to get hooked up to the Internet, so we'll all have a chance to have a go on it ...

3 • **Paragraph 1:** Introduction (role of examinations needs to be re-considered)
Paragraph 2: Viewpoint 1 and reason (exams do not test knowledge - results are influenced by people's physical condition on particular day)
Paragraph 3: Viewpoint 2 and reason (exam system unfair - people can copy)
Paragraph 4: Opposing viewpoint and reason (exams are considered to be the most efficient way of comparing the abilities of a group of people but this is not what education should be)
Paragraph 5: Conclusion (exam system should be changed)

- **Useful Language and similar words/phrases**

  In my view - *In my opinion*
  In the first place - *To begin with*
  In addition - *What is more*
  Furthermore - *Apart from this*
  Also - *Besides*
  It is argued that - *As opposed to the above ideas*
  In conclusion - *To sum up*

  (T is advised to ask Ss to memorise the Useful Language section as shown on p. 71 in the Student's Book. T checks in the next lesson.)

- **(Suggested ways of beginning the essay)**

  (T is advised to remind Ss of techniques used to start an argumentative essay as shown on p. 66 in the Student's book. T should also point out that the beginnings should include the writer's opinion.)

  The British poet, W.H. Auden, once said that "the aim of education is to induce the largest amount of neurosis that the individual can bear without cracking." It is highly possible that the poet had exams in mind when he uttered these words as many students suffer extreme anxiety when faced with the prospect of exams. In my opinion, far too much emphasis is placed on examinations today.

  Sleepless nights, cold sweats and headaches; these are just three of the symptoms experienced every year by thousands of students suffering from 'exam pressure'. In my opinion, far too much emphasis is placed on examinations by educational authorities today.

4 *(T is advised to ask Ss to give their opinions on cars and provide reasons as well. Then, Ss do the exercise.)*

- **(Suggested answer)**

  I don't think cars are the greatest danger to human life. In my opinion, nuclear weapons, guns and wars pose a much greater threat to mankind.

- 1. c 2. a 3. d 4. b

- **Suggested Beginnings**

  - When asked about the safety of cars, most people think about traffic accidents. But have you ever thought about the dangers cars pose to the environment?
  - Every day, hundreds of people are killed in traffic accidents. The automobile can be a very dangerous machine. Yet, there are certain steps people can take to reduce the risk of car travel.

- **Suggested Endings**

  - Cars therefore, are not one of the most serious threats to human life - the drivers are.
  - Cars may be a serious threat to human life. However, how many drivers would be willing to abandon this convenience, which is now no longer a luxury but a necessity for most?

- **Suggested composition**

  "*Cars are the greatest danger to human life today*"

  In my view the invention of the motor car has caused nothing but problems; from pollution to accidents and deaths. There are various facts and figures that support this opinion.

  In the first place, cars contribute greatly to air pollution. The poisonous gases emitted by car exhausts are dangerous to our health and can make cities very unpleasant places to live in.

  In addition to this, cars nowadays can travel at high speeds and as a result people are tempted to drive faster. This causes more traffic accidents and thousands of people die each year from reckless driving and speeding vehicles.

  On the other hand, it is argued that the car is something that we cannot live without. Its comfort and convenience are hard to beat and these days most families own at least one car.

  All things considered, I believe that the motor car does endanger our lives in many ways. Only if action is taken to reduce the risks, will it become a safer and healthier form of transport.

5 • **(Suggested answer)**

  I agree that people spend too much time and money on fashion. The way someone dresses shouldn't be the most important thing in life. It's also a waste of money as fashion changes so quickly.

- **Paragraph plan**

  Paragraph 1: Introduction [state the topic and give opinion (not necessary to be a slave to fashion to look smart)]
  Paragraph 2: Viewpoint 1 and reason (it is expensive to follow fashion - people get into debt trying to keep up)
  Paragraph 3: Viewpoint 2 and reason (fashion followers give up their individuality for the sake of fashion - this gives wrong impression)
  Paragraph 4: Opposing viewpoint and reason (dressing fashionably gives the correct image for jobs - people who work with the public)
  Conclusion: Re-state opinion (it is better to wear clothes which reflect one's personality rather than become a fashion slave)

- **Suggested linking words**

  In my opinion - *The way I see it*
  To start with - *Firstly*
  In addition to this - *What is more*
  On the other hand - *However*
  To conclude - *To sum up*

- **Reasons given for each viewpoint**
  (to be underlined)

  Paragraph 2: can be extremely expensive, risk of getting into debt
  Paragraph 3: choose clothes which suit neither their figure nor their personalities
  Paragraph 4: create the correct image for their careers, reflect the image of their company
  Quotation: "Fashion is made to become unfashionable."

- **Technique used to begin:** reference is made to a scene

- **Techniques used to end:** quotation - rhetorical question

6 *(To the Teacher: Explain to the Ss that this topic requires the use of Future Tenses. T also points out that the essay begins by addressing the reader.)*

- paragraphs 2-3 state the writer's opinion

  paragraph 4 gives the other side of the argument

- Future tenses are used because the writer is talking about the future.

- **Topic sentences**

  - In the first place, there will be many improvements in the field of medicine.
  - Also, new technological breakthroughs will make our lives easier.
  - On the other hand, there are those who believe that life in the future will not be so trouble-free.

(As an extension T can ask Ss to underline the linking words and try to replace them with other similar words/ phrases.)

In my opinion - I believe
In the first place - To begin with
Therefore - In this way
Also - In addition
On the other hand - However
What is more - Moreover
All in all - To sum up

7 a) *Model B* is a balanced "for and against" argumentative essay - (the essay is impersonal, the writer's opinion is not stated directly)

b) **Points for:** well looked after when travelling by plane, need not worry about luggage, comfortable, speedy means of travel

Points against: expensive, long delays, fear of flying, cramped seats and claustrophobic atmosphere, turbulence, jet lag

c) *Model A* is an opinion essay (the writer's opinion is stated in the beginning and the ending)

d) - fastest way to travel - **you can go from one country to another in a matter of hours** ...
- well looked after - **you are served drinks and meals and offered newspapers and blankets** ...
- nightmare - **airport delays, cramped seats, turbulence, often targeted by terrorists** ...

- **Model A**

Paragraph 1: Introduction - state opinion (travelling by plane better than other means of transport)
Paragraph 2: Viewpoint 1 and reason (faster; you can reach your destination quickly)
Paragraph 3: Viewpoint 2 and reason (well looked after; drinks, meals served, etc.)
Paragraph 4: Opposing viewpoint (travelling by plane a nightmare; delays, cramped seats, turbulence, targeted by terrorists)
Paragraph 5: Your opinion (air travel difficult when it comes to speed and convenience)

Model B

Paragraph 1: Introduction - state topic (aeroplane one of most popular and widely used forms of transport today)
Paragraph 2: Arguments for (well looked after, comfortable, fast)
Paragraph 3: Arguments against (expensive, delays, fear of flying, cramped seats, claustrophobic atmosphere and turbulence)
Paragraph 4: Balanced consideration (travelling by plane is much quicker and most people are willing to put up with the bad points for this reason)

8 (Suggested answer)

Model A

Beginnings

1. Quite a few decades ago you had to spend a whole month aboard a ship to reach New York. Nowadays, thanks to the possibilities offered by air travel, passengers can quickly and comfortably go from one place to another (make reference to a strange scene)

2. Are you among those who prefer travelling by plane when given the chance? I believe that travelling by plane cannot be compared to any other means of transport in terms of convenience and speed. (addressing the reader directly)
3. Why has air travel become the most popular means of transport? In my opinion, travelling by plane is the quickest and most comfortable way to travel. (rhetorical question)

Endings

1. Imagine how different the world would be without the aeroplane. It has allowed us to travel to many places which we otherwise, would not have seen. (give the reader sth to consider)
2. Air travel will always remain popular and its convenience is hard to beat. After all, who wants to spend most of their holiday stuck on a train or a bus? (rhetorical question)

Model B

Beginnings

1. Imagine arriving at the airport only to discover that your flight has been delayed, and you must wait for hours before boarding the plane. This is certainly a disadvantage of air travel, but there are many advantages as well. (makes reference to a strange scene)
2. Travelling by plane has many advantages and disadvantages. Nevertheless, most people choose air travel over other forms of transport. Why is this so? (rhetorical question)
3. Have your experiences with air travel been positive or negative? Chances are that most people have had both good and bad experiences with aeroplanes as there are many advantages and disadvantages to air travel. (addresses the reader directly)

Endings

1. It seems that air travel has one overwhelming advantage - it is by far the quickest form of transport. After all, as R.L. Stevenson wrote, "For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move." (quotation)
2. All in all, despite its drawbacks, air travel offers convenience, safety and, most importantly, speed. Wouldn't our lives be much less varied and exciting if we had to spend weeks travelling to places which we can now reach in hours? (addresses the reader directly; gives the reader sth to consider)

9 *[Ss do the matching, then T elicits useful linking words or phrases to be used by Ss while they write their essays (e.g. however, to begin with, furthermore, in my opinion, all things considered, etc.), then Ss write their essay as HW.]*

1. E 2. C 3. B 4. D 5. A

(Suggested answer)

Has genetic science gone too far?

History has been shaped by man's attempts to understand the world in which we live, and it is important that we continue to strive towards a clearer understanding of science and its uses. In my opinion, genetic science has not gone too far; there are still many mysteries which have not been solved and which could ultimately benefit mankind if they were.

To begin with, experimenting in genetic engineering can help treat diseases such as cancer and AIDS and eventually may save the lives of millions of people worldwide. It could also help to solve the problem of world famine by rearing prime sheep and cows for food and in this way create more to eat for the many starving people of the world.

However, those who oppose genetic engineering say that it is growing too quickly and it is too early to assess the risks involved. Furthermore, some are frightened of the unknown and are terrified by the idea of humans being cloned, saying that life is God-given and should not be tampered with.

All things considered, the risks involved are worth the benefits that genetic engineering could bring to mankind.

10 *(T elicits points from Ss and writes them on the board. Then Ss listen to the cassette and decide which of the viewpoints and reasons are mentioned in the dialogue. Alternatively T can ask Ss to write their viewpoints in their notebook, then listen to the dialogue and check.)*

Suggested points to be written on the board

- less stressful - people had time to talk to one another
- not very convenient - lack in facilities
- less pollution - not so many cars
- less crime rate - people could leave their doors unlocked at night

Tapescript for Ex. 10 (p. 75) (to be heard twice)

Granddaughter: Go on then, Gran. Tell me about life in your day. I know you love talking about it.
Grandmother: Well, things have certainly changed since I was a girl. In the past we used to spend time actually talking to each other. These days people sit and stare at TVs and computer screens all day.
Granddaughter: Mmm. That's true.
Grandmother: Also, everyone rushes around full of anxiety or stress these days. Everything moves so fast now. We used to take long walks every day and we always seemed to have time to relax.
Granddaughter: So what else do you hate about these days, Gran?
Grandmother: Oh, the cars. The noise they make and the terrible pollution they cause. In my day we only had a few cars on the streets. Of course it was an exciting invention then, but at least you could still breathe fresh air and cross the road without fear of being hit by a reckless or drunk driver.
Granddaughter: Yes, it must have been nice in the old days.
Grandmother: It was. Another thing was you felt safe then. There wasn't so much crime. People even used to leave their doors unlocked when they went to bed at night.
Granddaughter: Really? It's hard to imagine things being so different.

11 a) 2 & 4 - "for and against" essay
1 & 3 - opinion essay

b) **Suggested Paragraph plans**

Topic 1

Paragraph 1: state opinion
Paragraph 2: Viewpoint 1 and reason (satellite films and films via Internet will let us watch any film at any time, at home)
Paragraph 3: Viewpoint 2 and reason (high definition TVs and realistic sound on home systems will be better than cinema)
Paragraph 4: Opposing viewpoint and reason (people enjoy "a night out"; people want to see new films, not wait for video distribution)
Paragraph 5: restate opinion

Topic 2

Paragraph 1: state topic
Paragraph 2: Advantages (get famous, earn lots of money, set example for young people, etc.)
Paragraph 3: Disadvantages (travel a lot, have to follow strict diet/lifestyle, always in the public eye, etc.)
Paragraph 4: balanced consideration

Topic 3

Paragraph 1: state opinion
Paragraph 2: Viewpoint 1 and reason (news is available on TV, but newspapers go into more detail)
Paragraph 3: Viewpoint 2 and reason (newspapers can be read at one's own pace and according to one's schedule)
Paragraph 4: Opposing viewpoint and reason (people have less and less time to read; can be expensive, while TV is "free")
Paragraph 5: restate opinion

Topic 4

Paragraph 1: state topic
Paragraph 2: Advantages (protected from extinction, plenty of food, medical care, etc.)
Paragraph 3: Disadvantages (far from their natural habitat, feel lonely, no freedom, etc.)
Paragraph 4: balanced consideration

Suggesting beginnings

1. People have always enjoyed going to the cinema, and the film industry has provided us with countless movies which help us to escape into a fantasy world for a while. As Gilbert Seldes, an American critic once said, "The movie is the imagination of mankind in action". *(quotation)*
2. Many young people watch their favourite sports star on TV and dream of one day becoming a professional athlete. Imagine how you would feel, scoring the winning point in a crucial game as thousands of fans cheer you on. It seems like the perfect profession but there are disadvantages to being a famous athlete. *(addresses the reader directly)*
3. Every day, millions of people all over the world share the same morning ritual; they wake up, drink a cup of coffee and read the morning paper. It seems that some people will never tire of the printed word. *(description of a situation)*
4. When was the last time you visited a zoo? Animals which are kept in zoos are supposed to be well cared for, but this is not always the case. However, there are also advantages to keeping animals in captivity. *(addresses the reader directly)*

Suggested endings

1. In my view, the cinema will never be a thing of the past. It will continue to thrive as fans around the world will always find it fascinating.
(personal opinion)
2. There are both positive and negative aspects to becoming a professional athlete. It is up to the individual to decide whether it has more advantages or disadvantages, because as Aldous Huxley once said, "Like every other instrument man has invented, sport can be used for good and evil purposes." *(quotation)*

3. Newspapers have become the "traditional" means of informing people about significant events, and in my opinion will never lose their popularity. Life would certainly be very different without them.
(give reader sth to consider, personal opinion)

4. I believe that, while zoos protect some animals, their freedom is much more important. After all, how does an intelligent creature feel living in a cage? If you give this question some consideration, you might realise what living in a zoo must be like for animals.
(give reader sth to consider, rhetorical question)

Unit 12 - Providing Solutions to Problems Essays

1 1. c 2. a 3. d 4. b

Subject of the meeting: How to keep our city (Pickering) clean.

Tapescript for Ex. 1 (p. 76) (to be heard twice)

Mayor: I now call this meeting to order. I remind all of you that the purpose of these meetings is to hear the concerns and suggestions of the citizens of our city, so that Pickering will become an even better place to live in. The subject of tonight's meeting is "keeping Pickering clean". Anyone who wishes to speak may step up to one of the microphones. Yes, go ahead, ma'am.
Mrs Wilkins: Good evening, Mr Mayor. My name is Agnes Wilkins and I've lived in Pickering all my life. I think the city is not doing enough to keep rubbish off the streets. In my neighbourhood the dustman only comes around three times a week. I'd suggest that more dustmen be employed so that they could collect rubbish daily. Then we wouldn't have piles of rubbish on our streets which can easily cause the spread of disease.
Mayor: Thank you, Mrs Wilkins. Actually, a study is already under way to find out how much daily collection would cost. The report is to be out in .... , in February. Next speaker, please.
Mr Smithers: Ahem. Sir, I agree with Mrs Wilkins' suggestion, but in my opinion it doesn't go far enough. In addition to collecting rubbish daily, we need a better recycling system. Paper, glass and plastic can all be recycled. Why don't we have recycling bins in every neighbourhood? Then we could dramatically reduce the amount of rubbish that needs collecting in the first place, and save natural resources at the same time.
Mayor: I'm pleased to say that the government has just announced that it will make money available to cities that wish to start recycling programmes. By this time next year, the programme should be working in Pickering. Next speaker, please.
Mr Turner: Thank you, Mr Mayor. I get extremely upset when I see all the litter on our streets. There is fast food packaging everywhere and people drop chocolate bar wrappers without a second thought. Why are the laws to control littering in this city not properly enforced? If people knew that they would be fined, they would think twice before dropping litter on the pavements.
Mayor: There is a real need for such an improvement. In fact, we are planning to hire more staff in order to help control this problem and the fines are going to be increased as well. Thank you, Mr ...
Mr Turner: Turner, Martin Turner.
Mayor: Thank you, Mr Turner. Anyone else?
Mrs Armstrong: I have a question. My name is Kim Armstrong and I live near the tyre factory on Myer's Road. The factory is in the middle of a residential neighbourhood and it stinks. Can't the city shut it down and build a park in its place? We would live in much healthier surroundings, then.
Mayor: To be fair, the factory was there before the houses, but I have good news. The tyre factory is voluntarily relocating to the new industrial area on the edge of the city. Three months from now, the move will have been completed. Are there any more suggestions? ... Well, thank you all for attending. A report of this meeting will be posted on the Town Hall notice board. Thank you again.

2 • **Paragraph Plan**

Paragraph 1: state the problem
Paragraph 2: suggestion 1 and result (encourage companies to use bio-degradable packaging for their products - bio-degradable items decompose naturally/not add to the problem of litter)
Paragraph 3: suggestion 2 and result (save scrap metal - discarded metal products could be melted down and used to make other products)
Paragraph 4: suggestion 3 and result (educate people to recycle their household waste products - reduce litter)
Paragraph 5: summarise opinion

• **Suggested words/phrases**

One way would be to: *To begin with/To start with, governments/we could ...*

therefore: *consequently, as a result*

Another solution would be: *Another way to reduce global litter would be*

As a result: *Consequently, As a consequence*

In fact: *Actually, As a matter of fact*

All things considered: *All in all, To sum up*

(T should ask Ss to memorise the "Useful Language" table on p. 76 in the Student's book. T checks in the next lesson.)

