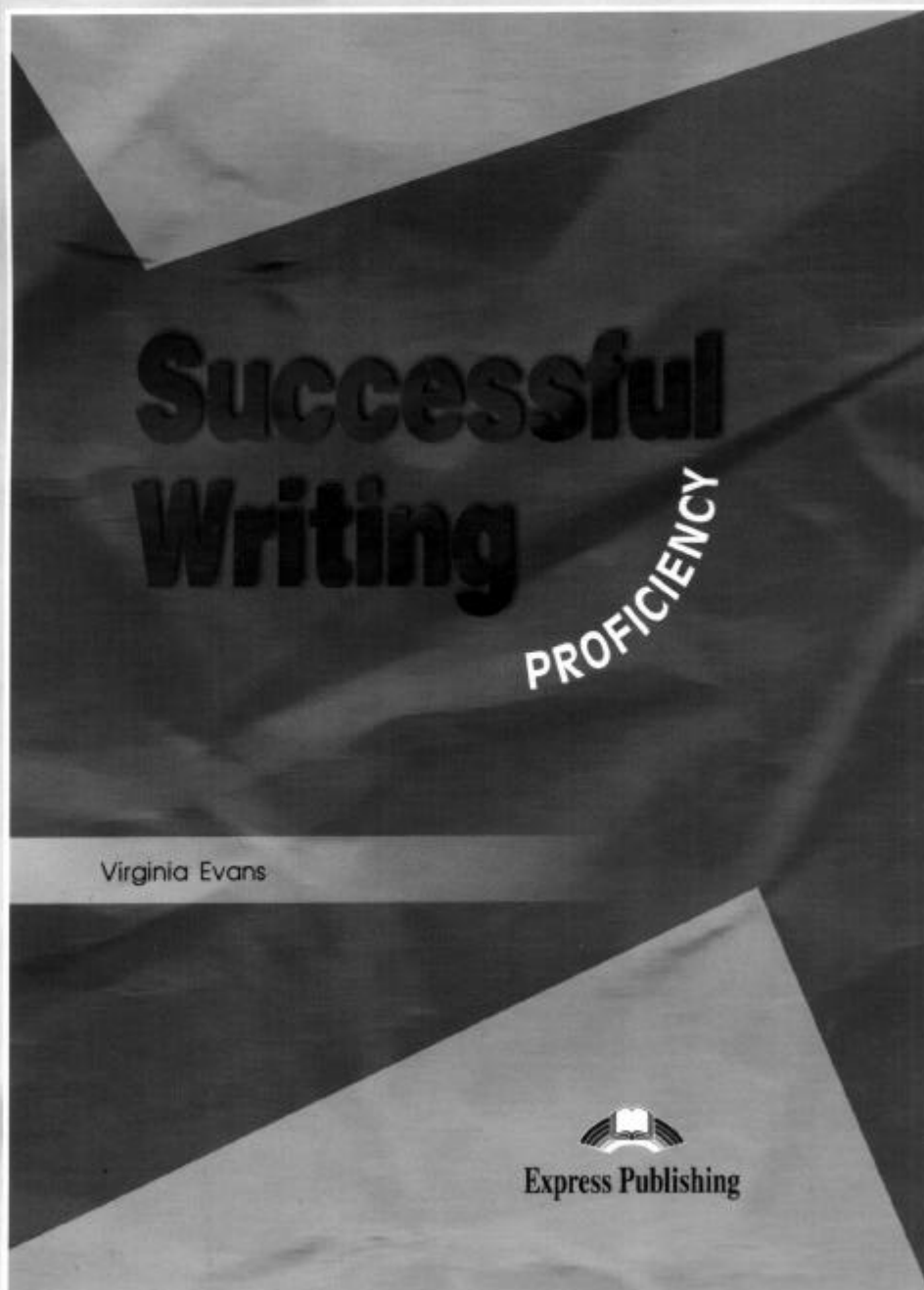


# Teacher's book



Express Publishing



## Successful Writing

PROFICIENCY

Virginia Evans



Express Publishing

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## Introduction

### To the Teacher

**Successful Writing Proficiency** consists of nine units which cover all types of composition writing (descriptions, narratives, letters, discursive essays, articles, reviews) required at advanced levels. 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 advanced levels. Topic identification, "discuss and write" sections 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.

Note: The teacher should point out that plans provided in the book are not to be followed strictly by students. The teacher should train students properly so that they can analyse the information given in the topic and adapt the suggested plan so that it fits the topic.

The teacher should advise his/her students to obtain a dictionary of quotations e.g. *The MacMillan Dictionary of Contemporary Quotations* by Jonathon Green or any other book of quotations available.

### Brainstorming Technique

The brainstorming technique can be used in all the units 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 think of 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.

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

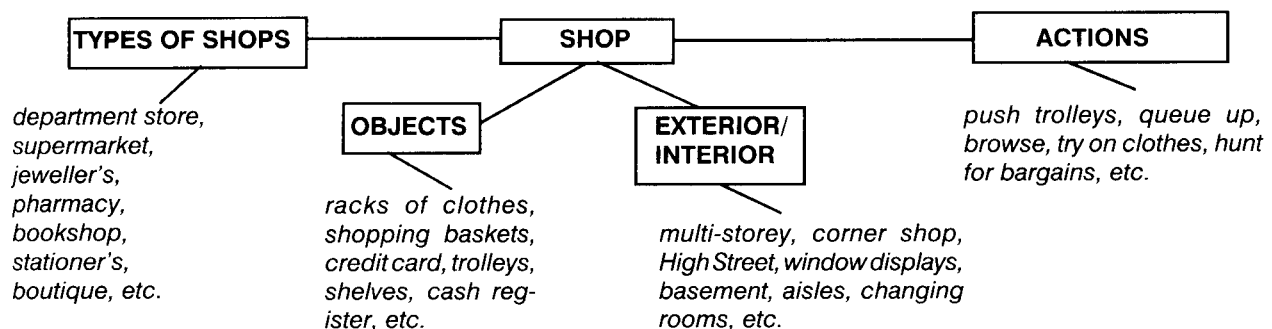
e.g. Discuss the advantages and disadvantages of technological progress.

Brainstorming: *computers, genetic engineering, information networks, unemployment, satellite communications, cloning, nuclear accidents, medical research, etc.*

Ss can then be asked to think of the positive and negative aspects of each item.

e.g. Describe a popular shop in your neighbourhood.

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.



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## Contents

<b>Unit 1</b>	Describing People .....	5
<b>Unit 2</b>	Describing Places/Buildings .....	11
<b>Unit 3</b>	Describing Objects .....	17
<b>Unit 4</b>	Describing Festivals/Events/Ceremonies .....	17
<b>Unit 5</b>	Narratives .....	20
<b>Study Check 1</b>	.....	25
<b>Unit 6</b>	Discursive Essays .....	30
	a. For and Against Essays .....	31
	b. Opinion Essays .....	35
	c. Essays Suggesting Solutions to Problems .....	37
<b>Unit 7</b>	Letters .....	40
	a. Letters of Request .....	44
	b. Letters Giving Information .....	46
	c. Letters Giving an Opinion .....	47
	i. Letters of Advice .....	47
	ii. Letters Making Suggestions/Recommendations .....	48
	iii. Letters to the Authorities/Editor .....	49
	d. Letters of Complaint .....	50
	e. Letters of Apology .....	52
	f. Letters of Application .....	53
	g. Transactional Letters .....	54
<b>Study Check 2</b>	.....	59
<b>Unit 8</b>	Reports .....	63
	a. Assessment Reports .....	63
	b. Informative Reports .....	65
	c. Survey Reports .....	66
	d. Proposal Reports .....	68
<b>Study Check 3</b>	.....	70
<b>Unit 9</b>	Articles/News Reports/Reviews .....	72
	a. Articles .....	72
	b. News Reports .....	74
	c. Reviews .....	77
<b>Study Check 4</b>	.....	78
<b>Tapescripts</b>	.....	85
<b>Composition Assessment</b>	.....	97

## Unit 1 - Describing People

- 1 (Before Ss describe each picture T writes the following table on the board and asks Ss to say as many words as possible related to each category. Ss then describe the two pictures. This table can be copied by Ss and be enriched with vocabulary presented in Unit 1 so that Ss have an appendix that they can use each time they want to describe a person.)

**(Suggested table)**

**Height:** of medium height, tall, short, etc.  
**Build:** slim, well-built, powerful, plump, thin, heavily-built, etc.  
**Complexion:** tanned, swarthy, etc.  
**Face:** freckled, oval, round, wrinkled, etc.  
**Eyes:** almond-shaped, blue, green, slanting, etc.  
**Nose:** straight, crooked, upturned, hooked, etc.  
**Hair:** curly, wavy, long, short, receding hairline, etc.  
**Lips:** full, round, thin, etc.  
**Special features:** round cheeks, grey beard, moustache, mole, spots, bushy eyebrows, etc.  
**Character:** cheerful, moody, confident, outgoing, pessimist, etc.

**(Suggested answers)**

**First Picture**

**Appearance:** 50 years old, smart, business suit, short grey hair, wrinkles, receding hairline, glasses  
**Most noticeable features:** heavy eyebrows, serious expression  
**His way of sitting, looking, etc.:** suggests confidence  
**Personality:** reliable, hard-working, serious  
**Life and lifestyle:** businessman, plays golf, married with children

**Second Picture**

**Appearance:** in his 50's, casually dressed, longish grey hair, grey beard.  
**Most noticeable features:** beard, round cheeks, broad smile  
**His way of sitting, looking, etc.:** suggests that he is a cheerful, outgoing person.  
**Personality:** sociable, enjoys job, likes being with others  
**Life and lifestyle:** cabinet-maker, enjoys fishing/hunting, married with grown-up children.

- 2 • **Appearance**  
 small-boned; smiling woman; early fifties; twinkling blue eyes; soft, silver curls; dresses simply; looks elegant
- **Personality/Behaviour**  
 very fair-minded; treats everyone with equal respect; clasps her hands nervously when upset; very calm; keeps her temper in the most difficult situations; quiet voice; gentle, caring manner
- **Life/Lifestyle/Beliefs**  
 feels like a mother to all children; no time for family

life; dedicates her life to her job; takes care of various administrative tasks; talks to teachers and parents; holds meetings with Board of Directors, staff and parents

• **Conclusion**

opinion: a dedicated professional; a wonderful role model

(After Ss have filled in the missing information T can ask Ss to comment on the Paragraphs and justify why there are no "explain" Paragraphs. [answer: the topic does not ask for this.] T points out that this text focuses on someone's physical appearance and character not on how this person has influenced us or why we admire her.)

3 **(Suggested answers)**

- B: He has a powerful build, a tanned face and bulging biceps.  
 C: She has sparkling eyes, a friendly smile and freckles.  
 D: He has silver hair, a warm expression and wrinkles.

4 **(Suggested answers)**

- The Masai, **who** are tall East African tribespeople, **not only** have noble features, **but also** look extremely graceful.
- Grace Kelly, **who** reached Hollywood stardom in the 1950s, was famous **not only** for her delicate features, **but also** for marrying a prince.
- The postman, **who** has thick black hair **with** only a few touches of grey, is 56 years old, but his skin is smooth, **which** makes him look younger than he is.
- or** The postman, **who** is 56 years old, has thick black hair **with** only a few touches of grey. **However**, his smooth skin makes him look younger than he is.
- Mrs Russell, a tiny lady **whose** flat is next to mine, has white hair **as well as** wrinkles, **which** make her look 90 years old.
- In addition** to his black hair, Maurice has a thick black moustache **as well as** a dark complexion.
- The policeman's build was **so** muscular **that** he filled his large uniform, **while** his high, broad forehead and strong, square jaw gave him an air of authority.

- 5
- Since** Paul is so honest, people trust him.
  - The reason** (that/why) he is very successful **is that** he works extremely hard.
  - Joan has lived in exotic places and has had many strange experiences; **as a result**, she is an interesting person.
  - Don tends to ask people a lot of questions, **so** he comes across as being inquisitive.
  - I dislike her **due to the fact that** she is vain and self-centred.

- 6
1. He has a habit of speaking with his mouth full, which **I find** to be disgusting.
  2. Sarah **strikes people as being** immature since she often giggles when someone speaks to her.
  3. Owing to the fact that David never pays for anything, he **gives the impression of being** mean.
  4. As he doesn't return things he has borrowed, **in my opinion** he is dishonest.
  5. Since my sister often forgets where she puts her things, she **appears to be** absent-minded.

- 7
- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. a constantly-crying baby        | 7. a funnily-dressed artist         |
| 2. a thoroughly-prepared speaker   | 8. a specially-trained child-minder |
| 3. well-organised students         | 9. a short-tempered man             |
| 4. a curly-haired girl             | 10. a one-legged man                |
| 5. a brown-eyed boy                | 11. a gentle-mannered dentist       |
| 6. a 42-year-old basketball player |                                     |

- 8
1. Covered in dust, Oliver climbed down the ladder.
  2. Tired out, Veronica could not go on with the journey.
  3. Being so rude, Richard has no friends.
  4. Being so intelligent, she can speak six languages.
  5. Being so absent-minded, Frank always forgets his car keys.
  6. Laughing hysterically, Susan couldn't speak.
  7. Walking on crutches, Paul left the room slowly.
  8. Being so patient, Louise is cut out to be a teacher.

9	Words and phrases	Justification/Examples
	outgoing, assertive and ambitious	already president of school debating society
	(not) pompous and conceited (but rather) full of confidence	more likely to say "I can do it" than "I'm the best"
	stubborn	habit of refusing to admit he is wrong in any disagreement
	introvert	very rarely socialises, prefers to spend time on his own
	a dreamer (sometimes seems lazy or slow-witted)	spends hours staring at the clouds
	enthusiastic, energetic, deeply caring	shown by his tireless work on behalf of various charities

- 10
- |                          |                          |                    |
|--------------------------|--------------------------|--------------------|
| 1. childish / immature   | 5. shy / timid           | 9. rude / insolent |
| 2. lazy / idle           | 6. tactless / blunt      | 10. mean / miserly |
| 3. cruel / spiteful      | 7. moody / temperamental |                    |
| 4. dishonest / deceitful | 8. stubborn / obstinate  |                    |

11

	Both	Anthony	June
Appearance	fashionable	<b>casual</b>	<b>smart</b> , conservative
Personality & Behaviour:	self-confident, sensitive	<b>sociable</b> , enjoys <b>company</b> , easily <b>offended</b>	not outgoing, seems <b>shy</b> , <b>caring</b>

(T refers Ss to the linking words and structures table on p.6 in the Student's book pointing out the linking words Ss use in order to describe Anthony and June. Ss do Ex. 11 orally in class, then T assigns it as written HW. Ss can text of Ex. 9 as a model. Ss are encouraged to give a justification or an example for each character quality they talk

**(Suggested answer)**

In some ways, Anthony and June are very alike. For instance, they are both dressed fashionably, and a confident and sensitive people.

However, Anthony prefers to dress casually, while June usually wears smart, conservative clothes.

Although Anthony is sociable and enjoys company he is, however, easily offended. June, on the other hand outgoing and seems shy, but she is, in fact, a caring person.

12 (Ss do Ex. 12 then T elicits/explains the meaning of each word.)

1. c - energetic, outgoing and confident
2. a - arrogant, smug and condescending
3. d - distant, absent-minded and impolite
4. b - sensitive, generous and caring

13 (Suggested answers)

1. *vain*  
Cathy is a vain person who spends hours doing her make-up **in addition to** always looking at herself in the mirror.
2. *timid*  
**Besides** blushing easily, Jerry, who is very timid, also looks at the floor when he is talking to people.
3. *aggressive*  
Gordon, who is aggressive, **not only** shouts at people a lot **but also** clenches his fists whenever he gets angry.
4. *insincere*  
Paula is an insincere person who flatters people she dislikes **as well as** pretending to agree with them, even if she's of a different opinion.
5. *impatient*  
Roberta, who is impatient, taps her foot **in addition to** sighing if things don't happen quickly and she has to wait.

14 The first person is an actress.

- *lifestyle*: unpredictable
- *daily routine*: gets up late, goes to the gym, learns her lines, attends rehearsals, goes to work at about 6.00
- *hobbies/interests*: goes to the gym, loves to travel
- *beliefs*: maintaining an optimistic approach to life

The second person is a businessman.

- *lifestyle*: busy, travels a lot
- *daily routine*: gets up at five thirty, works out in the gym; works until late
- *beliefs*: one should be hard-working; honesty and determination are the keys to success
- *ambitions/future prospects*: become a partner of the firm

I think the third person is a housewife.

- *lifestyle*: (much) the same from day to day
- *daily routine*: gets up at seven, wakes up her teenaged sons and sees them off to school, does the housework, goes shopping, works in the garden
- *hobbies/interests*: working in the garden
- *beliefs*: taking care of one's family is a very important job

Ss should use the talk about,

d are self

and, is not

(This paragraph can be assigned as written HW.)

(Suggested answer)

Helen's lifestyle is really quite hectic and stressful. She could be out all day following up some news item, only to be called up in the middle of the night because something important has happened and the Editor wants her to cover the story. But, a chaotic lifestyle is part of the job and, in fact, working under pressure gives her a buzz. She really enjoys it. She got divorced two years ago but she's got two children and she spends every weekend with them. She takes them to the cinema quite a lot and they often go swimming on Sundays. She believes that it is very important to exercise and she is often heard saying, "A healthy mind lives in a healthy body."

- 15 • **profession**: painter
- **lifestyle**: disciplined
- **interests**: meeting new people, attending exhibitions and gallery openings
- **daily routine**: paints from 6 am until 4 pm; spends the early evenings with her husband and two children
- **family**: husband, two children
- **ambitions/dreams**: have a one-woman-show in a London gallery; own an art gallery one day

16 (Ex. 16 can be assigned as written HW.)

career: successful writer  
interests: **loves travelling all over the world**  
daily routine: writes from **8 am to 4 pm**  
family: **2 children, divorced**  
ambitions: start school for **young writers**

(Suggested answer)

Emma Smith's career as a successful writer keeps her busy from dawn to dusk. She loves travelling all over the world. When she is not travelling she leads a very disciplined life. She writes from eight o'clock in the morning till four o'clock in the afternoon. She lives in an ordinary house with her two children. She has a nanny for the kids and she's divorced. Her ambition is to start a school for young writers. She also wants to encourage young people as much as she can and give them a good start.

17 (T points out that there is no "Explain" section in this model because the topic does not ask for it.)

**Para 1** - Introduction to person: how/when they met each other

**Para 2** - appearance: build, clothes, hair, mannerisms (e.g. tendency to bow)

**Para 3** - character: polite, friendly, caring (e.g. remembers birthdays, brings gifts and things)

**Para 4** - conclusion: opinion/feelings of writer about the person described (e.g. enjoy having him as a neighbour, valuable friend)

18 (Ss take notes while they listen to the dialogue twice, then answer the questions. T can assign Donnel's description as written HW after Ss have described him orally in class.)

1. The new production manager, Stewart Donnel.
2. He is tall with broad shoulders and grey hair. He is about 50 and wears brightly-coloured ties.
3. He is condescending and thinks he's superior to other people.
4. a) He is very rude.  
b) He steals people's ideas from others and then pretends they're his own.

**(Suggested answer)**

Stewart Donnel is the new production manager. He is in his fifties, quite tall with broad shoulders and grey hair. He usually wears brightly-coloured ties. He is condescending and thinks he is superior to other people. He is not likeable either, because he is rude and steals people's ideas, which he pretends are his own.

19 (T should point out that Ss use all information given in each sentence and enrich their beginnings with other information about the weather, feelings, moods, etc)

**(Suggested answers)**

1. The room was crowded and smoky, and the sound of talking and laughter was almost deafening. I was standing alone in a corner, feeling like a fish out of water because I knew almost no one there, when a middle-aged woman approached me and said, "Feeling a bit out of things?" I smiled at her and nodded, then did a quick double take. I recognised her face from a book I'd just been reading. It was Marion Browne, the famous writer.
2. When the first thing my secretary said that Monday morning was, "The manager wants to see you," I thought for sure I was in trouble. I checked my hair, took a deep breath and went into Mr Wentworth's office. "Morning, Sandra", he said. "I'd like you to meet a very good friend of mine, William Morrison." I shook his hand politely, not realising that he was to become the greatest influence in my life.
3. When the doorbell rang it was nearly midnight. Leaving the chain on, I opened the door a crack and looked out. I saw a very odd-looking man with a shaved head and at least ten earrings. He smiled broadly and said, "Hi, I'm Jack. I've just moved in downstairs and I've brought you a present." Then he handed me a box of chocolates and disappeared down the stairs. Jack Simpson turned out to be one of the oddest people I had ever met.

20 **(Suggested answer)**

- weather description (cold January night)
- Direct Speech ("Be careful ... you've got there!" / "Chris Martin ..., Madam", etc.)
- reference to feelings (curious to see/taken aback/feeling a bit low)

(T points out that the model of Ex. 17 is a descriptive composition of a person without any writing techniques included whereas the model of Ex. 20 includes writing techniques. Both models correspond to the topic "Describe a person you regard as eccentric." Ss can use both ways to describe a person.)

21 **Key words**

1. **Person associated with a place.**  
Why you make this **connection**.
2. **Famous** person from **history** you **admire**.  
Give **reasons** for your choice.
3. Person you **know well**.  
How he/she has **changed** since you **first met** him/her.
4. **Two** people you **know well**.  
**Hobbies** reveal **different personalities**.
5. Someone you **knew in the past**.  
In what ways you **were influenced**.

**(Suggested answers)**

1. Para 1: Who (caretaker), which place. (e.g. your primary school)  
Paras 2,3: Relevant description of person's appearance and character and the place  
Para 4: 1st reason for association. (e.g. always helpful)  
Para 5: 2nd reason for association. (e.g. always there whenever in need)  
Para 6: Conclusion (e.g. your feelings)
2. Para 1: Who, main reason for being famous.  
Para 2: Description of personality/life/lifestyle.  
Para 3: Description of achievements.  
Para 4: 1st reason for admiring.  
Para 5: 2nd reason for admiring.  
Para 6: Conclusion.
3. Para 1: Who, how well you know him/her.  
Para 2: Description of personality (appearance now. or What he/she used to be like.  
Para 3: What he/she used to be like. or What he/she is like now.  
Para 4: How he/she has changed. (examples/justification) (e.g. used to be patient - not any more)  
Para 5: How he/she has changed. (examples/justification) (e.g. used to be cheerful - no any more)  
Para 6: Conclusion
4. Para 1: Who, how well you know them.  
Para 2: Description of 1st person's hobbies personality.  
Para 3: Description of 2nd person's hobbies personality.  
Paras 4,5: Mention differences  
Para 6: Conclusion
5. Para 1: Who, how well you knew him/her.



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- Para 2: Description of appearance/personality/life/lifestyle  
 Para 3: Ways you were influenced/examples.  
 Para 4: Ways you were influenced/examples.  
 Para 5: Conclusion

22 • **Topic sentences**

- Para 2: Gary suffers from ... movements.  
 Para 3: However ... intelligent person.  
 Para 4: The main reason ... overcome.  
 Para 5: Another reason ... for himself.

• **Outline plan**

**Physical appearance:** speaks slowly and strangely, thin, twisted body, awkward facial expressions

**Personality/Behaviour/Interests:** warm, fun-loving, intelligent, enjoys music/meeting friends, etc., best student in class, wonderful sense of humour, interest in other people, writes letters to friends and beautiful poems

**Life/Lifestyle/Beliefs:** regular life, enjoys going out, believes a balance of work and play make life happy and fulfilling

• **EXPLAIN/REASON**

**"Why":** determined to lead a normal life; gave himself an education at home; lives alone - cooks and cleans using equipment he designed himself; leads full social life with many friends

**"Why":** never feels sorry for himself; always sees bright side of any situation; cheers up his friends when they are worried or depressed

**Conclusion:** admire him even if he had no disability; most remarkable person I know

23 **Took care of me**

- used to **cook for me every day**
- used to take me **shopping for clothes**
- nursed me during long illness

**Made me feel safe**

- one thing in my life that never **changed**
- always there when **I needed her**

**Taught me everything**

- always **explained** things to me
- taught me the difference between **right** and **wrong**

*(These paragraphs can be assigned as written HW after Ss have done them orally in class.)*

**(Suggested answer)**

Liliana's grandmother was a very important person in her life. She brought Liliana up and took good care of her. For instance, she used to cook for her every day and nursed her when she was ill for a long time. There are things Liliana particularly enjoyed doing with her grandmother such as going shopping, as her grandmother would let her try almost everything on. She also

made her feel safe, being the one thing in her life that never changed. As Liliana puts it, "She was always there when I needed her."

Liliana's grandmother was a wise and experienced person in that she always explained things to her. What Liliana regards as the most valuable lesson her grandmother taught her was the difference between right and wrong. She feels that her grandmother instilled values in her that will last for a lifetime.

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

**Information included:**

- Para 1: scene of meeting  
 Para 2: physical description, first impression of character traits, mannerisms  
 Para 3: character (efficient, helpful)  
 Para 4: explain 1st reason (ability to deal with several matters at once)  
 Para 5: explain 2nd reason (sensitive towards others)  
 Para 6: conclusion - her influence

**Past tenses** have been mainly used because the writer no longer sees the person described.

- 25 Para 1:  
 born **on** = born **in** (G)  
 gifted man **who's** = gifted man **whose** (WW)  
 multi-talented man **which** = multi-talented man **who** (WW)

- Para 2:  
 although **was he** = although **he was** (WO)  
 as **much** as fifty = as **many** as fifty (WW)  
**at least knew** = **knew at least** (WO)

- Para 3:  
 His **more** fundamental = His **most** fundamental (G)  
 still **today survives** = still **survives today** (WO)  
 in the United **states** = in the United **States** (P)

- Para 4:  
**whole** = **all** (G)  
 he fought **hardly** = he fought **hard** (G)  
**referred** = **referred** (S)

- Para 5:  
**who he** earned = **who** earned (G)  
**while** his lifetime = **during** his lifetime (WW)

**Paragraph Plan**

- Para 1: why the person is famous  
 Para 2: appearance/character/achievements  
 Para 3: explain 1st reason (fought for the freedom of the individual)  
 Para 4: explain 2nd reason (established schools - believed in education for all)  
 Para 5: conclusion: final thoughts about/comments on the person

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(T explains the characteristics of formal, informal style:

**Formal:** impersonal, non emotional expression of ideas, use of the passive, non-colloquial English, complex sentences, no contracted forms

**Informal:** personal, emotional expression of ideas, colloquial English, idioms, idiomatic expressions, contracted types of words.)

- 26
1.
    - a. a reference letter
    - b. former employer
    - c. prospective employer
    - d. formal style
  2.
    - a. a newspaper/magazine
    - b. journalist/interviewer
    - c. newspaper/magazine readers
    - d. informal style
  3.
    - a. a news bulletin
    - b. a journalist
    - c. the general public
    - d. formal style
  4.
    - a. a newspaper/magazine
    - b. a journalist/interviewer
    - c. the newspaper/magazine readers
    - d. informal style
  5.
    - a. a novel/short story
    - b. a professional writer/a novelist
    - c. a/the reader(s)
    - d. informal style

27 (Suggested answers)

1. Mary Gordon has changed a great deal since I first met her.
2. The thing I most admire about Paul Williams is his determination.
3. William Jones is a person who, despite his good qualities, I find difficult to like.

1. novel/magazine short story
2. career guide/article in employment newspaper
3. novel/magazine article

28 ("Discuss and Write" section is to be used so that T can revise theory presented before. T should discuss questions with Ss and make them understand that the topic itself determines the plan they are to follow, tenses to be used and style. If Ss are trained properly to analyse the information given in the topic then they will be more successful in their writing paper.)

(Suggested answers)

- a)
1. "a person from your past", "would like to see again", "explain why"
  2. That you have lost contact with the person, but liked/admired them and would like to renew the relationship.
  3. **Yes or No:** Yes, because you might want to see how badly their life has turned out. No, because you would not want to see them again.
  4. Character description, with reasons for wanting to meet the person again.
  5. The person helped you, made you feel good about yourself, used to bully/intimidate you, etc.
  6. Any examples relating to the reasons why would like to see him/her again.
  7.
    - introduction to person
    - description of character/relationship
    - reason for wanting to see them again (e.g. miss them a lot, always there when you need them)
    - second reason for wanting to see them again (e.g. share new experiences with them)
    - conclusion

- b)
1. "person you dislike", "explain why you feel that way"
  2. Preferably, because otherwise it may be difficult to provide justifications for disliking them.
  3. Possibly not. Good features could be included. However negative features should outweigh the good features.
  4. Both appearance and character could be included, since appearance can reflect people's character too.
  5. Person's character/attitude/beliefs/behaviour etc.
  6. Any instances when the person displayed negative behaviour/attitude.
  7.
    - introduction
    - description of person (appearance & personality)
    - reasons for disliking with justification (e.g. mistreats people)
    - other reasons for disliking with justification (e.g. reminds you of sth he has done to you)
    - conclusion

29 (Ss can use their answers to the questions in Ex. 28 as a write the composition.)

## Unit 2 - Describing Places/Buildings

- 1 name:** Dublin  
**location:** Ireland  
**reason for visiting:** holiday  
**sights:** castle, St. Patrick's Cathedral  
**free-time activities:** pubs, museums, theatres, cinemas, parks  
**recommendation:** highly recommended

### 2 Paragraph plan

- **Introduction**  
location, population, reason (city of extreme contrasts)
- **Main Body**
  - **general features:** streets filled with activity/noise, roads congested, vehicles, hordes of people on pavements, crowded narrow alleyways, variety of exotic sights and smells, chaotic cramped city centre, parks with cool streams, shrines, chirping birds, tranquil mountains, towering skyscrapers, huge modern ships, little Chinese junks
  - **particular details:** bright neon lights, state-of-the-art computer technology, hand-made silk suits, fish and bird markets, silvery fish, brilliantly-coloured squawking parrots, Jade Market, intricately-carved pieces, Chinese icons, Buddhas and dragons, city's nightlife, karaoke bars
- **Conclusion**  
**comments:** harmony despite contrasts, pleasant atmosphere, unique experience  
**recommendation:** well worth visiting

- 3**
- |                   |                      |
|-------------------|----------------------|
| 1. is located in  | 6. stretch out       |
| 2. winds through  | 7. is perched ... on |
| 3. slopes down to | 8. sprawl out        |
| 4. is set in      | 9. nestles at        |
| 5. curves around  |                      |

- 4**
- |                 |                   |
|-----------------|-------------------|
| 2. of/in        | 11. outside       |
| 3. down         | 12. in            |
| 4. around/round | 13. on            |
| 5. from         | 14. over          |
| 6. at           | 15. down/along/up |
| 7. in           | 16. on            |
| 8. on/at        | 17. into/in       |
| 9. To/On        | 18. above         |
| 10. on/by/near  |                   |

**Location verbs** (to be circled): standing, line, lead, Facing, stands, housed, hangs, built, disappears, rises

- 5**
1. **Dominating** the skyline, the castle is built of local stone.
  2. **Opened** in 1939, the museum is visited by thousands of people every day.

3. **Surrounded** by trees, the temple is difficult to see from a distance.
4. **Covering** 610 square miles, London is the largest city in Britain.
5. **Erected** in 1919, the monument is a memorial to those who died in World War I.

### 6 (Suggested answers)

1. Stretching into the distance, the length of the queue was amazing./We were amazed by the length of the queue stretching into the distance.
2. As you squeeze your way onto the packed bus, the other passengers press even closer together to make room for you.
3. As the shoppers shuffle towards the supermarket's busy tills, heavy baskets hang from their tired arms./Heavy baskets hanging from their tired arms, the shoppers shuffle towards the supermarket's busy tills.
4. Standing squashed among the screaming fans, I was deafened by the roar of the enormous crowd./ As I stood squashed among the screaming fans, the roar of the enormous crowd was deafening.

- 7 A. phrases which refer to the senses:** market buzzes (hearing); sound of women's voices (hearing); smells of fresh fish, etc. (smell); hot, humid air (touch); crowds of shoppers jostle (touch); as they squeeze past the displays (touch); voices grow louder (hearing); clang of metal bowls and boxes (hearing).

- B. phrases which refer to the senses:** faint smell of crushed grass (smell); hot sun (touch); watching the players (sight); silence (hearing); rhythmic sound (hearing); muted gasps (hearing); with a roar (hearing)

*Present tenses* are used in A because it's a regular event. *Past tenses* are used in B because it's a description of a past event which somebody witnessed.

(Ex. 7 should be done in class so that T can help Ss understand the way senses are used in a description.)

- 8** hum of laughter and voices: **hearing - A, B**  
 clinking glasses: **hearing - A**  
 colourful sails: **sight - B**  
 strong odour of fish: **smell - A, B**  
 mouth-watering plates of food: **sight, taste - A**  
 cries of seagulls: **hearing - B**  
 bright sun on white buildings: **sight - A**  
 splash of breaking waves: **sight, hearing - B**  
 salty water: **taste - B**

- 9 (T can ask Ss to describe picture B orally in class, then assign the exercise as written HW.)

**(Suggested answer)**

The splash of the breaking waves and the cries of the seagulls mingle with the hum of laughter and voices of children as they play at the water's edge. The brilliant blue sky creates a dramatic background to the colourful sails which sway in the breeze. As you stand on the hot golden sand, it is refreshing to dip your feet in the salty water and then walk to the harbour, where you are greeted by the strong odour of fish as the fishermen sell their catch.

(Note: past tenses could also be used.)

- 10
1. Palm trees swaying in the gentle evening breeze frame the sun setting on the horizon.
  2. Standing at the top of the cliffs, you can hear (the) waves crashing against/onto the rocks below.
  3. Lining the cobbled street is a row of terraced houses designed by John Wood.
  4. Surrounded by mountains on all sides, the city looks as if it is in an enormous bowl.

11 **Factual Information**

- **Built:** 1840 - 1843
- **Size:** the column stands **56** metres high
- **Reason:** commemorate Nelson's **victory** at the Battle of Trafalgar

**Surroundings**

- the column stands at the centre of Trafalgar Square in the heart of **London**
- the square is the site of a beautiful **church**, the National **Gallery** and other impressive buildings
- at street level the column is flanked by **4 stone** lions

**Comments/Feelings**

- the monument towers above the London **streets** as a reminder of grander days in Britain's **history** - when this once great nation ruled the seas.

- 12 **Paragraph 1:** history, purpose and what Mount Rushmore is

**Paragraph 2:** location and surroundings

**Paragraph 3:** comments/feelings

**location verbs:** situated, stands out, rises (high) above

**words/phrases used to express impression/opinion:** spectacle, massive, powerful reminder, struck, strange, dignified, lending a human form, bare

- 13 (Ex. 13 can be assigned as written HW.)

**(Suggested answer)**

Nelson's Column, completed in 1843, is a monument which was built to commemorate Nelson's victory at the Battle of Trafalgar. At the top of the 56-metre-high

column stands a statue of Nelson, the British commander at the battle.

The striking monument, located at the centre of Trafalgar Square in the heart of London, is flanked by four sturdy stone lions. The square itself is surrounded by a beautiful church, the National Gallery and other impressive buildings.

The monument, which towers above the London streets, is a lasting reminder of grander days in Britain's history. No one who sees it will fail to be impressed.

- 14
1. A cottage.
  2. It is in Cornwall.
  3. 400 years old.
  4. It is built of stone.
  5. Two rooms and a kitchen.
  6. He always feels happy/safe and loved there.

15 **Formal Description:** Corfe Castle  
**Informal Description:** Stonehenge

- The text on *Corfe Castle* is written in a formal style as an impersonal, non-emotional manner is used to express ideas. Also, the passive voice, non-colloquial English and complex sentences are used. e.g. is perched high on ..., overlooking the small ..., castle was dismantled by ..., visitors are attracted ..., to marvel at the splendours of ..., etc.
- The text on *Stonehenge* is written in an informal style as a personal, emotional and chatty manner is used to express ideas. Colloquial English and short forms are also used. e.g. isn't like ..., I mean, you imagine ..., we couldn't ..., it was pretty impressive ..., is anybody's guess ..., I felt ...
- *Corfe Castle* is taken from a travel magazine or leaflet and *Stonehenge* is part of a postcard or letter sent to a friend.

- 16
- |                   |             |
|-------------------|-------------|
| 1. disappointment | 4. shocking |
| 2. delightful     | 5. amazing  |
| 3. terrified      |             |

- 17 (Note: synonyms given in brackets.)

- A**
1. abandoned (deserted)
  2. miserable (depressing)
  3. cramped (crowded)
  4. run-down (dilapidated)
  5. bleak (bare)
- B**
6. astonished (astounded)
  7. imposing (magnificent)
  8. enormous (massive)
  9. exquisite (superb)
  10. tranquil (serene)

- 18 (T goes through the table with Ss then Ss do the exercise. T can choose other words/expressions from the table and ask Ss to make new sentences using these.)

**(Suggested answers)**

2. The thing about the entire building which **made the strongest impression** was the lavishly-decorated reception hall.
3. **The most noticeable thing** about the city is its many well-preserved medieval buildings.
4. **Without doubt**, the most impressive thing about Sydney is the amazing Opera House.
5. What **makes an immediate impression on** visitors to Mykonos is the perfect combination of glamour and tradition.

- 19
1. the thing which makes the strongest impression
  2. Few visitors can fail to be charmed by
  3. paid them the compliment of
  4. take a particular delight in
  5. Furthermore, one cannot help but wonder at
  6. gives the impression of being
  7. hustle and bustle
  8. Here one has the leisure to appreciate
  9. To sum up,
  10. combines the spirit of a community with well-deserved respect for nature.

20 **(Suggested answer)**

Toronto is a **truly impressive** city. Having numerous sights and a variety of things to do, it is **an ideal place for those** who enjoy active and lively holidays.

Upon arrival, visitors are greeted by **impressive architecture**. **One place especially worth visiting** is the CN Tower, which is one of the tallest buildings in the world. **Visitors can enjoy dining** in the revolving restaurant at the top of the tower while gazing at the **spectacular view** of the city. Another sight that should not be left out of the visitor's agenda is the Casa Loma. **Resembling a castle**, it was **built at the turn of the century**. The Skydome offers visitors the opportunity to watch a sports event or concert in one of the most amazing sports stadiums in the world. Thanks to modern technology it has a **retractable roof** which ensures that **events are held all year round**.

- 21
1. direct speech, describing feelings
  2. using senses to describe weather, surroundings, etc.
  3. creating mystery, suspense or anticipation
  4. asking a rhetorical question
  5. describing people's feelings
  6. addressing the reader
  7. using a quotation, describing feelings

(T should explain to Ss that the quotation in item 7 refers to a complaining school pupil who is unwilling to go to school because he doesn't like it. T should also point out that Ss can use more than one of the techniques

- 22 mentioned in the table to begin/end a description.)  
(Ex. 22 can be assigned as written HW.)

**(Suggested answers)**

**Direct speech/using senses to describe weather, etc:** "Yes, it is indeed an extraordinary city for visitors," replied my friend as we sat by the window of a Parisian café. Although the rain was pouring down and a cold mist hung in the streets, the unique atmosphere of the city could not fail to put a spell on us.

**Using senses to describe weather, etc:** Soaked from the cold rain, we walked into a Parisian café to get dry. The aroma of croissants and freshly brewed coffee was so strong that it wafted out into the streets.

**Rhetorical question/describing feelings:** What would it be like to be from such an extraordinary city as Paris? After visiting the capital of France, I fell in love with its striking architecture, impressive museums and fantastic cafés. Walking the streets as a tourist, I realised I was envious of those who called Paris their birthplace.

**Describing feelings/using quotation:** I had never seen such an intriguing city as Paris and thus I was drawn to study there. The memories of the times I spent in Paris will always be a part of me. As Ernest Hemingway once said, "If you are lucky enough to have lived in Paris as a young man, then wherever you go for the rest of your life, it stays with you, for Paris is a moveable feast."

**Creating mystery/suspense:** I parked my hired car on the busy street outside a little café. I looked around and couldn't help but think how this amazing French city looked so different in the winter. I wrapped my scarf around my neck, and set off down a narrow street to look for a hotel. Suddenly, I heard footsteps behind me and I felt a chill run down my spine.

**Addressing the reader directly/describing feelings/reactions:** If you have never visited Paris, it is your loss. You have never experienced the thrill that being in this city brings. You cannot know how invigorating it is to wander through the streets and just take in the atmosphere of this spectacular place.

23 • **Model A - Paragraph Plan**

**Para 1:** name/location of city; reason for and time of visit (Budapest, Hungary, to stay with a friend, Leo, last weekend)

**Para 2:** general features (Ferihegy Airport, whirlwind tour, Pest, baroque architecture, museums, river, Buda, Buda Castle, Citadel, three hills, cobbled streets, Gothic architecture, museums, returned home for typical Hungarian meal)

**Para 3:** details of things seen and places visited (visited excellent Museum of Fine Art, saw animals at Budapest Zoo, sampled delicious Hungarian cuisine at lovely little restaurant, discovered that Buda Castle houses National Gallery, National Library and Castle Museum, in the evening saw fireworks display held to celebrate St. Stephen's Day at Buda Castle)

**Para 4:** feelings/comments (interesting couple of days, soaked up a lot of Hungarian culture and history, left Budapest with vivid insight into Hungarian life)

• **Model B - Paragraph Plan**

**Para 1:** name/location of city; brief history of city (Budapest, Hungarian capital, on Danube River, Hungary, amalgamation of two towns Buda and Pest in 1873)

**Para 2:** general features (Ferihegy Airport, Buda, cobbled streets, Gothic houses, Buda Castle and Citadel on hilltop sites, National Library, Castle Museum, National Gallery, Pest, baroque architecture, fascinating museums, Millennium Monument, statue of archangel Gabriel)

**Para 3:** details of things to see and do (excellent shopping facilities, fascinating zoo, theatres, concert halls, many traditional restaurants, St. Stephen's Day fireworks display launched from Citadel)

**Para 4:** comments/recommendations (delightful city, embodies centuries of Eastern European past, well worth a visit)

- *Model A* involves narration.

- **Model A** - past tenses, description of writer's feelings, writer describes **her/his own** experience of city, less formal style - writer's feelings/impressions are given in the last paragraph

**Model B** - present tenses, no reference to writer him/herself, writer gives a more objective description, formal style, writer gives recommendation in final paragraph

- *Model A* would probably appear in a letter or informal report/account, while *Model B* would appear in a magazine or travel brochure.

- 24 1. **Key words:** describe, centre of town/city, Christmas season

**Tenses:** present tenses

**Information:**

**Para 1:** name and location of city/town

**Paras 2, 3:** general features (e.g. appearance and atmosphere) / particular details (e.g. things to see and do, vendors, Christmas decorations, shopping, taking pictures with Santa, etc.)

**Para 4:** comments, feelings about place (e.g. magnificent place, makes you feel the spirit of Christmas)

*(Brainstorming: T can ask Ss to think of words related to the topic and write them on the board. (shops, kiosks, vendors, Christmas decorations, Santa Claus, crowded streets, excited children, presents, etc.)*

2. **Key words:** describe, restaurant in neighbourhood, highly recommend, reasons why worth going to

**Tenses:** present tenses

**Information:**

**Para 1:** name/type of restaurant and its location

**Para 2:** general features, (e.g. types of dishes served, surroundings, decor, atmosphere, etc.)

**Para 3:** detailed description (e.g. food you have eaten there, service, prices, etc.)

**Para 4:** why you would recommend restaurant (excellent service)

**Para 5:** why you would recommend restaurant (reasonable prices)

**Para 6:** feelings/comments about the place

3. **Key words:** popular park, pleasant Sunday morning

**Tenses:** present tenses

**Information:**

**Para 1:** name and location of park

**Para 2:** general features, (e.g. appearance and atmosphere: lots of trees, lots of people visit it, etc.)

**Para 3:** detailed description of the park on a pleasant Sunday morning (e.g. people there, things to see and do, such as: feed the ducks, see the animals, lie on grass, ride a bike, knitting, etc.)

**Para 4:** comments/feelings about park (e.g. relaxing)

*(Brainstorming: T can ask Ss to think of words related to the topic and write them on the board e.g. benches, ducks, pond, grass, trees, flowers, etc.)*

4. **Key words:** describe place, historical significance, why important

**Tenses:** present tense

**Information:**

**Para 1:** name and location of place

**Para 2:** general features (e.g. appearance and atmosphere)

**Para 3:** detailed description (e.g. things to see and do)

**Para 4:** reasons for importance (e.g. reminder of glorious past days)

**Para 5:** reasons for importance (e.g. carefully preserved)

**Para 6:** comments/feelings about the place

5. **Key words:** describe, famous place, explain why so well-known

**Tenses:** past tenses to describe your visit, present tenses to describe features of the place

**Information:**

**Para 1:** name and location of place

**Para 2:** general features (e.g. surroundings, appearance, atmosphere, etc.)

**Para 3:** detailed description (e.g. things seen/done such as visit museums/art galleries, do shopping, etc.)

**Para 4:** reasons for fame (e.g. cultural interest)

**Para 5:** reason for fame (e.g. excellent holiday resort)

**Para 6:** comments/feelings about place

6. **Key words:** town, how it will have changed in fifty years' time, why changes will have occurred

**Tenses:** present and future tenses

**Information:**

**Para 1:** name and location of town

**Para 2:** description of town now

**Para 3:** description of what you think town will be like

**Para 4:** reason for changes (e.g. to improve living conditions, e.g. build parks)

**Para 5:** reason for changes (e.g. to move factories to another area)

**Para 6:** comments/feelings about town and possible changes (happy with them because things will be improved)

7. **Key words:** describe, new shop, your town, will be successful, reasons for opinion

**Tenses:** present and future tenses

**Information:**

**Para 1:** name and location of new shop

**Paras 2, 3:** description of new shop

**Para 4:** why you think it will be successful (e.g. sells extraordinary things at reasonable prices)

**Para 5:** why you think it will be successful (e.g. owner is friendly and helpful, makes customers feel at home)

**Para 6:** comments/feelings about new shop

*(Note: Some variation in paragraph plans is possible.)*

## 25 • Paragraph Plan

**Para 1:** name/location of place and reason for visiting

**Para 2:** general features (medieval stone walls, busy narrow streets, half-timbered houses, etc.)

**Para 3:** facilities, sights to see, activities (York Minster, museums, railway museum, Jorvik Viking Centre, tea-rooms, coffee-shops, restaurants)

**Paras 4, 5:** reasons why impressive, with examples/justification [a) it has been carefully preserved, b) it incorporates modern life into a historic setting]

**Para 6:** comments/feelings about town

- **topic sentences:** Situated on two rivers near the Yorkshire Moors, York is a fascinating and memorable place to explore./Surrounded by high, medieval stone walls, the old part of the town is like a journey back in time./Of the many things York has to offer, there are several which stand out in my mind./One thing that makes York unique among English towns is the care with which it has been preserved./York is also notable for the fact that it has managed to incorporate modern life into such a historic setting./The combination of ancient and modern held such a fascination ...

- *Present tenses* have been used to describe the place because this remains unchanged and past tenses have been used to describe the visit itself which took place in the past. *Present Perfect* has been used to show how the city has been preserved.

- 26
1. ... as fascinating/interesting as some of the archaeological sites.
  2. ... as many shops as the shopping centre/one in Harries Road.
  3. ... did the number of schools and hospitals being built.
  4. ... as well-equipped as the Anderson Sports Centre.
  5. ... more practical than the layout of our old flat/one.
  6. ... the more congested the city centre becomes.

- 27
1. Blackpool and Brighton alike have a promenade on the sea front.
  2. Compared to the old government buildings, the new ones (are very different as they) are (more) modern and lavish./The new government buildings are modern and lavish compared to the old ones.
  3. The house I grew up in was (very) similar to the others in the street.
  4. In winter the resort is deserted, in contrast with the summer, when it is swarming with tourists; in contrast, it is swarming with tourists in the summer.
  5. The difference between the two areas is that one is residential and the other is industrial.
  6. The new school resembles the old one both in design and size.
  7. Despite the fact that Mario's restaurant is small and crowded, it is more popular with the locals than the others./Despite being small and crowded, Mario's restaurant is still more popular with the locals than the others.

- 28 • **Phrases showing comparison/contrast:** a better job, a nicer part of town, Nevertheless, Although, a much better state of ..., a considerably safer place to ..., compared to ..., however, newer, more spacious constructions, Unlike before, the crime rate is higher, people are more cautious, there seemed to be much more ..., people felt closer, people are more and more isolated, however, not only ... but ..., considerably better maintained than ..., still, much more important than ...

- Paragraph Plan: 1 e, 2 c, 3 f, 4 a, 5 d, 6 b

- The plan is different in that it contains two descriptions of the street: one as it used to be and one as it is now. It also contains descriptions of how the street has changed and how the writer feels about these changes, rather than a simple description of the place/impression.

*(Ex. 28 is a good model for T to use to explain to Ss how they should adapt a given plan to match the composition task assigned. T should point out that Ss are not obliged to follow the plan strictly.)*

29 (Ex. 29 can be assigned as written HW after Ss have done this orally in class.)

**(Suggested answers)**

- Applebury and Bunston are similar in that they both have plenty of green space.
- Applebury has a large population whereas Bunston has a small population.
- Compared to Bunston, Applebury has limited educational facilities.
- Both Applebury and Bunston have a wide range of shops.
- Applebury has more wealthy people than Bunston.
- Both Applebury and Bunston have many things to see and do.

30 **Para 2:** little = few (G)  
forbidding = forbidding (S)  
unlighted = unlit (G)

**Para 3:** high = tall (WW)  
such = so (WW)  
remain = remains (G)  
the same more or less = more or less the same (WO)

**Para 4:** will transformed = will be transformed/  
are (going) to be transformed (G)  
more and much = more and more (WW)  
areas = area's (P)

**Para 5:** In the addition = In addition (WW)  
it's = its (G)  
all together = altogether (WW)

• **Paragraph Plan**

**Introduction**

**Para 1:** name and location of the area, brief history

**Main Body**

**Paras 2, 3:** general features and details  
**Paras 4, 5:** changes which will be made and how these changes will affect the area

**Conclusion**

**Final Para:** final comments and feelings

• **Tenses**

**Para 1:** Present Simple to describe existing features and also Past Simple to describe past events

**Paras 2, 3:** Present tense to describe area as it is now

**Paras 4, 5:** Present and Future tenses to describe changes to be made in the future

**Para 6:** Future tense to describe what effect the changes will have

- 31 a. 1. well-known landmark, your country, why famous  
2. could be anything which attracts people/tourists (e.g. a famous monument)  
3. its location, surroundings and detailed description of it  
4. historical interest, memorial, special because of its construction, etc.  
5. **Introduction**

*Para 1:* location, reason for its importance

**Main Body**

*Para 2:* surroundings, first impression (view, built, what made of)

*Para 3:* detailed description

*Para 4:* explanation 1 & justification (e.g. historical interest)

*Para 5:* explanation 2 & justification (e.g. specially constructed)

(your impressions are included in paragraphs 2 & 3)

**Conclusion**

*Para 6:* comments/opinion/feelings/recommendation

- b. 1. two areas, your town/city, different, why different  
2. possibly a wealthy one and a poor one, industrial one and a suburban one, so that contrast and comparisons would be striking  
3. location, number of people, social status, people living in each, buildings, streets, amenities, etc.  
4. in contrast, on the other hand, however, though, but, also, too, furthermore, etc. comparative structures such as: more and more, as ... as, ... than, etc.

5. **Introduction**

*Para 1:* name and location of the two areas

**Main Body**

*Para 2:* description of first area

*Para 3:* description of second area

*Para 4:* explanation 1 and example of how these two areas differ (e.g. social status, people)

*Para 5:* explanation 2 and example of how these two areas differ (e.g. buildings, infrastructure, etc.)

**Conclusion**

your feelings/opinion on the subject

32 Ss can use their answers to the questions in Ex. 29 to write the composition.



## Unit 3 - Describing Objects

**1 • Information to be ticked:**

- quite small
- heavy
- late 18th century
- round
- plain
- green
- Venetian
- glass
- one handle, small base
- family heirloom

**• (Suggested answer)**

It is a late 18th century Venetian pitcher which is a family heirloom. Although it is quite small, it is heavy. It is round with one handle and a small base and is made of green glass. Its plain and simple design gives it a unique charm.

**2 a) (taken from a catalogue/advertisement)**

- 1. brass
- 2. ivory
- 3. arabic
- 4. second

**b) (taken from a story)**

- 1. flickering
- 2. dark
- 3. clay
- 4. obscure

**c) (taken from a catalogue/leaflet)**

- 1. shimmering
- 2. delicate
- 3. single
- 4. round

**d) (taken from a story)**

- 1. wooden
- 2. slender
- 3. taut
- 4. sweet

**3 • Words used to describe album:**

- old
- beautifully bound in leather
- family crest embossed on the cover in gold leaf

- slightly tatty (corners)
- in surprisingly good condition
- the leather creaked under the strain
- faint scent of lavender
- faded old sepia prints

**• Paragraph Plan**

**Paragraph 1:** where/when/how album was found

**Paragraph 2:** general description of album

**Paragraph 3:** detailed description of contents of album

**Paragraph 4:** explanation 1 of why album is important (sentimental value)

**Paragraph 5:** explanation 2 of why album is important (reveals a world you haven't experienced)

**Paragraph 6:** comments/afterthoughts about album

**4 • Suggested Paragraph Plan**

**Paragraph 1:** introduce your favourite toy, when you were given it, etc.

**Paragraph 2:** general description of toy

**Paragraph 3:** detailed description of toy; how you played with it, etc.

**Paragraph 4:** explanation 1 of why toy is/was important and example (e.g. present from your grandfather – sentimental value)

**Paragraph 5:** explanation 2 of why toy is/was important and example (e.g. unique, you don't see such craftsmanship in the toys they produce nowadays)

**Paragraph 6:** comments about favourite toy

## Unit 4 - Describing Festivals/Events/Ceremonies

**1 Name of festival:** the Dragon Boat Festival

**Time:** 5th day of the 5th month in Chinese lunar calendar

**Reason:** to remember the tragic suicide of a politician

**Preparations:** repaint boats, train for boat races

**Actual Day:** boat races, eat rice cakes

**Feelings:** an unforgettable experience

**(Suggested answer)**

The Dragon Boat festival takes place on the fifth day of the fifth month in the Chinese lunar calendar. It is held to remember the tragic suicide of a politician. Before the day itself, boats are repainted and competitors train in preparation for the race itself. On the actual day, boat races are held and people eat rice cakes to remember the rice dumplings that were thrown into the water a long time ago. The Dragon Boat festival is an unforgettable experience.