3 **(Suggested answers)**

1. c — They would **thus** be able to ...
2. d — **As a result**, there would be ...
3. a — **so** they would have ...
4. e — **Consequently**, more people ...
5. b — **Therefore**, they would be more ...

4 **(Suggested Plan)**

Paragraph 1: state the topic (ways of saving the environment)
Paragraph 2: suggestion 1 and result (jungles and forests should be protected - animals wouldn't be in danger of extinction)
Paragraph 3: suggestion 2 and result (more trees planted - more oxygen)
Paragraph 4: suggestion 3 and result (encourage recycling - natural resources not wasted)
Paragraph 5: suggestion 4 and result (more people should use public transport - cleaner environment/less fuel wasted)
Paragraph 6: suggestion 5 and result (introduction of stricter laws for factories - clean air and water)
Paragraph 7: suggestion 6 and result (people should use environmentally friendly products - not pollute water/not damage ozone layer)
Paragraph 8: summarise opinion

(T points out that Ss do not have to include all these suggestions in their composition.)

5
2. To begin with
3. In this way/As a result
4. as a result
5. Another way
6. Furthermore
7. Another solution would be
8. thus
9. All in all

Suggestions

- hold charity concerts and other money-raising events
- wealthy countries send food/medical supplies directly and improve administration/transport
- educate farmers to improve their farming techniques

Results

- international organisations would get money to help the famine victims
- supplies certain to reach those in need
- famine would be less likely in the future

6 1. b 2. d 3. a 4. c

7 **suggestion 1:** watch more films - (result) develop comprehension skills
suggestion 2: listen to and sing songs - (result) improve listening skills/comprehension skills
suggestion 3: participate in student exchange programmes or travel abroad - (result) improve pronunciation, vocabulary, comprehension skills)
suggestion 4: read more magazines/newspapers, etc. - (result) get a better understanding of the language in use

(T points out that Ss do not have to include all these suggestions in their essay.)

Unit 13 - Discursive Essays

1 The points discussed are: a) the social aspect, b) the educational aspect, and c) the economic aspect.

Tapescript for Ex. 1 (p. 79) (to be heard twice)

Announcer: Today on "Opinion Line" we're going to discuss whether sport is valuable to our society. With us in the studio are Mr David Singleton, head of Grimsborne College's Sports department and Mrs Diana Perry, representative of the Parents' Action Committee. Mr Singleton, would you like to give us your views?
Mr Singleton: I just want to stress how important sport is to everyone. Firstly, from a social standpoint, team sports can help people make friends, learn to cooperate and ultimately become responsible members of society. Even watching a spectator sport can have a positive social effect — school members and even families are brought closer together by having a common goal: their team's victory.
Announcer: Mrs Perry?
Mrs Perry: I'm afraid I have to disagree. Rather than promoting friendship, I believe sport increases competitiveness, which can have a very negative effect on society. And as for bringing people together, just consider the violence at football matches. I would not call this an example of cooperation – far from it.
Announcer: Your next point, Mr Singleton?
Mr Singleton: Physical activity not only builds up physical strength, but it also promotes relaxation and increases concentration, which is a definite plus as far as education is concerned. Students who do sport tend to do better at school than those who don't.
Announcer: Mrs Perry, what do you have to say to that?
Mrs Perry: As far as educational benefits go, I can't say I agree. Sport tends to take students away from their studies more often than not, and don't forget the fact that many young people have been seriously injured doing sport.

Announcer: Right. Mr Singleton, what would you like to add?
Mr Singleton: We mustn't forget the economic benefits of professional sport. There are many people employed in the sports industry, and the money spent by people attending sporting events is definitely money well spent.
Announcer: Mrs Perry?
Mrs Perry: I strongly disagree on that point. Sport has become scandalously commercial, and the salaries professional sportspeople receive are ridiculously high. This money would be much better spent on education and social services, both of which are desperately in need of more funding.
Announcer: Well, thank you both for your opinions. And now let's hear from our callers. First on the line is ... (fade)

2 • If there is one thing that virtually all the world's various cultures have in common, it is marriage. Beliefs, diet and languages vary greatly, but the desire people have to share their lives with another seems universal. Why, then, is marriage so popular?

Psychologists have said that people have a deep need for the emotional security which marriage provides. Knowing that one has a partner in life makes it easier to cope with the problems of daily life. On the other hand, the fact that many single people are content to live alone suggests that the "emotional need" theory is incomplete.

British novelist Fay Weldon once stated, "Marriage has nothing to do with emotion and everything to do with property." According to the supporters of this view, people marry in order to increase their wealth, either by marrying a rich partner or because, as the saying goes, "two can live as cheaply as one." It is true that financial considerations are often the primary reason that people marry. **Yet**, there are countless examples of people "marrying for love", regardless of their mate's lack of money.

All in all, marriage continues to be extremely popular in many societies. Most of us have a need for love and support and want to have children at some point in our lives. Fully understanding the reasons why people marry, though, may be as difficult as understanding the human mind itself.

• **Paragraph Plan**

Paragraph 1: state topic (why is marriage so popular?)
Paragraph 2: "emotional" need for a partner; comparison between single/married people
Paragraph 3: why people marry - for love/money
Paragraph 4: make general comments (difficult to fully understand reason why people marry)

• **(Suggested answer)**

On the other hand: however, contrary to, on the contrary
yet: however, nevertheless, although, in spite of, despite, while
All in all: to sum up, in my view, to my mind

(T should ask Ss to memorise the "Useful Language for Discursive Essays" table on p. 79 in the Student's Book. T checks in the next lesson.)

• **Aspects covered**

psychological, economic, personal, social

3 1. b 2. d 3. a 4. c

(Suggested opposing arguments)

1. only of interest to tourists; don't really teach facts about history
2. do not help people to help themselves; easy target for corruption
3. people should be free to express their ideas; no government can decide what is suitable or not.
4. nuclear accidents can cause terrible damage; nuclear waste impossible to dispose of safely

Suggested synonymous words

Nevertheless: *Yet, However*
On the other hand: *However, Yet, Nevertheless*
Opponents argue: *It is argued that, There are people who oppose*
However: *Yet, Nevertheless*

4 1. Concerning, With regard to, etc.
2. On the other hand, In contrast, On the contrary, etc.
3. In my opinion, In my view, To my mind, etc.
4. in fact, in reality, the fact is, etc.
5. Regarding, Concerning, As far as ... are concerned, etc.
6. However, Yet, etc.
7. In my opinion, To my mind, etc.
8. In reality, As a matter of fact, etc.

5 • **Aspects covered**: personal, scientific, economic, educational, artistic

educational

argument: provide easy access to a wealth of useful information
counter-argument: keep young people from reading/studying

economic

argument: can do the work of many people, saving time and money
counter-argument: unemployment increases when workers are replaced

personal

argument: e-mail and the Internet enable people to keep in touch, make new acquaintances
counter-argument: impersonal contact, confinement to computer screens

artistic

argument: computer-generated music and graphics open new artistic horizons
counter-argument: computerised art becomes mechanical and impersonal - this isn't artistic

scientific

argument: much of today's research in medicine, physics, etc. impossible without computers
counter-argument: too much money/time spent on developing computers

(T can give Ss the quotations on "Technology" as mentioned on p. 44 in the Teacher's Book and ask them to use them in ther composition.)

6 1. T
2. F (only accurate information should be given)
3. F (results should be mentioned)
4. T
5. T
6. T
7. F (style is normally formal)
8. T

Study Check 2

A 1. Narrative - descriptive of an object.
2. Narrative and descriptive techniques are required.
3. **Paragraph 1:** set the scene (name, location of street market, reason for going there)
Paragraph 2: description of visit - emphasis on description of object
Final paragraph: feelings, final thoughts about street market/object (enjoy the visit, glad to have bought this item)
4. Using a variety of adjectives, adverbs and verbs as well as using the senses to describe atmosphere
5. Yes. The order is: opinion, size/weight, age, shape, colour, pattern, origin, material, noun, special characteristics.

B 1. The flashback technique.
2. Events can be linked by using time words (at first, before, during, then, etc.).
3. Informal style (contracted types, chatty descriptions, colloquial English, etc.)
4. Yes, I'd use descriptive techniques to emphasise specific parts of the narration (e.g. describe the man).
5. **Paragraph 1:** set the scene (who - where - when - what)
Paragraph 2: describe incidents before main event (incidents in the past)
Paragraph 3: incident in the present
Final paragraph: refer to moods, consequences, reactions, feelings, comments

(**Note:** Keep in mind that this story should either begin or end with the sentence given and decide on the first/last paragraph accordingly. Point out that the Past Perfect is used in flashback narration to describe events which happened before a stated time.)

C 1. Yes, it requires narrative and descriptive techniques.
2. **Paragraph 1:** set the scene (time, place, people involved in the incident)
Paragraphs 2, 3: description of the main events, people involved, hypotheses and evidence (hooligans, smashed shop windows, destroyed cars, etc.)
Final paragraph: final results of incident (police arrested some, others ran away)
3. Events can be linked together with time words.
4. Yes, hypotheses and evidence could be included.

D 1. Friendly letter giving information
2. Description of a place, and the advantages of living there
3. **Paragraph 1:** reason(s) for writing
Paragraph 2: description of area (quiet streets, semi-detached houses, supermarket, gardens, park, etc.)
Paragraph 3: advantages of living there (quiet, low crime rate, convenient for transport)
Final paragraph: closing remarks
4. Advantages can be supported by reasons, justification or examples (e.g. It is easy to get to the city centre as the town has frequent buses which are quick and reliable.)

5. **Opening remarks:** Here's the information you need ...
   Closing remarks: Hope this information helps you ... . Looking forward to hearing from you.

E 1. Opinion essay
2. Techniques used to begin the essay: make reference to a strange scene or situation, address the reader directly, use a quotation or rhetorical question. Techniques used to end the essay: state personal opinion, use a quotation or rhetorical question, give the reader something to consider.
3. **Paragraph 1:** state topic and opinion
   Paragraphs 2, 3: viewpoint(s) and reason(s) (not punish children strictly - they become uncooperative, be patient and explain everything to them - they trust you, etc.)
   Paragraph 4: give opposing arguments and reasons (some argue that parents should be strict with their children ...)
   Final paragraph: restate opinion, using different words
4. The following groups of linking words can be used: to express opinion, to list points, to add more points, to introduce contrasting viewpoints, to conclude (see p. 71, Student's Book).
5. No, it is not wrong to include a quotation.
6. Yes, my opinion should be stated in the introduction, as well as in the final paragraph.

F 1. For and Against Essay
2. Formal style
3. Yes, a list of the points for and against should be made before writing the composition.
4. Each point is supported with justification, reasons or examples.
   points for: saves time, quick delivery, cheaper, wide selection of various items, etc.
   points against: bad quality products sometimes, product descriptions can be misleading, etc.
5. Yes, a balanced consideration can be given in the conclusion.

G 1. Providing solutions to problems
2. Formal style
3. **Paragraph 1:** state the problem
   Paragraphs 2, 3: suggestions and results (more patrols in streets - burglars will be deterred, stricter punishment - offenders would think twice before attempting to commit a crime, governments provide more job opportunities - no need to steal things)
   Final paragraph: summarise opinion
4. The following groups of linking words can be used: to introduce suggestions, to express cause, to express effect, to express reality, to emphasise what you say, to conclude (see p. 76 in the Student's Book).

Unit 14 - News Reports

1 1. this morning
2. man
3. ground
4. house
5. taxi driver
6. phoned
7. flames
8. man
9. Bristol Royal
10. unknown
11. destroyed
12. lucky
13. pulled down

Tapescript for Ex. 1 (p. 83) (to be heard twice)

There was a large house fire early this morning in East Bristol. One man, thought to be in his early sixties, is said to be in a critical condition.

The fire started on the ground floor of a four storey abandoned house in City Road and quickly spread upwards. A passing taxi driver spotted flames at the windows and phoned the Fire Service who arrived within minutes. Firemen fought the flames from long ladders as they were unable to enter the house due to burning floors and thick smoke. Firemen were amazed to find a man unconscious in the only top floor room not ablaze. He was rescued and taken to Bristol Royal Hospital. The cause of the fire remains unknown. The blaze spread quickly and destroyed the house.

Fire Chief Watkins said afterwards, "I've never seen anyone survive a fire like that. The man's just lucky to be alive." A Council member announced that the house, along with other abandoned buildings in the street, will be pulled down next month.

2 **Paragraph 1:** time (early yesterday morning), place (Junction of Mill Road and Wrights Lane, Westbridge), people involved (two), what (collision)
Paragraphs 2, 3: description of events (Jackie Hill, driving a yellow Nissan Cherry crashed into delivery van; Mrs Hill failed to notice stop sign; Mrs Hill is in a serious but stable condition; van driver treated for head and back injuries.
Final paragraph: comments, future developments (fourth accident at the crossroads, traffic lights to be installed)
Words related to the car crash: collision, junction, crash into, witnessed, accident, stop sign, slow down, serious/stable condition, treated for injuries, crossroads, traffic lights

(Ss can now close their books and say as many words as possible related to the theme)

3 (Suggested answers)

1. EARTHQUAKE DESTROYS BRIDGE [details of earthquake (time, strength, etc.), other damage caused, future developments (repairs, etc.)]
2. MISTAKE LEAVES CITY IN DARK [details of black-out (when, where, who caused that, what happened), Petty's statement, future developments]
3. END OF THE COMMON COLD? [details of vitamins, tests, results, future developments]
4. MOTORWAY GO-AHEAD [details of motorway plans, protests, town councillor's statement, protesters' statement, future developments (dates, etc.)]
5. MISSING BOYS FOUND [ages/description of boys, their family, reason for disappearance, details of search, discovery, boys' statement]

4 1. B (news report: facts, formal style)
2. C (news report: facts, formal style)
3. A (story: direct speech, feelings, suspense)

5 1. Convicted arsonist Thomas Wells was finally caught early last Sunday morning. Wells was found to have escaped ten days earlier (by prison guards). It is believed that he / He is believed to have set two warehouses on fire since his escape.
2. Temporary housing is being provided to citizens of Newton by the Council after hundreds of homes were damaged by Tuesday's flood. The shelters are located in the nearby town of Holbrook, and residents will be allowed to stay in them until their homes are rebuilt (by the Council).
3. Two men who were selling stolen car stereo systems to unsuspecting customers were arrested late Monday morning. All the stolen goods were seized and the men are being held in custody.

6 Model A - news report; written by a journalist

Paragraph Plan

Paragraph 1: introduction - summary of event
Paragraph 2: background (accident)
Paragraph 3: development (retraining)
Paragraph 4: comments (I'm ecstatic, etc.)

- DISABLED SWIMMER WINS GOLD

Model B - narrative; written by the subject himself (Peter Carlton)

Paragraph Plan

Paragraph 1: set the scene (atmosphere/feelings at event)
Paragraphs 2, 3: development (accident, struggle to swim again)
Paragraph 4: conclusion (award - meeting doctor again)

- BELIEVE IN YOURSELF

7 A. gun, security guard, cashier, staff, threaten to shoot, activate the alarm
B. flashing lights, country lane, silver spacecraft, hover above, strange whirring sound

Suggested Paragraph plans

A. **Paragraph 1:** summary of event (last Monday, 10 o'clock, Northwest Bank, armed man attempted to rob the bank)
Paragraphs 2, 3, 4: description of event (lots of people, man entered the bank, held a gun, threatened to shoot if not given money, security guard managed to activate the alarm, man tried to escape, police arrested him)
Paragraph 5: comments by people (I was so scared; I thought I'd die)

B. **Paragraph 1:** summary of event (last Tuesday, midnight, Cornwall, man saw UFO)
Paragraphs 2, 3, 4: description of event (man was going home, walked along country lane, flashing lights, saw silver spacecraft hover above, it made strange whirring sound, it disappeared, man reported incident to the police)
Paragraph 5: comments (no explanation can be given - scientists investigate)

8 *(T elicits plan and ideas/vocabulary concerning each topic from Ss, then Ss write their news reports.)*

Suggested words to be used in each topic

1. missing, ransom, threatening call, masked man, etc.
2. ran ashore, be caught in bad weather, hit rocks, crew, passengers, captain, etc.
3. T-junction, fail to notice red traffic light, crash, collision, ambulance, etc. (see Ex. 2, p. 84 Student's Book)

Suggested Paragraph plans

1. **Paragraph 1:** summary of event (yesterday, boy returned safely home)
Paragraphs 2, 3, 4: description (boy kidnapped three days ago, threatening calls, kidnappers asked for ransom, police traced them, boy was found and returned home, kidnappers were arrested)
Paragraph 5: comments (boy's comments: I was scared, thanks to the police I'm safe now, etc.)