**2 • Model A - Paragraph Plan**

**Introduction**

**Para 1:** name/place of event/reason for attending (Halloween, held at friend's house/to help out with the arrangements)

**Main Body**

**Para 2:** preparations (brought a box of materials that could be useful, masks and costumes were made, lanterns were made)

**Para 3:** description of actual event (screaming children, me running around in a mask trying to scare the children, prizes were awarded for best costumes, games were organised, children left the party in a noisy group, trying to scare passers-by)

**Para 4:** explanation 1 & reason (rediscovered having fun, was able to get into the party spirit, good excuse for escapism, opportunity to experience child-like joy)

**Para 5:** explanation 2 & reason (reminded me of my childhood, excitement)

### Conclusion

**Para 6:** feelings, comments, final thoughts (never had been significant before but now regular event for me/everyone should have chance to feel like a child)

### • Model B - Paragraph Plan

#### Introduction

**Para 1:** name/date/place of event, reason for celebrating (Halloween, 31st October, popular in America/held to celebrate the souls of the dead walking among the living)

#### Main Body

**Para 2:** preparations (ghost and witch costumes and masks are made, lanterns are made)

**Paras 3, 4:** description of actual event (evening - children wander the streets dressed in costumes, knocking on doors saying "Trick or treat"/ sometimes parties are held with story telling, dancing, games, special drinks are made and served with pumpkin pie)

#### Conclusion

**Final Para:** feelings, comments, final thoughts (good excuse to dress up/remains popular and is eagerly anticipated)

- *Past tenses* have been used in Model A because it is a description of an event in the past. This model could have been written for a magazine, a school newspaper, etc.
- *Present tenses* have been used in Model B to describe an annual event. This model could be found in a popular magazine, in a school newspaper or a book on customs and traditions.

*(Note: After Ss have done Ex. 2 T asks them to close their books and say as many words as they can remember related to Halloween e.g. lantern, pumpkin, Trick or Treat, etc. T can ask Ss if there is a similar event which takes place in their country and to describe it.)*

### 3 • Key Words

1. festival, another country, like to attend; describe, explain importance
2. Describe religious ceremony, your country.
3. Describe celebration, attended as child. Why remember this one.
4. Describe ceremony of national event, explain importance.

### • Tenses to be used

1. conditionals, present tenses, future tenses
2. present tenses
3. past tenses
4. present tenses

### • Paragraph plan - Information to be included in each paragraph

1. **Para 1:** set the scene: name of festival you would like to attend, where it takes place; how long it lasts; where you heard about it, etc.

**Para 2:** preparations (if known)

**Para 3:** description of the actual event

**Paras 4, 5:** importance of festival, why you would attend it

**Para 6:** comments, expectations

2. **Para 1:** set the scene: name, time/date, place reason(s) for taking place

**Para 2:** preparations

**Para 3:** description of the actual religious ceremony

**Para 4:** important details about the religious ceremony

**Para 5:** comments, final thoughts

*(T points out that there is no "Explain" section in this composition task.)*

3. **Para 1:** set the scene: name, time, place reason(s) for celebrating

**Para 2:** preparations

**Para 3:** description of the actual celebration

**Paras 4, 5:** explain why you remember it

**Para 6:** feelings, comments, final thoughts

4. **Para 1:** set the scene: name, time, place reason(s) why the ceremony is held

**Para 2:** preparations

**Para 3:** description of the ceremony itself

**Paras 4, 5:** explain why the ceremony is important to the people in your country

**Para 6:** comments, final thoughts

*After Ss have done Ex. 3 T asks them to say as many words as possible related to the following events and writes them on the board.*

**carnival:** street parade, brightly-coloured costume band, dancers, street party, floats, confetti, etc.

**religious ceremony:** relic, parade, procession, effigy worship, etc.

**May day:** May pole, dancers, wreaths, collect, count side, etc.

**Christmas:** Christmas tree, presents, decorative carols, cards, champagne, etc.

**National event:** medal, parade, march, memorial service, wreaths, national anthem, commemorate, veterans one-minute silence, etc.

4 (Suggested answers)

**A** The festival of Shrove Tuesday is held on the eve of Ash Wednesday, when the forty-day fast before Easter begins. The day has come to be known to the English as *Pancake Day* since, traditionally, pancakes are made by housewives to use up the last eggs and milk that are not eaten during Lent. Until the 19th century, Shrove Tuesday was celebrated by holding carnivals during which ball games were played, pancakes were eaten and mead was drunk. Carnivals are held and the same tradition is kept alive in other parts of the world.

- *Present tenses* are used to describe the event as it is celebrated now. *Past tenses* are used to describe the event as it was celebrated in the past.

**B** The Park Jazz Festival was awaited with anticipation. Articles about the arriving musicians, were published by the local newspaper and hotel rooms which had been booked by the local council were filling up fast. On the first night, the park was packed with people and the first act was introduced by the mayor. During the weekend modern and traditional jazz and blues were performed by over twenty-four soloists and bands. Everyone's spirits were lifted by the festival.

- *Past tenses* are used because it is an event we have attended.

- 5 **A**
- |                 |                |
|-----------------|----------------|
| 1. exhilarating | 3. gleaming    |
| 2. handsomely   | 4. picturesque |

- B**
- |             |             |
|-------------|-------------|
| 1. quaint   | 4. blissful |
| 2. striking | 5. gifted   |
| 3. radiant  | 6. romantic |

- C**
- |               |              |
|---------------|--------------|
| 1. fantastic  | 5. heartily  |
| 2. bizarre    | 6. huge      |
| 3. gorgeously | 7. delicious |
| 4. rousing    |              |

- 6 • Para 1:  
 excelent = excellent (S)  
 in = on (WW)  
 take place = take part/participate (WW)

Para 2:  
 were been made = had been made (G)  
 rise = raise (WW)  
 addreses = addresses (S)

Para 3:  
 The day it was = The day (itself) was (G)  
 Early everyone woke = Everyone woke early (WO)  
 surrounded with = surrounded by (WW)  
 Crowds cheering = Cheering crowds (WO)  
 passed = past (WW)  
 were given all = were all given (WO)

Para 4:  
 I had = had I (G)  
 which = who (G)

Para 5:  
 Participated = Participating (G)  
 effected = affected (WW)

Para 6:  
 listen = hear (WW)  
 in the perfect = in perfect (G)

• **Paragraph Topic - Topic Sentences - Tenses used**

**Para 1:** set the scene: name, time/date, place of event, reason for organising it: bike ride, July, Witherington, raise money to send a local boy to America

Introduction does not require a topic sentence as it sets the scene.

**Para 2:** preparations: meetings, route, sponsor forms, advertising campaign  
*In the weeks ... made.*

**Para 3:** the actual event = gathered at starting point, hot-air balloon, cyclists and bikes, cheering crowds

*The day ... success.*

**Para 4:** why it was important: how much can be achieved through cooperation, great sense of community spirit and achievement

*Never before ... cooperation.*

**Para 5:** sense of personal satisfaction - I decided to become a nurse

*Participated ... being's life.*

**Para 6:** final thoughts/feelings = event remembered for a long time, worthwhile cause, boy in perfect health

*The event ... to come.*

- **Tenses:** *past tenses* because we are narrating a past event.

- 7
1. **key words:** describe festival you attended, explain popularity
  2. religious, music, carnival, etc.
  3. *past tenses* for the narration part (e.g. when you attended, where it was held, etc.), *present tenses* to give factual information about the festival (e.g. it is held every year to commemorate ... etc.) and *present perfect/present tenses* to explain its popularity (e.g. people have been celebrating this event for years, etc.)
  4. to celebrate something that happened in the past, helps keep traditions alive, etc.

5. **Paragraph plan Introduction**

**Para 1:** set the scene (name, place of event)

**Main Body**

**Para 2:** preparations

**Para 3:** actual day

**Para 4:** explanation 1 for its popularity (celebrate sth happened in the past ... unites people)

**Para 5:** explanation 2 (helps keep traditions alive - people don't forget their roots)

**Conclusion**

**Final Para:** feelings, comments, final thoughts

## Unit 5 - Narratives

### 1 (Suggested answers)

It must be the story of a successful lawyer who was kidnapped. Someone, maybe his wife offers a reward for any information regarding the missing lawyer. The lawyer is found in a shelter for the homeless, in ragged clothes. He looks like a tramp. He may have forgotten who he is.

- 2 1. John Carter, a lawyer
2. At the car park outside his office
3. Warm
4. October
5. He is hit over the head with a hard and heavy object.
6. worried
7. She calls the police, then has her husband's picture published in newspapers offering a large reward.
8. She finds a job organising fund-raising events for a charity organisation which feeds and shelters the city's homeless. While she is visiting one of the organisation hostels she comes across her husband.

- 3 A 2. enters house finds no one
3. searches house - no burglars - nothing missing
5. man rolls himself to sitting position - embarrassed
6. explains why he's there and what he's doing

B Para 1: cold feeling, gripped me, felt my pulse quicken

Para 2: scarcely breathing, pushed lightly with my fingertips, deathly silent, tiptoed, peering into

Para 3: heaved a sigh of relief, heartbeat slowed, shock subsided

Para 4: I hesitated, puzzled, cautiously climbed, I turned quickly towards, to be confronted by

Para 5: what on earth, demanded

Para 6: rolled himself slowly, ruffling his thinning hair, looking embarrassed, mumbled, sighed

### 4 (Suggested answer)

1. In the present, somewhere in Africa.
2. Very hot and dry.
3. One is an archaeologist, the others are guides. They feel hot and tired but excited.
4.
  - scrubs, mountains, a lone bird circling above
  - the smell of the dry earth, an occasional cry of a bird, the breathing of the men.
  - the sun beating down on their heads, the sweat trickling down their bodies; out of breath
5. The three men reached the top of the hill. There in front of them stood the ancient monolith that they had been searching for for the last four years. Their quest was finally over.

### 5 • Senses:

cool of the morning - *touch*  
 scorching heat - *touch*  
 beat down relentlessly - *touch*  
 the smell of parched earth and dry scrub - *smell*  
 heat of the stony track - *touch*  
 burned the soles of his feet - *touch*  
 call of a bird - *hearing*  
 strained breathing of the three men - *hearing*  
 absolute silence - *hearing*  
 barren African landscape - *sight*  
 looked at Gideon and Michael's anxious faces: *sight*

• **emotions:** oppressed, anxious, faces, sighs added gently

1. In the (recent) past somewhere in Africa.
2. extremely hot and dry
3. Doctor McLintock, Gideon and Michael; they feel anxious, tired, oppressed
4. The sight of the barren African landscape, the oppressive heat, the smell of the dry, parched earth and dry scrub, the sound of the strain breathing of the men
5. **(Suggested answer)** They continue walking until they come to the village. The doctor examines a woman (Michael or Gideon's wife) who has been seriously ill. He tells them she is out of danger. They are relieved and grateful.

### 6 (Suggested answer)

Tom crouched down in the **dense undergrowth**, body concealed by the thick leaves of the bushes. **Staring** at the jungle in front of him, he felt the sweat run down his aching back. He heard **flies buzz** around him, and a few crawled over the **cuts on his cheek**, but he didn't brush them away. He had to sit **motionless** - any movement could be deadly. At some time he felt his eyes grow heavy. The oppressive **humidity** was making him tired. Suddenly, he heard **rustle of branches**. His **heart pounding** in his ears, slowly raised his rifle and aimed it in front of him. **Holding his breath**, he released the safety catch.

- 7 1. B      2. C      3. A

### Beginnings

1. description of surroundings, feelings, creating suspense (a, d, e)
2. direct speech, creating mystery/suspense, description of place, people (b, d, a)
3. rhetorical question, refers to feelings/moods, addresses the reader directly (c, e, f)

**Endings**

- A. refers to feelings/moods, asks a rhetorical question (b, e)
- B. use of direct speech, describes reaction to events, feelings or moods (a, c, b)
- C. describes reaction to events, creates mystery/suspense (c, d)

(As an extension T can ask Ss to underline the adjective-noun collocations used in these beginnings and endings. Ss, then close their books and try to remember as many as possible. e.g. brightly-coloured fish, underwater world, etc.)

8 2. C      3. C      4. C      5. A

- 9
- |              |                |
|--------------|----------------|
| 1. When      | 5. after       |
| 2. sometimes | 6. until       |
| 3. while     | 7. Meanwhile   |
| 4. before    | 8. by the time |

**Tense identification**

- I was - *Past Simple (time in the past)*
- would be left - *conditional passive voice (past habit)*
- I was playing - *Past Continuous (action which was interrupted by another)*
- I decided - *Past Simple (interrupting action)*
- had watched - *Past Perfect (action before other past actions)*
- had put - *Past Perfect (action before other past action)*
- I began - *Past Simple (past action)*
- was getting - *Past Continuous (action happening at the same time as another action)*
- had finished - *Past Perfect (action before another past action)*
- were rising - *Past Continuous (action happening at the same time as another action)*

- 10
1. Lights were **rarely** on in the museum at midnight, so I realised that something strange was happening that night.  
**Rarely** were lights on in the museum at midnight, so I realised that something strange was happening that night.
  2. It was **not until** he (had) told Linda his name that she recognised Eric, who used to be a schoolfriend of hers.  
**Not until** he (had) told Linda his name **did she recognise** Eric, who used to be a schoolfriend of hers.
  3. The rollercoaster had **no sooner** started to move than I knew that I had made a terrible mistake by agreeing to get on.  
**No sooner** had the rollercoaster started to move than I knew that I had made a terrible mistake by agreeing to get on.

4. Cathy's front door was **not only** standing wide open when she got home, but the lock had also been broken.  
**Not only** was Cathy's front door standing wide open when she got home, but the lock had also been broken.
5. We **seldom** used to enjoy visiting my grandparents when I was a child, because they were often strict with us.  
**Seldom** did we use to enjoy visiting my grandparents when I was a child, because they were often strict with us.

**11 chronological order:**

1. went on holiday
2. decided to go for a last swim
3. drifted into current
4. began to feel tired
5. got cramp
6. panicked
7. finally rescued
8. developed fear of water

(Before Ss retell the story in their own words, T should remind Ss that they should use appropriate time words to link events. Ex. 11 can be assigned as written HW.)

**12 (Suggested answers)**

- A** - Janet's 25th birthday. She wants to arrange a party
- invites all her friends to help her celebrate
  - one by one all her friends turn down the invitation
  - Janet upset that her friends don't want to come
  - as she cannot make other arrangements to suit everybody, she cancels party
  - arranges to have dinner with her best friend instead
  - Janet goes to pick up her friend
  - friends have organised a surprise party for her
- B** - Sarah takes the paper from her pocket and reaches for the phone
- piece of paper is a newspaper advert for a book called "Get Rich - Quick"
  - Sarah phones the company for the nearest stockist
  - goes to the bookshop and finds the book
  - Sarah goes to pay but is stopped at the cashdesk by the manager
  - manager informs her that because she is the bookshop's millionth customer she wins £5000
  - Sarah is delighted and goes shopping immediately
  - Sarah buys lots of things to redecorate her little flat
  - all her dreams have come true thanks to that phone call

- C** - Joe sat on the train rehearsing his speech  
 - Joe works for an organisation that rescues lions from badly kept zoos  
 - he had been working on the release of "Zorro" for months and has almost ensured his freedom  
 - this was the final speech he would make on Zorro's behalf  
 - Joe meets with the government officials whose signature was necessary to guarantee Zorro's release  
 - Joe gives speech  
 - officials are impressed by Joe's speech and sign  
 - Joe is overjoyed  
 - Zorro taken from zoo to African Safari Park where he is looked after until he is ready to be released  
 - Joe flies to Africa to witness Zorro's release

- 13** **A** breeze     **whistle**     **A** seagulls     **cry**  
**B** thunder     **rumble**     **A** sails     **flap**  
**A** waves     **splash**     **B** tyres     **squeal**  
**B** rain     **trickle**     **A** wood     **creak**  
**B** engines     **throb**     **B** siren     **wail**

- 14** **A** sun     **warm**     **A** spray     **salty**  
**B** lightning     **flash**     **B** breeze     **stiff**  
**A** waves     **sparkling**     **B** tarmac     **cracked**  
**B** wet street     **gleam**     **A** clouds     **fluffy**  
**B** lights     **blinding**     **B** fumes     **trail**

**15 (Suggested answer)**

The sky was suddenly lit up by a flash of lightning. A long, slow rumble of thunder indicated the storm's proximity and it started to rain again, the clouds still heavy after that afternoon's downpour. The wet streets looked like ice, gleaming with the reflection of blinding headlights. The bikes raced on, engines throbbing, tyres squealing, until they reached the docks.

**16 (Suggested answer)**

blazing sun, cool water, restful scene, refreshing spray, luscious greenery, dense undergrowth, water cascading over the cliff edge, screeching birds, chattering monkeys, humid atmosphere, warm breeze, whispering trees

After hacking my way through dense undergrowth I turned the corner and was delighted by the restful scene. Here the mountain stream turns into a cascading waterfall, tumbling over the cliff edge and crashing onto the rocks below. The cliff itself is covered in luscious greenery and the trees seem to whisper in the warm breeze. Only the screeching birds and chattering monkeys could be heard above the waterfall as I lay resting in the blazing sun.

- 17 Para 1**  
 shone = streamed  
 moved = swirled  
 made a noise = rustled  
 staying = lingering

- Para 2**  
 went away = evaporated  
 a noise = an uproar  
 a lot = a flurry  
 quick = frenzied

- Para 3**  
 said = wailed  
 stories = rumours  
 very surprised = stunned  
 took = gathered  
 walked = stumbled

- Para 4**  
 sat = slumped  
 looked = stared  
 moving = drifting  
 put = tossed  
 not good = in ruins

- Para 5**  
 looking up = lifting his head  
 smiling = grinning  
 nicely = warmly

- Para 6**  
 looked at = admired  
 happy = thrilled  
 new = fresh  
 later part = autumn  
 big = radiant  
 was seen on = lit up

**18 Techniques**

**describing weather** (clear, crisp autumn morning wind), surroundings (trees lining the road, fallen leaves, bonfires), etc., **using the senses** (wind made his cheeks tingle, walk briskly, pale sunlight shone, leaves moved and made a noise, smell of bonfires)

**time words / phrases**

- Para 1: as, while, half a century ago  
 Para 2: the moment  
 Para 3: now, before  
 Para 4: after  
 Para 5: then, as soon as

**Main events / emotions**

- Para 1: walks to work / nostalgia, happiness  
 Para 2: arrival at office / puzzlement  
 Para 3: news of takeover and dismissal / shock, (disappointment)  
 Para 4: goes to park and sits / depression, dejected  
 Para 5: boss arrives / pleasure  
 Para 6: realises she has a future / relief, happiness

**19 (Ss do the exercises working in closed pairs, the teacher checks answers explaining/eliciting the meaning of each word.)**

- A Look/See:** glance, glimpse, inspect, peep, peep, squint; (suggested) peruse, etc.  
**Gestures:** nod, signal, (suggested) shake one's head; brandish, shake one's fist, etc.  
**Walk:** plod, saunter, step, stride, trudge, wander; (suggested) stagger, stumble, skip, etc.

- B Move:** dash, jump, plunge, sprint, slither, tiptoe; (suggested) breeze, slide, slip, etc.  
**Speak:** bellow, groan, mumble, mutter, roar, shout; (suggested) sigh, murmur, bark, etc.  
**Expression:** glare, grimace, grin, scowl, sneer, smirk; (suggested) glower, look daggers, etc.  
**Hold:** clutch, crush, embrace, grasp, seize, snuggle; (suggested) cling to cradle, etc.

- 20 1. crept 5. paused 9. grinning  
 2. glimpsed 6. spotted 10. glared  
 3. Darting 7. striding  
 4. glanced 8. sprinting

21 1 **underlined words:** sprawled, leafing through, chewed, slurped  
**circled words:** noisily, glossy, soft  
**Simplified form:** Daphne lay on the sofa, reading a magazine, chewing gum and drinking a soft drink. (bored, impatient)

2 **underlined words:** brows knitted, stared, scratching, drumming, sighed  
**circled words:** knitted, blankly, deeply, reluctantly  
**Simplified form:** Alex looked at the computer screen, puzzled, and reached for the phone. (confused, irritated)

3 **underlined words:** gazed, nudging, pointing  
**circled words:** abruptly, wide, unblinking, dazzling  
**Simplified form:** The children stopped to admire the toys in the shop window. (amazed, longingly)

- 22 1. wearily, sadly 3. painfully, concerned  
 2. impatiently, slowly 4. violently, furiously

23 (Ss do the exercise, then T writes the following headings on the board and completes it with Ss using words from Ex. 23.)

e.g.

noun	verb	adjective	opposite
amusement	amuse	<b>amused</b>	unhappy
calmness	calm	<b>calm</b>	nervous
cheerfulness	cheer	<b>cheerful</b>	depressed

etc.

Happiness	Fear	Excitement
amused	alarm	enthusiasm
bliss (n)	anxious	exhilarating
cheerful	dread	stirring
delighted	frightened	(suggested)
ecstatic	panic	moving
glad	temper	electrifying
(suggested)	terrified	eager
pleased	(suggested)	vigorous, etc.
jubilant	scare	
merry, etc.	timid	
	afraid	
	uneasy, etc.	

Sorrow	Anger	Various
depressing	annoyed	calm
miserable	irritating	patience
melancholy	infuriating	puzzled
mournful	upset	regret
(suggested)	(suggested)	satisfaction
dejected	cross	(suggested)
sombre	displeased	bewildered
distressed	resentful,	mysterious
gloomy, etc.	etc.	sensitive, etc.

24 (After Ss do Ex. 24, T can ask Ss to make sentences using the words which haven't been used in the sentences. e.g. John was disappointed when he failed his test.)

1. appalled 4. delightful  
 2. sympathise 5. devastated  
 3. enthusiastically

- 25 A 1. huge 6. whispered  
 2. extremely 7. terribly  
 3. tiny 8. pleasant  
 4. awful 9. brightly  
 5. raging 10. lovely

- B 1. glaring 6. rainswept  
 2. muttering 7. burst  
 3. furious 8. hurled  
 4. marched 9. screaming  
 5. peered 10. terrified

- 26 2. Greg looked at me with his eyes bulging, grinding his teeth and ripping his hair out, he was red with anger.  
 3. Sue stood with her legs crossed, blushing and giggling with her eyes lowered.  
 4. Jim tiptoed quietly out of the room, taking a furtive glance over his shoulder, as he hid the documents in the inside pocket of his raincoat.

27 (T reminds Ss of the use of comma, exclamation mark, apostrophe, fullstop, question mark, inverted commas and capital letters then Ss do Ex. 27.)

"Go!" yelled the skydiving instructor. The first student jumped out of the plane. "Go!" the instructor shouted to the next student in line.

"I can't do it", the terrified novice wailed. "I'm scared."

"Look, if you don't jump now you'll never be allowed to try again," the instructor snapped over the noise of the aeroplane.

"But, but," the student stammered, "I have a wife and two children."

"Come on, it's not dangerous. Just get a hold of yourself and remember what you've learned."

The nervous student looked out the plane door and saw the green fields below. "O.K., I'll do it!" he exclaimed with determination and jumped.

The parachute opened properly and he floated gently towards the ground. "I bet you were terrified," teased his wife when he touched down.

"No!" he laughed, "I can't wait to do it again!"

28 (Suggested answer)

Slamming the door behind him, Mike leapt down the steps. He was furious that someone had taken his dog. He ran up to the stranger and stood directly in front of him.

Mike glared angrily at the man walking Rex. "Where are you going with my dog?" he demanded. As the man looked at Mike in amazement, he noticed a dog that

looked exactly like his rushing towards Mike's front door.

Pointing at the dog sitting on the step, the puzzled stranger said, "It's my dog! Your dog's over there!" Mike rapidly turned his head to see what he was talking about. To Mike's surprise, there sat Rex, patiently waiting for Mike to open the door. Feeling himself beginning to blush with embarrassment, Mike mumbled a brief apology and hurriedly turned back towards his house.

- 29 • **Time words/phrases that should be underlined:**  
A few hours earlier, Then, before, After, Now, until, the previous week, today, At that moment, Finally, later, by that time

- |                  |                          |
|------------------|--------------------------|
| 1. heard         | 9. spoke                 |
| 2. became        | 10. was saying           |
| 3. was sitting   | 11. had been carried out |
| 4. took          | 12. arrived              |
| 5. was pushed    | 13. put                  |
| 6. had committed | 14. had been treated     |
| 7. led           | 15. would be             |
| 8. sprang        |                          |

30 **Paragraph 2**

- 1 Angus - carefree tourist looking forward to an exotic holiday.
- 2 Three policemen arrest him.
- 3 He is raced to the police station.

**Paragraph 3**

- 5 He is taken into a small room.
- 6 Tall man in uniform enters room and speaks to Angus.
- 7 Angus is accused of robbery.

**Paragraph 4**

- 8 Angus denies the accusation

**Paragraph 5**

- 9 telephone rings
- 10 Senior Officer apologises to Angus
- 11 Angus is told that he is free

**Paragraph 6**

- 12 Angus steps out into warm night air, thankful that ordeal is over.
- 13 He decides to fly home immediately.

- The second paragraph uses flashback narration.

• **(Suggested answer)**

Angus went somewhere for a holiday. On his first day there, he was arrested by three policemen. They brought him to the police station where they put him in a cell. Two policemen opened the cell door and took him to a small room. A senior officer walked in and spoke to Angus in broken English. Angus was

relieved that finally he could understand someone until he realised the Senior Officer was accusing him of a robbery that had been committed the previous week. Angus denied the accusation by telling him that he had arrived to their country that day. Someone called the senior officer and when he finished talking on the phone, he apologised to Angus and told him he was free to go. Angus walked out of the police station. He was still a bit terrified by what he had experienced that day but he was thankful it was over. He decided to fly home immediately.

(Ss say their version of the story in class then T assigns it as written HW.)

- 31 **A** flashback narration - need to explain what **has happened**  
**B** chronological narration - "about to" - no need to talk about past  
**C** flashback narration - need to explain what **has happened**  
**D** flashback narration - need to explain what **has happened**  
**E** either - no specific time given  
**F** chronological narration - looking forward to future events

- 32 • Model A : B. 2 C. 3  
 Model B : A. 3 B. 1 C. 2

- Model B uses flashback narration. Flashback events are included in paragraphs B and C.
- Past Perfect is used for these events.
- Ss can start narrating this story from paragraph 1 when Peter is in hospital and Michael talks to him. T can assign this as written HW.

33 • **Techniques used:**

**Beginnings**

- A. describing the scene / rhetorical question
- B. Direct speech / referring to feelings and mood / creating mystery
- C. addressing the reader directly / creating mystery

**Endings**

1. Direct speech / referring to feelings (unexpected ending)
2. Direct speech (unexpected ending)
3. Rhetorical question (unexpected ending)

- The story is narrated by the person involved in the incident (1st person narration).

- 34 • Para 1: begun - G - began  
 Stood - G - Standing  
 a - WW - the



Para 2: has left - G - had left  
 at - WW - to  
 little - G - few  
 which - G - where  
 back - G - no preposition needed (return = come back)  
 familie's - S - family's  
 such - G - so  
 that - G - which ("that" can't be used after a comma)

Para 3: in - WW - on  
 it - WW - there  
 will - G - would  
 only for - WO - for only  
 this - P - This

Para 4: wandered - WW - wondered  
 would he - WO - he would  
 to - G - (no preposition needed)

Para 5: was noticing - G - noticed  
 asleep fast - WO - fast asleep  
 taped - S - tapped  
 excited - G - excitedly  
 leaved - S - lived

• **Events in chronological order:**

Paragraph 2 = Event 1  
 Paragraph 1 = Event 2  
 Paragraph 3 = Event 3  
 Paragraph 4 = Event 4  
 Paragraph 5 = Event 5

• **Suggested title:** The Homecoming

- 35 a • human drama, adventure  
 • Flashback narration is required because of the tense (Past Perfect had been) which is used in the instructions.

• It depends on what the story will be about. If it is about an event which happened at wartime, then specialised vocabulary is needed. If the story is about someone who is arrested at the airport then there is no need to use specialised vocabulary.

• **Suggested plot**

- a businessman flies back to his country after having attended a business meeting
- when he lands in his country he realises he has lost his passport
- he is arrested
- he is taken to the police
- his wife is called
- police let him go

b • **mystery**

- addressing the reader directly; using direct speech; rhetorical question; reference to emotions/reactions, etc.
- No, it is not. The story can be developed in chronological order. If, however, you want to develop the story using flashback this is acceptable.
- after, since, then, before, later on, etc.

• **Suggested plot**

- sb visits his grandparents' cottage after they have died
- he comes across the locked door
- he forces the door open
- he finds toys and an album
- he realises these belong to his father's brother who died when he was eight years old

36 (Ss can use their answers to the questions in Ex. 35 and write the composition.)

## Study Check 1

- A**
1. Describing Places
  2. Describe a **well-known holiday destination** and **account for its popularity**.
  3. **Para 1:** Name/location of the holiday destination, reason for choosing to write about the place  
**Paras 2, 3:** General features and details (surroundings, facilities)  
**Para 4:** First reason place is popular (e.g. beautiful beaches, a lot of local colour)  
**Para 5:** Second reason place is popular (e.g. Much to see/do, such as archaeological sites, shops, restaurants)  
**Final Para:** comments/feelings about the place and/or a recommendation
  4. Present Simple, Present Perfect to explain why the place is popular.
  5. **Formal** - if it is written as an article.

6. Begin by presenting factual information (name of place, location) and stating why you have chosen to write about this place. End by making comments about the place and/or a recommendation.

- B**
1. Describing People
  2. Describe a **prominent** person from **the past** whom you wish you **could meet, giving reasons** for your choice.
  3. **Para 1:** Who the person is, why he/she is prominent  
**Paras 2, 3:** Description of appearance, personality (+justification), life and lifestyle (Only aspects that are relevant)  
**Para 4:** 1st reason why I wish I could meet him/her.  
**Para 5:** 2nd reason why I wish I could meet him/her  
**Final Para :** comments/feelings about the person

4. Past tenses to describe the person (paragraphs 2-3) because the words **the past** require a description of sb who is no longer alive. Conditional & Present tenses to express your opinion, feelings and reasons why you wish you **could meet** this person because it is an unreal situation. (e.g. I wish I could meet him so that I could ask him ...)
5. Aspects related to life/lifestyle (e.g. profession, ambitions, achievements, etc.) Other aspects (appearance, behaviour, family, hobbies) might be unknown when describing prominent people from the past.
6. Yes, because it is required by the topic.

**Possible reasons (suggested answers)**

Christopher Columbus

- So that I could get a first hand account of what it was like when they first arrived in the New World.
- To see if what we think we know about that time bears any resemblance to the truth.

- C**
1. Yes, otherwise the story won't be successful.
  2. Yes, if you wanted to start describing the opportunity and go back to explain how/why it had arisen. No, if you wanted to start by describing the opportunity and continue by explaining whether/how you took advantage of it and the consequences, and thus wanted to explain in chronological order.
  3. Time and place, people involved, when the opportunity arose, as well as why.
  4. Past Continuous to describe the weather, the activity at the time/place story begins. Past Tense to describe feelings/thoughts/actions.
  5. Begin with Narrative techniques (S's Book p. 28)

**(Suggested beginnings)**

- "It's a chance of a lifetime, Jake!" said Marty enthusiastically, as he put down a stack of papers on my desk. I was doubtful and mistrustful, as it was not the first time I'd heard those same words.
- It was a grey, wintry Thursday afternoon and I was stuck at home waiting for a phone call. Bored and restless, I switched on the radio just as a voice said, "If you pick up the phone now and dial this number, your life will change forever!"

End with closing comments on feelings about the events that occurred.

**(Suggested endings)**

- As the plane was taking off taking us to Hawaii I looked at Marty and smiled. He was right. These things happen only once in a lifetime.
- That was the best thing which had happened in my life in the last ten years. And it was only the beginning.

**6. (Suggested answer)**

- A young actor is the understudy of the leading actor in a major theatrical production.
- One day the leading actor has an accident and cannot appear.
- Understudy has the opportunity to perform the leading role in front of a large audience.
- A famous theatrical critic sees him, is impressed and gives him a rave review.
- The young actor becomes an overnight success and is offered the leading role in the next major production of the theatre.

- D**
1. Describe a **visit** to a **restaurant** in **your country** and give your **impressions** of the **atmosphere, decor, service and food**.

2. Location, type of restaurant, description of building (exterior/interior).

3. Yes, because the topic asks for a description of a **visit** to a restaurant.

**Examples (Suggested answers)**

- As we entered the restaurant, we were immediately impressed by the unusual decor.
  - The waiter came over to our table carrying a beautiful ice-cream flambe. "Compliments of the chef," he said, smiling.
4. • **Introduction** - name of place/location. Using narrative techniques say why/with whom I went there.
  - **Para 2** - description of restaurant, impressions of atmosphere/decor.
  - **Para 3** - describe the meal (narrative techniques)
  - **Para 4** - impressions of service/food
  - **Final Para** - comments/feelings and/or recommendation.

5. **Informal**. Because it would include a narration of personal experience.

6. Use of the **senses** (to describe decor, food, etc) and description of **activity** (to suggest mood, atmosphere)

- E**
1. Describing festivals/events/ceremonies
  2. Describe the **activities and atmosphere** at a **celebration or festival in your country**.
  3. **Formal**, because it is a general, factual description of an annual event.

4. Present tenses as it is a description of events, preparation, etc, that take place every year.
5. The topic does not ask for a description of a personal experience, therefore an impersonal description using descriptive techniques (use of senses, words describing activity, mood, atmosphere, etc.) would be appropriate.

**(Suggested answers)**

Brightly-coloured floats and groups of dancing children dressed in dazzling costumes paraded down the street amid the blaring sounds of music, excited shouts and happy laughter of the spectators.

The warm, bright day was perfect for the carnival, and I happily mingled with the excited crowds that were lining the streets in anticipation.

6. **Para 1:** Set the scene (name, time/date, place of event, reason(s) for celebrating)  
**Para 2:** Preparations (decorations, rehearsals, etc)  
**Paras 3, 4:** Description of actual event (costumes, food, atmosphere, etc)  
**Final Para:** feelings, comments, final thoughts

- F**
1. A suitable **story outline** (the main event/s), and a **plot** (how the story will begin, in what order the events will be presented, the ending, and who the characters will be)
  2. It is possible to use flashback narration, though this topic would be easier to write without one. You should list the events that took place **after** "she read the letter" chronologically without making references to the past.
  3. Past Simple to refer to actions, feelings, events. Past Continuous to set the scene (weather description, etc.). Past Perfect to refer to events prior to those with which the story begins. (especially in flashback narration).
  4. I could use one or more of the techniques on p. 28 (S's book): use of direct speech, reference to feelings/mood, description of people's reactions, a rhetorical question, by creating mystery or suspense.
  5. **Vivid description** of place/atmosphere/mood using descriptive adjectives, words that refer to the senses; words that express feelings/reactions and emotions; use of direct speech/dialogue; techniques for beginning and ending stories p. 28 (S's book).
  6. **Plot (Suggested answer)**  
**Introduction:** A woman receives a letter from an adoption agency with information on who her real family is. Letter contains name of a woman and a phone number.  
**Flashback:** Events in the past describing her efforts throughout the years to find out where she is really from, if she has family, who they are.

**Return to present:** She contacts the woman who turns out to be her sister.

- G**
1. Describing a place
  2. Describe a **typical market**, in **your country** and **account** for its **continuing success**.
  3. Present Simple to describe the market because it is a general description of a place as it is now. Present Simple/Present Perfect to talk about its continuing success, as the word "continuing" implies a state of things that **were** and **still are** reasons for success.
  4. Yes.

**Examples (Suggested answers)**

**Sound** - voices of stallholders calling out their goods, buzzing voices of crowd, etc.

**Smell** of items on display. Depending on type of market, could be food, fruit, flowers, leather goods, etc.

**Sight** - colourful silk scarves, large leather bags, colourful baskets full of fruit, etc.

**Touch** - firm, red apples, smooth leather, etc.

5. By using a variety of descriptive vocabulary, linking words and structures, and narrative techniques.
6. **(Suggested answers)**
  - **1st reason:** excellent and consistent quality of goods. (**justification:** Locals shop there because they feel they will always get good quality - they know this from shopping there for years.)
  - **2nd reason:** very good prices. (**justification:** most of the stallholders/vendors are producers and they can afford to sell cheaper to ensure they are competitive.)

- H**
1. Describe an **educational visit you have been on** and say what you think you have **learned** from this experience.
  2. A visit to a museum, gallery, etc; a school field trip; a visit to a factory, an orphanage, etc.
  3. Yes, because it is a description of a visit you went on.

**Examples (Suggested answers)**

- The curator of the museum was a very friendly, humorous and well-informed man. He described the exhibits in such an interesting and amusing way that in the end all of us had to admit that what we had originally thought would be a boring school trip turned out to be an enjoyable experience.
- As we rode down the lift inside Boulder Dam I became claustrophobic, I began to sweat and I found it more and more difficult to breathe. At the thought that I was inside a dam, whose one side held back tons of water, I panicked.

4. Past tenses to describe the visit, because the events took place at a particular time in the past. Past tenses and present tenses to explain what you learned (e.g. This experience taught me a very valuable lesson; that we must never take things for granted, that we should be grateful for what we've got and that we should not complain about not having what others have.)
5. Description of the place visited (buildings, premises, surroundings); the people, the objects we saw (artefacts, plants, etc).

**Examples (Suggested answers)**

- The botanical garden was a veritable jungle. The air was humid and smelled of tropical plants.
- Behind the glass cases were rows and rows of fascinating crude, archaic weapons and primitive stone tools. They ranged from the most minute arrowhead to massive round objects that must have been used as grinding stones.

6. **Para 1:** State time, place and reason for visit.  
**Paras 2, 3:** Factual description of place (general and specific aspects of exterior/interior), atmosphere, what we saw.  
**Para 4:** First thing learnt and reasons.  
**Para 5:** Second thing learnt and reasons.  
**Final Para:** Final comments and feelings about the visit.

- I**
1. Describe **your first meeting with a famous person** and explain in what ways you found him or her to be **different from your expectations**.
  2. Past tenses, because it is a description of an event (meeting) that took place in the past. When explaining how he/she was different from my expectations, I would use Past Perfect to describe what I **had expected him/her to be like** and Past Simple to describe what he/she **was like** in reality.
  3. **Adjectives/Adverbs** in the comparative degree; **expressions showing contrast** (on the contrary, contrary to what I had expected, she/he was not at all ..., although I had thought he/she would be ..., he/she was ..., etc.)
  4. You should focus on description of appearance (including clothing, make-up), personality, behaviour (including manner/mannerisms), life/lifestyle (in particular, what he/she said about his/her beliefs, ambitions, daily routine, etc, and why you realised that the person's life was altogether different from what you had expected).
  5. No, because the topic asks for a description of **my first meeting with a famous person**, therefore a **narration** of when, why, how we met, and of the actual meeting are necessary.

**6. Paragraph Plan (Suggested answer)**

**Para 1:** Set the scene (who person is, where/when how we met)

**Para 2:** Description of the person's appearance and of actual meeting (what we did, talked about how I felt)

**Para 3:** Describe first way you found him/her different (compare what you'd expected to what you found)

**Para 4:** Describe second way you found him/her different

**Final Para:** Feelings/reactions/comments

- J**
1. Describing objects
  2. Describe an **important twentieth-century invention** and **explain** how it has **changed people's lives**
  3. The computer, television, moving pictures, laser beam technology, commercial airplanes.
  4. Not very detailed. A general description would be adequate.
  5. I would include information on what it is, when where/by whom it was invented, what the purpose/function is, etc. These aspects are enough to describe the object for the purpose of explaining how it has changed people's lives.
- 6. Paragraph Plan (Suggested answer)**
- Para 1:** name of object, when/by whom it was invented.  
**Para 2:** general description (main features, purpose/function/how and by whom it has been used for how long, etc)  
**Para 3:** 1st way it has changed people's lives (justification)  
**Para 4:** 2nd way it has changed people's lives (justification)  
**Final Para:** comments/opinion/feelings
- K**
1. Possibly, if the plot line is such that a paragraph (more) refers to an event/events that took place prior to the event with which the story begins. For the particular topic which ends with given words would not use flashback narration.
  2. The time, place, what the weather was like, who was involved, how the character(s) felt at the time the story begins.
  3. Begin by: using direct speech, asking a rhetorical question, creating mystery or suspense, referring to feelings or moods and/or by addressing the reader directly.
  4. Past Simple (to describe events, actions, feelings, reactions), Past Continuous (to set the scene), Past Perfect (to refer to events that took place before the event in the first paragraph)

5. **Vivid description** of place/atmosphere/mood using descriptive adjectives, words that refer to the sense; words that express feelings/reactions and emotions; use of direct speech/dialogue; techniques for beginning and ending stories p. 28 (S's book).

6. **(Suggested answer)** A wealthy businessman meets a consultant who befriends him and wins his trust. They go into a joint business venture and he invests all his money in it. Eventually, the consultant vanishes and the businessman realises he has been conned and has lost all his money.

**L** 1. Describe a **person** whom you regard as **successful** and define the **qualities needed to achieve success**.

2. Present tenses if the person is alive, Past tenses if the person is no longer alive. Use present tenses to define the qualities needed to achieve success because such qualities are general and are not related to just past or present.

3. Description of personality and aspects relating to **life/lifestyle/profession, beliefs, achievements, education, etc**); also a **brief** description of appearance.

4. No, the person described need not be alive, or well known to others. (The topic says a person whom I regard as successful)

5. Mention qualities such as: ambition, determination, intelligence, talent, skill, etc.

6. **Paragraph Plan**

**Para 1:** who person is, why he/she is successful, why I have chosen to write about him/her.

**Paras 2, 3:** description of person (focusing on life/lifestyle and the way the person is successful)

**Para 4:** definition of first quality and justification

**Para 5:** definition of second quality and justification

**Final Para:** comments/feelings/final thoughts

**M** 1. Yes, especially if you began the story with the words, because in the second paragraph you would narrate the event(s) that brought the character to "take a deep breath and knock on the door."

2. A story outline and the plot.

3. **(Suggested answer)**

- He enters an office where he is to be interviewed for a job that he really wants, but he knows there are many good candidates.

- He leaves, after being told he will be notified in a few days, and goes home.

- Days go by and he is convinced he will not get the job. He has little money left and no success with other job interviews.

- A few days later the phone rings and he is told he has been chosen for the job.

4. **(Suggested answer)**

- A person works for a company as an accountant, discovers that his colleague (who is also a friend) is stealing from the company.

- He confronts him knowing that if the management find out they will both lose their jobs, as he might be considered an accomplice.

- His colleague ignores him but he realises the management suspect something and decides to go to the general manager to clear himself of suspicion.

Use past tenses because the events would be narrated in chronological sequence.

5. He returns to his family's home after years during which he hasn't seen/spoken to parents.

**Flashback:** Narrates events a few years ago. Fight with parents, leaves home angry, no contact. What he did during those years. Decides he wants to go back - not sure how he will be received.

**Return to present:** Standing in front of door hesitating, feeling confused, finally he decides to knock on the door.

**N** 1. Describing objects.

Describe your **most prized possession** and **explain why you value it so much**.

2. Present tenses to describe the object itself, as it would be a description of what it is like now/in general. Past tenses, to make reference to how I came to own it. For the "Explain" section, both past and present tenses. (e.g. I **value** it so much because it **has been** in my family for a long time/my grandfather **gave** it to my grandmother when **they first met**/it **is** the only family heirloom I **own**.)

3. A piece of jewellery, any family heirloom, an expensive object I worked hard to obtain, an object that has sentimental value, like a doll, etc.

4. The type of possession, its age, size, shape, material, origin, purpose, etc.

5. **Paragraph Plan**

**Para 1:** what possession is/how long I've owned it/how I acquired it.

**Para 2:** factual description of object

**Para 3:** first reasons I value possession + justification

**Para 4:** second reason I value it + justification

**Final Para:** feelings/comments about possession

## Unit 6 - Discursive Essays

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

### 2 Features in common:

- the first paragraph always states the topic/problem.
- the final paragraph includes your opinion.

### How each plan differs from the others:

- "For and Against" and "Opinion" essays give viewpoints/arguments for both sides of an issue along with examples or reasons. Essays "Suggesting Solutions to Problems" only give suggestions and possible results.
- "For and Against" essays do not state an opinion in paragraph 1, whereas "Opinion" essays do. Essays "Suggesting Solutions to Problems" state the problem along with its cause/effect in the 1st paragraph.

- 3
1. opinion
  2. for and against
  3. opinion
  4. for and against
  5. suggesting solutions to problems
  6. for and against
  7. suggesting solutions to problems
  8. opinion
  9. opinion
  10. for and against

### (Suggested points)

1. **viewpoint(s)** - they are living creatures, they have personalities, feelings just like humans, etc  
**opposing viewpoint** - animals cannot be compared to humans
2. **arguments for** - each generation so different that people from different generations cannot understand each other  
**arguments against** - each generation is different but in essence the same - same joys, problems, feelings, etc.
3. **viewpoint(s)** - women want to be treated equally at work, paid the same amount, etc so they should also be obliged to do military service  
**opposing viewpoint** - women are child-minders and they also care for older people thus they shouldn't be forced to do military service
4. **arguments for** - one language spoken worldwide would make communications much easier - no translations, etc  
**arguments against** - cultural differences lead to differences in language - not all languages have the same words, etc
5. **suggestion(s)** - it is against the laws of nature for the reproduction of species - stop using methods that may threaten the laws of nature and may endanger human life

6. **arguments for** - celebrities are people just like others who need privacy in their lives - media should not pry into celebrities' lives - limits should be set

**arguments against** - when a person chooses to become an actor, singer, etc he wants to become famous and being a celebrity involves media so they should just accept that people want to know everything about them

7. **suggestion(s)** - people should be educated, learning more about different races will help people understand other religions, backgrounds, social classes, etc - the more one knows about a person his religion, background, etc, the more he will be able to accept difference
8. **viewpoint** - film industry has set new artistic values one picture is worth a thousand words  
**opposing viewpoint** - major film industries located in US therefore influence other countries and tradition
9. **viewpoint(s)** - athletes given high salaries - sport has become one of the world's most profitable industries - Million dollar contracts for many well known basketball players  
**opposing viewpoint(s)** - athletes watched, loved and admired by millions - old + young - sometime these athletes are involved in charity events
10. **arguments for** - progress - work done efficiently access to information easier  
**arguments against** - fewer jobs, demand for specialisation and skilled users, etc.

### 4 Excerpt A

- Passive voice, impersonal constructions (should be allowed/strong arguments exist.)
- A range of advanced vocabulary (a matter of considerable controversy)
- Formal linking words/phrases (thus/in addition)
- Complex sentences with a variety of linking words (A matter of ... its cultural heritage)
- Inversion (should such sales be permitted)

### Excerpt B

- short forms (don't/it's/that's)
  - colloquial expressions, phrasal verbs, idioms (stumble out on)
  - simplistic vocabulary (I don't think/look boring)
  - a series of short sentences (I don't think that should/This just isn't right)
  - simple linking words (too/but)
- 5
1. A - address the reader directly/ask a rhetorical question
  2. C - start with a quotation/give the reader something to consider
  3. B - ask a rhetorical question/finish with a quotation

- 6
1. - D; opinion
  2. - B; for and against
  3. - A; for and against
  4. - E; opinion
  5. - C; suggesting solutions to problems

7 **Reasons why Model A is good:**

- formal, impersonal style - e.g. Money is certainly something ...
- passive voice - e.g. is often discussed
- impersonal constructions - e.g. it is highly debatable
- linking words/sequencing - e.g. In addition, On the other hand/secondly
- each paragraph has a clear topic sentence - e.g. To begin with, it is often ...
- each point is accompanied by a reason/example - e.g. Wealthy businessmen, for example, ...
- generalisations - e.g. business tycoons
- reference to other sources - e.g. according to Social Services, ...
- quotation and source - e.g. As Izaak Walton said, health is "a blessing that money cannot buy."

**Reasons why Model B is bad:**

- short forms - e.g. there's
- informal/colloquial language - e.g. I finished with him; money is great
- very emotional language - e.g. unbearable and not worth living
- personal opinion expressed too strongly - e.g. I know they're wrong ...
- over-generalisation - e.g. all people can afford to buy ...
- blind reference to statistics - e.g. statistics show ...
- cliché - e.g. money is great - while it lasts!
- personal examples - e.g. When my father was ...
- simple linking words - e.g. Also; So; But
- simplistic vocabulary - e.g. ... many things make people happy

- 8 1. c    2. d    3. a    4. b

- 9
1. health
  2. personal/psychological
  3. economic
  4. artistic/educational
  5. educational

➤ **For and Against Essays**

1 **(Suggested answers)**

Genetic engineering is the use of scientific techniques to deliberately alter features by changing the structure of particular genes.

It is used in the production of certain foodstuffs (e.g. fruit and vegetables) and also in scientific/medical research. Scientists recently succeeded in making a clone of a sheep.

2 **For:** 1, 3, 4

**Against:** 6, 7, 10

**(Suggested answer)**

**One major advantage** of genetic engineering is that we are able to find cures for serious diseases. **A further advantage** of this scientific technique is that we could produce enough food to eradicate famine and starvation altogether. **In addition**, parents would have the option of choosing the sex of their children.

**On the other hand**, an even larger population would create even more problems in this already crowded world. **Moreover**, some people believe that it is morally wrong to alter human beings. **Finally**, genetic engineering is so expensive that only wealthy people can afford to pay for it, thus creating a division between rich and poor societies.

- 3 **Pre-Task discussion:** *T may invite Ss to state their opinions with reasons and/or use brainstorming to elicit vocabulary - e.g. free speech, military secrets, propaganda, individuals' rights, etc.*

**Paragraph Plan**

**Main Body**

Para 2: (For) National security (e.g. military secrets)

Para 3: (For) Restrictions on offensive material

Para 4: (Against) Repressive governments abuse censorship

Para 5: (Against) Adults should have freedom of choice

**Conclusion**

Balanced consideration of the topic (Achieve balance between requirements of country and individuals' rights)

**Linking words to be underlined:**

Whilst (Para 1); Firstly, For instance, Consequently (Para 2); Secondly, For this reason (Para 3); In contrast, thus (Para 4); Furthermore, therefore, For example, Thus (Para 5); All things considered (Para 6)

**Aspects of the "Discussion clock" related to:**

Political, moral, social

**4 (Suggested answers)**

1. **Most people advocate** recycling some products in order to reduce the amount of damage we do to the environment.
2. **Some people feel** that mothers cannot be career women too.
3. **Sceptics point out that** nuclear testing has long-lasting effects on surrounding areas.
4. **Many people support** the view that harsher punishments for criminals would result in a decrease in the crime rate.
5. **A further common** criticism of computers is that their use is reducing levels of literacy.

- 5**
1. view
  2. drawback/disadvantage
  3. advocate
  4. aspect
  5. held/maintained/believed etc
  6. further

- 6**
1. **Not only** can pets prove to be good companions, **but they also** teach children a sense of responsibility.
  2. Many people nowadays decide to open their own business **even though** a slump in the economy has resulted in the closure of many small businesses. (or: **Even though** a slump ...)
  3. **Apart from** being time-saving devices, computers can do things which people could hardly do before.
  4. Living in the countryside can be beneficial for your health, **despite** the fact that some essentials are not so easily available in the country as in the city. (or: **Despite** the fact that some ...)
  5. Voting gives you a voice in the decisions of the government, **not to mention that** it gives you a feeling of belonging to a larger community.

**7 (Suggested answers)**

1. ... most people prefer to live in the city. **regardless of the fact that** = despite the fact that/ even though/etc.
2. ... there is still a certain degree evident in society. **nonetheless** = however/even so/etc.
3. ... governments must continue negotiations until their aim is achieved. **In spite of** = despite
4. ... others believe that it is necessary in order to advance scientific knowledge. **while** = whereas/though/etc.

**8 (Suggested answers)**

1. *contrasting point*  
Alternative medicines treat the symptoms of a disease, **while** conventional medicines treat the underlying cause of a disorder.
2. *additional point*  
**In addition** to making use of natural products rather than drugs, alternative medicines are not tested on animals.

3. *additional point*  
**Not only** do conventional doctors have recognisable and respected qualifications, **but** conventional treatments are widely available to everyone **as well**.
4. *contrasting point*  
**Whilst** people trust conventional treatments because they are tested scientifically, they are often suspicious of alternative methods which sometimes rely on a "trial and error" technique.
5. *contrasting point*  
Alternative treatments cause few or no side-effects **whereas** conventional treatments can cause severe side-effects.

- 9**
1. Needless to say/In general/In fact/Indeed
  2. in fact
  3. Obviously
  4. example
  5. The fact that
  6. especially
  7. This means (In general)
  8. In general/In fact/Indeed/Obviously
  9. this means

- 10**
1. The government has launched a campaign to promote new businesses in rural areas **with the intention** of drawing people away from the large urban centres.
  2. **In addition to** being a highly entertaining medium television can also be an excellent educational tool (or: Television ... medium, **in addition to** being a ...)
  3. Freedom of expression is one of man's basic inalienable rights; **therefore**, people should be allowed to publish books containing all their beliefs and ideas.
  4. **Due to** advertising and the mass media, consumerism is becoming more and more a part of modern societies. (or: Consumerism ... societies, **due to** advertising ...)
  5. Many people object to smoking **on the grounds that** passive smoking can be extremely harmful to one's health.

**11 (Suggested answers)**

1. **All things considered, I believe that** = Taking everything into account, I feel that
2. **Lastly, it may be concluded that** = Finally, it may be said that
3. **To conclude, I am convinced that** = To sum up, I am inclined to believe that
4. **To conclude, it is clear that** = In conclusion, it is obvious that
5. **In conclusion, it is my opinion** = On balance, it is my belief

- 12**
1. balanced consideration
  2. opinion (stated directly)
  3. opinion (stated indirectly)
  4. balanced consideration



- 13
1. asking a rhetorical question
  2. addressing the reader directly
  3. using a quotation
- A. addressing the reader directly  
B. asking a rhetorical question  
C. using a quotation

**Linking words/phrases (Suggested answers)**

- **One of the main arguments for advertising** = A strong point in favour of advertising
- **such as** = like
- **Moreover** = Besides this
- **What is more** = Furthermore
- **In other words** = That is to say
- **both ... and** = not only ... but also (not only is it beneficial to the consumer but also to society)
- **On the other hand** = In contrast
- **Furthermore** = Moreover
- **especially** = particularly
- **In addition to this** = Apart from this
- **in order to** = so as to
- **To sum up, it is true to say that** = Taking everything into account, it is clear that
- **However** = On the other hand
- **To conclude, it must be said that** = All in all, it would seem that
- **In conclusion, I believe that** = All things considered, it is my belief that

- 14 • 1. c    2. a    3. b    4. d
- Yes, each topic sentence adequately summarises the argument it presents.

**(Suggested answers)**

- **Introduction** (Rhetorical question)  
How many people have, at one time or another, considered moving abroad - perhaps to somewhere where the climate is milder or the job opportunities are more favourable? Yet, although the advantages of such a move seem, at first sight, to be tempting, they have to be considered alongside the drawbacks.
- **Conclusion** (Giving the reader something to consider)  
To sum up, it would seem that there are a great number of difficulties involved in settling in a new country, and clearly not everybody is suited to such major upheaval in their lives. However, it would be nice to think that greater integration could, perhaps, help break down prejudices and encourage world peace.