*(**Note:** When writing the same topic as a story, Ss should be reminded of techniques to include in it, e.g. use of the senses, ways to begin/end, etc. as explained in Unit 6 in the Student's Book.)*

2. **Paragraph 1:** summary of event (last Monday, *Anais* sunk, east coast of Scotland, two missing, rest rescued)
   Paragraphs 2, 3, 4: description (ship was caught in bad weather, hit rocks, sent SOS, passengers got on lifeboats, helicopters tried to locate them, other ships helped collect passengers/crew, two members of crew missing, passengers and rest of crew taken to hospital)
   Paragraph 5: comments (we're continuing the search for the two missing crew members)

3. **Paragraph 1:** summary of event (yesterday morning, collision, junction of Hill street and Park Lane Aberdeen - one driver dead - other in critical condition)
   Paragraphs 2, 3, 4: description (driver of a blue Ford Escort, speeding, approached the junction, failed to notice a yellow Aston Martin, crashed into it - driver of Ford Escort dead - other driver taken to hospital)
   Paragraph 5: comments (people living in the area: it's the third accident to happen at the crossroads this month - need to put up traffic lights)

Unit 15 - Assessing good and bad points

1

	Excellent ****	Good ***	Average **	Poor *
Location	☐	☑	☐	☐
Close to **beaches**, shops on main road, a bit **noisy**				
Facilities	☐	☐	☑	☐
two **restaurants**, swimming pool, no bars or **discos**				
Rooms	☑	☐	☐	☐
comfortable beds, big sitting area, big **balcony**				
Service	☐	☐	☑	☐
room service: **very good**, reception and restaurant: **slow**				
Food	☐	☐	☐	☑
boring menu, food often **cold** and badly cooked				

General Comments: not **top** class, **convenient** for holidaymakers, good **value** for money

Tapescript for Ex. 1 (p. 87) (to be heard twice)

Travel Agent: I hope you've enjoyed your holiday. Would you be kind enough to fill in this questionnaire about the hotel for us? We always ask our customers to fill in one to help our company improve its services. Just tick the appropriate box which best describes each section. Your own comments are welcome too.
Mr Dummond: OK. Let's have a look, then. Well, "Location". It's very close to the beaches and most of the shops are nearby.
Mrs Dummond: Mm, true, but it's right on the main road and it's a bit noisy, especially at night.
Mr Dummond: Yes... it's not a bad location on the whole, though.
Mrs Dummond: OK, I'll tick "Good". Next, then - "Facilities"...
Mr Dummond: Hmm, it does have two restaurants and its own swimming pool. I'd say "Good".
Mrs Dummond: Maybe... on the other hand, though, there aren't any bars or discos in the hotel.
Mr Dummond: All right, let's tick "Average" then. What's next?
Mrs Dummond: "Rooms" - "Good", wouldn't you say? We had really comfortable beds.
Mr Dummond: And there's a really big sitting area, don't forget, and a big balcony - I think the rooms are excellent.
Mrs Dummond: Fine - I'll tick "Excellent" then. "Service" is next - well, room service was very good.
Mr Dummond: Mmm... but they were terribly slow at the Reception, and in the restaurant.
Mrs Dummond: So - "Average"?
Mr Dummond: I think so.
Mrs Dummond: Right - What about the "Food"? I reckon it was "Poor"...
Mr Dummond: Poor? It was disgusting! Such a boring menu - and the food was often cold, and really badly cooked.
Mrs Dummond: I'll just tick "Poor", then. Now - what shall we put under "General Comments"?
Mr Dummond: Uhm... I don't know... I mean, it isn't a top class hotel, is it?
Mrs Dummond: No - but as you said it's convenient for people on holiday and it's good value for money.

Mr Dummond: Fine - put that, then. "Not top class but convenient for holidaymakers and..."
Mrs Dummond: Wait, I can't write that fast.
Mr Dummond: "...convenient for holidaymakers and good value for money."
Mrs Dummond: (mumbling) "value - for - money" Good. That's it then. Here you are, I hope this helps.
Travel Agent: Thank you very much.

(As an extension T can ask Ss to list the good and bad points mentioned under each category, thus helping Ss to familiarise themselves with the paragraph plan of reports of this type.)
Note: *T should ask Ss to memorise the Useful Language section on p. 87 in the Student's Book. T checks in the next lesson.)*

2 *(T should point out that this report is formal as it is addressed to someone superior to the person who is writing it.)*

a) **location:** King Street, only three kilometres from the Embassy.
services: staff of 100 (waiting staff, bartenders, parking attendants), international cuisine and a variety of wines are offered.
security: surrounded by high wrought-iron fence, security cameras at entrances, guards at main and rear gates and car park also guarded.

b) Oakley Hall is recommended

c) Present tenses.

Good points: close to the Embassy; attractive grounds; two function rooms; staff of 100; international cuisine; variety of wines; high fence; security cameras; guards at main and rear gates and car park

Bad points: outdoor receptions not available; extra fee for waiting staff, bartenders and parking attendants; area along fence must be patrolled

3
1. The amusement park has several exciting rides which are included in the entrance fee; **however**, some are not suitable for young children or the elderly.
2. **Although** there is a wide variety of shops in the airport terminal, they tend to charge extremely high prices.
3. **While** the food served at the restaurant is healthy and reasonably priced, it can taste rather bland at times.
4. **Even though** classes at the language school are small and well taught, many students feel that they are not given enough individual attention.

4 a) also - however - although

b) as well - in addition to - on the other hand

c) not only - but also - to sum up

• **(Suggested report)**

Customer relations

Peter Thompson is usually polite and cheerful and has rarely been the subject of customer complaints. Also, he is helpful and sociable and has a good approach when dealing with customers. There have, however, been times when he has been rather aggressive, although this is not his usual manner.

Staff Relations

Mr Thompson has recently been assisting in the training of new personnel and he has been the staff representative as well, so he knows how to deal with difficulties.
In addition to being highly motivated , he also motivates other employees. On the other hand, he can be stubborn, and will stop at nothing to persuade others that he is right. He is respected and popular with the staff and works well with other people.

Conclusion

Peter Thompson would be a valuable addition to the management team, as he not only knows all levels of the business but also relates well to other staff members. To sum up, he is an excellent candidate for promotion.

5 **(Suggested headings)**

Introduction

As requested, this is my assessment report on Bailey's Restaurant, where a friend and I had dinner on Saturday night.

Atmosphere

The restaurant occupies the ground floor of a beautiful Regency terraced house. With a seating capacity of 70 people, it has deep carpets, soft lighting from wall-mounted lamps, and rich oak panelling on the walls. The effect is both luxurious and welcoming.

Menu

The menu offers traditional British cooking, as well as a few French and Italian dishes. I chose roast beef as a main course, and my companion had lamb. Although the food was well cooked and attractively presented, I felt the choice of starters and desserts was very limited.

Service and Price

Despite the fact that the restaurant was completely full on Saturday, the service was reasonably quick. The waiters and waitresses were all polite and efficient. The bill, for a three-course meal for two people, with a bottle of wine, was £85. There are several dishes on the menu which are far more expensive than the ones we chose, and these prices are rather high for the quality of food served.

Recommendation

To sum up, Bailey's Restaurant has an attractive decor and a pleasant atmosphere, as well as good food and service. However, the menu is limited and on the whole our dinner was certainly overpriced.

- The report doesn't finish with a recommendation but gives the reader a general assessment.

6 i) **Good Points**

1. They have lots of very cheap special offers.
2. It's nice to be able to do all your shopping in one place.
3. The way they've arranged the shelves makes it easy to find what you want.
4. You can save a lot of money by buying their "own brand" of goods.
5. There are lots of different sections - a meat counter, a bakery, a cosmetics counter and things like that - so you can get everything you need.
6. They have thousands and thousands of different products.

Bad Points

1. There isn't a very wide choice of different brands.
2. Their normal prices aren't much cheaper than the prices at other supermarkets.
3. It's quite a long way from the town centre, and it's hard to find a parking space.

ii) variety of products, prices, convenience

iii) **(Suggested answer)**

To: Marg Marshall, Editor
From: Terry Smith, Writer/Reporter
Subject: Foodland Supermarket

Introduction

The purpose of this report is to assess the variety of products, prices and convenience of Foodland Supermarket.

Variety of Products

Foodland Supermarket offers countless products which are arranged on the shelves in a way that makes it easy for shoppers to find what they want. Nevertheless, there is not a wide range of different brands to choose from.

Prices

Foodland Supermarket often has special offers which are quite cheap. In addition to this, the supermarket has its own brand of many products which are very inexpensive when compared to the prices of leading brands. However, it is important to note that those prices are not much lower than the prices at other supermarkets.

Convenience

Since there are many products and different sections at Foodland Supermarket, customers can do all their shopping in one place. Everything is arranged in an organised manner, which makes shopping easy. However, the supermarket is not close to the town centre and finding a parking space can be difficult.

Conclusion

To sum up, Foodland Supermarket offers shoppers a wide range of products at competitive prices. It is recommended that consumers visit the supermarket and take advantage of its time saving organisation.

7 *(T elicits from Ss headings and sub-headings and writes them on the board. T should also ask Ss to decide on what tense to use in each report justifying their choice. Ss, then, write any two of the topics.)*

1. **Suggested headings and sub-headings**
(Present Tenses)

Assessment of Hotel Belluncia

1. Location (close to beach, not on busy road, etc.)
2. Rooms (comfortable, family suites available, etc.)
3. Facilities for entertainment (swimming pool, children's pool, playground, etc.)
4. Service (friendly staff, childcare available, etc.)
5. Price (quite expensive, discounts for young children, etc.)
6. Recommendation (excellent for family holidays)

2. **Suggested headings and sub-headings**
(Present Tenses)

Suitability of Leisure Centre for student visit

1. Location (rather far away, transport needed, etc.)
2. Facilities for young children (children's pool, trampolines, etc.)
3. Supervision (very few staff available, etc.)
4. Catering facilities (good snack bar, etc.)
5. Recommendation (good for day visit, extra teachers needed, etc.)

3. **Suggested headings and sub-headings**
(Past Tenses)

Bellington College Summer Course

1. Lessons (groups rather large, expert teaching, etc.)
2. Extra activities (supervised sports activities, not enough cultural visits, etc.)
3. Staff (friendly, cooperative, good with students, etc.)
4. Accommodation (rather basic, crowded dormitories, etc.)
5. General assessment (good course but more cultural activities and better accommodation needed)

Unit 16 - Survey Reports

1 magazines: 55%
novels: 20%
newspapers: 12%
non-fiction: 8%
comics: 5%

- They are talking about a survey concerning what young people prefer to read in their free time.

Tapescript for Ex. 1 (p. 91) (to be heard twice)

Boy: Has your group finished their survey yet?
Girl: Yes – finally. The results were quite interesting, really.
Boy: What did you find out?
Girl: Well, you know it was about what young people prefer to read in their free time. It turns out that quite a large majority prefer magazines to anything else – about 55% of them, in fact.
Boy: Really? I'm surprised they can afford them.
Girl: I know. Then we asked about novels, and it turned out to be a lot less than half of those who prefer magazines – only twenty per cent.
Boy: What about newspapers?
Girl: More than we expected. 12% of the people we surveyed said they preferred newspapers to any other form of reading. Of course most of them only read selected parts of the paper - sports, for example, or cinema reviews and so on.
Boy: What else did you ask about?
Girl: Factual books – non-fiction, you know. That came out to 8%, which is pretty high considering how much reading kids have to do for school.
Boy: What was the least favourite?
Girl: Can't you guess?
Boy: Erm - comics?
Girl: Exactly. Only 5% actually admitted they read comics - the rest said they're kids' stuff. But I suspect a lot of them were just too embarrassed to say they read them.
Boy: You've probably got that right. I'm not sure I'd tell a stranger I read Batman comics.
Girl: You do? And I always thought you were so mature for your age ...

*(**Note:** T should ask Ss to memorise the Useful Language for Survery Reports section on p. 91 in the Student's Book. T checks in the next lesson.)*

2 **Paragraph 2:** Convenience (50% said not convenient – stations far from homes, not enough trains, reach few areas of the city)
Paragraph 3: Cost (70% said reasonable cost – slight increase acceptable)
Paragraph 4: Comfort (many said insufficiently heated in cold weather – hardness of seats – not clean – passengers not satisfied)
Paragraph 5: conclusion including recommendation – raise price of tickets

The report is formal. The questions asked were to do with convenience, cost, comfort and passengers' suggestions.

3 1. two in four
2. minority
3. A small number
4. A reasonable number
5. per cent
6. majority
7. By far the largest

4 **(Suggested answers)**

1. Fifty-eight per cent of those who go on tropical holidays are high-earning professionals *(fact)*. **This illustrates that** they are able to spend more on their holidays than the average person *(generalisation)*.
2. Young people enjoy holidays which involve outdoor activities *(generalisation)*. **This is implied by the fact that** a significant number of students spend their money on adventure holidays *(fact)*.
3. Two in three families with young children take package holidays *(fact)*. **This shows that** parents like to take advantage of the fact that they do not have to organise their holidays themselves *(generalisation)*.
4. Older people like to go on holidays that are quiet and relaxing *(generalisation)*. **This is indicated by the fact that** sixty-three per cent of holidaymakers who go on cruises are over the age of fifty *(fact)*.
5. A small proportion of people prefer camping holidays *(fact)*. **This shows that** few people wish to spend their holidays without basic facilities *(generalisation)*.

5 **formal:** 1, 3, 5 (facts are presented in the form of percentages or proportions, use of the passive, advanced vocabulary, complex sentences)

informal: 2, 4, 6 (chatty, contracted types, colloquial English)

6 **Points to be mentioned in this report** (formal in style)

Indian restaurants: quality of food very good, convenient, economical, good variety of food, friendly atmosphere, quick service
classy restaurants: perfect service, expensive, excellent variety of food, elegant surroundings, relaxing atmosphere
fast food: nice surroundings, lively atmosphere, economical, variety of food, not very healthy, quick service

7 Purpose
Computer and Electronic games
Traditional Toys for Boys or Girls
Miscellaneous Items
Recommendation

- The report is formal (use of the passive, advanced vocabulary, contractions)

8 *(T can point out that the student conducted a survey e.g. asking his classmates, before writing this report. The report is less formal in style because it is not an official document.)*

- In my country, young people have various options for entertaining themselves.

  During the holidays and at weekends many young people relax with friends or might even go window-shopping. On cold days they usually go to the cinema, or stay at home watching TV. Sports are popular; football and swimming, for example, are widely enjoyed as most districts have excellent facilities with reduced rates for students.

  Evenings out are often spent at a bar. Most young people enjoy playing a game of darts and chatting with their friends. Occasionally, they visit a night club or disco. Attending a rock concert is another favourite outing. Some young people are also keen on the arts and take advantage of theatre and dance performances.

  Since there is a great variety of forms of entertainment to choose from, it seems that everyone decides to enjoy themselves the way they find suits them the most.

- It's a less formal report because it is addressed to a penfriend. It can be divided into these sections: INTRODUCTION, ENTERTAINMENT DURING HOLIDAYS/AT WEEKENDS, EVENINGS OUT, CONCLUSION

9 *(T points out that reports 1 and 2 are formal pieces of writing whereas report 3 should be written in a less formal style. T elicits main headings and sub-headings as well as information to be included in each report, then Ss write their report.)*

1. Heading: **Reasons for learning foreign languages**
   Sub-headings:
   1. Educational Necessity (school exam, university requirements, etc.)
   2. Business Reasons (communicate with foreign clients, get along in a foreign country, etc.)
   3. Pleasure (holidays abroad, meeting people from other countries, read literature in original language, etc.)
   4. Conclusion (majority of people decide to learn foreign languages for educational reasons, etc.)
   (Formal style)

2. Heading: **Popular forms of exercise**
   Sub-headings:
   1. Weightlifting (popular with both men and women, claimed to be most effective, etc.)
   2. Aerobics (popular mainly among women, good for all-over toning, etc.)
   3. Running (less popular due to weather problems, some fear of injury, etc.)
   4. Swimming (most popular among older people, recommended for those with physical problems, etc.)
   5. Conclusion (weightlifting and aerobics most popular, etc.)
   (Formal style)

3. Heading: **Eating habits of young people**
   Sub-headings:
   1. Fast food restaurants (popular with teenagers; hamburgers, pizzas, etc.)
   2. Fish and Chip Shops (not popular – teenagers prefer to sit down to eat)
   3. Classy restaurants (hardly any teenagers like them as they are too expensive and not "trendy")
   4. Conclusion (summarise points mentioned above)
   (Less formal style)

Unit 17 - Reporting Experiences

1

1 The trip took place at:

the end of summer ☑ the beginning of autumn ☐ Christmas ☐

2 The reason for the trip was:

to have an unusual holiday ☑ to attend a conference ☐ to study ☐

3 The student went to:

Brazil ☐ India ☐ Egypt ☑

4 What did the student do each day?

Day One	boat trip	☐	desert trip	☐	visit to museum	☑
Day Two	tour of city	☐	visit to Great Pyramid	☑	bus ride	☐
Day Three	sightseeing	☐	relaxation at lake	☑	train trip	☐
Day Four	shopping	☐	visit to traditional market	☑	visit to museum	☐
Day Five	visit to museum	☐	visit to palace	☐	day trip to Luxor	☑

5 The student feels that the trip was:

a great experience ☑ only worthwhile for someone with a special interest ☐

too boring ☐

Tapescript for Ex. 1 (p. 95) (to be heard twice)

Teacher: Welcome back, everyone. Since it's our first day back, I thought we'd start off by talking about our holidays. Now, who did something unusual? ..... Yes, David.

David: Well ... I'd been working in a café nearly all summer, and I'd saved up some money so a friend and I thought we'd go on holiday somewhere a bit exotic, you know, somewhere we'd never been before. We thought about going to Brazil or India — but finally we decided on Egypt. When we landed in Cairo I was amazed - it's a real mixture of Eastern and Western styles! We stayed in Cairo for the first day, and visited the Egyptian Museum of Antiquities which was really amazing. Some of the stuff in there is over 3,000 years old.

Teacher: That sounds fascinating. What did you do on the second day?