- 15 **Arguments for:** 3, 4, 6  
**Arguments against:** 1, 2, 5

**Suggested examples/justification:**

1. school children become obsessed with getting higher marks; antagonism can be encouraged/cooperation discouraged; rote learning is time-consuming and of little practical use outside school
  2. the distance between teachers and students is too great to allow more than a superficial influence; because of the closer bond between parents and children, teachers are less likely than parents to be used as role-models
  3. children are likely to develop more specialised knowledge at school; parents do not always have the breadth or depth of knowledge that the combined resources of a school can provide
  4. interaction with other children teaches them values which are useful in building character; social skills are vitally important in personality development
  5. some argue that the personality is so fully formed by the time the child goes to school that what they learn there makes little difference to character; negative personality traits are already well established before school; a child has usually spent 24 hours of every day under their parents' influence - the comparatively short time they spend at school is of less significance
  6. a third of a child's day is spent being exposed to the influences of school; while a child is attentive, he/she is more receptive to outside influences; time spent outside school has a great deal of emphasis placed on relaxation, which plays a less important role in forming character
- 16 • **2nd paragraph:**  
**(Against)** People have more freedom to choose how to live their lives and more leisure time in which to enjoy a wider range of recreational activities.  
**(For)** Increased freedom can make people take things for granted and expect too much from life, quickly becoming bored and looking for something new.
- 3rd paragraph:**  
**(Against)** Social and moral attitudes are not as strict.  
**(For)** This increase in freedom has resulted in greater social problems.
- **Paragraph 2** contains two topic sentences: a) "Firstly, it is true ... their lives." and b) "On the other hand ... expect too much from life."
  - **Paragraph 3** contains two topic sentences: a) "Secondly, social and moral attitudes have become less rigid." and b) "Nevertheless, some ... of social problems."
  - Yes, the topic sentences clearly summarise the topic of each paragraph.

*(To the Teacher: These paragraphs contain two topic sentences each as they deal with two opposing viewpoints. Each topic sentence introduces the point and the subsequent sentences offer examples and/or justifications for it.)*

• **Linking words (Suggested answers)**

Para 1:

**However** - Even so ...

Para 2:

**Firstly** - To start with

**For example** - For instance

**In addition to this** - Moreover

**On the other hand** - In contrast

**As an example of this** - For example ...

**Consequently** - As a result ...

**but** = yet

Para 3:

**Secondly** - Furthermore ...

**This is illustrated by the fact** - This is clearly shown by the fact that ...

**Nevertheless, some people believe** - However, it is generally claimed ...

**Thus** - Therefore ...

**because of** = due to

Para 4:

**To conclude** - All things considered, Taking everything into account ...

**On the one hand** - It cannot be denied that

**On the other hand** - However, opponents of this view believe that ...

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

• **(Suggested answer)**

2nd paragraph: 1 - b

3rd paragraph: 2 - c

4th paragraph: 3 - a

5th paragraph: 4 - d

• **Topic sentences (Suggested answers)**

1. b Considerable controversy surrounds the issue of keeping animals caged up in zoos.
2. c The use of animals on the screen and television has frequently been criticised.
3. a Arguments exist both for and against making animals perform in circuses.
4. d There are numerous critics of racing involving horses, dogs and other animals.

18 **(Pre-task discussion: T may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary)**

• **(Suggested points)**

**For:** relaxation; time to enjoy hobbies/travel; no more work-related stress; spend more time with family/friends; no responsibilities of office/etc., simply enjoy doing nothing; etc.

**Against:** may miss responsibility/status/social life of job; sudden reduction in income; boredom; no longer feel useful; experience/skills wasted; negative social attitude to pensioners; etc.

• **Listening**

**For**

- time for **rest** and **relaxation**
- opportunity to **travel**
- more free time **for family** and friends

**Against**

- people get **bored**
- difficult to live **on a pension**
- waste of **useful/experienced people**

• **Paragraph Plan**

**Introduction**

**Para 1:** state topic (many people look forward to retiring ...)

**Main body**

**Para 2:** first argument for and against (time to relax and get bored)

**Para 3:** second argument for and against (lots of free time to travel; difficult to survive on a pension)

**Conclusion**

**Final Para:** balanced consideration of the two opinions

19 • The benefits and drawbacks of tourism

- 1. for 3. against 5. against
- 2. against 4. for 6. for
- economic, cultural, social

• **(Suggested answers)**

**For:** - can help to improve international relationships

- increased tourism provides greater choice of holiday options
- tourism provides employment

**Against:** - holidaymakers' view of foreign culture is very superficial

- tourism makes people of "host" countries servile and materialistic

- Student's choice between plans on pp. 60/68 in Student's Book
- Student's choice
- Student's choice from those on p. 56 in the Student's Book
- Student's choice from pp. 62, 63, 64, 65 in the Student's Book

20 **(See "Composition Assessment" Appendix for guidelines concerning marking criteria.)**

➤ **b. Opinion Essays**

- 1 *T may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary.*

**Vocabulary:** *punishment, sentence sb, imprisonment, probation, offender, theft/burglary/etc, commit a crime, juvenile delinquent, rehabilitation, etc.*

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

**Aspects of discussion clock:**

1 - economic; 2, 4 - social; 3 - personal

- 3 **Pre-task discussion:** *Ts may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary.*

**Vocabulary:** *discrimination/prejudice/bias, inferior(ity), equality, traditional attitudes, (male) chauvinism, working mothers, standard of living, maternity leave, etc.*

• **Paragraph Plan**

**Main body**

**viewpoint 1:** - Difficult for women who have children to resume career

**viewpoint 2:** - Traditional views (ie woman as housewife) unchanged

**viewpoint 3:** - Woman does two jobs = worse position

**Opposing viewpoint:** legal rights, (a few) top jobs for women

**Conclusion**

Summary/restatement of opinion

- **Opposing viewpoint:** Para 5.

• **Linking words/phrases**

**In my opinion:** I firmly believe, As far as I am concerned, etc.

**To begin with:** First of all, Firstly, etc.

**Secondly:** Furthermore, Moreover, etc.

**For instance:** For example, etc.

**An example of this:** For instance, This is clearly illustrated/shown by the fact that

**Thirdly:** Furthermore, What is more, etc.

**In contrast:** However, On the other hand, etc.

**In addition:** Furthermore, Moreover, Besides this

**Nonetheless:** Nevertheless

**Taking these points into consideration:** Finally, All things considered, etc.

**While:** Although, Even though, etc.

**Needless to say:** Of course, It is obvious that ...

- 4 **(Suggested answers)**

1. **In my opinion** television has exercised, to a certain extent, a negative effect on society.
2. **I firmly believe that** carrying out experiments on animals is morally wrong.

3. **I am convinced that** wildlife parks, if they are managed properly, can help in the protection of certain endangered species.

4. **I am inclined to believe that** the real problem is the lack of public awareness and not the lack of recycling facilities.

5. **I do not agree that** the more responsibility one has, the less freedom one enjoys.

6. **I am not convinced** that the only alternative some poor people have is to steal.

- 5 2. F    4. A    6. A    8. A    10. A  
3. A    5. F    7. F    9. A

*(Stick each argument they find convincing, supporting their choice with a justification or example.)*

6 **Beginnings/Endings**

1. b - taken from an opinion essay.
2. a - taken from a for and against essay.

- The writer's opinion is stated in the beginning and ending of the opinion essay.

- The beginning and ending of the "for and against" essay do not contain the writer's opinion, just reference to opposing viewpoints concerning the topic.

*(T can ask Ss to identify the techniques used to start and end these essays.*

*Beginnings: 1) rhetorical question, 2) address the reader directly*

*Endings: a) give reader something to consider, b) quotation)*

7 • **Beginnings**

1. reference to unusual/striking scene
2. addresses reader directly
3. use of quotation

**Endings**

- A. summarises/restates opinion
- B. rhetorical question
- C. give reader sth to consider (thought-provoking statement)

• **Viewpoints and justifications/examples**

**viewpoint 1:** unfair a homeless person is denied state benefits

**justification:** the homeless person is being punished for being homeless

**viewpoint 2:** the disabled are entitled to state benefits

**justification:** if they were aware of benefits they could be receiving they would improve the quality of their lives

**viewpoint 3:** the elderly are entitled to state benefits  
**justification:** they would maintain a reasonable level of health

**opposing viewpoint:** many people receive state aid although they do not deserve it  
**justification:** they register for benefits in more than one country or claim to have dependants who do not even exist

• **Linking words/phrases**

**In the first place, I think:** First of all, I feel/believe, etc.  
**It seems to me:** To my mind, I am inclined to believe that, etc.  
**In effect:** In fact, etc.  
**whereas:** although, while, etc.  
**In addition:** Furthermore, Moreover, etc.  
**Although:** Though, Even though, etc.  
**This is a result of:** This is due to the, etc.  
**It appears that:** It seems that, etc.  
**clearly:** obviously, most apparently  
**Furthermore:** Moreover, etc.  
**whereas:** although, while, etc.  
**in order to:** so as to, etc.  
**obviously:** indeed, clearly, etc.  
**There are those who argue, on the other hand:** It can also be argued, One has to acknowledge however, etc.  
**It is true that there:** It cannot be denied, There is without doubt, etc.  
**It is my belief that:** It is my conviction/view/opinion that, etc

8 **DO's**

**formal style:** (A)  
**introduction states topic clearly:** "While radio seems ... serious decline in moral standards." (A)  
**clear topic sentences:** Perhaps the most serious offender is television ... (A)  
**well-developed paragraphs:** "Newspapers, ... evasions ...". (A)  
**linking words and phrases:** on the other hand, While, Furthermore, In contrast, etc. (A)  
**generalisation:** "The news and documentaries ... in a responsible manner." (A)  
**quotation:** "They are full of a corrupt brightness, of improper appeals and moral evasions ..." (A)  
**examples:** "This is more than apparent in the films and programmes ..." "Similarly the news "informs" us ..." "It is commonplace nowadays to see, for instance ..." etc. (A)

**DON'Ts**

**informal style:** a) "there are many reasons why", "we can see the injured people", "but then ...", "This of course is bad", b) "it's", "shouldn't", etc. (B)  
**introduction fails to state topic clearly:** "I definitely agree with ... many reasons why." (B)  
**unclear/irrelevant topic sentences:** In my opinion there are numerous examples. (B)  
**emotive vocabulary:** "horrible, bloody scenes", "I find this extremely appalling and disgusting" (B)

**overgeneralisation:** "nobody likes being shocked or horrified", "A lot of stars have problems too.", "and of course everybody is interested in them ... popular", etc. (B)

**blind use of statistics:** "According to statistics, at least ... pretty shocking", etc. (B)

**personal examples:** "I also like comedies and cartoons", "My little brother was watching ... nightmares." (B)

**use of clichéd expressions:** everything in life has its price (B)

9 **Pre-Task Discussion:** Ts may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary.

**Vocabulary:** (in) convenience, mobility, maintenance/repair, private/public transport, exhaust fumes, traffic jams, (in) dependent, status symbol, motorways, etc.

1. c      2. d      3. a      4. b

**"Discuss & Write"**

- **For:** People rely on cars, become lazy  
 Driving can be stressful  
 Driving becomes increasingly dangerous
- Against:** Cars offer comfort and privacy  
 Freedom to choose exactly when and where to travel

• **Introduction**

state topic and your opinion clearly

**Main body**

Paras 2, 3, 4: viewpoints 1, 2 and 3 with reason/example

Para 5: opposing viewpoint with reason/example

**Conclusion**

Final Para: summarise/restate opinion

- Ss' choice (Ss select arguments developing their viewpoints with reasons/examples. Opposing viewpoints must also be included. See plan.)

• **beginnings**

address reader directly/appropriate quotation/ rhetorical question

**endings**

ask a rhetorical question/appropriate quotation/ give the reader something to consider

- **(Suggested answer)**

**Introduction**

You surely know what it is like to be sitting in a car, in a long, slow-moving queue of traffic when you are in a hurry to go somewhere. You must also have experienced the feeling of frustration which accompanies this situation. In my opinion the idea that cars enslave us rather than liberate us is certainly true.

**Conclusion**

To sum up, it is my belief that cars do, in fact, enslave us rather than liberate us, but only to a limited extent. There are benefits and drawbacks to car ownership, but I feel that, overall, rather than gaining more freedom, we are more constrained than ever as far as travelling is concerned.

- *Arguments 1 & 2* are appropriately formal since they both use formal language, with no short forms or colloquial expressions.  
*Arguments 3 & 4* are less formal, as they include short forms such as "I'm" and "couldn't".
- Student's choice from pp. 62, 63, 64, 65, 72

10 (See "**Composition Assessment**" Appendix for guidelines concerning marking criteria.)

➤ **c. Essays Suggesting Solutions to Problems**

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

**(Suggested answers)**

- **Another solution** to the problem of stress **is to** take more exercise. **The effect of this would be** to make the sufferer feel more relaxed.
- **The problem could also be solved by** finding an hour a day for yourself without interruption. **As a result, you would** have a chance to clear your mind of worries and distractions.
- **If you were to** make a list of your worries, **you would be able to** deal with each of the problems on your list one by one.

2 **Pre-task discussion:** *Ts may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary.*

**Vocabulary:** *ageing retirement, pensioner/senior citizen, health care, social services/workers, depression, community centres, etc.*

• **Paragraph Plan**

**Main Body**

- *(Economic) Suggestion 1:* better pension, free financial advice; stress could be reduced
- *(Health) Suggestion 2:* government funding for health care; old people enjoy better health and peace of mind
- *(Social) Suggestion 3:* community centres, visits, free bus passes; solve the problem of loneliness
- *(Social/Personal) Suggestion 4:* education to change prejudice; encourage greater understanding

**Conclusion:** summary of opinion/consequences

• **Linking words/phrases (Suggested answer)**

Para 1:

- but rather** = Instead, however, it is...
- owing to** = as a result of
- therefore** = thus

Para 2:

- obviously** = clearly
- furthermore** = moreover
- so that** = in order that

Para 3:

- as a result of** = as a consequence of
- due to** = owing to
- as well as** = in addition to
- as a result** = consequently
- not only ... but also** = both ... and

Para 6:

- to sum up** = In conclusion
- rather than** = instead of

- 3 1. b    2. d    3. c    4. a

- ... the outcome **would/might be to** make criminals afraid of consequences of being caught.
- ... **the situation by** discouraging criminals with immediate police presence.
- If this **were to happen, the effect would be to** keep idle youths off streets and away from crime.

1. The environmental damage caused by factories is **quite likely to** become more extensive if adequate measures are not imposed.
2. If the number of patrols is reduced, it is **highly probable** that burglaries in the area will increase.
3. The public is **bound to** react negatively to any decisions by the government to increase taxes.
4. It is **rather unlikely that** the problem of overpopulation will be solved over the next few decades.

1. *Problem* - famine  
*Solution* - provide affected countries with financial aid  
This would help those countries buy grain and equipment to plant and grow their own crops for food.

2. *Problem* - spread of disease in poverty-stricken areas of the world  
*Solution* - send doctors from developed countries  
Consequently the sick would have better access to adequate medical care.

3. *Problem* - illnesses such as heart disease  
*Solution* - take regular exercise and follow a healthy diet  
The result of this would be a reduction in the number of people suffering from preventable illnesses.

4. **Problem** - help the world's rainforests  
**Solution** - use more recycled paper  
 As a result we would not have to destroy huge areas of rainforests to produce paper.

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

- 7 1. - Moreover (Paragraph 1)  
 - Nonetheless (Paragraph 3)  
 - Despite this (Paragraph 4)  
 2. All governments ... tidal power (Paragraph 6)  
 3. In addition, if there were fewer cars in circulation, there would be fewer road accidents. (Paragraph 4)  
 4. Another possible ... the imposition of strict fines on **wicked, greedy corporations** and **unfeeling, ignorant** businesses (Paragraph 5)  
 5. - The problem is that many governments **couldn't care less** and **wouldn't lift a finger** to help their countries ... (Paragraph 6)  
 - **Don't** you think **it's time we cleaned up** this **dreadful mess**? (Paragraph 7)  
 6. Paragraph (3): People should not expect ... solutions.  
 Paragraph (6): Finally, ... more responsible.

• **Topic sentences to replace the unclear/irrelevant ones:**

**Paragraph 3:** Furthermore, individuals should take the initiative instead of expecting governments to provide all the solutions.

**Paragraph 6:** One final suggestion would be the use of alternative energy sources.

• **Suggested words/phrases to replace the ones that have been underlined:**

- Moreover - **Therefore**, Nonetheless - **For example**, Despite this - **In addition**
- All governments - Most governments
- **Para (5)** ... the imposition of strict fines on corporations and businesses which ...
- **Para (6)** ... The problem is that many governments are not willing to take any action to help their countries ...
- **Para (7)** ... Do you not think it is high time we rectified the situation?

- 8 a) 1, 5, 7 - Suggesting solutions to problems  
 2, 4, 6, 10 - For and against  
 3, 8, 9 - Opinion

- b) 1, 5, 7 - p. 76 S's book  
 2, 4, 6, 10 - p. 60 or p. 68 S's book  
 3, 8, 9 - p. 70 S's book

c) **Brainstorming:** At this stage, Ts may wish to invite class discussion of some of the topics, and/or use the brainstorming technique to elicit points/vocabulary.

1. improve roads; observe/enforce laws - seat belts, helmets, breathalyser tests, speed limits raise difficulty of driving test; more severe penalties for careless/dangerous driving; etc.
2. **Advantages:** cheaper; more convenient - parents pay bills, share housework; security; company by remaining close to family; etc.  
**Disadvantages:** less freedom - parents usually impose rules; restricted social life - not so easy to invite friends; less independence - no chance to manage own house, finances; etc.
3. **Pro:** cheaper; easier to maintain; occupy less space, so reduces urban spread; more people can live closer to centre/amenities/work; etc.  
**Con:** noisier; less privacy; crime increases in high-density areas; blocks of flats are ugly stress/depression from overcrowding; etc.
4. **For:** computers more compact - dozens of "books" on single CD; technological advances - possibility of hand-held, portable terminals; no need to cut down trees for paper; digital format cheaper than printing; Internet - instant access to huge amounts of info; etc.  
**Against:** traditional; physical appeal of books will always exist; constant access to computer technology - still beyond means of many individuals/countries; backlash against negative effects of computers (isolation, health, etc) people will resist; etc.
5. communicate more often/more sincerely; ask for increased counselling at school, with better feedback to parents; parents to seek/accept professional advice (psychologists/school/etc) more readily; organise regular family discussion sessions; children to realise/be taught that parents want to help and so seek their help more; etc.
6. **For:** allows testing of new drugs/techniques/without endangering human life; important to confirm hypotheses, expand knowledge; more reliable than synthetic testing; etc.  
**Against:** cruel - suffering is inevitable; some experiments unnecessary (e.g. cosmetics); animals don't always react in same way as humans; adequate alternatives exist (tissue/culture/bryo cultures, etc); etc.

7. **Aspects of problem:** Food/fashion/music/films/ etc marketed worldwide = global standardisation; currency, foreign/defence policies tied to global interests; "minority" languages seldom used; tourism blurs cultural differences; etc.

**Solutions:** local language/history/etc to be taught vigorously in schools; government subsidies/commercial sponsorship for clubs/events featuring local customs, songs, costume, etc; uniqueness of culture promoted as tourist attraction; etc.

8. **Pro:** friends have similar interests, opinions, etc; family obligations may be a useless burden; family ties can be unbreakable link to sb you hate; friends often better able to understand your problem, more motivated to help; etc.

**Con:** security of family ties - can't be dissolved easily, as friendship; family more likely to stand by you in difficult circumstances; bond endures over generations, gives social continuity; friendships may be chosen/maintained for selfish reasons; etc.

9. **Pro:** taking a life, whether by murder or execution, is morally wrong; mistaken convictions - capital punishment can't be undone; has not been proved to act as deterrent; ignores possibility of rehabilitation; etc.

**Con:** ultimate deterrent for extreme crimes - society has right to protect itself; person who commits certain crimes forfeits human rights, including right to life, etc.

10. **For:** extremely expensive, for very limited gains in knowledge; advantages are distant and uncertain, while starvation is urgent problem which could be solved; scientific expertise/facilities/ etc devoted to space could soon find permanent solutions for world hunger; etc

**Against:** gains unpredictable - may exceed all expectations; number of side-benefits (e.g. satellite communications, new materials); we cannot confine technology to present problems - must look to the future; much starvation - causes/ solutions are political, not financial; etc.

**d. (Suggested answers)**

1. social, educational, political, scientific
2. personal, economic, social, psychological
3. social, economic, health
4. scientific, educational, social, personal, economic
5. social, personal, educational, psychological
6. moral, scientific, health, economic, religious
7. social, political, historical, educational, moral
8. social, personal, psychological, economic
9. moral, social, psychological, political, personal
10. scientific, economic, political, social, moral

e. Student's choice - p. 56 S's book

f. Student's choice - pp. 62, 63, 64, 65, 72, 76, 78 S's book

9 (**Brainstorming:** Ts may choose to invite class discussion of the topic and/or use brainstorming to elicit points/vocabulary.)

**Vocabulary:** redundancy, obsolete, labour-intensive industry, retraining schemes, recession, market forces, public spending, idleness, etc.

- **Causes:** increased automation, technological advances; economic recession/anti-inflation measures; some industries/jobs obsolete due to changing market needs/demands; etc.

- **Consequences:** many people living on threshold of poverty; social problems of homelessness, crime; boredom leads to drug abuse - esp. among young people; psychological - stress, loss of self-esteem; etc.

- **Suggestions - Results:** 1. b; 2. c; 3. a

- **(Suggested answers)**

Government to build more roads, paths, etc = create additional jobs  
Reduce average working hours = share existing jobs among more workers

- Paragraph plan S's book as p. 76

- Student's choice from those on p. 56 in S's book

- Student's choice - pp. 62, 63, 64, 65, 72, 76, 78 in S's book

10 (See "Composition Assessment" Appendix for guidelines concerning marking criteria.)

## Unit 7 - 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 Claire*, not *Dear Sister* or *Dear Sister Claire*). If you are writing to an **aunt/uncle of yours**, you address him/her using **Dear + kind of relation + name**, e.g. *Dear Uncle John*, 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 Debbie*, *Dear Grandma Diane*). 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)

<p><b>Formal letter when we know the name of the recipient</b></p> <p style="text-align: right;">3, Bridge St., Carlisle. 2nd March, 1997 (your address)</p> <p>Tom Potts, Personnel Manager, Wrights Paints, 46 Cannon St., London. (the recipient's address)</p> <p>Dear Mr Potts,</p> <p style="text-align: right;">Yours sincerely, James Rogers</p>	<p><b>Formal letter when you do not know the name of the recipient</b></p> <p style="text-align: right;">4, Oak St., Newcastle, England. 5th June, 1997 (your address)</p> <p>The Manager, The Grand Hotel, 12, Jasmine Road, Sydney, Australia. (the recipient's address)</p> <p>Dear Sir/Madam,</p> <p style="text-align: right;">Yours faithfully, Jane Winters</p>
<p><b>Semi-formal letter showing respect for the recipient with whom you are on friendly terms</b></p> <p style="text-align: right;">5, Burns St., Bath. 17th May, 1997 (your address)</p> <p>Dear Mr and Mrs Fox,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Alison</p>	<p><b>Informal letter</b></p> <p style="text-align: right;">37 Station Road, Conway. 6th April, 1997 (your address)</p> <p>Dear Brian,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Anna</p>

\* Remember that it is not necessary to write addresses in the CPE/Advanced Exam.



(Note: T should ask Ss to memorise the Useful Language sections as they are presented in each sub-unit. 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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	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
<b>Suggestions</b>	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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	Once again, my 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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	We thank you for your 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
<b>Closing Remarks</b>	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)	
<b>Opening Remarks</b>	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
<b>Reference to experience</b>	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
<b>Closing Remarks</b>	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)	
<b>Opening Remarks</b>	I would like to apply for admission to the ... beginning / I would like to be considered for, etc
<b>Reference to qualifications</b>	I hold a certificate/degree in / I am due to take examinations in / I have taken/passed the ... examination / I hold the following qualifications / I have completed the following courses/degree course / My degree is in English, etc
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	I am writing to inquire about/in connection with, etc	I want you to tell me / Can you let me know, etc
<b>To introduce first request</b>	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
<b>To introduce further requests</b>	Please could you also 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
<b>Closing Remarks</b>	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
<b>Opening Remarks</b>	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
<b>Closing Remarks</b>	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 • Layouts for formal letters: C, D, E  
Layout for semi-formal letters: B  
Layout for informal letter: A
- a. B    b. A    c. C, D    d. D, E
- 2 A - formal  
**complex sentences:** e.g. On the matter of ... modern technology available.  
**non-colloquial English:** e.g. Regarding ...; I would recommend ...; On the matter of ...; ... you should find appropriate to your needs.  
**advanced vocabulary:** e.g. seniority; competent; sufficient; upgrade; operating; appropriate
- B - informal  
**idioms:** e.g. pull yourself together; It's high time you ...  
**phrasal verbs:** e.g. get on with ...; go for it  
**colloquial English:** e.g. do yourself a favour and leave; you know you can ...; back here where you belong ...; ... like when you were a kid; find some other stuff to fill your time  
**abbreviated forms:** e.g. I'd say ...; I'm sure ...; Why don't ...; It's high time ...
- C - semi-formal  
(writer has used a combination of formal and informal language)  
**informal language:** e.g. Of course, it will ...; Why not apply for ...; In fact, I think ...; ... so I really think ...  
**formal language:** e.g. it need not be ...; ... to study your subject in depth.
- The purpose of writing these letters is to **give advice**. **Extract A** is addressed to someone the writer does not know personally and who has requested information, **extract B** is addressed to a close friend and **extract C** is addressed to someone the writer knows but is not on intimate terms with. (Extract C could appear in an advice column in a magazine. In such publications the style is semi-formal even though the writer does not know the person personally.
- 3 1. semi-formal letter giving information and making suggestions  
2. formal letter of complaint (expressing an opinion and making suggestions)  
3. informal letter giving information  
4. formal letter making suggestions  
5. formal letter of request  
6. semi-formal letter expressing thanks and including an invitation
- 4 1. F (complex sentence, non-colloquial English)  
2. I (abbreviation, colloquial English)  
3. F (advanced vocabulary, non-colloquial English)  
4. F (advanced vocabulary, non-colloquial English)  
5. I (omission of pronoun)  
6. I (colloquial English)  
7. F (advanced vocabulary, Passive Voice, complex sentence)  
8. F (non-colloquial English)  
9. I (abbreviation)  
10. F (complex sentence, non-colloquial English)  
11. I (abbreviations, colloquial English)  
12. F (complex sentence, advanced vocabulary)  
13. I (omission of pronoun, idiom, abbreviations)  
14. I (colloquial English, abbreviations)  
15. F (complex sentence, advanced vocabulary)  
16. F (complex sentence, Passive Voice, advanced vocabulary)  
17. F (advanced vocabulary, complex sentence)  
18. F (advanced vocabulary)  
19. F (complex sentence, non-colloquial English)  
20. I (abbreviation, phrasal verb, colloquial English)
- 5 1. C letter of application (for a job)  
2. B letter giving information  
3. D letter to the authorities (making a complaint)  
4. E letter of request  
5. A letter giving information
- 6 (T can ask Ss to give examples of the features of the style each letter is written in. e.g. 1 informal: **colloquial English** [do your best, make it].)
1. informal, ending, letter of invitation
  2. formal, ending, letter giving information/letter of apology
  3. formal, beginning, letter of apology
  4. formal, ending, letter of complaint
  5. formal, beginning, letter of complaint
  6. formal, beginning, letter of application (for a job)
  7. formal, ending, letter of apology
  8. informal, beginning, letter of apology
- **a. Letters of Request**
- 1 a. To request permission to use/rent the community centre (for a month) as a venue for an exhibition.  
b. The work of local potters.  
c. The community centre is big and centrally located.  
d. They will be able to put on a better exhibition and more people will become familiar with the centre's facilities.  
e. To thank them in advance.
- 2 • 1. c    2. b    3. a    4. d
- **Paragraph Plan**
- Main body**  
**Para 2:** why visit would be useful for class  
**Para 3:** what students would like to do during visit  
**Para 4:** suggestions/benefits to the company  
**Para 5:** employment/recruitment possibilities for the company
- Conclusion**  
**Para 6:** thanking the company for considering the visit

3 (T asks Ss to use expressions from the theory box on p. 85.)

• (Suggested answers)

**Beginnings:**

1. I am writing to request your permission for a loan for home improvements which my wife and I are hoping to carry out later this summer.
2. I am writing to enquire if you could possibly send me details of your HND Hotel and Catering Management Course which I recently saw advertised in your college prospectus.
3. I am writing to ask if you would be so kind as to look at some of my work and consider the possibility of my holding an exhibition of my work at your gallery.
4. I am writing to request that you consider the possibility of placing special bins in the local area as I feel this would encourage recycling.
5. I wonder if you could possibly send me some of your brochures outlining any package holidays that you offer for large groups.

**Endings:**

1. Thank you in anticipation of your cooperation.
2. I hope that my request will not inconvenience you too much.
3. I hope that you will forgive me for taking up your valuable time.
4. I must apologise for troubling you with this matter.
5. I look forward to receiving your reply as soon as possible.

1. **reasons:** expecting fourth child; need to add an extension to the house as it only has two bedrooms; roof needs to be changed as it leaks  
**expected results:** bigger and warmer house to satisfy family needs

2. **reasons:** thinking of taking a course but not sure if it covers exactly what I want to learn and not sure if I can afford it  
**expected results:** read outline of course to see if what it covers will assist me in my line of work; to check price of course and, if it suits me, to sign up in time

3. **reasons:** to exhibit artwork; to receive public recognition  
**expected results:** if exhibition successful, start selling paintings, thus earning some money; art gallery could make a profit from a commission on sales

4. **reasons:** residents will be reminded and more willing to separate recyclable materials from other rubbish so that they can help to protect the environment  
**expected results:** easier recycling process and a healthier environment; town council listens to its residents

5. **reasons:** women's organisation wants to organise a trip; to look at different package deals to see which one will satisfy the interests, hobbies, etc of all the members and which is within our price range  
**expected results:** will be able to decide on time; possibly use the same agency for any future trips if satisfied with service

4 • **correct order of paragraphs:**

2. There are various activities ...
3. Then, on Sunday, volunteers ...
4. We feel sure that ...
5. Furthermore, the entire ...
6. I would be most grateful ...

• (Suggested alternative beginning)

I am writing on behalf of the Green Earth environmental protection society to ask whether your students could possibly help on .../On behalf of the Green Earth environmental protection society we would be most grateful if you would allow your students to help on ...

(Suggested alternative ending)

I hope that our request will not inconvenience you greatly. Thank you for your cooperation./Thanking you in advance for your kind cooperation.

- **Para 1:** reason for writing (request students' help)  
**Paras 2, 3:** description of activities planned  
**Paras 4, 5:** expected benefits for the community  
**Para 6:** closing remarks (thanks for cooperation)

5 a) • Dear Sir/Madam (or Mr/Mrs + surname if known)

- To request permission to use the school's facilities.
- To suggest how arrangements can be made to avoid interfering with the school's activities.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (request permission to use facilities)

**Para 2:** reasons for request (e.g. public sports area recently sold for development; as amateurs, cannot afford commercial gym facilities; many team members are former students of school; etc)

**Paras 3, 4:** suggested arrangement (e.g. team to train outside teaching hours - i.e. evenings/weekends; school team to train together with yours - benefits to both sides; train outdoors on evenings when gym is used for clubs/functions; etc)

**Para 5:** closing remarks (e.g. thanks in advance)

• **(Suggested answers)**

**Opening:** I am writing to ask whether we might be permitted to ...

**Closing:** Thank you in anticipation of your kind co-operation.

- “Yours faithfully” + full name (if the recipient's name is not known)  
“Yours sincerely” + full name (if the recipient's name is known)

**b) • Dear Sir/Madam (or Mr/Mrs + surname if known)**

- To ask the local newspaper to publicise the need for volunteers to help at a children's home at weekends.
- To state the requirements of the job and explain the ways in which both volunteers and children might benefit.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (request publicity)

**Paras 2, 3:** state requirements; profile of suitable applicant (e.g. patience, motivation, experience with children, etc); nature of duties (e.g. accompany children on excursions, organise activities, supervise children in playground, etc)

**Paras 4, 5:** describe expected benefits for both volunteers and children; volunteers will gain a better understanding of children; volunteers may go on to open their own school/home/day-care centre; children will have a sense of belonging/being a part of sth

**Para 6:** closing remarks (e.g. thanks in advance)

• **(Suggested answers)**

**Opening:** I am writing to ask if you could be so kind as to ...

**Closing:** I hope that you will forgive me for taking up your valuable time.

- Yours faithfully + full name (if recipient's name is not known)  
Yours sincerely + full name (if recipient's name is known)

**6** (Ss should use their notes from Ex. 5 to write the complete paragraph plan and letter.)

➤ **b. Letters Giving Information**

- 1** type of meal: **formal**  
cost per person: **£45**  
entertainment: **band**  
venue: **hotel**  
confirm booking/details no later than: **1st November**  
contact by: **phone**

**2 Para 2:** information concerning types of university accommodation available

**Para 3:** information concerning cleaning and laundry facilities

**Para 4:** information concerning private flats and houses

**Para 5:** information concerning location of accommodation and local public transport

**Para 6:** information concerning price range of accommodation

**Para 7:** closing remarks

**3 a) Model B** (appropriate formal style, suitable length, follows specific elements of task instructions; Model A uses inappropriate style, is too brief, and provides no details of local attractions)

**b) Model A** contains a mixture of formal and informal expressions (**contractions:** e.g. *I'm writing ...*; **colloquial English:** e.g. *By the way ...*; **informal, chatty tone:** e.g. *I want to remind you ...; make sure you have a drink ...*)

**c)** with a clear, relevant topic sentence

**4 •** The **first sentence** of each paragraph is the topic sentence.

• **Main purpose:** to **give information** on the planned service

**Additional objective:** to **request** that the station passes on this information

- 2. I am sure you know that ...
- 3. We think that if we do this ...
- 4. All you have to do is take your ...
- 5. We'd like it ...
- 6. I'm sure you'll agree that this service will ...
- 7. ... it would be great ...
- 8. This way, ...
- 9. Thanks a lot ...
- 10. ... if you want to know anything else.

**5** 2. d    4. e    6. j    8. h    10. f  
3. c    5. a    7. i    9. g

- 6 •** Dear Professor Jones,
- To give him information about the training and social activities planned for the course.
  - e.g. times, venue, other speakers, number of people to attend, reception, cocktail party, etc
  - To confirm the arrangements you have made for him concerning transport and accommodation.
  - In the paragraph(s) following those concerning the details of the training and social activities.
  - **Opening:** e.g. I am writing to provide you with the latest details concerning our training course on 19th/20th June, which you have kindly agreed to attend as guest lecturer.
  - **Closing:** e.g. Please do not hesitate to contact me should you require any further information.
  - Yours sincerely,  
Joe Bloggs (Training Director)

- 7 - 8.00 pm / Crown Hotel  
 - 9.00 am / by Professor Jones  
 - 2.00 pm (visit ...)  
 - at Smith's Restaurant  
 - discussion group  
 - 2.00 pm Address by the General Manager  
 - Car to (take Professor Jones to) the airport

## 8 Paragraph Plan

### Introduction

**Para 1:** explain reason for writing: to give details of training and social activities

### Main Body

**Para 2:** details of training activities

**Para 3:** details of social activities

**Para 4:** confirm arrangements concerning transport and accommodation

### Conclusion

**Para 5:** closing remarks

- 9 a) • Dear Sir/Madam,  
 • to give information (details of the performance)  
 • to ask the magazine to publicise the play

#### • Suggested Paragraph Plan

**Para 1:** state reasons for writing (inform magazine, request publicity)

**Paras 2, 3:** give information about the performance (e.g. date(s), venue, time of performance; details of cast, aims of class; title/type of play; who it may appeal to and why, etc)

**Para 4:** ask them to publicise the event (e.g. suggest brief article including your information)

**Para 5:** closing remarks

- e.g. I am writing on behalf of my drama class ...  
e.g. I would be happy to provide you with any additional information ...

- Yours faithfully, + full name

- b) • e.g. Dear Ann and John,  
 • To give them information necessary to make their stay enjoyable (e.g. details of things to see/do, places to go, etc).  
 • To give them information necessary to make their stay trouble-free (e.g. emergency phone numbers, instructions for washing machine, etc).

#### • Suggested Paragraph Plan

**Para 1:** state reason for writing

**Para 2:** give information about house (e.g. where certain things are kept, how the washing machine and other electrical appliances work, etc)

**Para 3:** give information about neighbourhood (e.g. bus stops, where to buy groceries, local cinemas/pubs, etc)

**Para 4:** give information about places of interests near area

**Para 5:** closing remarks

- e.g. I am writing to tell you a few things about our house and the area since you have decided to come and stay for the month of July.  
e.g. I hope you'll have a wonderful stay and that you'll make the most of your time here.

- e.g. Best Wishes, + first name

- c) • Dear Sir/Madam,  
 • to inform the public of the fund-raising event  
 • to explain how the money will be used

#### • Suggested Paragraph Plan

**Para 1:** state reasons for writing

**Paras 2+3:** give details of event (e.g. when, where and why it is being held; nature of event and some of its features; parking; booking, etc)

**Para 4:** explain how the money raised will be used to help the cause (e.g. provide holiday for pensioners/buy special equipment for disabled children, etc)

**Para 5:** closing remarks

- e.g. I am writing to inform you of the fund-raising event the Lions' Club of our area is organising.  
e.g. Please do not hesitate to contact me should you require further information.

- Yours faithfully + full name

- 10 (Ss should use their notes from Ex. 5 to write the complete paragraph plan and letter.)

## ➤ c. Letters Giving an Opinion

### [ i. Letters of Advice ]

- 1 a. Dear **Resident**, Yours **faithfully**, (P. Henderson)  
 b. To offer some practical advice on how to protect your/their home against burglars.  
 c. ensure that all doors and windows are securely locked / make sure items of value are never left where they can be easily found / install a burglar alarm (lock doors/windows; hide items of value; install burglar alarm)  
 d. That the residents form a neighbourhood watch group.

#### 2 • Introduction

**Para 1:** reason for writing/express understanding of problem

#### Main Body

**Paras 2, 3:** offering advice and reassurance about making friends

**Paras 4, 5:** offering advice and reassurance about coping with work

#### Conclusion

**Para 6:** closing remarks

- I would suggest that you ... → *I feel that the best course of action for you would be to ...*
  - I would also recommend ... → *I would strongly suggest ...*
  - I would advise you to ... → *It might be useful if you (made sure) ...*
  - the best course of action would be ... → *the best thing to do would be ...*
  - I strongly recommend that ... → *I would strongly suggest ...*
- **Reassurance**
    - Let me reassure you ...
    - You may rest assured that ...

### 3 (Suggested answers)

1. **He should consult** the bank about the possibilities of getting a loan to open his own computer supply centre / **I suggest** he talks to people who have already attempted to set up their own business.
2. **It might be useful if she could** find an au pair or nanny to help her with the children. / **The best course of action would be** to work fewer hours so that she can spend more time with her children.
3. **I would recommend that she contact** some agencies which deal specifically with finding work placements for recent graduates. / **She should** talk to her tutors in order to get information from them.

## ii. Letters Making Suggestions/ Recommendations

### 4 Suggestions

- offer guided tours in foreign languages
- install ramps
- publicise the museum's exhibits more widely

#### Results

- useful for tourists
- make access easier for disabled people
- more people made aware of the regular exhibitions
- The writer's opinion is a positive one.

#### Expressions to justify this:

- ... extremely interesting and informative ...
- ... particularly impressed ...
- ... how approachable and helpful the museum staff were ...
- ... I appreciated the fact that ...
- ... knowledgeable and informative about their subject ...
- ... fascinating and enlightening ...
- ... carefully researched ...
- ... excellent presentation ...
- ... interesting to people of all ages.
- ... I was equally impressed ...
- ... considerate and convenient ...

- ... I would like to congratulate you on ...
- ... high standard of your museum ...

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

#### (Suggested answers)

- a. I would suggest hiring more staff; **consequently** work could be delegated and done more efficiently
- b. May I suggest that you renovate the premises, **thus** attracting a greater number of younger people and making more of a profit?
- c. Another suggestion would be to install computers **as a result**, less time would be wasted on writing down personal information.
- d. I would venture to suggest hiring a bouncer; you would **therefore** succeed in retaining a high standard of clientele.

6 (about) **for** (groups) **group's**  
 (amount) **number** (although) **however/though**  
 (actions) **acts** (have been) **be**  
 (were) **was** (of) **for**  
 (impressive) **impressed** (that) **to**  
 (committee) **committee** (can) **could**  
 (great) **high** (faithfully) **sincerely**

- 7 a) • Dear Mr and Mrs + surname,
- To advise the family of ways in which they can deal with living in a new country.
  - To offer reassurance.
  - e.g. It might be useful to ...; I feel your best course of action would be to ...; I would strongly suggest that ...

#### • Suggested Paragraph Plan

**Para 1:** reason for writing / express understanding of problem

**Paras 2, 3:** offer advice/suggestions (e.g. language classes; booklets from social services (on specific problems; clubs/societies, etc in area to make new friends; addresses of other immigrants from same country, etc)

**Para 4:** offer reassurance (e.g. natural/common to feel unsettled; situation will soon improve; several organisations offer further help if needed etc)

**Para 5:** closing remarks

- e.g. I am writing in reply to your letter concerning the difficulties you are experiencing adjusting to life in this country.  
e.g. I hope that these suggestions will be of some assistance.
- Yours sincerely, + full name



- b) • Dear Sir/Madam,/Dear Sirs,
- To inform the authorities of your opinion on why the old cinema should not be torn down.
  - To suggest alternative ways in which the building could be used.
  - e.g. I feel that the best course of action would be ...; I would like to offer one or two suggestions concerning ...; It might be useful to ...

• **Suggested Paragraph Plan**

**Para 1:** reason for writing

**Para 2:** give your opinion with reasons (e.g. landmark of historical importance; unique architecture; only auditorium in area, etc)

**Paras 3, 4:** suggestions for alternative ways of using the building (e.g. to be used for public meetings, amateur theatricals, etc; exterior to be preserved, interior converted to office space; ideal setting for permanent museum of local history; etc)

**Para 5:** closing remarks

- e.g. I am writing to you with regard to the recent news that ...
- e.g. I hope that these suggestions have been of use.
- Yours faithfully + full name.

- c) • Dear Sir/Madam,

- To express your opinion on the new supermarket/fast food restaurant.
- To suggest ways in which it could be improved.
- e.g. I would strongly suggest ...; I would like to offer one or two suggestions concerning the ...

• **Suggested Paragraph Plan**

**Para 1:** reason for writing

**Para 2:** give opinion (e.g. competitive prices and reasonable quality, but aisles too narrow; too few trolleys/baskets; nowhere to park, etc)

**Paras 3, 4:** make suggestions and comment on the expected results (e.g. provide free parking - convenience would attract customers; child-care service - mothers could shop without distraction; fruit/vegetable department - customers could do all shopping in same place, etc)

**Para 5:** closing remarks

- e.g. I am writing to you with regard to my recent visit to ...
- e.g. I hope that you will accept my suggestions ...
- Yours faithfully, + full name

- 8 (Ss should use their notes from Ex. 7 to write the complete paragraph plan and letter.)

iii. Letters to the Authorities/Editor

- 1
- |                           |             |
|---------------------------|-------------|
| 1. chemical waste         | 5. relocate |
| 2. skin and eye           | 6. fines    |
| 3. crops                  | 7. filters  |
| 4. (extremely) unpleasant |             |

2 • **Main Body**

**Para 2:** problems caused by lack of road signs

**Para 3:** danger to school children

**Para 4:** suggesting installation of road signs and reduction of speed limit

**Para 5:** suggesting provision of proper crossing and flashing lights

**Conclusion**

**Para 6:** closing remarks

- Yes, each topic is clearly stated in a topic sentence at the beginning of each paragraph.

• **(Suggested answers)**

- *to bring to your attention* - to inform you of/point out/advise you of
- *In particular* - Specifically
- *Since* - As
- *with the result that* - and consequently/and as a consequence
- *Furthermore* - Additionally/Moreover
- *Due to the fact that* - Because/Owing to the fact that
- *One solution to the problem would be* - An answer to this problem would be
- *In addition to this* - As well as this/Furthermore
- *Moreover* - Also/In addition/Furthermore
- *thus* - therefore
- *I hope you will give this matter your urgent consideration* - I trust that this matter will receive your prompt attention
- *suitable measures will be taken* - appropriate action will be taken

- 3 • To give the writer's opinion on the planned welcome reception for foreign VIPs, and to suggest ways in which the money spent on this could be put to better use.

• **Examples of formal language:**

*... with regard to the upcoming reception .../... is to be held .../... foreign dignitaries .../... require resurfacing .../... tend to patients .../... town's needs are being sacrificed .../While I understand the significance .../... should be overlooked .../... could be made ...*

- **Examples of informal language:**  
*... took the hasty decision .../At the same time .../... face a cold winter .../... time and time again .../... they are fighting a losing battle .../... rubbing shoulders with VIPs .../... a handful of officials .../... scaling down .../What better way .../... showing off ...*
  - **Para 1:** reason for writing / express opinion  
**Paras 2, 3:** give arguments to support opinion / suggest what can be done  
**Para 4:** present opposing viewpoint and contradict it  
**Para 5:** closing remarks
  - In paragraph 4 (While I understand ...).
- 4
1. **to fight a losing battle** - to be engaged in a dispute or disagreement you have no hope of winning
  2. **an empty promise** - a promise made by a person who has no real intention of keeping it
  3. **a step in the right direction** - a decision or action taken by someone which increases the possibility of a final desired result
  4. **a hasty decision** - a decision made prematurely with no proper consideration leading to probable ineffectuality
  5. **a thing of the past** - something that used to happen
  6. **constructive criticism** - criticism made for the benefit of the criticised
  7. **a limited budget** - having only up to a certain amount of money to spend on something
  8. **a last resort** - the final choice of action if all else fails
  9. **in the long run** - over a long period of time rather than just the immediate future
  10. **a worthy cause** - something which deserves support
- 5
- All the suggested points are covered.
  - **Para 1:** reason for writing  
**Para 2:** opinion of the centre's value to the community  
**Para 3:** suggestions concerning facilities  
**Para 4:** suggestions concerning opening hours  
**Para 5:** suggestions concerning people who could use the centre  
**Para 6:** suggestions concerning location  
**Para 7:** closing remarks
  - **Writer's opinion:** ... I was delighted when I heard .../ In my view .../ I believe .../ I think .../ I would suggest .../ I am looking forward to ...
- 6
- a) • Dear Sir/Madam/Dear Sirs,  
 • To express opinion on proposed motorway.  
 • To explain what damage will be caused and to suggest alternative routes.
- **Suggested Paragraph Plan**  
**Para 1:** reason for writing (give opinion)  
**Paras 2, 3:** explain damage which would be caused, giving reasons (e.g. proposed route cuts through forest area; would require large bridge over beautiful river; would involve ugly cuttings, visible for miles, on pretty hillsides; would cross wildlife/bird preserve, threaten rare species, etc)  
**Paras 4, 5:** suggest alternative routes (e.g. cheaper solution - short road linking 2 existing motorways, causing minimum damage; different route, to avoid forest/wildlife area; bypass near industrial area would reduce transport costs for manufacturers, etc)  
**Para 6:** present opposing viewpoint and contradict it (e.g. realise need for motorway, but proposed route is neither best nor cheapest)  
**Para 7:** closing remarks
  - e.g. I am writing to express my disapproval of the plan to build a motorway near ...  
 e.g. I hope you will give this matter your urgent consideration.
  - Yours faithfully, + full name
- b)
- Dear Sir/Madam,/Dear Sirs,
  - To bring the authorities' attention to the problems stated.
  - To suggest ways to deal with the problems.
- **Suggested Paragraph Plan**  
**Para 1:** reason for writing  
**Paras 2, 3:** describe problems (as in rubric) and their consequences (e.g. ratepayers are dissatisfied; residents leaving area; property values falling; threat to public health/order, etc)  
**Paras 4, 5:** suggest solutions to the problem (e.g. open youth centre with recreational facilities to keep teenagers off streets; increase police patrolling, etc)  
**Para 6:** closing remarks
  - e.g. I am writing to you on behalf of a number of our town's frustrated residents to draw your attention to ...  
 e.g. I hope that you will give this matter your urgent attention.
  - Yours faithfully, + full name
- 7 (Ss should use their notes from Ex. 6 to write the complete paragraph plan and letter.)



## d. Letters of Complaint

- 1
  - a. To complain about a cassette player.
  - b. It doesn't play and there is no guarantee.
  - c. To give her her money back.
  - d. She will take the matter further.

- 2 • The topic sentences are the first sentences of each paragraph.

- 2. I moaned about it but ...
- 3. I couldn't do anything else, so ...
- 4. ... Although they said there weren't ...
- 5. So I want you to ...
- 6. ... make me feel better after ...
- 7. You'd better ...
- 8. ... or else I really will have to ...

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

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

**(Suggested answers)**

1. The goods we ordered have not been received yet **despite the fact that** they were shipped a month ago.
2. Our wooden floors have become dull **although** we were told they would not lose their shine.
3. The batteries died after a few hours **in spite of the fact** that the label on the packet claims they are long-lasting.
4. The hotel was an hour's drive from the beach. **However**, we were told it was within walking distance.
5. The film was too long and very boring **but** the trailer said it would keep me on the edge of my seat.
6. The knife became blunt after only a month's use, **although** you said it was guaranteed to stay sharp for five years.
7. The mascara made my eyes water **although** the manufacturer claims it is hypoallergenic.
8. My daughter's watch stopped after she swam with it on. **Nevertheless**, the package label states that it is waterproof.

4 • **Main Body**

**Para 2:** complaint concerning food and justification

**Para 3:** complaint concerning service and justification

**Para 4:** suggestions for improving food

**Para 5:** suggestions for improving service

**Conclusion:**

**Para 6:** closing remarks

- 1. Although                                    6. thus
- 2. As a result                                7. While
- 3. Furthermore                              8. nevertheless
- 4. not only ... but also                    9. therefore
- 5. Since                                        10. In the meantime

- 5 1. c strong language - this language is most appropriate  
2. a mild language  
3. b abusive language

- 6 1. mild                                    3. strong                                    5. mild  
2. strong                                    4. mild                                        6. strong

**(Suggested answers)**

2. Dear Sir/Madam,

I am writing to register my extreme dissatisfaction with the inefficiency of the staff at your hotel. I expressly asked for a prompt wake-up call at 6 am on 13/7/97 from your receptionist which was ignored. The consequences of this proved catastrophic for me.

... I insist that I receive some sort of compensation for your disorganisation. Unless this matter is resolved quickly, I will not hesitate to take legal action.

Yours faithfully,  
T. Presswell

4. Dear Sir/Madam,

I am writing to complain about your inaccurate television guide. It consistently contains errors concerning dates and times, which are confusing to viewers.

... I trust that this matter will receive your immediate attention as these mistakes are extremely irritating. I hope to see a marked improvement in the near future.

Yours faithfully,  
J. Harris

7 a) • Dear Sir/Madam,

- To complain about employees parking their cars in your car park with the result that you have been losing customers.

- To suggest what should be done to resolve the situation.

- **Suggested Paragraph Plan**

**Para 1:** reasons for writing

**Para 2:** complaint and justification (e.g. several employees seen parking there repeatedly; convenience of free parking attracts customers - several regulars go elsewhere; have received complaints from customers about lack of parking, etc)

**Para 3:** suggested action (e.g. company to hire parking space for employees; manager to speak to employees personally about problem; etc)

**Para 4:** closing remarks

- e.g. I am writing to draw your attention to the fact that ...

- e.g. I trust this matter will not be treated lightly.

- Yours faithfully, + full name

- b) • Dear Mr + surname,
- To complain about the fact that students at your son's school are often left unattended.
  - To request assurance that the situation will not continue.
  - **Suggested Paragraph Plan**  
**Para 1:** reason for writing  
**Para 2:** complaint and justification (e.g. children in playground, no adult present; football practice - teacher starts game and goes indoors; no supervision as students leave school and cross busy road)  
**Para 3:** request assurance that situation will not continue (e.g. ask for promise that teachers will be put on duty in playground/at school gates, football coach reprimanded, headmaster will personally look into matter, etc)  
**Para 4:** closing remarks
  - e.g. I am writing to express my anger at the fact that my son and his fellow students are often left unattended during school hours.  
e.g. I must insist that you give this matter your immediate attention.
  - Yours sincerely, + full name

8 (Ss should use their notes from Ex. 7 to write their complete paragraph plan and letter.)

### ➤ e. Letters of Apology

- 1
1. isolated incident
  2. circumstances beyond our control
  3. oversight
  4. inevitable
  5. complimentary
  6. gift voucher
  7. compliments
  8. at your disposal
- 2
1. to, in, to
  2. for, of
  3. under, to
- 3
- 1. **Mr** (Mallison)
  - 2/3. ... car, needless to say a smaller one,
  - 4. ... **two days** late
  - 5. ... our **four-door** models
  - 6. **As** regards ...
  - 7. ... rental. Each time
  - 8. ... inspection stage successfully, which leads
  - 9. ... four-door Rover, for...
  - 10. ... **company** ...

- **Para 1:** reason for writing + apology  
**Para 2:** explanation of why different car was provided  
**Para 3:** explanation of engine failure  
**Para 4:** offer of compensation  
**Para 5:** closing remarks

- phrases to underline & suggested alternatives:  
**I would like to begin by giving my sincere apologies for the inconvenience that you experienced.**  
- First of all I must apologise for the unfortunate inconvenience you were caused.

**Please allow me to offer you £100 by way of compensation ...** - Please accept my offer of £100 as compensation ...

**I hope this offer will make up for the ...** - I hope that this offer will compensate you for ...

**May I again apologise for this inconvenience.** - Once again, I offer my sincerest apologies for the inconvenience caused.