David: Well, we decided to go to Giza. I mean – you couldn't go to Egypt without seeing the Sphinx and the Pyramids, could you? They're pretty close to Cairo, and easy to get to. I knew they were big, but nothing can prepare you for the feeling you get standing beside the Great Pyramid of King Cheops. It makes you feel so small!

Teacher: I can imagine. And the third day?

David: By then we felt we'd done enough sightseeing for a bit so we decided to take a bus to Al Fayoum. It's an oasis on the shore of Lake Quarun, and the whole place is really peaceful and relaxing. We hired a boat and spent the day sunbathing and swimming in the lake.

Teacher: That sounds lovely. What did you do after that?

David: Oh, on the fourth day we spent the morning wandering around the Khan el Khalili Oriental Bazaar, taking in the atmosphere. I've never experienced so many sights, sounds, colours and smells at one time in all my life! The best thing about it is that the stuff you can buy there is so cheap.

Teacher: Well, I hope you brought something for me. And then?

David: Day five was the highlight of our trip. We'd booked a day-trip to Luxor. A day just wasn't enough time to see everything, but we took in the Temples of Amon at Karnak, the Luxor Museum and the Valley of the Queens. It was incredible. Going to Egypt was an experience I'll never forget. I'd definitely recommend it to anybody who wants to experience a completely different culture. You should all go and see it for yourselves!

Teacher: Thanks, David. It sounds like a fascinating place. Now, who else ... ? (fade)

2 • Paragraph plan

Paragraph 1: Time, place and reason for going to the place (July, England, attend language course)
Paragraph 2: arrival, first experiences (Heathrow, went to school by coach, dormitories, dinner)
Paragraph 3: activities (regularly scheduled/daily: lessons, horse riding, watch TV, table tennis, music, canoeing, tennis, football)
Paragraph 4: special excursions (free-time activities: Howlett's Zoo, Dover, Margate, London)
Paragraph 5: final activities, feelings and comments (disco farewell party, wonderful time, English has improved)

- The model is informal
- **Time words used:** when, then, after that, the next day, after, never, before, that evening, while, at the end of the first week, on the last weekend, on the last evening, the next morning
- **Tenses used:** *Past Simple, Past Perfect, Present Simple, Present Perfect*

  Past Simple is used extensively because a one-time past experience is being related.

  Past Perfect is used once to relate (the absence of) a prior event (I had never been on a horse before).

  Present Simple is used (I want, I think) in the last paragraph to show the writer's feelings at the time of writing.

  Present Perfect is used to express a result of the experiences described which continues to have effect until the present (my English has improved).

3 Introduction

When we had our first committee meeting for last year's concert shortly after Easter, we decided to stage our performance on June 9th, the last Friday before the end of term. Each committee member was assigned a particular task; for example, I was in charge of the singers.

Auditions

First of all, we put up posters inviting anyone who could sing, dance or play an instrument to come to auditions. Each person gave a short performance and then we chose the best students from all of those we saw.

Rehearsals

Most of the soloists wanted to practise at home, so they didn't come to rehearsals until the last week. We had a choir, though, and I met them for rehearsals two evenings a week. The dancers and the orchestra needed rehearsals too, which made it difficult to arrange times when the school hall wasn't being used.

Problems

A week before the show, we started testing the microphones, lights and so on. There were a lot of technical problems with these, and we couldn't practise while they were being repaired. We also had problems with costumes for the show because they weren't ready in time, and some were the wrong size.

Performance

Finally, June 9th arrived, and everyone was very nervous. The performance went very well, however, and the audience enjoyed it enormously.

Conclusion

Looking back, it's obvious we should have started sooner, but on the whole the performance was fine and a lot of fun for everybody. Good luck to you for this year's show!

4 10. E 11. D 12. C 13. A 14. B

(Suggested answer)

Late last spring I spent a few very enjoyable days in Toronto. I went there to attend my sister Brenda's wedding.

Arrival in Toronto

I arrived at Toronto's Pearson Airport, Terminal 3, on June 10th. The modern building was quite impressive, with glass walls and a ceiling which let sunlight come pouring in. My parents arrived shortly after I did, and together we took a taxi to our hotel. We didn't do anything special that night, as I was tired after my long flight.

Shopping Downtown

The next day we went shopping at the Eaton Centre, a huge shopping mall in the city centre of Toronto. I bought a nice suit for my sister's wedding, which would take place the following day. Luckily, the shop was able to shorten the trousers while we waited. I was ready for the big day!

Wedding on the Lake

Brenda's wedding was beautiful, and a lot of fun, too. She got married on a large yacht on Lake Ontario, which is one of the famous "Great Lakes". Sixty guests enjoyed an excellent dinner on board after the ceremony, and later everyone danced for hours. It was perfect.

Sightseeing

The day after the wedding, my parents and I went sightseeing. We bought some fresh fruit at the old St Lawrence Market, and had lunch in the incredibly high CN Tower. We could see for miles! Later, we visited Casa Loma, an old fairy-tale castle. I'd like a house like that! That night, I went to a club called REM with a cousin of mine. It was quite a day!

Time to Leave

Sadly, on June 14th it was time to go home. I packed my bags and headed for the airport, thinking back on all the activities we had enjoyed over the previous few days. In every way, my stay in Toronto was simply superb!

5 *(T asks Ss to think of possible sub-headings to be used in each report, and information to be mentioned under each sub-heading. Ss then write their reports.)*

Suggested plan for Topic 1

Introduction: Where championship was held - how many competitors, spectators, etc.
Journey/Arrival: at place where championship was held
Events: details of events which took place
Personal involvement: details of what you did - any medals won, etc.
Conclusion: summarise feelings/thoughts about the experience, mention any lessons learned, new insights, etc.

Suggested plan for Topic 2

Introduction: where Disneyland Paris is - number of countries involved in meeting - reason for going
Arrival: first impressions, introductions, etc.
Meeting: details in chronological order of how the meeting was conducted, include details of personal participation.
Sightseeing: details of other things you saw or did while there, people you met, etc.
Conclusion: comments on success, achievements, lessons learned, etc. Was the visit worthwhile?

Unit 18 - Articles

1 1. B (formal - argumentative techniques)
2. A (formal - news report techniques)
3. C (informal - narrative-descriptive techniques)

Tapescript for Ex. 1 (p. 99) (to be heard twice)

1. Although many headmasters have been determined to avoid introducing computers into their schools, experts agree that computers are essential teaching tools, whose contribution to education should by no means be underestimated.

2. Over 300 workers have lost their jobs after an oil refinery in Midfield closed down due to financial problems. The closure was ordered by the factory's owner, Mr John Wells, after it failed to make a profit for five consecutive years.

3. Looking for a lively resort to spend your summer holidays? Visit Bangkok and have the holiday of a lifetime. I stayed there for two weeks last summer and I enjoyed every minute of it.

2 1. c, f (f is more successful as it gives clear information about the article in an eye-catching way)
2. a, d (d is more successful as it makes you wonder what the article is about)
3. b, e (b is more successful as it uses more advanced vocabulary)

3 1. Prison protest ends
2. Banks to introduce cash-point cameras
3. Tanker spills oil on M11.
4. Slimming drugs harmful, nutritionists say
5. LSE wins "Best Business School" award or LSE "Best Business School"
6. OPEC to fix prices
7. Zolosis factory blamed for poor safety
8. Bad baby food scare in Redding
9. Director to be charged with fraud

4 1. The Queen's lost jewels have been found.
2. A traffic accident has resulted in the deaths of five people.
3. Manchester United has won a football cup.
4. A factory has been destroyed by an explosion.
5. A prince is going to get married.
6. Striking dustmen have agreed to return to work.
7. The Prime Minister has called an election.
8. An earthquake measuring 7.5 on the Richter scale has resulted in the deaths of 5000 people.
9. The government may fall because of (a) scandal.
10. A hospital is going to be closed or The government has decided to close a hospital.
11. One country has declared war on another.
12. A storm has destroyed a country's corn crop.
13. An event involving terrorists has ended successfully.
14. President Clinton and the Pope have agreed to meet at a certain time (in the future).
15. The United Nations has warned that there is a danger of starvation killing people in Africa.

5 Key words to be underlined

1. Breston - busy holiday resort - mayor's successful campaign
2. mother - won £1 million - lottery
3. earthquake - destroyed - Clifford Bay - people - killed - missing
4. attempt - French Ambassador
5. Sting - concert - Amnesty International
6. researchers - discovered - treatment - asthma
7. teachers - object to - computers - school education - fear - replace
8. police seized drugs - Heathrow

(Suggested answers)

1. Boost to Breston after Mayor's Campaign
2. Mum Worth a Million!
3. Earthquake Tragedy
4. Attempt on French Ambassador's life
5. Sting to Appear for Charity
6. Good news for Asthma Sufferers
7. Teachers' Computer Fear
8. Drugs Seized at Heathrow

6 • Paragraph outline

Introduction: (what - where - when: earthquake - Brozhomi - last night)
Paragraphs 2, 3: Details (violent tremors - 80 killed - hundreds of homes destroyed - people still under debris - bad weather conditions)
Paragraph 4: Comments (Puchka said: nothing left - lost home, husband, 3 young children)
Conclusion: reaction, future development (appeal for medical supplies & temporary housing - rest of the world responded immediately)

- It is formal (advanced vocabulary, use of the passive).
- It could be found in a serious newspaper.

(As an extension T can ask Ss to close their books and say as many words as they remember relevant to the topic.)

7 1B. informal - talks about holidays - could be found in a light-hearted magazine or newspaper;
Suggested headline: HOLIDAY DESTINATION: FLORIDA KEYS

2C. formal - talks about athletes taking drugs - could be found in a serious publication (magazine or newspaper)
Suggested headline: ATHLETES ON DRUGS

3A. formal - talks about a whale saved by villagers - could be found in a serious newspaper or an environmental group's newsletter
Suggested headline: VILLAGERS RESCUE WHALE

8
1. magnificent
2. enthusiastic
3. depressing
4. inadequate
5. gleaming
6. enormous/dramatic
7. confident
8. wonderful
9. inspiring
10. dramatic/enormous

Suggested headline: Queen Mother Opens New Children's Wing

Techniques used: those of a news report

9 1. b 2. c 3. a

This article is less formal and could be found in a magazine which raises awareness of environmental issues.

10
1. informal - ESCAPE TO MONACO
2. formal - FREE PUBLIC TRANSPORT TO REDUCE POLLUTION
3. formal - STADIUM TRAGEDY
4. informal - THE RIO CARNIVAL EXPERIENCE

Suggested paragraph outlines

1. **Paragraph 1:** introduction: name/location of place (Monaco, territory on the French Riviera)
Paragraphs 2, 3: description of the place (overall view and particular details: sights - what to do - hills which overlook the Mediterranean Sea, beautiful beaches, casino, etc.)
Paragraph 4: comments/feelings/recommendation (impressive place, playground for the rich)

2. **Paragraph 1:** state problem (pollution is a world-wide problem, free public transport could be a solution)
Paragraph 2: suggestion 1 and reason (since it's free more people would use it)
Paragraph 3: suggestion 2 and reason (it would reduce pollution from cars as more people would not use their cars to get to work)
Paragraph 4: conclusion (this suggestion should be tried, it would be beneficial)

3. **Paragraph 1:** introduction: when - where - what (Saturday, London, fence collapsed on fans)
Paragraphs 2, 3: development of the event, causes, consequences (fence which was not properly put up fell on spectators, many injured, taken to hospital)
Paragraph 4: comments/action taken (investigation underway, all sports facilities are being checked for safety)

4. **Paragraph 1:** introduction: where, what, reason for celebrating (carnival, Rio in Brazil, South America)
Paragraph 2: preparations (costumes are made, bands practise, floats are constructed)
Paragraph 3: description of the actual event/activities (parades and parties through the streets, dancing, singing, people wearing costumes)
Paragraph 4: feelings/comments/recommendation (fun for all, lively people, not to be missed)

11
1. F (the style depends on the audience the article is addressed to and the topic it deals with)
2. F (narrative techniques can be used depending on the content of the article)
3. T
4. T
5. F (elaborate adjectives make the article more interesting to read)

12 *(T discusses the points associated with each topic with Ss, then Ss write their articles.)*

1. Formal style (argumentative techniques)

Suggested headline: Should computers be used in the classroom?

Suggested Paragraph Plan

Paragraph 1: state topic and your opinion (computers in the classroom would benefit students)
Paragraph 2: viewpoint 1 and reason (Ss familiarise themselves with modern technology)
Paragraph 3: viewpoint 2 and reason (Ss have access to information quickly)
Paragraph 4: opposing viewpoint and reason (expensive, Ts must be trained)
Paragraph 5: restate your opinion (it would be helpful to students to have computers in school)

2. Informal style (descriptive techniques)

Suggested headline: Escape to Rimini

Suggested Paragraph Plan

Paragraph 1: name, location, reason for visiting
Paragraphs 2, 3: overall view and particular details
Paragraph 4: comments/feelings/recommendation

3. Formal style (narrative descriptive techniques/news report)
Suggested headline: Earthquake hits ..... (name of the capital of your country)

Suggested Paragraph Plan

Paragraph 1: summary of the event: when - what - where (on Tuesday, 3.41 pm, an earthquake struck, etc.)
Paragraphs 2, 3: development of the event, causes, consequences (buildings were destroyed, major roads and bridges collapsed, many killed, etc.)
Paragraph 4: comments/action taken (rescue efforts are still underway, temporary housing has been set up)

or **Suggested headline:** Famine strikes ... (name of the capital of your country)

Paragraph 1: summary of the event: when - what - where (last summer failed crops left many districts of ...(capital) ... without food. Hunger combined with poor sanitary conditions caused the spread of disease)
Paragraphs 2, 3: development of the event, causes, consequences (3rd season straight that the rains failed - malnutrition and disease took the lives especially of children and the elderly)
Paragraph 4: comments/action taken (International emergency relief was sent and locally operating agencies organised water distribution and vaccination centres)

or **Suggested headline:** Melting snow and rain flood ... (name of capital)

Paragraph 1: summary of the event: when - what - where (days of non-stop rain for two months, together with rivers full from the melting snow from the Alps led to the town of ..... being flooded)
Paragraphs 2, 3: development of the event, causes, consequences (water was up to 6 feet high along the streets, motorists were forced to leave their cars which were afloat, ground-floor homes were flooded, people stranded)
Paragraph 4: comments/action taken (the council acted immediately, providing temporary accommodation for those who had lost their homes)

4. Formal style (argumentative techniques)

Suggested headline: Fast Food - Healthy or unhealthy?

Suggested Paragraph Plan

Paragraph 1: state topic and opinion clearly (should not be eaten too often)
Paragraph 2: viewpoint 1 and reason (fattening)
Paragraph 3: viewpoint 2 and reason (unhealthy - not nutritious)
Paragraph 4: opposing viewpoint and reason (not very expensive, quick)
Paragraph 5: restate your opinion (should not be eaten too often, it is harmful to our health)

Unit 19 - Reviews

(Before Ss listen to the cassette T can ask Ss to say as many words as possible related to reviews and writes them on the board. e.g. plot, characters, boring, sound effects, confusing, comedy, thriller, well-written, cast, etc.

1

Name of film to be seen:	Robin Hood ☑	Rob Roy ☐	
Type of film:	thriller ☐	comedy ☐	adventure ☑
Star(s):	Liam Neeson ☐	Kevin Costner ☑	Morgan Freeman ☑
Story theme:	someone's efforts to help the poor ☑		a Scottish hero and his wife ☐
Acting:	powerful ☐	poor ☐	excellent ☑
Plot:	dramatic ☐	gripping ☑	confusing ☐
Characters:	well-developed ☑	predictable ☐	weak ☐
Recommendation:	waste of time and money ☐		not to be missed ☑

Tapescript for Ex. 1 (p. 104) (to be heard twice)

Monica: Thanks Jeremy. That meal was delicious.
Jeremy: I knew you'd appreciate a good lasagne. Have you decided what film you'd like to see?
Monica: Well, I think we could go to either Rob Roy or Robin Hood. They've both got very good reviews.
Jeremy: I saw Rob Roy last week. How about Robin Hood? Isn't it an adventure film?
Monica: Yes, it stars Liam Neeson — no, sorry, it's Kevin Costner as Robin Hood and Morgan Freeman as the Moor, Aziz. It's the story of Robin's efforts to help the poor and hungry in the Forest of Sherwood. This film has a twist though, as Robin brings back Aziz from the Crusades and together they fight for justice.
Jeremy: It sounds good to me. Oh look, there's a review here that says... "powerful adventure, excellent acting by Costner, gripping plot, well-developed characters. Definitely not to be missed."
Monica: What time is the next performance?
Jeremy: 7:00. We've got plenty of time to have a coffee before we go to the cinema. What do you think?
Monica: Sounds good to me!

2

- **introduction:** setting, type of story, plot summary, actors (American neighbourhood, comedy, 8-year-old boy catches a thief, Mason Gable, Walter Matthau)
- **paragraph 1:** details of plot (a thief steals gold coins, Dennis sees him, Dennis is caught by thief, Dennis ties thief up and hands him over to police)
- **paragraph 2:** comments (excellent cast, hilarious scenes)
- **conclusion:** recommendation (worth seeing, charming story, entertaining film)

3 A. **Plot/Story:** moving, confusing, original, thrilling, highly entertaining, gripping, shocking, involving, unimaginative
Script: original, well-written, excellent, poorly-written, unimaginative

B. **Positive:** well-developed, strong, humorous, realistic, convincing
Negative: boring, weak, dull, predictable, boring, unbelievable, frightening

4

1. thrilling, action/adventure
2. moving, love story
3. frightening, shocking, thriller/horror
4. convincing/realistic, science fiction
5. confusing, detective story/mystery

5 1. D 2. C 3. A 4. B

6

1. original
2. unbelievable
3. gripping
4. predictable
5. highly entertaining
6. well-developed
7. tragic
8. frightening
9. shocking
10. dull

7 *(T elicits plan from Ss and asks for appropriate vocabulary to be used.)*

Suggested paragraph plan

Paragraph 1: where the film/book is set, what kind of story it is (comedy, tragedy, etc.), characters
Paragraph 2: description of the plot
Paragraph 3: comments (cast: excellent/weak, characters: well-developed/predictable, acting: very good, script: dull/clever, etc.)
Paragraph 4: recommendation (worth seeing/reading, I wouldn't recommend it, etc.)