- 4 a) • Dear Mr/Mrs + surname,
- To apologise for the problems, explaining why they have arisen.
  - To state the intended course of action.
  - **Suggested Paragraph Plan**  
**Para 1:** reason for writing + apology  
**Para 2:** explanation for state of changing rooms (e.g. moving to new premises in 1 month, re-decoration of old premises impractical, etc)  
**Para 3:** explanation for poor condition of equipment (e.g. likewise, new place fully equipped with brand-new machines; present equipment to be discarded, etc)  
**Para 4:** explanation for overcrowded classes (e.g. many new members have joined gym to take advantage of new facilities; new premises much larger and classes will return to normal)  
**Para 5:** state intended course of action (e.g. new gym will soon be ready thus solving problems; request patience in meantime; offer free membership at new club for 2/3 months as compensation, etc)  
**Para 6:** closing remarks
  - e.g. Please accept my apologies for ...  
e.g. I hope that my apologies will be accepted
  - Yours sincerely, + full name
- b) • Dear Mr Hogan,
- To apologise and give reasons.
  - To offer compensation.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing + apology

**Para 2:** explanation for poor standard of food (e.g. several staff ill with flu that day; temporary chef inexperienced; regular chef now back on duty)

**Para 3:** explanation for poor service (e.g. with reduced staff, each waiter serving several extra tables - confusion, delay, etc)

**Para 4:** state intended course of action (e.g. in future will oversee preparation of food personally, speak to waiter concerned, offer free meal as compensation)

**Para 5:** closing remarks

- e.g. I am writing to offer my apologies ...  
e.g. Once again, my sincere apologies for the inconvenience caused.
- Yours sincerely, + full name

c) • **Dear Mr/Mrs + surname,**

- To apologise for the delay in the delivery of goods and to give an explanation.
- To provide information about new delivery.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing + apology

**Paras 2, 3:** give reasons (e.g. delivery was entrusted to private transport company, they shipped delivery to wrong destination; national strike delayed redirecting delivery, etc)

**Paras 4, 5:** give information on delivery dates and means of shipment (e.g. have hired new transport company; new delivery by rail, not road, to avoid strikes; delivery guaranteed at customer's warehouse by end of week, etc)

**Para 6:** closing remarks

- e.g. I am writing to apologise for ...  
e.g. I hope that my apologies will be accepted.
- Yours sincerely, + full name

5 (Ss should use their notes from Ex. 4 to write their complete paragraph plan and letter.)

➤ **f. Letters of Application**

1 **Job applied for:** car salesman

**Qualifications:** A levels

**Current position:** temporary

**Experience-1:** telephone sales

**Experience-2:** car sales

**Qualities:** reliable

**Enclosures:** CV, references

- 2 • Information not included in the CV:  
(address would appear at the head of the letter in an actual letter of application but it has been omitted here since it is not required in the C.P.E. writing exam.)

- date of birth
- subjects taken at GCSE and 'A' level
- driving licence details and personal interests
- references

These have not been included as they are not immediately relevant to this job application.

• **(Suggested answers)**

**Alternative beginnings:**

With reference to your advertisement in the Guardian of 9th October, I am writing to apply for the position of Marketing Manager.

I am writing in connection with the vacancy for a Marketing Manager advertised in the Guardian on 9th October.

**Alternative endings:**

Please find enclosed my curriculum vitae and photograph. Do not hesitate to contact me should you require any further information.

I hope you will consider my application favourably. I look forward to your early reply.

- 3
1. courier/delivery driver/dispatch rider - reliable, trustworthy
  2. surgeon - able to concentrate, responsible, able to cope with stress, self-sacrificing
  3. pilot - calm, level-headed, able to cope in emergencies, able to deal with stress
  4. (news)reporter/journalist - alert, good communication skills, innovative, persistent
  5. firefighter - able to work under pressure, brave, dedicated
  6. barrister/lawyer/attorney - able to deal with challenge, objective, self-controlled

- 4
- |          |          |          |          |
|----------|----------|----------|----------|
| 1. of    | 3. with  | 5. in    | 7. in    |
| 2. in/in | 4. at/in | 6. on/in | 8. at/in |

- 5
1. to **attend** a course - to go to college/university, etc to do a specific course
  2. to **show** initiative - to express willingness to try to resolve a problem
  3. to **operate** a word processor - to use a word processor
  4. to **fulfil** one's potential - to become as successful as one's abilities will allow
  5. to **graduate** from university - to complete a university course successfully
  6. to **work** shifts - to work different hours on different days
  7. to **broaden** one's horizons - to do sth different in order to gain more experience

8. to **have** an inquiring mind - to be curious, eager to learn
  9. to **gain** experience - to learn more by doing different things
  10. to **handle** clients - to work with customers
- 6 • **Key words:** wish to apply/course/in Britain/personal details/academic qualifications/level of English/information about course and subjects you wish to study/why you have chosen this college or university
- Yes, all the information required by the instructions has been included.
  - **Para 1:** reason for writing  
**Para 2:** personal details (age, nationality, current employment)  
**Para 3:** qualifications  
**Para 4:** reason for choosing course  
**Para 5:** reason for choosing university  
**Para 6:** closing remarks (mention CV enclosed)
- 7 a) • Dear Sir/Madam (or Mr/Mrs + surname if known)
- To apply for the position of Hotel Manager at a ski resort.
  - To give information about yourself, your qualifications and previous experience, as well as to explain why you would be suitable for the job.
  - **Suggested Paragraph Plan**  
**Para 1:** state reason for writing  
**Para 2:** education and qualifications (e.g. A Levels, degree/diploma in Hotel Management)  
**Para 3:** previous experience (e.g. Assistant Manager - currently Manager of small hotel)  
**Para 4:** personal qualities (e.g. hardworking, good organisational skills, etc)  
**Para 5:** explain why you would be suitable for the job (e.g. experience in winter resorts; proven skills in similar position; language skills, etc)  
**Para 6:** closing remarks
  - e.g. I am writing to apply for the post/position of ...  
e.g. Please find enclosed my CV and references from ...
  - Yours faithfully, (if recipient's name is not known)  
Yours sincerely, (if recipient's name is known)
- b) • Dear Sir/Madam (or Mr/Mrs + surname if known)
- To apply for a place on an eight-week intensive English course.
  - To give reasons for choosing this particular college.

• **Suggested Paragraph Plan**

**Para 1:** state reason for writing

**Para 2:** personal details (age, nationality, occupation, reasons for learning/improving English etc)

**Para 3:** level of English (e.g. length of study exams passed, extra studies, strengths/weaknesses in English, etc)

**Para 4:** reasons for choosing this particular college (e.g. length of course/location especially suitable; good reputation/recommended personally)

**Para 5:** closing remarks

- e.g. I am writing to apply for admission to the .  
e.g. I hope that you will consider me for admission to the course.
- Yours faithfully (if recipient's name is not known)  
Yours sincerely (if recipient's name is known)

8 (Ss should use their notes from Ex. 7 to write the complete paragraph plan and letter.)

➤ **g. Transactional Letters**

- 1 • **Letter a** is a letter giving information and making suggestions/recommendations.  
**Letter b** is a short letter of thanks.  
**Letter a** includes recommendations and suggestions with justification. Additionally, it gives details of actions already taken by the writer and what he intends to do.
- Both letters are based on P.W. Stewart's attendance at the "Safety in the Workplace" seminar.
- **Para 1:** reason for writing  
**Para 2:** recommendations for fire safety  
**Para 3:** recommendations regarding equipment training for employees  
**Para 4:** information on what has already been done or will be done in future  
**Para 5:** closing remarks
- The letters are similar in style; they are both very formal, but **Letter a** is much longer as it gives more details. **Letter b** is a brief note of thanks. In **Letter a** the name of the intended reader is known (Savage) and so the letter ends "Yours sincerely". In **Letter b** the name of the intended reader is not known, and so the letter starts "Dear Sir/Madam" consequently the letter ends "Yours faithfully".
- 2 • To **notify** the managing director of your findings, **explain** which changes should be made and **mention** anything you have done or intend to do regarding your findings.

**Letter a** includes each of these points.

- **phrases/sentences to be underlined in Letter a:**  
*"Our place is OK (checked it personally)" / "Not often enough! New staff every month"*

... with regard to fire safety, I have personally checked that our premises can be quickly and safely evacuated should the need ever arise. ...., due to our rapid turnover of staff, I feel that fire drills should be held every four months, rather than every six months as ...

*"Suggest one week for all new staff"*

... I would like to suggest a period of one week for all new employees to become familiarised with the safe and correct operation of machinery ...

*"Done - 8/7/97" / "Cleaning staff to be told" / "Need to print a leaflet warning employees"*

... I have already circulated booklets on hygiene ... I will be notifying cleaning staff of revised procedures. I will also be printing handouts warning all staff of the consequences should any of the safety regulations be contravened.

There are no points which have not been dealt with.

- **Letter a** is positive and reassuring throughout. (e.g. *I have personally checked that our premises can be quickly and safely evacuated should the need ever arise. I feel confident that we are taking adequate precautions. I have already circulated booklets ...*)
- **Letter b** does follow the instructions because it is a brief letter of thanks.
- No, they don't. Expressions are paraphrased (e.g. "recommendations for increasing safety in your workplace" - "recommendations concerning the company's own safety standards")
- Yes, the letters contain appropriate style, expressions and greetings.  
 e.g. **Language:** ... *Firstly, with regard to ...*  
**expressions:** ... *is kept to a minimum ...*  
**greetings:** *Dear Sir/Madam,*

### 3 (Suggested answer)

#### MEMO

From: P.W.S. To: J.D. Date: 9/7/97

**Re: Memo on "Safety in the Workplace"**

A letter regarding the seminar has been sent to Mr Savage fully outlining all the recommendations made for our firm. I will inform you as soon as I know how Mr Savage intends to act on the recommendations. I have also sent a letter thanking the seminar people.

- 4 • S's own answer based on the letter.
- Information concerning the length of time taken to complete the work, the writer's lost pay (extra unpaid week off work) and the damage caused have been included more than once.
- No, it would not be necessary to give this information several times in the letter.
- 5 • Model b - *"has still not been finished ... / still not finished after two weeks"* (Para 1); *"... and they are already ten days late in finishing!"* (Para 3)  
 Model b - *"What about the damage, lost pay and so on?"*; *"I had to take an extra unpaid week off work ..."* (Para 2)

#### (Model b)

Dear Mr Stubbs,

Further to your letter of 12th February, I am writing to express my disgust at the fact that the work on my house **has still not been finished** (taken from rubric). **Although you gave me your assurance that four days is the maximum amount of time needed for** (taken from letter 1) **the job, it is still not finished after two weeks** (taken from notes).

In your letter you said that I would be **inconvenienced as little as possible** (taken from letter 1) and that **disruption would be kept to a minimum** (taken from notes). **What about the damage, lost pay and so on?** (taken from notes) **I had to take an extra unpaid week off work and I spent three days cleaning up after** (taken from notes) **your workers.**

You say in your advertisement that you have **reliable, experienced workers**, (taken from advert) **which is completely untrue!** (taken from notes) **The damage includes a broken sink, a ruined carpet, a damaged door and a burst water pipe,** (taken from notes) **and they are already ten days late in finishing!** (taken from notes) **This is certainly not fast service with no mess, no fuss and no delays.** (taken from advert)

*I demand that the work be finished and the damage put right immediately.*

Yours sincerely,  
 N.B. Roberts

- Model a is more suitable as it uses the writer's own words and a more formal style, and avoids irrelevance/repetition.

#### (Model c)

Dear Sir/Madam,

I am writing to you **about an advert in your newspaper - the one for Stubbs Builders.** (informal) **The advert makes false claims and is really dishonest.** (ever-emotional)

I used this company a **little while ago and believe me**, (informal/info not given in rubric, notes or prompts) they were terrible! **They made a real mess of my house and were nothing like the advert**. (informal) **They were sloppy and caused such a lot of** (vague/informal) **damage that I nearly fainted when I saw the state of my house!** (informal/over-emotional)

**I reckon you should drop this advert right away;** (informal) **before other people are cheated by these cowboys**. (informal/abusive)  
**To my mind they are a bunch of crooks** (abusive/irrelevant/not given in the rubric, prompts or notes/informal) **and something should be done**. (informal)

**Yours**, (informal; should be "Yours faithfully")  
 N.B. Roberts

- Model d is much better as it follows the rubric, notes and prompts, and also uses appropriate formal language.

6 • S's own answer.

- Paragraphs 2 and 4 should be omitted as they give details not asked for in the rubric. T may point out that these paragraphs offer clear justification of the points in paragraphs 1 and 3 and could certainly be included in a longer letter on the topic; the 'error' involved lies in exceeding the prescribed length, rather than the writing itself.

7 (Suggested answer)

Dear Mr Finch,

I am writing to you about your grossly unrealistic documentary programme on the town of Ambleton. As a resident of the town I feel it necessary to complain about your programme and challenge your claims.

Firstly, the title of the series is "Forgotten Town", but the number of tourists who visit the town each year clearly indicates the town is far from being forgotten. Furthermore, contrary to your claims of a faltering transport system, only one bus route has been withdrawn and, in fact, train services to the town have increased. The "slum area" in the centre of the town is non-existent and in fact contains several recently refurbished buildings.

Additionally, many of the statistics you quoted during the documentary were wrong; the unemployment rate in town is only ten percent as opposed to the suggested fifty percent. Furthermore, the crime rate is far below that of other towns in the area. As for the images of drug addicts you showed, it was clear they were shot in the town of Swinburne, and not Ambleton, as you stated. Finally, the claim that the residents of Ambleton feel that immigrants are to blame for the problems in the town is as fictitious as the problems themselves.

The programme has tarnished Ambleton's previously respectable image with its unjust and prejudiced allegations. I hope to see a public apology made to the citizens of Ambleton broadcast in the near future.

Yours sincerely,  
 S. Bailey

8 (Letter a)

- **purposes:** to inform head teacher of your choice of candidate and to give reasons for this decision.

- **Information to include/Suggested Paragraph Plan:**

**Para 1:** reason for writing (to inform of choice of candidate for post at school)

**Para 2:** candidate's education and qualifications ("well-qualified" - see 'qualifications' in CV)

**Para 3:** candidate's previous experience ("useful experience" - see 'work experience' in CV)

**Para 4:** personal qualities (pleasant manner/communicates well)

**Para 5:** suitability (should fit in/a lot of experience with children/loves working with them); see 'other experience' & 'hobbies & interests' in CV, many creative ideas, seems young and energetic)

**Para 6:** closing remarks

(Letter b)

- **purpose:** to accept Ms Wylde as the successful candidate (to congratulate her)

- **Information to include/Suggested Paragraph Plan:**

**Para 1:** reason for writing (to accept her as the successful candidate)

**Para 2:** closing remarks (congratulations; look forward to meeting you again/working with you)

Topics for Discussion (at end of) Unit 7

*(Ts may point out that the paragraph plans presented in this unit may require slight adaptation, depending on the precise requirements of each task and/or specific instructions in each rubric.)*

- a) • *Dear Sir/Madam*, or *Mr/Mrs + surname*, if known)
- To inform TV station of your ideas for a programme on the topic stated.
- To explain why you think it would be interesting.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. inform/explain)

**Para 2:** outline of programme (e.g. area in past photographs, old film; area as it is now, changes needed/planned for future. etc)



**Para 3:** issues to be covered (e.g. past/present air/water pollution; litter, together with new recycling scheme; public education programme and local **planning** for future improvements; etc)

**Para 4:** why it would be interesting (e.g. graphic contrast – what has been lost/what may be reclaimed; relevant to residents – global problem reduced to local scale; etc)

**Para 5:** closing remarks

- e.g. I am writing in response to your invitation ...  
e.g. I look forward to hearing your opinion on my ...

- Yours faithfully, (if the recipient's name is not known) + full name  
Yours sincerely, (if the recipient's name is known) + full name

**b) • Dear Mrs Armstrong,**

- To apply for the job in the advertisement.
- To explain why you think you are the suitable for the post.

**• Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. apply for job)

**Para 2:** education and qualifications (e.g. A Levels, degree in Economics, certificates/diplomas – Chartered Accountant, etc)

**Para 3:** previous experience (e.g. 2 years as assistant, Accounts Dept., ABC Co; 2 years, broker, XYZ Ltd; duties and responsibilities, etc)

**Para 4:** personal qualities (e.g. painstaking, reliable; work well as part of a team; able to cope with stress, etc)

**Para 5:** suitability for post (e.g. experience with foreign claims; experience as broker; determination to succeed; etc)

**Para 6:** closing remarks

- e.g. I am writing to apply for the post of ...  
e.g. Please find enclosed my CV and references from ...

- Yours sincerely, + full name

**c) • Dear Sir/Madam, (or Mr/Mrs + surname, if known)**

- To complain about present state of your local park
- To suggest ways in which it could be improved.

**• Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. complain/suggest)

**Para 2:** lack of maintenance (e.g. trees/grass not watered; lawns/flowerbeds full of weeds; benches/gates broken; park full of litter; etc)

**Para 3:** undesirable elements (e.g. has become meeting place for hooligans/drug addicts; public toilets covered in graffiti; broken bottles, etc; not safe for children/the elderly, etc)

**Para 4:** improve appearance (e.g. replace/increase staff; plant new lawns/trees/etc; invite public help - financial donations, volunteer labour, etc)

**Para 5:** restore quiet, safety (e.g. request increased police presence; lock park after dark; support plans for new youth centre, etc)

**Para 6:** closing remarks

- e.g. I am writing as a concerned local citizen who uses ...  
e.g. I hope you will give this matter your full attention before it is too late ...

- Yours faithfully, (if the recipient's name is not known) + full name
- Yours sincerely, (if the recipient's name is known) + full name

**d) • Dear Sir/Madam, (Mr/Mrs + surname, if known)**

- To accept request for performance of group at school.
- To give/request information concerning arrangements.

**• Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. accept request, confirm details/arrangements)

**Para 2:** dates/times/performance (e.g. arrive in town 6.00pm, Friday; perform Saturday 9.00-12.00pm; act to feature latest hit, several new songs; will provide own instruments, sound/light system, etc)

**Para 3:** accommodation (e.g. 9 people, Friday/Saturday nights; ask for confirmation of arrangements agreed - hotel, close to venue, single rooms, transport to/from hotel, etc)

**Para 4:** facilities (e.g. ask for confirmation - changing rooms, size of stage, power supply, security, stage hands, etc)

**Para 5:** closing remarks

- e.g. In response to your letter requesting ...  
e.g. I look forward to receiving your confirmation of these arrangements ...

- Yours faithfully, (if the recipient's name is not known) + full name  
Yours sincerely, (if the recipient's name is known) + full name

**e) (Note that this may be a formal or semi-formal letter, since a tutor-student relationship may become one of friendship.)**

- Dear Mr/Dr/Professor + surname,

- To ask for a reference.

- To tell him how you have been getting on.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. inform/request)

**Para 2:** personal news (e.g. since graduation, moved to London; enjoyed break from studying, but miss place/friends; looking for work – not easy without experience, etc)

**Para 3:** recent job interview (e.g. type/name of company, type of job, responsibilities, prospects, why it interests you, etc)

**Para 4:** request for reference (e.g. could help greatly to get job; what company is looking for/what to emphasise in reference, etc)

**Para 5:** regards, etc (e.g. enquire about tutor's health/news/family/etc; send regards to students/lecturers; suggest meeting/reunion, etc)

**Para 6:** closing remarks

- e.g. I am writing to let you know my news, and to ask if you could be so kind as to do me a favour ...  
e.g. I look forward to hearing from you ...
- Yours sincerely, + full name

**f)** • Dear Sir/Madam, (or Mr/Mrs + surname, if known)

- To apply to be the official sponsor of the event.
- To explain why your company should be the official sponsor.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. apply/suggest/explain)

**Para 2:** profile of company, previous sponsorship (e.g. huge company, well-known product, major advertising campaigns, including sponsorship; sponsored similar events in past, such as ..., etc)

**Para 3:** suitability of company as sponsors (e.g. prepared to invest great deal of money; professional standards; wide distribution of product allows maximum publicity of event; experience, etc)

**Para 4:** appropriateness of product (e.g. associated with young people, who form majority of spectators; previous association with similar events - linked in public mind, etc)

**Para 5:** closing remarks

- e.g. I am writing on behalf of ... to suggest that our company should be ...  
e.g. I look forward to receiving your reply as soon as possible ...
- Yours faithfully, (if the recipient's name is not known) + full name
- Yours sincerely, (if the recipient's name is known) + full name

**g)** • Dear Sir/Madam, (or Mr/Mrs + surname, if known)

- To request information on transporting possessions to the foreign country of your choice.
- To request specific advice.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. requesting information/advice)

**Para 2:** details of travel/etc (e.g. when/where you will be studying; length/dates of stay; official status as student/citizen in foreign country, etc)

**Para 3:** request information on import restrictions (e.g. list main items you wish to take; request info – are these permitted? is duty payable? any special conditions?, etc)

**Para 4:** request advice (e.g. to send you booklets/etc on procedure; advice/addresses, etc concerning applications; recommend agent to handle details for you, etc)

**Para 5:** closing remarks

- e.g. I am writing to request information about ...  
e.g. Thanking you in advance of your kind cooperation ...
- Yours faithfully, (if the recipient's name is not known) + full name
- Yours sincerely, (if the recipient's name is known) + full name

**h)** • Dear Sir/Madam, (or Mr/Mrs + surname, if known)

- To complain to the editor about the magazine's content.
- To suggest alternative ways of tackling the subjects involved.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. complaint)

**Para 2:** details of complaint (e.g. specific articles/topics which offended you - birth control, leaving home, political issues, etc)

**Para 3:** reasons for your concern (e.g. glamorises irresponsible behaviour, teenagers can't appreciate complexity of issue, etc)

**Para 4:** alternative approach to subjects (e.g. include clear editorial advice/disapproval; emphasise dangers/drawbacks, etc)

**Para 5:** consequences of new approach (e.g. teenagers can form balanced view of issues; counteract influence of advertising, etc; magazine will educate as well as entertain, etc)

**Para 6:** closing remarks

- e.g. I am writing to complain about ...  
e.g. I hope that you will accept my suggestions ...
- Yours faithfully, (if the recipient's name is not known) + full name
- Yours sincerely, (if the recipient's name is known) + full name

**i)** • Dear Sir/Madam,

- To request information about products.
- To request some samples of the product.

• **Suggested Paragraph Plan**

**Para 1:** reason for writing (i.e. request information)

**Para 2:** details of business (e.g. type/size/location; wholesale/retail; typical customer; similar products currently sold, etc)

**Para 3:** reasons for interest in products (e.g. dissatisfied with current products; want to expand into new/broader market; want to offer customers cheaper/better range, etc)

**Para 4:** details of information required (e.g. cost/delivery time/terms of payment; also – new products to be released soon, discount for bulk orders, special promotions, etc)

**Para 5:** request samples (e.g. need to try products before ordering; which products particularly required)

**Para 6:** closing remarks

- e.g. I am writing to enquire about your product range, which I saw advertised ...  
e.g. I look forward to receiving your reply as soon as possible ...
- Yours faithfully, (if the recipient's name is not known)  
+ full name
- Yours sincerely, (if the recipient's name is known)  
+ full name

(Note: T can assign any of the letters as written HW.)

## Study Check 2

**A 1. Describe someone, once found intimidating, now feel comfortable with, giving reasons for your change.**

2. A teacher, an employer, a neighbour, a priest, etc.
3. A person might be intimidating because of **physical stature** (e.g. *very tall, big*), **facial expressions** (e.g. *stony expression, cold gaze*), **personality** (e.g. *aggressive, aloof, distant*), **aspects of life/lifestyle** (e.g. *social position, profession, knowledge*), etc.
4. • **personality manner/mannerism:** He would pace up and down the classroom, his voice booming across the room, filling the students with dread.  
• **life/lifestyle:** His reputation always preceded him. The fact that he was the best in his field made people both fear and respect him.
5. **Past tenses** to describe what the person looked/was/behaved like in the past; **Present Tenses** to explain what the person is/behaves like now.
6. **Paragraph Plan**

**Introduction**

**Para 1:** Who person is/when I met him or her.

**Main Body**

**Paras 2, 3, 4:** Aspects of description (appearance, personality, life/lifestyle)

**Para 5:** 1st reason for change in feeling (e.g. At difficult time of my life, the person showed an interest in me, stood by me. I got to know him/her and realised he/she a warm/approachable person.)

**Para 6:** 2nd reason for change in feeling (e.g. As time went by I realised the person was not at all frightening/intimating. His/Her intimidating manner more a pretence because of position at work.)

**Final Para**

comments/feelings/final thoughts

**B 1. A letter of application**

2. Formal
3. • I am writing to apply for the post advertised in yesterday's "Guardian".  
• I am writing in connection with the position of trainee investment broker, etc.
4. qualifications (e.g. *Economics degree, working knowledge of computers*)  
experience (e.g. *worked for stock exchange*)  
qualities (e.g. *ambitious, extrovert, diligent*)
5. • Please find enclosed my CV  
• I would be available for an interview at any time.  
• Please contact me should you have any further questions, etc.

**6. Paragraph Plan**

**Introduction**

state reason for writing

**Main Body**

**Para 2:** qualifications

**Para 3:** experience

**Para 4:** qualities

**Final Paragraph**

closing remarks

- C 1. It is not necessary, though you could. The cover of the magazine could be of a person/place, etc that triggered a memory. The flashback narration would be of the time during which you knew the person, lived in/went to the place, a related event, etc.
2. Vivid description of people, places, events using strong verbs, adjectives and adverbs; use of the senses; use of direct speech; creating mystery/suspense; referring to feelings and emotions; addressing the reader directly.

3. Use of direct speech; a rhetorical question; addressing the reader directly; referring to feelings/moods; describing people's reactions to the events developed in the main body.
4. **Past Continuous** to set the scene (describe weather/activity at the time), **Past Simple** to describe the events, actions, feelings, reactions of the character; **Past Perfect** to describe actions and events that happened prior to the beginning of the story.
5. **Sequence words:** next, then, the following day, at last, etc.  
**Time words:** at the time, before, until, when, while, etc.
6. **The magazine cover caught my eye** because the face on it was one I knew. It was the face of the girl who had been my flatmate during my university years.

**(Flashback)**

We had shared a flat for three years, been good friends. She'd been studying computers. Very bright, had won a scholarship to another university, and left. I had last seen her 5 years before.

**(Return to Present)**

Bought the magazine, read the article. She was a computer genius who worked for a leading bank. She was being accused of stealing money as she was now very rich but the bank could not find out how/where she had stolen the money from. I was amused as I remembered her saying that she was sure she'd be a millionaire before she turned 30.

- D**
1. An opinion essay
  2. TV, radio, newspapers, magazines, etc.
  3. **Good Points**
    - **Informative:** news, documentaries, articles from all over the world, etc.
    - **Educational:** learn about one's own culture/country and others, scientific/medical discoveries, nature/animals, etc.
    - **Entertainment:** cheap/convenient way to be entertained (TV/radio); spend one's time (papers, magazines).

**Bad Points**

- The media can be a powerful tool and if abused can be used for propaganda/to control the masses.
- People spend too much time watching TV, which results in the isolation of people, too much time spent passively and unproductively, etc.
- A good story is sought after to the point that celebrities and politicians have no privacy.
- News is sensationalised so that stories/programmes will be popular – results in low standards/quality

4. Yes, because it is an opinion essay.
5. Asking a rhetorical question, addressing the reader directly, including a quotation or thought-provoking statement and/or giving the reader something to consider.

**6. Paragraph Plan**

**Introduction**

**Para 1:** State the topic and your opinion

**Main Body**

**Paras 2, 3, 4:** Viewpoints and reasons/examples

**Para 5:** Opposing viewpoint and reason/example

**Final Para**

summarise/restate opinion

- E**
1. A letter giving information
  2. Medical/Banking/Political conference, Insurance Co. conference, Computer software conference, etc.
  3.
    - I am writing to inform you about the conference .....
    - I am writing in connection with the forthcoming X conference .....
    - I am writing in my capacity as conference organiser ....., etc.
  4. **schedule:** times of/conference rooms for: speeches/talks, lunches/dinners, breaks, etc.  
**activities:** cocktail party, banquet, guided tour of city/sights, etc.  
**subjects:** new scientific breakthroughs/methods/technology, statistical information, future plans, etc.
  5.
    - I would be happy to provide you with any additional information.
    - Please do not hesitate to contact me should you require further information, etc.