Study Check 3

A
1. Narrative-Descriptive composition
2. **Paragraph 1**: set the scene (man - on a flight to Paris - last Monday)
   Paragraph 2: person's physical appearance and clothes (tall, high cheekbones, in a black suit)
   Paragraph 3: personality (mannerism) (annoying; kept talking all the time)
   Final Paragraph: refer to moods, consequences, reactions, feelings (glad to reach our destination)
3. Past tenses because the person is related to the past.
4. Yes, it requires both narrative and descriptive techniques.
5. **Techniques to begin composition:** describe weather, surroundings, people using the senses; use direct speech; ask a rhetorical question; create mystery/suspense; refer to feelings/moods.
   Techniques to end composition: use direct speech; refer to feelings/mood; describe people's reactions; create mystery/suspense; ask a rhetorical question.

B
1. Informal letter giving news
2. Yes, it contains more than one aspect: description/ narration of the event, describing people.
3. Techniques to describe atmosphere: use of senses, use of descriptive adjectives, adverbs and verbs.
4. Using adjectives and adverbs would add to the description by making it more exciting and more interesting to read.
5. It would not be relevant to refer to the hobbies and interests of those present and the writer may not know the people personally. (examples of mannerism can be included to describe their feelings/ character)

C
1. less formal because the advertisement does not require a formal letter of application for a job.
2. **Paragraph 1**: reason for writing (apply for post)
   Paragraphs 2, 3, 4: qualifications, previous experience/qualities and skills (emphasis is on some relevant experience and character qualities)
   Final Paragraph: closing remarks (look forward to hearing from you)
3. No, because it is for a temporary summer job.
4. **Useful language to begin letter:** I saw your advertisement in the newspaper and I'm very interested in ...
   Useful language to end letter: I'm looking forward to hearing from you soon ...

D
1. Letter giving information/transactional letter
2. Yes, all the factual information given in the rubric should be included.
3. Bear in mind that you must use your own words when including all the factual information given in the rubric. You must also include all the information given in the rubric.
4. **Useful expressions to begin the letter:** You wanted me to tell you a few things about ...
   Useful expressions to end the letter: I hope this will help you ...

E
1. Yes, before writing a story you must decide on a plot line.
2. b) time words
3. a) past perfect
   b) past continuous
   c) past simple
4. **Begin story by:** describing the weather, surroundings, etc. using the senses; using direct speech; asking a rhetorical question; creating mystery/ suspense; referring to your feelings/mood.
   End story by: using direct speech; referring to your feelings/mood; describing people's reactions; creating mystery/suspense; asking a rhetorical question.

F
1. Describing surroundings using senses - direct speech and asking a rhetorical question
2. Direct speech and creating suspense - referring to feelings
3. Asking a rhetorical question and creating suspense - describing people's reactions
4. Describing the weather using senses and creating mystery/suspense - rhetorical question

G (S = start, E = end, F= formal, I = informal)
1. F, S, letter of invitation
2. I, E, letter accepting an invitation
3. I, S, letter requesting information
4. I, S, letter giving information
5. F, E, letter applying for a job
6. F, E, letter of apology
7. F, E, letter of complaint
8. F, S, letter giving thanks
9. F, E, letter of congratulations
10. I, S, letter asking for advice

H
1. Argumentative - "for and against" essay
2. I would write a formal article because for and against essays are always written in this style.
3. **First paragraph techniques:** make reference to strange scene/situation, address reader directly, start with quotation/rhetorical question
   Last paragraph techniques: state opinion, give reader something to consider, end with quotation/ rhetorical question

4. Suggested headline - Living In The City: convenient or not worth the hassle?

5. **Paragraph 1**: state topic
Paragraph 2: arguments for (many job opportunities, variety of entertainment, lots of schools/hospitals)
Paragraph 3: arguments against (unhealthy surroundings, noise, stressful life)
Final paragraph: balanced consideration/opinion

I

1. Opinion essay
2. Formal (opinion essays are always formal)
3. Yes, because this is an opinion essay.
4. Suggested headline: Too Young to Vote?
5. **Paragraph 1**: state topic and opinion
Paragraphs 2, 3: viewpoints and reasons (too young to know who, what is best because uninterested, etc.)
Paragraph 4: opposing viewpoints and reason (shouldn't be raised so that they become involved and interested in what is best for the country, etc.)
Final paragraph: restate opinion

J

1. reference to strange scene - rhetorical question - "For and against" article because opinion is mentioned in the last paragraph.
2. rhetorical question - state a personal opinion - Opinion article because the writer's opinion is mentioned in both paragraphs.
3. quotation - rhetorical question and give the reader something to consider - Opinion article because the writer's opinion is mentioned in both paragraphs.

K

1. Describing a place
2. Yes, narrative and descriptive techniques could be used to make it more vivid.
3. Suggested headline: Island Paradise
4. **Paragraph 1**: set the scene (name and location of the place, reason(s) for choosing the place)
Paragraphs 2-3: sights, facilities, free time activities
Final paragraph: feelings and final thoughts about the place or recommendation
5. Yes, in order to have a persuasive effect.

L

a) assessing good and bad points
b) news report
c) survey report
d) reporting experiences

1. **a. Paragraph plan for assessing good and bad points**

Introduction: state the purpose and content of your report (to assess a house to see if it is suitable for a family of four)
Main Body: summarise each point under suitable headings, giving both positive and negative points (if any) (**Location and Features**: 5km from city centre, 3 bedrooms, large garden, etc. **Condition of house**: needs new roof, has new kitchen and bathroom, etc.)
Conclusion: general assessment and recommendation (**Recommendation**: house is suitable for family, even though it needs some repair, etc.)

b. Paragraph plan for news reports

Paragraph 1: summary of the event (time, place, people involved) (Tuesday morning, South London, train accident, many injured)
Paragraphs 2, 3, 4: description of the main events and people involved - give detailed facts (7.30am train departed from station, travelling north, conductor was given incorrect signal, two trains collided, 200 injured, 10 dead, etc.)
Final paragraph: comments, reference to future developments (head of emergency services comments on the efficient rescue operation, department of transportation is investigating the accident, etc.)

c. Paragraph plan for survey reports

Introduction: state purpose and content of your report (to analyse the results of a survey on the types of TV programmes young people prefer)
Development: summarise your information under suitable sub-headings (**Talk shows**: only 5% prefer talk shows, etc. **News programmes**: minority prefer these types; only 12%, **Comedy shows**: majority prefer these, etc. ...)
Conclusion: end with a general conclusion and, if necessary, make recommendations/suggestions (**Recommendations**: perhaps TV journalists should improve the quality of some of their programmes to attract young viewers, etc.)

d. Paragraph plan for reporting experiences

Introduction: state topic and set the scene (what-when-where-who) (last Saturday night, farewell party for Mr Belling, many attended)
Main Body: information in chronological order under suitable sub-headings or letters/numbers (1. Mr Belling arrived, was touched to see so many people present. 2. dinner was served, DJ played music, etc. 3. students present Mr Belling with gift, faculty present gift to Mr Belling. 4. He made short speech, etc.)

Conclusion: summarise points, refer to feelings/moods/consequences (everyone was sad to see him go, he was thankful for the party, etc.)

2. Topics requiring sub-headings: a, c, d
3. Include facts and generalisations in the survey report (c).
4. Include linking words to contrast positive and negative aspects in (a) (assessing good and bad points).
5. News reports (b)
6. **Present tenses:** assessing good and bad points (a), survey reports (c)

   Past tenses: news reports (b), reporting experiences (d)

M

1. • article stating an opinion
   • formal style
   • include information on: the effects of smoking, esp. the effects of "second-hand" smoke; non-smokers' rights
   • **paragraph 1:** state topic, your opinion
   paragraph 2: argument 1 and reason (health risks)
   paragraph 3: argument 2 and reason (non-smokers' rights)
   paragraph 4: opposing viewpoint (smokers' rights)
   paragraph 5: conclusion (restate opinion)

2. • article providing solutions to problems
   • may be formal or less formal in style
   • article should state the problem
   • **paragraph 1:** introduction (state problem, topic)
   paragraph 2: first suggestion (e.g. recycle) and result
   paragraph 3: second suggestion (e.g. don't litter) and result
   paragraph 4: third suggestion (e.g. buy "green" products) and result
   paragraph 5: conclusion (results which will occur if everyone follows this advice and summarise opinion)

3. • article stating an opinion or giving advantages and disadvantages
   • formal style
   • article should present both sides of the argument and give an opinion after balancing both sides
   • **Plan A** - (for and against)

   paragraph 1: introduction – state the issue
   paragraph 2: points in favour of children using computers (e.g. good educational tool, teaches useful skills)
   paragraph 3: points against children using computers (e.g. children should exercise by playing outside, children who use computers usually only play computer games)
   paragraph 4: conclusion (give opinion based on a fair consideration of both sides of the argument)

   • **Plan B** - (opinion)

   paragraph 1: state the topic and your opinion
   paragraph 2: viewpoint 1 and reasons (e.g. good educational tool – makes learning fun)
   paragraph 3: viewpoint 2 and reason (e.g. teaches useful skills – good for job prospects)
   paragraph 4: opposing viewpoint and reasons (e.g. children should play together outside, not alone inside – miss out on learning vital social skills)
   paragraph 5: restate your opinion

4. • article making suggestions
   • informal style
   • useful tips for language learners
   • **paragraph 1:** introduction (state problems faced by language learners, present topic of article)
   paragraph 2: suggestion 1 and result (e.g. use mental pictures in word-association method)
   paragraph 3: suggestion 2 and result (e.g. write sentences which use the words you are trying to learn)
   paragraph 4: suggestion 3 and result (e.g. use flash-cards to test oneself regularly)
   paragraph 5: conclusion (state the result of using the suggestions given)

5. • article - starting an opinion
   • formal style
   • should include information on popular free-time activities, the amount of free time young people have, an analysis of typical habits of young people
   • **paragraph 1:** state the topic and your opinion
   paragraph 2: viewpoint 1 and reason (e.g. reading, studying – wise)
   paragraph 3: viewpoint 2 and reason (e.g. socialising, sport – wise)
   paragraph 4: give the opposing viewpoint and reasons (e.g. watching TV, video games, crime – bad)
   paragraph 5: conclusion (restate your opinion)

6. *(**Note**: T should use topic 6 to demonstrate how some topics demand a combination of the skills Ss have learnt during the Successful Writing Upper-Intermediate course and that not all topics fit neatly into a specific category.)*

   • article with a personal, narrative tone
   • informal style
   • should include the reasons the writer started to study English, and an explanation of why it was necessary or attractive

- **paragraph 1:** introduction (state that the article will describe why the writer began to study English)
  paragraph 2: describe general reasons why people choose to learn English
  paragraph 3: describe personal situation and reasons for studying English (e.g. have always wanted to work in travel and tourism and decided to learn English as it is an international language)
  paragraph 4: conclusion (state the result of the decision and / or how studies are progressing; may express personal feelings)

7. • article of description / giving information
   • may be informal or less formal
   • should include a description of the relative chosen and their unique influence; should say why this family member is the writer's favourite
   • **paragraph 1:** introduction (identify family member, say that this person is favourite relative)
   paragraph 2: give detailed description of person, esp. character / personality traits
   paragraph 3: explain the influence this person has had on you
   paragraph 4: conclusion (give personal thoughts / feelings about the person)

N 1. • report assessing good and bad points
   • an employee
   • your employer / boss
   • should include a description of the hotel and focus on particular good and bad points
   • main heading: "Report on the Five Seasons Hotel"
   • sub-headings: Introduction / Location / Facilities (e.g. swimming pool, recreation area, tennis courts, cafeteria, bar, etc.) / Service (e.g. maids, reception desk, waiters in restaurant) / Food / Recommendation or General Comments

2. • report giving / analysing information (survey report)
   • from a pen-friend
   • to a pen-friend in a foreign country
   • should include an explanation of the different types of TV programmes and state which types are most popular among young people in your country
   • main heading: "TV preferences among young people in my country"
   • sub-headings: Introduction / Kinds of programmes (e.g. documentaries, soap operas, cartoons, etc.) / Analysis of popularity of each kind (e.g. most young people enjoy watching documentaries) / Conclusion

3. • report assessing good and bad points
   • written by a sports club member
   • written for club authorities / owners / trustees / officers
   • should include a description of the facilities which exist at present (e.g. swimming pool, gym, squash, solarium, cafeteria), the condition they are in, and how money should be spent to improve the club and its facilities
   • main heading: "Report on how money donated to club should be spent"
   • sub-headings: Introduction / Description of current facilities / Condition facilities are in now / New facilities needed / Recommendation(s)

4. • report assessing good and bad points
   • written by a student attending a summer language course
   • written for a student bulletin / newspaper (not clear from instructions); written to inform other students
   • should include a description of the centre and the facilities (e.g. big convenient swimming pool, gymnasium) / programmes (e.g. martial arts classes, swimming lessons, etc.), activities it offers (e.g. competitions, trips, etc.), as well as comments on its good and bad points
   • main heading: "Report on the ***** Leisure Centre"
   • sub-headings: Introduction / General description / Facilities / Programmes and Activities / Strengths and Weakness of the Centre / Conclusion

5. • report assessing good and bad points
   • written by a newspaper reader
   • written for a local newspaper / readers
   • should include a description of the store and an assessment of the variety of products (e.g. there are various products to choose from), service, (e.g. friendly staff), and prices (e.g. reasonably priced)
   • main heading: "Report on the ***** Department Store"
   • sub-headings: Introduction / Variety of Products / Service / Prices / Recommendation (or Advice / Conclusion, esp. if report ends with a negative conclusion)

6. • assessing good and bad points
   • employee of a local tourist information office
   • tourist information office
   • location of main shopping area, types of shops (e.g. boutiques, toy shops, hardware shops, etc.), variety of products (e.g. one can find anything one wants from pins to furniture), prices (e.g. reasonable prices, some shops are rather expensive)

- main heading: "Report on the Shopping facilities in Brocklehurst"
- sub-headings: Introduction / Location / Types of Shops / Variety of Products / Prices / Recommendation

7.
- survey report
- bookshop employee
- your manager
- who you questioned and what you asked about; variety of books (e.g. fiction, non-fiction, etc.), prices of books, helpfulness of staff; conclusion/ recommended changes (e.g. re-ordering of sections)
- main heading: "Bookworm Corner Survey"
- sub-headings: Introduction / Variety of Books / Prices / Staff / Recommended Changes

O 1.
- letter of application (for a job)
- formal
- e.g. I am writing in response to your advertisement in the Weekly News on March 2nd
- e.g. I look forward to hearing from you.
- Dear Mr Ditton,
- Yours sincerely, + full name
- age, French and German qualifications, relevant experience (e.g. have worked as a tour-guide for SunBeam Co.), qualities and skills (e.g. good communication with people, hard-working, do not mind working long hours, etc.), time when available for interview
- **paragraph 1:** reason for writing
  paragraphs 2, 3, 4: qualifications / training (previous experience / qualities and skills)
  final paragraph: closing remarks + full name

2.
- letter of advice
- informal
- e.g. I was sorry to hear that you're feeling so unhappy in your new home ...
- e.g. I hope my advice is useful and will help you to cheer up.
- e.g. Dear Jane,
- e.g. Love, + first name
- e.g. a) join a club, b) make friends with neighbours
- **paragraph 1:** thanks for letter / express understanding of problem
  paragraphs 2, 3: suggestion(s) and reason(s)
  final paragraph: closing remarks + first name

3.
- letter giving and asking for information
- informal
- e.g. My name is John Mills, and I'm writing to tell you a bit about myself.
- e.g. I'm looking forward to hearing from you soon.
- e.g. Dear Pierre,
- e.g. Regards, John
- description of yourself (appearance, character, hobbies and questions about recipient's family and home town)
- **paragraph 1:** reason(s) for writing
  paragraph 2: description of yourself
  paragraph 3: questions to the recipient
  final paragraph: closing remarks + first name

4.
- letter of advice
- informal
- e.g. Here's what I think you should do ...
- e.g. Let me know if you need any more help.
- Dear Greg,
- Yours, Hans
- suggestions and reasons (e.g. read magazines, newspapers and books, get together with fellow students to practise whenever possible, rent videos in the target language)
- **paragraph 1:** thanks for letter
  paragraphs 2, 3: suggestion(s) and reason(s)
  final paragraph: closing remarks + first name

5.
- letter giving information (transactional) - all points mentioned should be included in the letter
- formal
- e.g. In reply to your queries...
- e.g. Please inform me if I can be of further assistance.
- Dear Mr Lewis,
- Yours sincerely, + full name
- Ask him to give Ss general description of his work, say how he became involved, bring slides showing environmental damage and membership forms for Ss. Also give 2 possible dates for him to come.
- **paragraph 1:** reasons for writing
  paragraphs 2, 3: give information / answer questions
  final paragraph: closing remarks + full name

6.
- letter giving and asking for information (transactional)
- formal
- I was delighted to ...
- I am looking forward to hearing from you at your earliest convenience.
- Dear Mr Britton
- Yours sincerely + full name
- all information which is given in note form should be mentioned but must be rephrased
- **paragraph 1:** reason for writing
  paragraphs 2, 3: questions you need to ask (e.g. exact date/times, kind of shops, etc.) and information you need to mention about special arrangements which need to be made (e.g. two single beds in the hotel, etc.)
  final paragraph: closing remarks + full name

(T should point out to Ss that they should read the information carefully and make sure they understand what is required of them, then write their letter, bearing in mind not to skip any of the information they are required to include.)

P

1. • kind of writing: article describing an event
   • purpose of writing: to inform readers of something which happened
   • content: what problems you faced (e.g. oil on beach, litter dumped on beach and in sea, etc.)
   • target reader: newspaper readers
   • style: formal

2. • kind of writing: article describing a place
   • purpose of writing: to inform visitors to your area of what to see and do when visiting the area
   • content: name / location of your area; how they can reach it (bus, train, etc.); where to stay (hotel, B & B, etc.); what to see (museums, galleries, etc.); what to do (have lunch at seafront restaurants, go to a disco, etc.); recommendation (come and see for yourselves)
   • target reader: young holiday-makers
   • style: less formal (to attract the readers' interest)

3. • kind of writing: description of a person
   • purpose of writing: to win a competition
   • content: description of your parent; physical appearance (tall, slim, blue eyes, etc.); character qualities and justification (polite, helpful, etc.); hobbies (gardening, fishing, etc.); your feelings about this person
   • target reader: the people in charge of the competition at the local radio station
   • style: (less) formal

4. • kind of writing: argumentative article, expressing opinion
   • purpose of writing: to share your opinions
   • content: your viewpoints with reasons (e.g. young people respect older people; young people ask for older people's advice; young people enjoy having older people staying with them); opposing viewpoint and reason (some young people think of older people as a nuisance); conclusion (generally young people respect older people)
   • target reader: magazine readers
   • style: formal

5. • kind of writing: survey report
   • purpose of writing: to talk about variety and quality of TV programmes in your country
   • content: variety of programmes (e.g. documentaries, cartoons, soap operas, etc. & who watches what); quality of programmes (e.g. state viewers' satisfaction or dissatisfaction with quality of programmes; recommendations /ways in which variety and quality of TV programmes could be improved
   • target reader: international magazine readers
   • style: formal

6. • kind of writing: article describing a place
   • purpose of writing: to describe a place and how it has changed
   • content: how the place used to be and how it is now (**before:** houses with gardens, not much traffic, etc. **now:** lots of blocks of flats, heavy traffic, pollution, etc.); how you feel about these changes
   • target reader: those who read the school magazine
   • style: formal (use of the passive voice, etc.)

7. • kind of writing: description of a place
   • purpose of writing: to describe your ideal holiday resort in order to win a competition
   • content: name of place, location, reason you choose the place, what you would see (e.g. archaeological sites, galleries, etc), where you would go, what you would do in the evenings, final thoughts)
   • target reader: the travel agency
   • style: formal (second conditionals e.g. I would go)

8. • kind of writing: composition (description of an object)
   • purpose of writing: to describe two important family possessions, explaining their importance
   • content: name the two objects (describe each object in terms of shape / colour / origin, etc.); give reasons why they are important to you (esp. heirlooms)
   • target reader: your teacher
   • style: less formal

9. • kind of writing: argumentative article, expressing opinion
   • purpose of writing: expressing your opinion on a given subject
   • content: your viewpoints clearly stated and reasons (e.g. Yes, violence in films and on TV increases violence in our everyday lives – children may imitate what they see in films / on TV, etc.); opposing viewpoint(s) and reason(s) (e.g. some people think that violence in films / on TV does not promote violence in everyday life); your opinion should be restated (measures should be taken to reduce violent scenes)
   • target reader: readers of the international magazine
   • style: formal

10.
- kind of writing: report containing a description and assessing good and bad points
- purpose of writing: to inform students about a local attraction
- content: description of museum, explanation of its facilities / displays, assessment of its good and bad points
- target reader: your boss
- style: formal

11.
- kind of writing: argumentative, expressing opinion
- purpose of writing: to decide whether or not part-time jobs are harmful for students
- content: state problem and your opinion; suggest viewpoints and reasons (e.g. students earn their own money – can provide for themselves – get a feeling of independence); give opposing viewpoint and reason (e.g. some people say that students are distracted from their studies); restate your opinion using different words
- target reader: teacher
- style: formal

12.
- kind of writing: report assessing problem and suggesting solutions (survey report)
- purpose of writing: to help the police authorities to combat crime
- content: identify crime problem areas; suggest ways of addressing the problems (e.g. more police patrols in streets, citizens should be informed of ways to protect themselves, etc.); state how these suggestions, if implemented, would reduce crime
- target reader: Chief of Police
- style: formal

13.
- kind of writing: report which suggests solutions to a problem (report assessing good and bad points)
- purpose of writing: to help the company you work for to improve working conditions
- content: identify problems in connection with working conditions (e.g. safety issues, scheduling, lighting / ventilation); suggest solutions to each problem mentioned
- target reader: company officials
- style: formal

14.
- kind of writing: descriptive - narrative composition which includes an explanation of an object's significance / importance
- purpose of writing: to complete a school assignment
- content: identify subject of composition (photograph); describe the photograph (e.g. the event shown in the picture, people you can see in the picture); explain the memories it evokes and say why it has special value for you
- target reader: teacher
- style: less formal

15.
- kind of writing: letter of inquiry
- purpose of writing: to recover one's briefcase from a lost property office
- content: identify self, time and place object was lost; describe object (colour, size, special features, etc.); give instructions on how you can be contacted, thanks for efforts to find lost object
- target reader: lost property office of train company
- style: formal

16.
- kind of writing: narrative
- purpose of writing: to be published in school magazine
- content: well-organised narrative (may include flashback techniques) with interesting plot, must begin with the words given
- target reader: students who read the school magazine
- style: less formal/informal

17.
- kind of writing: letter refusing an invitation
- purpose of writing: to inform event organisers of your inability to attend
- content: thanks for invitation; state that one can't attend; reason(s) why; best wishes for event
- target reader: reception (party) organiser
- style: formal

18.
- kind of writing: narrative which begins with words given
- purpose of writing: to win a competition run by a magazine
- content: interesting narrative written in a well-organised fashion (may include flashback narration), must begin with words given
- target reader(s): competition judges, magazine readers
- style: less formal/informal

19.
- kind of writing: article stating an opinion or examining an issue from both sides
- purpose of writing: for publication / to entertain
- content: identify the issue to be explored, state problems which currently exist because of numerous languages, discuss how cultures are enriched by existence of unique languages, explain how communication could be simplified with a single language, reach a balanced conclusion based on the information given (or state opinion)
- target reader: young people who read the magazine
- style: formal or less formal

20. • kind of writing: formal letter asking for information (transactional)
    • purpose of writing: to clarify points and ask for a post
    • content: state who you are; reason for writing; ask for clarification (e.g. flexible hours/evenings) *[**Note:** all points included in question should be slightly rephrased. The letter should start **Dear Ms Starkey**, and finish **Yours sincerely + full name**]*
    • target reader: the person in charge of the centre (Marie Starkey)
    • style: formal

Composition Assessment

Composition Assessment

- General Impression Marking Scheme based on **criteria** relating to the following:

  A) **relevance**: assessing whether the piece of writing successfully covers the specific theme/topic

  B) **range of structures**: use of direct/reported speech, passive voice, conditionals, etc.

  C) **vocabulary**: wide range and appropriate level of vocabulary – although at this level candidates are not expected to present high level specialised writing skills

  D) **presentation**: ideas well planned and organised in paragraphs according to the relevant model, use of linking words, etc.

  E) **register**: appropriate writing style: formal, informal, personal, impersonal, use of colloquial English, etc.

- **Marking Scheme**

A Very Good (20-18) → successful accomplishment of the task

- all points required by theme/subject fully covered
- wide range of structures and vocabulary used
- well-organised with a variety of linking devices
- paragraph organisation and style used: appropriate
- * Overall assessment: very positive impression

B Good (17-15) → good realisation of the task

- points required by theme/topic covered in sufficient detail
- good range of structure and vocabulary used — general accuracy
- quite well-organised -- suitable linking devices
- paragraph organisation and style used: appropriate
- * Overall assessment: positive impression

C Satisfactory (14-12) → reasonable performance of the task

- main points required by the theme/topic covered in some detail
- adequate range of structure and vocabulary— some errors
- sufficiently organised, simple linking devices
- paragraph organisation and style used: appropriate
- * Overall assessment: quite satisfactory impression

D In need of improvement (11-8) → task not adequately achieved

- some omissions and/or irrelevant material
- range of structures and vocabulary limited
- rather badly organised – few linking devices
- paragraph organisation and style used: not appropriate
- * Overall assessment: message not clearly communicated to the reader

E Below FCE Standard → task not achieved
(6-0)

- too many omissions and/or highly irrelevant material
- very narrow range of vocabulary and structures – difficult to extract meaning because of poor command of language
- extreme lack of organisation and linking devices
- little or no awareness of the paragraph plan and style that has to be used

* Overall assessment: very negative impression

Sample compositions

A travel magazine is running a competition and has asked its readers to submit descriptions of a place they think is ideal for holidays. Write your description for the competition.

Model A

The best place I know for a holiday is in Ireland. It is one of the most beautiful and peaceful places on earth. You will never be bored in Ireland because there's a lot to see and do.

Dublin, the capital, is well-known for its lively atmosphere. It has plenty bars and cafés where you can enjoy a friendly talk or listen to traditional Irish music. It is quite a small city so it is easy to walk around and you are never far from the River Liffey, that runs through it.

If you go outside the city, there are lovely areas to visit. You will be impressed by mountains, lakes and places beside the sea. The land is very green because it rains quite a lot in Ireland but this is not a problem if you are prepared.

Wherever you go in Ireland, life is relaxed, so the people you meet are never very busy to enjoy themselves. This friendly atmosphere and the beautiful countryside make Ireland a good place for holidays.

Comments

Performance level: very good

- This composition deals with the task very well as it gives enough information and a clear description of the place.
- There are many good structures e.g. **It is one of the most beautiful places on earth ..., It is quite a small ..., You will be impressed ..., etc.**
- The vocabulary range is excellent e.g. traditional, lovely areas, beautiful countryside, peaceful, etc.
- The candidate appears to have good control and of the language and is quite fluent.
- There are a few errors e.g. ... for a holiday is **in** Ireland... **plenty** bars ..., **...very busy to enjoy**, though they are non-impeding.
- The piece is well organised and paragraphed, and the opening and closing sentences are suitable for the task.
- The register is appropriate.
- The article would provide the target reader with adequate information and create a positive impression.

Model B

Do you want to live in paradise? Come to Santorini! It's a beautiful island which is part of the Cyclades islands in Greece. Many tourists pass their holidays their and enjoy themselves.

When you arrive to the harbour, you see a huge rock and you wonder: Where is the beautiful island? However, when you drive up to the main village, Fira, you are impressed. Nice traditional hotels are all over and you must choose one with a magnificent view of the sea. From some places you also can see the famous volcano of Thira.

And if you like swimming, there are too many beaches for you: quiet or noisy, with sand or rocks. Finally, when the evening comes, you are very happy in Santorini. It has a lot of cafés, restaurants and discos where you can have a good time and meet new people.

Generally, I love Santorini and I think everyone must visit it to pass a beautiful holiday.

Comments

Performance level: satisfactory

This is an adequately written piece with clearly set out paragraphs.
The task is adequately dealt with.

- some errors e.g. ... **pass their holidays** ..., **their** instead of there, ... **hotels are all over** ..., ... **to pass a beautiful holiday** ... but they do not interfere with communication. A good range of vocabulary and structures is demonstrated: e.g. beautiful, traditional, magnificent.
- Lack of punctuation, although this is non-impeding.
- Some linking devices are used: However, Finally, Generally.
- The register is quite informal, though not inappropriate for such an article.
- The target reader would find the article interesting and informative.

Model C

If you want to go for great holidays you must go in the Jamaica island. I had gone with my family last year there having the best time of my lifetime. In the Jamaica you can live in a big five stars hotel. The hotel we have lived is the best and has the biggest swimming pool too. It also has got a big dinning room where we tried the nice traditional Jamaican foods, they are very hot and spicy. The best part of our holidays was when we went and visited to Kingston. Kingston is a city. It is Jamaica's capital and a very picturesque city. We went in that are used to being old plantations, that now are mansions and we went also in Botanical Gardens. Also we went in a big market and have bought great traditional statues for remembering made from wood. If you go in the Jamaica you will have a great time. You must buy traditional statues and you must go there with the aerplane.

Comments

Performance level: less than satisfactory, below FCE standard

The writer has not addressed the task set adequately. This piece is a description of a personal experience and does not contain enough information or comment on the place visited.

Although there is some good vocabulary, e.g. **traditional**, **hot and spicy**, **plantations**, **Botanical Gardens**, there is much repetition of words, e.g. **best**, **go**. Some range of structures is displayed, e.g. **The hotel we have lived is the best** ..., **If you go** ... **you must**. However, there is a lack of language control evident in several sentences, e.g. **I had gone with my family** ..., **We went in that are used to being** ... There are many errors, e.g. **go in the**, **where there we tried** ..., **have bought great** ..., **go there with the aerplane**.

- There is no use of linking devices, and paragraphs are lacking.
- The language used is appropriate in register.
- The target reader would not have enough information about the place and would not be able to decide whether this place would be worth visiting.

1 *(Present the theory and explain/elicit the meaning of any unknown vocabulary. Allow Ss two or three minutes to read the rubric and underline the key words. Make sure Ss understand that they will have to respond to the letter in the prompt material. Allow one or two minutes for Ss to read the letter. Deal with any difficulties. Point out the notes at the side of the letter. Remind Ss that these will form the basis of what they have to write and that all of the points should be included. Then go through the questions and check Ss' answers.)*

Key words to be underlined: planning, surprise party, one of your friends, have written to your best friend, ask him to help, organisation, read Tim's letter, notes, using information, write back, whether or not, agree with his suggestions, letter

1 A letter to a friend
2 To tell him if you agree with his suggestions or not.
3 Your best friend, Tim. Informal because we are writing to someone we know very well.
4 All the points in the notes.
(Suggested answer)
- You don't have to book the community centre or ask your mum as I have already booked the youth club – and they aren't charging us anything.
- I think pizza is an excellent idea.
- As far as drinks are concerned, Mary's mum will bring them round, so there'll be enough for everyone.
- You're more than welcome to take care of the music.
- A present chosen by your sister would be great. Do you think Mary would like (a photo album/CDs, etc)?
- There are two more things to take care of. Could you write down the names of everyone invited and send out the invitations?

5 **(Suggested answer)**
Para 1: Opening remarks
Paras 2-4: Our comments / answers to questions
Para 5: Request for help
Para 6: Closing remarks
6 We thank the person for their letter and state the reason we are writing back.
7 With a closing remark such as "See you at the party", "Thanks for your help", "Thanks again" etc, followed by your first name: e.g. Love,/Yours, etc, Josh.

2 **a)** *(Allow Ss three or four minutes to decide which model is better. Then go through the models in more detail, eliciting good and bad examples of the points listed.)*

Model *A* is more suitable because:
- all points have been put in separate paragraphs;
- the writer has written it in an informal style;
- all points have been included;
- they have been re-phrased (e.g. *I've already booked the ... don't need to pay, etc.*)

Model *B* is unsuitable because:
- the writer hasn't paragraphed it correctly (e.g. the first paragraph contains both opening remarks and some of the points);
- the style is a mixture of informal and formal expressions (e.g. in the first para. "*I would like to express my gratitude for your prompt reply*" is more suitable for a business letter);
- some points have not been included (guest list, invitations);
- points have not been rephrased (e.g. "*booked youth club – free!*").
- the writer has started the letter with *My dear friend* which is not appropriate.

b) *(Allow Ss three or four minutes to look through Model A for the answers to the questions. Elicit answers. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 Informal because it is to a friend of ours
2 I was really glad to get your letter, and I want to thank you for helping me out.
3 Using appropriate linkers (firstly, as far as, etc)
- To start with, I've already booked ...
- As far as the food is concerned, ...
- Now about the music, ...
- There's just one thing you can do.

4 All points have been re-phrased, e.g.
- No need (booked youth club – free!) › *I've already booked the youth club and they've said we don't need to pay because ...*
- Pizza's fine › *I think ordering pizza is a brilliant idea.*
- Mary's mum's sending drinks › *Mary's mum is going to send some to ...*
- Yes, please! › *It would be fantastic if you could take care of it.*
- Excellent idea – how about buying her ... › *I think it's a great idea to ... What about some CDs?*
- Final guest list and invitations › *write out a guest list and send out the invitations*

5 **(Suggested answer)**
Well, I think that's all. See you at the party.

3 *(Allow Ss two or three minutes to read the rubric and underline the key words. Make sure Ss understand that they will have to respond to the letter in the prompt material. Allow one or two minutes for Ss to read the letter. Deal with any difficulties. Point out the notes at the side of the letter. Remind Ss that these will form the basis of what they have to write and that all of the points should be included. Then go through the questions and check Ss' answers.)*

Key words to be underlined: going to take part, exchange programme, staying, English family, a month, summer, receive a letter, family, staying with, read, letter, notes, suitable reply, Mr Graham, cover all, points, letter

1 Semi-formal because you are writing to someone you don't know very well.
2 **(Suggested answer)**
Para 1: opening remarks, reason for writing
Paras 2-6: comments/ answers to questions. Each point in a separate paragraph.
Para 7: closing remarks
3 a Suitable - It is polite and covers one of the points.
b Unsuitable - It is impolite and we are supposed to check that the dates are OK.
c Unsuitable - It is impolite.
d Suitable - It is polite and covers one of the points.
e Suitable - It is polite and covers one of the points.
f Unsuitable - It is too informal.
g Unsuitable - It is too direct.
h Suitable - It is a polite request.
4 **start:** Dear Mr Graham
end: Best wishes + your first name

4 a) *(Ss work in pairs. Allow two or three minutes for Ss to look for irrelevant information. Check Ss' answers. Then refer Ss back to the rubric and elicit what has been included from the notes. Elicit/Point out that the writer of this model has failed to include most of the points.)*

Irrelevant information to be underlined: It's so nice to get letters, don't you think? Especially these days when most people only write emails or send text messages./I've saved the stamp too, as my little brother collects them./I had an allergic reaction once, after I ate some fish, and I was fine for about an hour, then I started to feel hot and dizzy. Then my stomach really hurt and I felt sick. For two days!

Information included: doesn't eat fish
Not included: change of dates, which room she would prefer, flight number, arrival time

b) *(Refer Ss to the good model and allow one or two minutes for them to check that all the points have been included. Draw Ss' attention to the ways in which the points have been paraphrased. Remind Ss to avoid 'lifting' phrases from the reading input.)*

In model **B** the writer has covered all of the points.
- I had hoped to stay until July 28th.
- the larger room would be perfect
- The only thing I don't really like is fish.
- I wonder if you could get me a local map and bus timetable
- my flight details are BA 631 which lands at 2.45 in the afternoon

c) *(Allow two or three minutes for Ss to read the letter again, before eliciting answers to the questions.)*

1 Mr Graham should be very pleased to receive the letter. It is very polite, it is written in an appropriate style and it gives him all the information that he asked for.
2 Some of the paragraphs in the main body of the letter could be combined to make larger paragraphs. For example paragraphs 2 and 3 could be joined together, as could paragraphs 4 and 5.
3 **(Suggested answer)**
You could ask if there is a computer you could use or if you will be able to use their telephone. You could ask Mr Graham to give you some details about facilities for young people (youth clubs, sports centres, cinemas etc) in the area.

5 *(Allow Ss two or three minutes to read the rubric and underline the key words. Allow one or two minutes for Ss to read the prompt material. Deal with any difficulties. Point out the notes. Remind Ss that these will form the basis of what they have to write. Then elicit the information that Ss have to include in their writing.)*

Key words to be underlined: four-day excursion, England, English class, received the programme, director, your college, Mr Dawson, members of your class, like to go, film festival, seen, advertisement, asked you, letter to the director, read, programme, advertisement, notes, write, letter, Mr Dawson

Information to be included:
- praise for the programme of events
- members of your class would very much like to go to the film festival
- reference to the film festival
- why going to the film festival would be a great opportunity
- changes that could be made to the programme
- suggestion about booking

6 a) *(Allow Ss two or three minutes to read the two models, focusing only on the style of writing. Elicit that Model B is the bad model and ask Ss to give reasons. Note that the bad model contains all the relevant information and is well organised; it is only the style which would lose it marks in an examination.)*

Model **B** is written in an inappropriate style. The style of this letter is not consistent. It includes a lot of informal language, everyday expressions and abbreviations. e.g. *the programme looks really cool, there'll be none of that Hollywood rubbish, it's up to you, you're the boss so you will have the last word.* Also some of the language is too formal and would be more appropriate for a business letter. e.g *I am in receipt of, please note that, I hope you will not be unduly inconvenienced.*

b) *(Allow Ss two or three minutes to read model A again and find answers to the questions. Check Ss' answers. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 We are very happy with the choice of events, in particular ...
2 She says that it would be an excellent opportunity to practise their English and see films which might not be available to them at home.
3 She suggests dropping the visit to the art gallery. She justifies this by saying that everyone going on the trip has agreed to it.
4 **Topic sentences to be underlined:**
- I am writing with regard to the programme of events for the forthcoming trip to England.
- We are very happy with the choice of events, in particular the sightseeing tour of London, and are looking forward to the day trip to Oxford.
- If you agree, it will be necessary to change the programme slightly.
- I hope you will accept my suggestion and I look forward to receiving your answer as soon as possible.

Alternative topic sentences:
(Suggested answer)
- I am writing concerning the upcoming trip to England and the programme of events that has been planned.
- The choice of events is excellent and we are particularly looking forward to the sightseeing tour of London and the visit to Oxford.
- If this is acceptable, we will need to make a small change to the programme.
- I hope that you agree with our proposal and we look forward to hearing from you.

5 Mr Dawson will probably agree to the suggestion. The style and tone of the letter is suitably respectful. The writer explains that they only need to change the programme slightly and that attending the film festival is an excellent opportunity for the class. She also explains that all of the class are in favour of the suggestion.

7 *(Allow Ss two or three minutes to read the rubric and underline the key words. Draw Ss' attention to the exact wording of the statement "The use of computer technology will totally change the way we communicate in the future". Point out the potential danger of writing off-topic. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: project on communication, English course, your teacher, asked you, write, composition, "The use of computer technology will totally change the way we communicate in the future."

1 an opinion essay
2 It should be written in a formal style because it is a composition you are writing as part of a project for your teacher.
3 a False c True e True
b False d True f True

8 a) *(Allow Ss three or four minutes to read the model and do the exercise. Elicit answers and deal with any difficulties.)*

References to the future: This is a trend that I see continuing; it is difficult to now imagine that we will ever go back; these devices will become more sophisticated; It is only a matter of time before; we will see even more developments

the usual way = the conventional way
it will not be long = it is only a matter of time
costs less = is cheaper
most people would agree = no one can deny that
I predict will continue = I see continuing
firstly = to begin with
am convinced = believe

b) *(Allow Ss two or three minutes to do the exercise. Elicit answers.)*

Topic sentences to be underlined:
- To begin with, the Internet allows people from all over the world to chat to one another on line.
- In addition, computer technology is responsible for all of the latest developments in communications.

Alternative topic sentences:
(Suggested answer)
- Firstly, the Internet is very important for communication because people can talk to each other on line, no matter where they are.
- Furthermore, the most recent changes in communications have all been due to advances in computer technology.

c) *(Allow Ss two or three minutes to do the exercise. Elicit answers.)*

list points:
- To begin with (to start with, firstly)
- In addition (also)

add points:
- Furthermore (Moreover)
- In addition (also)

to conclude:
All in all (All things considered)

d) *(Refer Ss back to the last paragraph of Model A. Allow two or three minutes for Ss to write their own conclusions. Check Ss' answers.)*

(Suggested answer)
In conclusion, the ways in which people communicate have been greatly affected by recent advances in computer technology. As this technology continues to develop there is no doubt that using computers to communicate will become even more widespread in the future.

e) *(Allow Ss three or four minutes to read the bad model and answer the questions. Check Ss' answers.)*

Paragraph 2 does not focus enough on the future.
Paragraph 4 contains three words used wrongly:
- *effect* should be **affect**
- *either* should be **whether**
- *no* should be **not**

Paragraph 1 is very repetitive. e.g.
- is *rapidly* changing – very *rapidly*;
- *widespread use of computers – widespread use of computers*;
- we communicate *now* – is *now* possible;
- *everybody – everybody* else

Paragraph 4 is too informal in style. e.g.
Well, it looks like, whether we like it or not, not much point in, might as well just get used to it.
Paragraph 3 talks about computers but not about communication.
Paragraph 3 should be separated into two paragraphs (The sentence: "*Computer technology is also widely used in industry*" would be the topic sentence for a new paragraph).
Paragraph 2 is badly punctuated.
(Suggested answer)
The traditional way of communicating was writing letters by hand. This was much more personal because the writer had time to refine and think out the contents of the letter before sending it. Many people still prefer this method, even though it is a lot slower.

9 a) *(Allow Ss two or three minutes to read the rubric and underline the key words. Draw Ss' attention to the exact wording of the statement "School is no longer useful or necessary". Point out the potential danger of writing off-topic. Deal with any difficulties. Then elicit the answers to the questions.)*
Key words to be underlined: class discussion, education, your English teacher, composition, give your opinions, "School is no longer useful or necessary"

1 an opinion essay
2 your English teacher, a formal style
3 to give your opinions about the statement
4 **you should:**
Para 1: state the topic and give your opinion
Para 2: present your viewpoints with reasons
Para 3: present the opposing viewpoint with reasons
Para 4: restate your opinion using different words
5 **(Suggested answer)**
Good points about school:
Gives children an education.
Helps children make friends and develop social skills.
Teachers can act as good role models and teach children to respect authority.
School teaches children discipline.
Going to school is an important part of childhood.

Bad points about school:
Schools do not teach children the skills they need.
Children may learn more at home.
Children could get all the information they need from the Internet.
Conditions are often not suitable for learning (e.g. *classes are often overcrowded*)

b) *(Refer Ss back to the statement in the rubric and their own notes in the table. Elicit answers. Encourage Ss to justify their opinions.)*

(Ss' own answers)

10 *(Allow Ss three or four minutes to read the model. Deal with any difficulties. Then elicit the answers to the questions. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 The writer is *against* the statement given in the rubric. He/she says this in the opening paragraph and then paraphrases his/her opinion in the final paragraph.
2 The writer mentions the opposing viewpoint in the third paragraph. This opinion is given to make the essay seem balanced and to show that the writer considered all the different viewpoints before he/she made a decision on the statement.
3 **(Suggested answers)**
It is my view that ... / To begin with ... / On the other hand ... / To sum up ...

4 **Sentences to be underlined:**
- In my opinion, going to school is an important part of growing up.
- First of all, children get an education there, as well as learning important social skills such as how to relate to others and be part of a team.
- However, it cannot be denied that in some cases schools do not teach children the skills required to live and work in the real world.
- In conclusion, I think that, overall, school is beneficial to children.

Alternative topic sentences:
(Suggested answers)
- It is my view that children gain a lot important experiences from going to school which will be very important to them as they grow up.
- To begin with, the education that children receive is very important, as are the social skills such as working as part of a team and learning to relate to others.
- On the other hand, it is true that the skills that children learn at school are not always the ones that they need to live and work in the wider world.
- To sum up, in my opinion, children benefit from going to school.

11 *(Allow Ss two or three minutes to underline the key words and read the questions. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: your school, make suggestions, documentary, area where you live, your teacher, write a report, suggest, places, activities, should be filmed, giving reasons, should be included

1 your teacher · a formal style
2 **Suitable for the report:**
(Suggested answer)
a street market, a park, the sea front, a shopping centre
3 **Suggested answer:**
Street market: This is an important part of life in the town, where lots of local people meet up each week and where visitors can find bargains and local products. The lively atmosphere would make it a very good place to include in the documentary.
Park: The park is very popular with the people of the town. It is an excellent place for a walk and there are always plenty of joggers running around the lake. In summer lots of people go to the park to have a picnic, to read or just to sunbathe.
The sea front: This would be another excellent place to film. It is where all the best restaurants, cafes and nightlife can be found. It could be used in the documentary to show where young people in the town spend their free time.
Shopping centre: The shopping centre could be included in the documentary to show that the town has something for all the family. It could show all the shops, the cinema and the bowling alley that we have at the shopping centre.

12 *(Allow Ss three or four minutes to read the model. Deal with any difficulties. Then elicit the answers to the questions. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 The report begins by listing who it is to, who it is from, what it is about and the date it was written. This differs from a letter in that no addresses are used, the subject is given at the top of the page and the report doesn't begin with *Dear + sb's name* or doesn't end with *Yours faithfully + sb's full name.*
2 Each paragraph in the report is a separate section which is given its own heading: *Introduction, Blue Cove Marina, Arndale Shopping Centre, Melton Park, Conclusion*
In the **first paragraph** the reason for writing the report is given.
In the **main body** (paragraphs 2–4) the writer makes her recommendations for the places that should be included in the documentary. Each paragraph discusses one of the places and gives reasons why it should be included.
The final paragraph is the conclusion. In this paragraph the writer summarises her recommendations and gives reasons why she chose the places that she did.
3 **Adjectives to be circled:**
picturesque, lively, bustling, traditional, modern, well-known, multi-screen, busy, frozen
4 **Reasons for choosing these places:**
Blue Cove Marina – good way to portray some of the *more traditional aspects* of the town.
Arndale Shopping Centre – would show people that Whitecliff has something *for all the family*
Melton Park – ideal way to show the things that *people can do all year round* in Whitecliff.
5 The writer ends the report by summarising her recommendations. She explains in the conclusion that if these places were chosen for the documentary, it would show Whitecliff at its best and would illustrate all the different activities that the town has to offer.

13 *(Allow Ss two or three minutes to underline the key words and read the questions. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: book, published, interesting places, visitors, your area, publishing company you are working for, suggestions, places, included, your manager, write a report, one place, giving your reasons, recommend it, visitors

1 Formal because you are writing a report for your manager.
2 **Headings that could be included:**
Things to See, Conclusion, Recreation, Introduction
Note that the other headings could be included depending on the place being described, e.g. if the place being described was a museum, you could include a section on *Opening Times*; if it was near a large city, *How to Get There* could be appropriate.
3 **(Suggested answer)**
It is well worth visiting; I highly recommend it; not to be missed; a must for any visitor; you should definitely pay it a visit; ideal for ..., etc

14 *(Allow Ss three or four minutes to decide which model is better. Then go through the models in more detail, eliciting good and bad examples of the points listed.)*

Model *A* is better.
- At the beginning the layout clearly shows who it is to, who it is from, what it is about and when it was written.
- It is written in a formal style, suitable for the target reader.
- It is arranged into suitable paragraphs in sections with appropriate headings.
- The reasons for suggesting the place are clearly justified.
- The vocabulary and grammatical structures are varied and appropriate

Model *B* is not suitable.
- The title, *The Most Suitable Places*, is inappropriate for a report (it may be suitable for an article). It also refers to *places* in the plural, whereas the writing only describes *one place*.
- The layout is unsuitable because it does not have all the required information at the start.
- The model itself is not well organised (e.g. the first paragraph should have been divided into separate paragraphs, perhaps headed "*Introduction*" and "*History*").
- The style of writing is not consistent, often mixing formal (e.g. *I would suggest that Wexham castle would be ideal for this purpose* ...) with informal language (e.g. *It's hard, though, because there are so many nice places* ...). The style of the last sentence (e.g. *Don't miss it – it's fun for all the family!*) is not consistent with this type of report.
- The heading, "*To whom it may concern*" is not appropriate for this report. The other headings do not give a clear indication of the content of the section, and the last two headings ("*Get Lost!*" and "*And Finally!*") are too informal for a serious report such as this.
- There is some attempt at justifying reasons but this is confused by the inclusion of irrelevant information (e.g. *The caretaker often has to guide visitors* ...).
- There is some evidence of good use of language (e.g. *I would suggest that; dates back to* ...) but the vocabulary is sometimes simplistic (e.g. *a nice garden; a very nice maze; It is a very green area and there are animals*).
- The grammar is sometimes very good (e.g. *With its rich historical background and extensive grounds, Wexham Castle is an ideal place for people to visit and explore.*). However, there are problems with usage (e.g. *to make a suggestion of an interesting place; that this site will be*) and punctuation (e.g. ... *and parts of it have been rebuilt several times between then and now and guided tours* ...).

15 *(Allow Ss two or three minutes to underline the key words and read the questions. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: magazine, learners of English, article, one thing that technology has brought us, how it has affected your life, why you think it is important

1 a magazine article
2 the editors and the readers of the magazine
3 a fairly formal style since the subject is quite serious (however, since the target readers are learners of English, the writing should not be too formal)
4 you should only write about one item
5 you must mention how the item has affected your life and why you think it is important

16 *(Allow Ss three or four minutes to read the model and find answers to the questions. Deal with any difficulties. Then elicit the answers to the questions. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 The writer claims that phones have improved our relationships and made it easier to keep in touch with people who live far away. He mentions these things in the second paragraph and backs them up by saying that phones help us to communicate quickly and he says phoning is much more convenient and personal than sending a letter. In the third paragraph he goes on to say that mobile phones can be very useful in emergency situations and gives the examples of someone whose car breaks down in the middle of nowhere, or who gets stuck in a lift. He also says that mobile phones can be very useful when you are meeting a friend if one of you is late or lost.
2 **The linkers that the writer uses to introduce points are:**
In my opinion, Firstly, What's more, All in all
Suggested alternatives:
I believe that, To begin with, Furthermore, In conclusion

3 **Sentences to be underlined:**
- Throughout the 20th century, technology has provided us with a huge variety of new developments.
- Firstly, phones have improved our relationships by helping us communicate quickly.
- What's more, mobile phones are very useful in serious situations.
- All in all, I think the telephone is one of the best inventions.

Alternative supporting sentences:
(Suggested answers)
- I believe that the telephone is one of the most important of these developments.
- Wherever your friends and family are in the world, you can always get in touch with them right away simply by picking up the phone.
- Many people find it very reassuring to know that, if something does go wrong, they will be able to use their mobile to call for help.
- Few people would deny that telephones have changed our lives for the better.

4 In the final paragraph the writer says that telephones are a good thing because they make people's lives better (briefly restated opinion). Paragraph 1 also contains the same point.

5 **(Suggested answer)**
In conclusion, I believe that the telephone is one of the most useful and helpful technological developments that there has been. Few people would deny that telephones have changed our lives for the better. They make it easier, quicker, and more convenient to keep in touch with our loved ones. What more can we ask of technology than that?

17 *(Allow Ss two or three minutes to underline the key words and read the questions. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: international magazine, articles, The Transport of Tomorrow, travelling around, fifty years' time, cars, look like, public transport, the same

1 A formal style since it is an article for an international magazine and the questions in the rubric suggest a fairly serious, discursive style.

2 Things to be included in the article:
- Your predictions about the use of cars in the future.
- Your predictions about the design of cars in the future.
- How you think public transport will be different in the future.

18 *(Allow Ss three or four minutes to read the model and the questions. Deal with any difficulties. Then elicit the answers to the questions. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 The writer begins by briefly stating the topic of the article and then giving his general opinion.
(Suggested answer)
New technology develops so rapidly that it is almost impossible to know how we will travel around in fifty years' time. However, I believe that we will still have cars and use public transport even if they are nothing like the transport of today.

2 The main subject of paragraph 2 is predictions about the design of cars in the future. The writer supports his viewpoints by mentioning how quickly cars are developing today. The writer also provides examples of the types of developments that he predicts, such as more compact designs, voice-activated navigation systems, etc.

3 The main subject of paragraph 3 is the ways in which public transport will have changed in fifty years' time. The writer gives examples of electric trams and huge electric underground systems which will be better for the environment than today's public transport.

4 The writer concludes the article by restating his opinion and making a closing comment.
(Suggested answer)
All things considered, I believe that transport will have improved greatly in fifty years' time. It will cause less pollution and allow us to get to where we want to go more quickly, safely and cheaply than we can today.

19 *(Allow Ss two or three minutes to read the rubric and underline the key words. Draw Ss' attention to the exact wording of the opening sentence "Although I didn't want to do it, I knew I had no choice". Point out the importance of beginning with these words. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: English teacher, story, college magazine, begin with, "Although I didn't want to do it, I knew I had no choice"

1 **(Suggested answers)**
- do something that makes you nervous (go to a job interview, give a speech etc)
- tell someone some bad news
- work extra hours if you need the money, etc

2 **(Suggested answers)**
- someone (your parents, a teacher, a policeman) might tell you to do something,
- you might feel like something is the right thing to do even though you don't really want to do it
- you might find yourself in a situation which you don't have the time, money etc to get out of, etc

3 **(Suggested answers)**
Elements that make a good story:
- a variety of descriptive language
- an interesting beginning
- suspense

- atmosphere
- a satisfactory ending

4 Tenses to use will be mostly past tenses, e.g.
- past simple for relating the events as they happened
- past perfect for events that had happened previously
- past continuous for interrupted actions and setting the scene

5 **Time linkers could include:**
when, after, as soon as, then, once, by the time, while, soon, immediately, suddenly, etc.

6 This will be a first person narrative (because the beginning that the writer must use is in the first person). The main character will therefore be the writer himself – it will be written as if the events happened to the writer.

20 a) *(Allow Ss three or four minutes to decide which model is unsuitable. Elicit/Point out that Model A does not contain an interesting plot. Then go through the models in more detail, eliciting good and bad examples of the points listed.)*

Story **A** is not suitable.
- The writer does not follow the rubric. He does not use the given words right at the beginning of the story and he has changed them slightly by adding the word "*really*".
- In places he uses the wrong tense (e.g. *I told him ... I had* ***had*** *enough; catching up on some of the work he* ***had*** *abandoned; he* ***had*** *been behaving lately;* ***we have never spoken*** *of the incident since,* etc).
- He sometimes uses the wrong word (e.g. *working* ***voluntarily*** *at the; we shared the work between us; I told him* ***angrily*** *that; did not* ***speak*** *to me,* etc).
- He doesn't always use proper punctuation (e.g. *coming to college late.* ***"Either*** *you do your share of the work or find another partner,"* *I shouted.*)

b) *(Refer Ss back to Model B and allow three or four minutes to answer the questions. Check Ss' answers. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 **Words to be underlined:**
a I, my teacher
b in front of the whole school
c the last day of term
d I had been asked to give a speech

2 getting more and more anxious, trying really hard to stay calm, shaking so badly, As I walked nervously, heart pounding, began to feel more relaxed, starting to enjoy myself, huge sigh of relief

3 Throughout the story past tenses are used because the writer is describing something that happened in the past.

Tenses used:
- *I didn't want to do it* – Past simple used to describe a past state
- *I had been asked* – Past perfect (passive) to describe an action that happens before the main events being described in the past.
- *My teacher had not listened* – Past perfect to describe an action that happens before the main events being described in the past.
- *I was shaking* – Past continuous used for an action in progress at a definite time in the past.
- *I glanced at my notes, took a deep breath and started* – Past simple used for actions that happened immediately after one another in the past.
- *I was actually starting* – Past continuous used for an action in progress at a definite time in the past.
- *Once I had finished* – Past perfect used for a general situation in the past.
- *It hadn't been as bad as I had feared* – Past perfect used for an action which finished in the past and whose result was visible at a later point in the past.

4 **Words to be circled:** last day of term, for weeks, when, all of a sudden, as, soon, by the time, once.

5 **Words to be underlined:** anxious, shaking, nervously, grinning, whispering, pounding, glanced, huge
These descriptive adjectives, adverbs and verbs make the story more interesting for the reader.

6 **Events of the story:**
- I was asked to give a speech.
- I tried to get out of it but my teacher wouldn't listen.
- For weeks, I prepared my speech.
- I stood at the back of the stage.
- My name was called and I walked to the front of the stage (climax event)
- I took a deep breath and started to speak.
- I finished the speech and breathed a sigh of relief.

21 *(Allow Ss two or three minutes to read the rubric and underline the key words. Draw Ss' attention to the exact wording of the closing sentence "Exhausted, he closed his eyes and fell into a deep sleep". Point out the importance of ending with these words. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: enter, short story competition, magazine, end, "Exhausted, he closed his eyes and fell into a deep sleep"

1 It is a third person narrative since the given sentence contains 'he' and 'his'.
2 the judges of the competition and the readers of the magazine
3 In the first paragraph you should set the scene. You could introduce the main character(s), and say where and when the events of the story took place.
4 **People feel exhausted:**
- when they have been doing a lot of physical activity.
- when they haven't been able to sleep as much as usual.
- when they have had a very stressful or tiring experience. etc

5 with the last events in the story/feelings of the character(s), and with the words: *Exhausted, he closed his eyes and fell into a deep sleep.*

22 a) *(Allow Ss two or three minutes to read the model. Elicit answers to the questions.)*

1 **The writer sets the scene by telling us:**
- the season and time (it was a winter morning);
- who the main characters are (James and his dog Maisie);
- where they are (the sea front);
- what the weather is like (raining heavily, waves pounding against the harbour wall).

2 The first event is that James throws a stick for Maisie which lands on the edge of the harbour wall.
3 At the end of the second paragraph the reader is very curious to find out what happens next. He might also be worried about what is going to happen to the dog.
4 The events of the story:
- James took his dog, Maisie, for a walk.
- James threw a stick for Maisie which landed on the edge of the harbour wall.
- As Maisie ran to fetch it, she fell into the sea.
- James ran along the harbour yelling for help.
- James noticed a rope on the pavement.
- He threw the rope into the sea.
- Maisie bit the rope and James used it to pull her out of the water.
- They went home.
- They both sat in front of the fire and James fell asleep.

5 **Phrases to be underlined:** raining heavily; waves were pounding; soaked (presumably from the rain)
6 **Tenses used:**
- *James was walking his dog* – Past continuous used to describe an action in progress in the past / to set the scene.
- *It was raining heavily and the waves were pounding* – Past continuous used to set the scene.
- *James threw; James ran; he noticed, he grabbed, etc* – Past simple used to describe the main events of the story in the order in which they happened.
- *As Maisie rushed to fetch it, she fell* – Past simple used to describe actions that happened immediately after one another in the past.
- *Holding tightly to one end, he threw it* – Past continuous and past simple used to describe a shorter action that takes place while a longer action is going on.

7 **Linkers to be circled:** and (X4), as, but (X2), when, so
8 **Climax event:** Maisie fell into the sea

b) *(Ss work in pairs – see notes below. Finally, refer Ss to the paragraph plan for this kind of task.)*

(Suggested answer)
(remind students that this story has to end with the words given)
Events of the story:
- Chris was on a walking holiday in the mountains.
- On the last day he climbed to the summit of a mountain.
- He had a rest and ate his lunch
- He walked over to the edge to look at the view.
- He slipped, fell and broke his ankle.
- Another climber had seen him fall and came to see if he was OK.
- She called for help and a mountain rescue helicopter came to take Chris to hospital.

(Encourage students to set the scene at the beginning of the story. Remind them to use descriptive adjectives, adverbs and verbs, and to use linkers as well as feelings when telling their stories.)

1 It was a beautiful day. The sun was shining and there wasn't a cloud in the sky. Chris was having the perfect holiday. He had been hiking in the mountains for two weeks and this was his last day.
2 He was climbing the highest mountain in the range and the scenery was spectacular. When, at last, he reached the summit he was tired but happy. He sat on a nearby rock, to eat his lunch and enjoy the peace and quiet. After he had finished he wandered to the edge to look at the view. Then, suddenly, disaster struck. Chris slipped and fell.

3 Luckily, he didn't fall very far but, when he tried to stand up, a blinding pain shot through his ankle. It was broken and there was no way he could walk back to his hotel. At first he panicked, he would be in serious trouble if he had to spend the night out on the mountain. Then to his great relief a friendly voice called out, "Are you OK?"
4 Another climber had seen Chris fall and had rushed over to see if he needed help. Luckily she had a mobile phone with her and just twenty minutes later Chris was lying in the Mountain Rescue helicopter, on his way to hospital. He thought about how fortunate he had been. The next day he would have to find the woman and thank her properly. Exhausted, he closed his eyes and fell into a deep sleep.

23 *(Allow Ss two or three minutes to underline the key words and read the questions. Deal with any difficulties. Then elicit the answers to the questions.)*

Key words to be underlined: people, all ages, help, preparation, running, this year's festival, September, not interested in exam grades or qualifications, energetic, cheerful, speak some English, help, planning, events, exhibitions, look after young children, organise activities, odd jobs, painting, delivering leaflets, putting up posters, tell us about yourself, what you can do, letter of application

1 The letter should be formal since you are writing to apply for a job. However, you should not make it too formal as the advertisement is written in a light-hearted style.
2 You should include what qualities you have that would make you suitable for the job. You should also describe any skills or experience you have that would help you with the job.
3 **Suitable phrases:**
Opening: I am writing with regard to ... / I am writing to apply for ... / With reference to / which I saw advertised in ... / etc
Main body: For the last ... I have been working as/ I have had a great deal of experience in ... / In my present job I am responsible for ... / I consider myself to be ... / etc
Closing: I am available for interview ... / Please contact me at ... / Thank you for considering my application / I am looking forward to hearing from you in due course / etc
4 **(Suggested answers)**
Start:
Dear Sir/Madam,
I am writing to apply for a job in the organisation and running of this year's Westford Festival.
End:
I am available for interview at any time and I look forward to hearing from you.
Yours faithfully,
your full name

24 *(Allow Ss two or three minutes to read the model. Elicit answers to the questions. Finally, refer Ss to the paragraph plan for this kind of task.)*

1 in the first paragraph
2 a In paragraph 2
b In paragraph 3
c In paragraph 4
d In paragraph 5
3 **(Suggested answer)**
I would definitely give Suzanna the job on the strength of this letter. She seems to have all the qualities that are needed. She has relevant experience and she seems to be very keen. The tone of the letter is also very good and it creates a positive impression on the reader.
4 **Beginning:**
Dear Sir or Madam,
I am writing with reference to the position at the Westford Festival which I recently saw advertised. I would be very grateful if you would consider me for the post.
Ending:
I am arriving in England in June and will be available for an interview at any time after that. If you wish to contact me before then, my telephone number is 001 (0)344 8765432, or you can write to the address above. I am enclosing my CV and I look forward to hearing from you.
Yours faithfully,
Suzanna Franke

Discuss and Write

25 *(Allow Ss three to four minutes to go through rubric A and underline key information. Deal with any difficulties and elicit answers to the questions. Repeat for the remainder of the rubrics.)*

(Suggested answers)
A **Key words to be underlined:** competition, letter from the organisers, write a suitable letter to the competition organisers, you have won, Flashtel mobile phone plus a free connection, colour preference (say which), Internet connection, during the day or in the evening?, mostly for local or long-distance calls?, from other countries? (Mention the trip round Europe this summer)
1 a letter to the organisers of a competition which you have won

2 to let them know your preferences regarding the mobile you have won
3 the organisers of the competition; semi-formal – formal style
4 you must mention the five points indicated by the notes on the reading input
5 Ss' own answers *(elicit the various possibilities, as well as suggestions for paraphrasing the information in the reading input)*
6 **Beginning:**
Dear Sir/Madam,
Thank you for your letter notifying me that I have won a prize in your competition. I am writing to give you the information you requested.
Ending:
Thank you once again. I look forward to receiving my prize.
Yours faithfully,
Gareth Brown

B **Key words to be underlined:** class project on crime, your teacher, composition, 'Crime is increasing – especially among young people.'
1 a composition
2 to give your opinion on the statement
3 your teacher; semi-formal – formal style
4 you should mention as many points as you think are necessary to support your opinion
5 Ss' own answers *(elicit the various possibilities, as well as suggestions for paraphrasing the information in the reading input)*
6 **Beginning:**
It is often said these days that crime is becoming more and more serious, particularly where young people are concerned. I feel strongly that this is (not) the case.
Ending:
To sum up, there is no doubt that we have seen a rise in crime in recent years. However, I think this is something that affects the whole of society, and should not be blamed on our youth.

C **Key words to be underlined:** group of English students, your town, information on an important place of interest for them to visit, report for the organisers, describing one place, giving reasons why you would recommend it
1 a report
2 to give information on an important place of interest
3 the organisers; formal
4 as many points as you need to describe the place in detail and explain why you recommend it
5 Ss' own answers *(remind Ss to organise their paragraphs into sections with headings)*
6 **Beginning:**
To: The Principal, Wycliffe College
From: Joe Baxton, Dunree School
Subject: Forthcoming Trip to Dunree
Date: 23rd April 2...
Introduction
The purpose of this report is to recommend Garlington Castle as a place to visit on your forthcoming trip our town.
Ending:
Conclusion
I hope you find the above information helpful and that you have a pleasant stay in our town.

D **Key words to be underlined:** international magazine, 'You are what you eat!', opinions on the subject of food and nutrition, article, 'what kinds of foods are popular with young people in your country', 'what could be done to encourage healthy eating'
1 an article
2 to express your opinions on food and nutrition
3 readers of the international magazine; informal – semi-formal but the article should capture the reader's attention
4 you must address the two points in the advertisement as well as your own opinions
5 Ss' own answers *(Ss could write a paragraph about each of the bullet points. Elicit ways in which these could be paraphrased to avoid repetition)*
6 **Beginning:**
How often do you think about the food that you eat? In my country at least, I would say that the answer is not very often. But there are several very good reasons why we should be more careful about our diet.
Ending:
All in all, there are a number of ways in which we can make sure that we eat healthily. That doesn't mean we should never eat junk food – just that we should not overdo it!

E **Key words to be underlined:** short story competition, end with the following words, 'With a huge smile on his face, Michael sat back and breathed a sigh of relief', story
1 a story
2 to win a competition, to entertain the readers
3 judges of a competition *(point out to Ss that the main reason for writing a story is to entertain the readers who, in most cases, will be people interested in fiction. The judges / examiners / readers do not expect a great work of literature, so much as a well-developed story with a satisfying ending)*
4 the points in this case will be the events in the story, so you should include as many events as you need in order to make the story interesting but not so many that the reader becomes confused
5 the points will usually be in chronological order (unless the writer uses flashback narration); *(Ss should be reminded that the ending given must not be changed in any way)*

6 **Beginning:**

Until the day of his sixteenth birthday, Michael was just like any other teenager. Then, on what should have been a great day of celebration, something extraordinary happened.

Ending:

It was only when the police had left that Michael began to understand what had happened. Suddenly, all the worry and fear evaporated and he started to see the funny side. With a huge smile on his face, Michael sat back and breathed a sigh of relief.

F **Key words to be underlined:** summer camp, local newspaper, young people to help out, children are aged 8 – 14, help ensure the safety of the children, organise games and activities, help in the preparation of meals, other important tasks, tell us about yourself, why you think you would be suitable for this job, letter of application

1 a letter of application
2 to apply for a job in a summer camp
3 the organisers of the camp; formal style *(Point out to Ss that, because of the nature of the job and the way the advertisement is written, they do not have to use extremely formal language. Encourage Ss to keep the tone of the letter polite and respectful.)*
4 the points in this case will be details about the S, including the reasons why they feel they can do the job and any experience they have in this type of work
5 *(elicit the possibilities for paragraphs and suggestions for paraphrasing the advertisement)*
6 **Beginning:**

Dear Sir/Madam,

I am writing to apply for the position of helper in this year's summer camp as advertised in Tuesday's Chronicle and Herald.

Ending:

I hope you will consider my application for this position. I look forward to hearing from you.

Yours faithfully,
Helena Schmidt

26 *(Point out that in the FCE exam, the first question is a compulsory letter. Ss preparing for this exam should be told that rubric A is compulsory.*
Ss should now have an awareness of their strengths and weaknesses, and they should work on the tasks that they find most difficult. Ideally, if time allows, Ss should do all of the tasks as a last-minute revision of the basic types.
Depending on their performance in these writing tasks, Ss should be encouraged to be particularly careful with the rubric that they choose in Part Two of the exam – for example, they should avoid writing a report in the exam if they have performed particularly badly in rubric C.)



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