**6. Paragraph Plan**

**Introduction**

**Para 1:** state reason(s) for writing

**Main Body**

**Paras 2, 3:** details of schedule and activities

**Para 4, 5:** details of subjects to be discussed

**Final Para**

closing remarks

- F**
1. **place, most like to visit, in the future, and explain why it appeals.**
  2. **(Suggested answer)**  
A foreign country/city (e.g. Portugal, Lisbon), a popular holiday resort (e.g. The French Riviera), a famous museum/gallery (e.g. The Tate Gallery), Disneyland, etc.

3. Location, premises/type of building, surroundings. Factual information generally. **Detailed** description of mood/atmosphere/activity and/or using the senses would not be realistic as it is not a personal account. *e.g. Negril, which is a small place on the island of Jamaica, has one of the most beautiful beaches in the world. The fine gold sand stretches for seven miles and is shaded by tall palm trees. It must be a holidaymaker's paradise as it combines natural beauty, tropical sunshine, clear ocean and tranquillity.*
  4. No, because you would describe a place you have not been to. Narrative techniques are used to describe past events, experiences, etc.
  5. Reasons for choice: **(Suggested answers)**
    - I have read about the place/seen a TV documentary about it and am fascinated
    - It is the birthplace of my ancestors and I would like to know more about my family/origins ...
    - I am interested in art/architecture/science and the place/gallery/museum has some of the world's finest exhibits/examples.
  6. **Paragraph Plan**

**Introduction**  
**Para 1:** Name/location of place, reason for choosing to write about it

**Main Body**  
**Paras 2, 3:** General features and details  
**Para 4, 5:** Reasons why the place appeals to me

**Final Para**  
 comments/feelings about the place
- G**
1. Suggesting Solutions to Problems
  2. Starvation, lack of food to feed the people of poor countries in several parts of the world.
  3. **Suggested solutions:**
    - Governments of wealthier countries should make a greater effort to set up relief organisations that send food to starving countries
    - Governments/organisations could ship livestock, farming and irrigation equipment along with teams that would teach locals to farm their own land/grow food.
    - Governments/organisations could build irrigation systems/dams as many starving countries do not have water supplies or cannot cultivate on account of severe flooding.
  4. **Suggested results:**
    - This would be a short-term solution, would help keep the people alive and would help them to become stronger so that longer-term measures could be implemented.
    - This would be a longer-term solution as it would enable the country to become self-sufficient in time and reduce the problem in the future.
- This would solve one of the basic underlying causes. Without water - or in flooded areas - agriculture, farming, animal husbandry, etc are impossible. A steady/controlled water supply would enable the country to farm, raise livestock, etc.
5.
    - Steps must be taken so as to reduce .....
    - One possible way to overcome this problem would be .....
    - Governments should focus their attention on ways to .....
    - The result of this would be ..... etc.
- (Note: additional words/phrases in Ss' book, Unit 6c p. 76, 78 as well as Unit 6a p. 62-65.)
6. **Paragraph Plan**

**Introduction**  
**Para 1:** state the problem and its cause(s)/consequence(s)

**Main Body**  
**Para 2:** suggestion 1 and result  
**Para 3:** suggestion 3 and result  
**Para 4:** suggestion 3 and result

**Final Par**  
 summarise opinion
- H**
1. A letter of complaint
  2. **(Suggested answers)**  
 I was sent the wrong books, delivery took a long time, I was overcharged, I was charged for books I did not order/receive, the books fell apart, pages were missing from some of the books.
  3. **(Suggested answers)**  
 Stop sending invoices for books I have not ordered/incorrect invoices/books. Improve the quality of the books. Be more careful in future with orders.
  4. Mild because you "recently" joined the club and this is the first time you're writing to complain.
  5.
    - I hope this matter will receive your immediate attention.
    - I trust this matter will not be treated lightly.
  6. **Paragraph Plan**

**Introduction**  
**Para 1:** state reason(s) for writing

**Main Body**  
**Para 2:** complaints about service and justifications/examples  
**Para 3:** complaints about books and justifications/examples  
**Para 4:** state what I expect to be done

**Final Para**  
 closing remarks

I 1. A "For and Against" essay

2. People who are famous and often in the public eye, such as actors, singers, TV and sports personalities, etc.

3. (Suggested answers)

**Points for:**

- Celebrities seek/accept public attention; must accept interest in all aspects of their lives.
- Celebrities are (often self-appointed) role models, so private lives have social relevance.
- Celebrities in public office: aspects of private life (honesty, morality) relevant to suitability as public representatives.

**Points against:**

- Usually there is only one aspect of a celebrity that is relevant to the public (e.g. actor offers performance, writer offers book); beyond this, have no duty to satisfy public's demands
- Harassment/spying/etc on non-celebrities is illegal - why should celebrities not have same rights to privacy, etc?
- Tabloid/TV snooping on celebrities and public consumption of coverage, is unethical, obsessive, sick, etc.

4. Making reference to an unusual/striking idea/situation; including a rhetorical question, quotation, thought-provoking statement; addressing the reader directly, giving the reader sth to consider

5. Useful linking words/phrases: **to list points** (To begin with, in the first place, etc), **to list advantages/disadvantages** (one advantage/disadvantage, the main advantage/ disadvantage, etc), **to introduce points** for or against (it is widely held, scientists oppose the view, etc), **to add points to the same topic** (moreover, apart from, etc), **to make contrasting points** (In spite of, nonetheless, etc), **to introduce examples** (for example, such as, etc), **to emphasise a point** (naturally, clearly, etc), **to express reality** (in practice, in effect, etc), **to make general statements** (by and large, on the whole, etc), **to make partially correct statements** (to some degree, in a sense, etc), **to explain/clarify a point** (in other words, that is to say, etc) **to express cause** (on account of, as, etc), **to express effect** (consequently, therefore, etc), **to express intention** (in order to, so that, etc), **to conclude** (on the whole, on balance, etc).

(Note: additional words/phrases can be found in S's book p. 62-65.)

6. Paragraph Plan

**Introduction**

**Para 1:** State topic without stating opinion

**Main Body**

**Para 2:** Point for and justification/example

**Para 3:** Point for and justification/example

**Para 4:** Point against and justification/example

**Para 5:** Point against and justification/example

**Conclusion**

**Final Para:** balanced consideration/opinion stated directly/indirectly

- J 1. A letter of apology with two additional purposes – explanation and suggestion.

2. **To begin:**

- I am writing to apologise for/offer my apologies for .....
- I must apologise for (not attending the meeting ...)

**To end:**

- Once again I would like to express how sorry I am ...
- I hope that the alternative arrangements I have suggested ...

3. (Suggested answers)

An accident; sudden illness or death of a family member; you were out of town on business and you missed your return flight; etc.

4. (Suggested answers)

- Another meeting has been scheduled for a different purpose for the following week, and you would like to suggest that you make your presentation immediately after the meeting is over.
- Alternatively, a brief meeting might be arranged so that you can make the presentation.

5. Formal

6. Paragraph Plan

**Introduction**

**Para 1:** state reason for writing -- to apologise

**Main Body**

**Paras 2, 3:** Give explanations for not attending the meeting

**Para 4:** Suggest alternative arrangements for presentation

**Final Para**

Closing remarks

- K 1. A narrative
2. A joke against sb (usually a trick or a lie)
3. It is possible, but you'd better not because the subject would work better as a time-sequence narrative.
4. **To begin:** setting the scene; using direct speech, asking a rhetorical question, creating mystery/suspense, referring to feelings/moods, addressing the reader directly

**To end:** using direct speech, referring to feelings/moods, describing people's reactions to the events developed in the main body, creating mystery/suspense, asking a rhetorical question

5. Using vivid descriptions including strong adjectives, adverbs and verbs; making use of the senses; and the techniques suggested before for beginning and ending a story.
6. **(Suggested answer)**
  - There is someone who is always telling his friends about encountering frightful aliens and about how he is always brave and fearless.
  - His friends decide to play a trick on him and hire a special effects man to set up a simulated alien encounter.
  - On the day of the hoax the "alien" appears and the man is very scared, he begins to cry and, not caring about the others, tries to escape through the window, nearly injuring himself.
  - The truth is revealed, the man is ridiculed and never tells tall stories again.

## Unit 8 - Reports

- 1 a. A progress report to be sent to the board of directors.
  - b. **Subheadings to be ticked:** Sales Figures, New Products, Position in Market, Advertising
- 2 1. D **(assessment report)**
  - written by an efficiency assessment expert/consumer adviser
  - written for Ace Taxis Inc.
  - purpose - to assess the suitability of the Starcar and the Sarabande for use as taxis
  - recommendation - to use Starcars as taxis
2. A **(proposal report)**
  - written by a property developer who wants to build a shopping centre
  - written for a bank
  - purpose - to give details of a proposed shopping centre to the bank whose financial support is required
  - conclusion - financial benefits will be great and shopping centre will be an asset to the community
3. B **(informative report containing assessment)**
  - written by an employee of a design company
  - written for company Board of Designers
  - purpose - to assess clothing collections viewed at recent fashion shows
  - recommendation - that colours and fabrics be changed and that sportswear line be introduced
4. C **(survey report)**
  - written by a marketing expert
  - written for Family Foods plc
  - purpose - to analyse the results of a survey on new food products
  - recommendation - that the price of the products should be reduced

### ➤ a. Assessment Reports

1	Purpose of report	• To evaluate suitability of <i>Sylvia Wells</i> for promotion to position of <b>Sales Manager</b>	
	Assessment	POSITIVE FEATURES	NEGATIVE FEATURES
	Personal Qualities	reliable, hard-working and <b>ambitious</b>	sometimes tends to be overly <b>critical</b>
	Customer/Staff Relations	polite & friendly wins <b>customers'</b> trust	a little too competitive on occasions
	Achievements	top salesperson for last <b>five</b> years	once lost an important sales account
	Conclusion	recommended <input checked="" type="checkbox"/>	not recommended <input type="checkbox"/>

- 2
- |                              |                 |
|------------------------------|-----------------|
| 1. therefore                 | 6. furthermore  |
| 2. However/On the other hand | 7. also         |
| 3. especially                | 8. To sum up    |
| 4. In addition               | 9. particularly |
| 5. On the other hand/However |                 |

**Positive:** convenient location, easily accessible by car, ample free parking, good bus service from city centre, excellent facilities, availability for sole use by the club, possibility of booking pool for weekend galas

**Negative:** direct bus service from outside city is limited, no cafeteria, no nearby restaurants, cost slightly higher than the one currently paid

- 3 **positive aspects:** a, c, g, h  
**negative aspects:** b, d, e, f

2: (b) - negative (g) - positive  
**Despite the fact that** the waiters at this restaurant are very pleasant and extremely polite, the service is slow and the menu is not very imaginative.

3: (c) - positive (e) - negative  
**Even though** it is by far the best sports centre in the area, it is only open to the public in the evenings.

4: (f) - negative (h) - positive  
Commercial TV channels usually choose popular, entertaining shows, **but** commercial breaks can cause people to switch channels.

4 a.

	Positive	Negative
Facilities	a	b
Transport	d	h
Shift Work	e	c
Worker/Management Relations	g	f

- b. (Before Ss write the report T reminds them of the linking words they should use to join their ideas e.g. however, in addition, etc.)

(Ss should use the subheadings included in the table: Transport, Shift Work, Worker/Management Relations. Part b can be assigned as written HW.)

**(Suggested answer)**

3. **Transport**

On the whole, arrangements concerning transport are adequate, since most workers make use of the company bus to travel to and from the factory. In contrast, the employees who do have private transport complain that available parking spaces are reserved for management staff.

4. **Shift Work**

Provision has been made for employees with children at home, so that they do not have to work night or weekend shifts. However, other workers are dissatisfied, because they feel that shifts are not rotated often enough and new employees are allocated all the night and weekend shifts.

5. **Worker/Management Relations**

Generally, relations between workers and management are good, with the supervisors and overseers getting on well with employees and treating them fairly. On the other hand, it seems that some employees do not work to their full capacity - a factor which often goes unnoticed by overseers.

6. **Conclusion**

To conclude, some of the complaints which have been received from factory employees do seem to be well-founded. In the light of this, I would recommend that the management team take action in some of the areas highlighted in this report, especially as regards safety.

- 5 • A. Purpose  
B. Personal Qualities  
C. Leadership Qualities  
D. Achievements  
E. Recommendation

• **Good Points**

enthusiastic, pleasant and considerate, punctual, reliable, helpful, positive attitude, admired/respected by colleagues, wonderful rapport with children, good leadership qualities, ability to assert herself constructively, outstanding organisational skills, works calmly and methodically under pressure, achieves results quickly and efficiently, voluntarily takes on extra responsibilities, helped plan very popular activities, has innovative ideas

• **Bad Points**

shyness/timidity

- |                          |                   |
|--------------------------|-------------------|
| • 1. In addition         | 6. furthermore    |
| 2. Despite the fact that | 7. For instance   |
| 3. Although              | 8. Moreover       |
| 4. In spite of           | 9. thus           |
| 5. nonetheless           | 10. In conclusion |

- 6 a) • Information concerning who writes the report, who the report is addressed to, what the report is about and date. Note: Ss should be trained to identify who the writer of the report is and whom it is addressed to.



**(Suggested answer)**

To: Peter Hayes, Manager  
 From: Helen Mason, Research Assistant  
 Subject: Suitability of Golden Island for holiday destination  
 Date: 6th August, 1997

- The purpose of the report is to assess the suitability of a small island as a destination for package holidays.
- **Information to be included in report:** the island in general, travel to and from island, accommodation on the island, transport on the island, eating out, tourist attractions, recommendation
- *Ss can suggest various subheadings. T lists them on the board then T asks Ss to choose the six most appropriate in order to write their report. This is to be done every time Ss have to think of appropriate subheadings for reports of unit 8.*

**(Suggested answer)**

1. Purpose
2. General information
3. Transport
4. Accommodation and Restaurants
5. Tourist attractions
6. Recommendation

- S's own answer (either positive or negative)

• **(Suggested answer)**

**Introductory:** The aim of this report is to evaluate the suitability of .... for ....

**Final:** My recommendation is that ... should / should not be ...

b) • **(Suggested answer)**

To: Mr Thompson, Managing Director  
 From: Steven Robson, Senior Assistant, Personnel Department  
 Subject: Assessment of Kathryn Macintosh  
 Date: 12th May, 1997

- The purpose of the report is to assess the performance of a temporary employee who is being considered for a permanent position in the company.
- **Information to be included in the report:** personal qualities, work record, achievements, punctuality, presentation, recommendation

**(Suggested answer)**

1. Purpose
2. Personal Qualities
3. Work Record and Achievements
4. Punctuality and Presentation
5. Recommendation

- S's own answer (either positive or negative)

• **(Suggested answer)**

**Introductory:** This report contains the assessment of ... which has been requested ...

**Final:** On the basis of the points mentioned above, I would / would not ...

**7 (Suggested answer)**

- a) **para 1:** Purpose - reason for writing the report  
**para 2:** General information (location, etc.) about the island  
**para 3:** Transport - travel to and from the island, transport on the island  
**para 4:** Accommodation and Restaurants - range of choices, places to eat out, etc.  
**para 5:** Tourist attractions - main sights of the island  
**para 6:** Recommendation - recommend whether the island is/is not a suitable holiday destination
- b) **para 1:** Purpose - reason for writing the report  
**para 2:** Personal Qualities - temporary employer's personal qualities  
**para 3:** Work Record and Achievements - information about work record and particular achievements  
**para 4:** Punctuality and Presentation - timekeeping record and personal appearance at work  
**para 5:** Recommendation - recommend whether the employee should/should not be offered a permanent position in the company



**b. Informative Reports**

- 1 **Activities & Entertainment:** sports competitions, talent contest, sideshows  
**Venue & Catering:** gymnasium, sports field  
**Advertising & Prizes:** posters, book tokens, radio announcement  
**Conclusion:** ahead of schedule

- *T points out that Ss should use the passive in order to talk about the progress of the school fete.*

**(Suggested answer)**

The arrangements for the talent contest have all been made, and except for a magician, all the acts for the sideshows have been booked. The venue has been booked, and the arrangements for the sandwich stalls will be made this evening. The sports field is available for use for the whole day, but

nothing has been finalised as far as the hire of a tea tent is concerned. Advertising and prizes have been taken care of. However, not all of the donations from shops have been received. To sum up, everything should be done in time for the fête, since arrangements are ahead of schedule.

- Purpose
- Performing Artists/Groups
- Venue, Facilities and Equipment
- Catering and Ticket Sales
- Projected Costs
- Conclusion

**3 (Suggested answers)**

- To: The President, Ferguson College  
Photography Club  
From: Paul Hopkins, Club Secretary  
Subject: Annual meeting report  
Date: 7th September 1997
  - The purpose of the report is to outline club details, projects and events for the past year and summarise proposals for next year's activities.
  - Information to be included in the report:** purpose, membership, special projects and activities, proposals for next year, conclusion
  - (Suggested answer)**
    - Purpose
    - Membership
    - Special Projects and Activities
    - Proposed Projects
    - Conclusion
  - Introductory para:**  
This report contains details of .....  
The purpose of this report is to .....
- Final para:** In conclusion...  
I am pleased to announce that...

**4 (Suggested answer)**

- Purpose** - reason for writing the report
- Membership** - current membership: 45; aim: 200
- Special Projects and Activities** (Sept '96 - Sept '97)
  - film development course for beginners
  - equipment training
  - summer exhibition for beginners
- Proposals for Sept '97 - Sept '98**
  - various visits to (professional) exhibitions
  - photography weekend trip
  - "Portrait" course
  - funding from photographs sold/school grant (to be confirmed)
- Conclusion**  
overall development and expansion, funding needed, etc.

➤ **c. Survey Reports**

- Caravan/Camping **16%**  
Hotel/Bed & Breakfast **33%**  
Other **18%**

- The survey was about types of holidays which are the most popular.
- The consultant recommends promoting caravan/camping holidays.

- Do you know any (one or more) products from the "Healthy Shine" range?  
NO **60%**  
YES **40%**

Have you sampled any product(s) in the range?  
NO **58%**  
YES **42%**

After sampling, have you made any further purchase(s) of our product(s)?  
NO **15%**  
YES **85%**

**(Suggested answer)**

**Purpose**

This report outlines/This survey report contains, etc.

**Consumer Awareness of Product Range**

- claimed/stated, etc.
- indicates/shows, etc.

**Conclusion**

The results of this survey suggest, etc.

1. majority  
2. percentage/number  
3. percentage/number
4. per cent  
5. one in four

- b About one quarter of those questioned expressed interest in having a bowling green, **which indicates that** sociable team sports appeal.

Sociable team sports appeal, **which is indicated by the fact that** about one quarter of those questioned expressed interest in having a bowling green.

- d By far the largest number of those surveyed responded positively to the idea of having a swimming pool installed, **which proves that**, among pensioners, relaxing aquatic sports are generally preferred to working out in a gym.

Among pensioners, relaxing aquatic sports are generally preferred to working out in a gym, **which is proved by the fact that** by far the largest number of those surveyed responded positively to the idea of having a swimming pool installed.

3. c A small minority of those questioned thought that an arts and crafts centre would be a useful addition, **which indicates that** there are very few pensioners who enjoy creative activities like painting and pottery.

There are very few pensioners who enjoy creative activities like painting and pottery, **which is indicated by the fact that** a small minority of those questioned thought that an arts and crafts centre would be a useful addition.

4. e Twenty-four per cent of respondents wanted a bowling green and nineteen per cent requested a library, **which shows that** outdoor activities and reading are quite popular pastimes.

Outdoor activities and reading are quite popular pastimes, **which is shown by the fact that** twenty-four per cent of respondents wanted a bowling green and nineteen per cent requested a library.

5. a A small proportion of the people asked did want the developer to build a gym and aerobics studio, **which demonstrates that** some of the prospective residents do enjoy taking strenuous exercise.

Some of the prospective residents do enjoy taking strenuous exercise, **which is demonstrated by the fact that** a small proportion of the people asked did want the developer to build a gym and aerobics studio.

5 • **To be circled:**

- Refuse collection - 59%
- Recycling facilities - 56%
- Maintenance of public buildings - 49%
- Beautiful restoration of old Corn Exchange Building - 51%

• **facts/ generalisations:**

- On the whole - generalisation
- A significant percentage felt that - fact
- Over half of those questioned felt that these are poor - fact
- a large proportion of the public was of the opinion that - generalisation
- fifty-one per cent of those surveyed commented favourably - fact

• **Words to replace underlined phrases**

- On the whole** = In general terms, Generally speaking, For the most part, etc.
- A significant percentage felt that** = A large proportion replied/reported that, etc.
- over half of those questioned felt that these are poor** = over fifty per cent/a large proportion, etc. felt/believed, etc. that/expressed disapproval.

**a large proportion of the public was of the opinion that** = a significant number of people, etc. felt/believed, etc. that ...

**fifty-one per cent of those surveyed commented favourably** = over fifty per cent/the majority, etc. expressed approval, etc.

- 6 •
- a) the fact that 43% commented favourably on public parks, while 73% expressed praise for the sports/recreational facilities.
  - b) believed the new sports centre was excellent.
  - c) satisfied with the amenities provided by the council.
  - d) that the Maplegrove Housing estate needs more street lights.

• **(Suggested answer)**

**Council Efficiency**

**Of the 1,000 ratepayers** who completed a questionnaire to indicate their opinion of the performance of Lambshorne Town Council, sixty-five per cent believed that the efficiency of the staff was poor. However, **over half of those who responded** expressed approval of cost efficiency of services, as fifty-one per cent answered ticked "fair" in response to that question. **Opinion was mixed** regarding Helpfulness and Response to complaints. **Over one third** felt that, in this area, council efficiency was poor while **just over one fourth** believed it was good, leaving **the majority** to believe it was fair.

• **(Suggested answer)**

**Introductory para:** The purpose of this report is to evaluate the result of a survey in which 1000 ratepayers were asked to indicate their opinion of the performance of Lambshorne Town Council.

**Final para:** In conclusion, the survey clearly shows that, while most of the ratepayers were generally satisfied with the amenities, the majority expressed dissatisfaction with both the services and the efficiency of the council. Our recommendation, therefore, is that the Council should implement a recruitment scheme in the public health sector. Furthermore, we would strongly advise a review of work schedules in order to increase staff efficiency and minimise the waste of human resources.

7 (Ex. 7 can be assigned as written HW.)

**(Suggested answer)**

**Paragraph Plan**

**Para 1:** Introduce situation - property developer is building a retirement complex where there is some extra space. Survey taken of prospective residents to see which facilities should be included.

**Paras 2 - 4:** Summarise graph - The majority of those questioned .../A very small percentage of ... were interested in having an arts and crafts centre ... Twelve per cent ... wished to have a gym included ... Twenty-four per cent of ... wanted a bowling green and nineteen per cent requested a library ... Generally speaking, sociable team sports are well liked ... in general terms, outdoor activities and reading are quite popular ... etc.

**under the following sub-headings:** Swimming pool, Bowling green, Library, Gym/aerobics, Art and Crafts centre

**Final Para:** I would strongly recommend that a swimming pool is included as ... I would also take into consideration the fact that a reasonable number of those ... would like a bowling green included in the retirement complex.

### ➤ d. Proposal Reports

1 (T should ask Ss to take notes while they listen to the tapescript of Ex. 1. T plays it twice.)

- a. To outline plans to open a bookshop in the Student's Union.
- b. Location / Staff / Prices / Sales
- c. 4th floor of the Student's Union building
- d. Students (on a part-time basis)
- e. Prices should be kept to a minimum.
- f. Selling both new and used / second-hand books.
- g. The proposal would benefit both the university and the students in a number of ways.

- |   |                  |                    |
|---|------------------|--------------------|
| 2 | 1. requested     | 14. introduced     |
|   | 2. am submitting | 15. include        |
|   | 3. concerning    | 16. staged         |
|   | 4. outlines      | 17. have expressed |
|   | 5. to rent       | 18. expect         |
|   | 6. closed        | 19. has agreed     |
|   | 7. has lacked    | 20. finding        |
|   | 8. intend        | 21. to cover       |
|   | 9. produced      | 22. believe        |
|   | 10. granted      | 23. renting        |
|   | 11. propose      | 24. improved       |
|   | 12. benefit      | 25. delight        |
|   | 13. comply       |                    |

**Proposals:** make theatre available to theatrical groups in the area; repair and paint exterior of building, renovate the interior; install additional seating; create further exit

### 3 (Suggested answers)

To: The Manager  
 From: Mrs D. McLachlan  
 Subject: Loan for the expansion of "Veggies and Stuff"  
 Date: June 10th, 1997

### Purpose

This report is submitted in support of our request for a loan to allow "Veggies and Stuff" vegetarian catering company to expand into a more competitive market. The information below contains details of why we believe that expansion is necessary and how the loan will be put to use in order to achieve our goals.

### Reasons for Expansion

"Veggies and Stuff" is currently a home-based business which prepares vegetarian dishes for small private functions. Recently, however, we have received requests to cater for larger functions that we have had to refuse due to inadequate working space, lack of equipment and insufficient staff. It has also come to our attention that there are no other exclusively vegetarian catering companies in the area, which suggests there is a gap in the market that needs to be filled.

### New Premises

As previously mentioned, the premises that the company is occupying at present simply are not adequate to cater for anything larger than a dinner party. For this reason, £50,000 of the loan will be spent on the down payment for the purchase of an old bakery which will be transformed into a large kitchen. This sum will also cover the acquisition of new kitchen equipment.

### Vehicles

A further problem which the company is currently facing is that of transportation. Presently, "Veggies and Stuff" has only one car and, as a result, several journeys are usually required to take all the food to a function. We believe that £40,000 should cover the cost of purchasing two refrigerated vans which will be used to transport the food.

### Staff

Finally, in order to cope with the anticipated increase in demand, "Veggies and Stuff" will need to increase the number of kitchen staff from two to five and delivery staff from one to two. The sum of £15,000 will sufficiently cover the wages of these new company members until "Veggies and Stuff" starts making a profit.

### Conclusion

I hope that the plans outlined in this report are clear and meet with your approval. The company has consulted an accountant who agrees that "Veggies and Stuff" should begin to make a profit by January of next year and be able to start repaying the loan by next July at the latest.

- 4 (T discusses the writing tasks with Ss, elicits ideas from them and writes them on the board. Ss use this information in order to write their report.)

**(Suggested answers)**

- a. • informative report  
 • (T asks Ss to provide a subject title for the report)  
**Subject:** Campaign to ban motor vehicles from centre of Chorton

- **Purpose**  
 to outline present situation and suggest benefits of pedestrianised area

**Present Situation**

amount of traffic flowing through area at present causing air and noise pollution

**Benefits of Pedestrianised Area**

less air pollution, more peace and quiet, safer for pedestrians, will encourage shops/bars/restaurants, etc. to open in the area

**Conclusion**

hope to see requested changes to the area taking place in near future

- b. • proposal report  
 • **Subject:** Transformation of the old Library into Art Gallery  
 • **Purpose**  
 to outline plans for the old Library and indicate how project may be of benefit to the community

**Renovation**

intend to renovate interior and exterior of building and landscape surrounding grounds

**Transformation into Art Gallery**

will require minimal changes to the building itself, collection of modern paintings and sculptures

**Benefits to the Community**

will provide source of cultural interest, will host regular exhibitions of work by local artists, will offer drawing/painting classes

**Conclusion**

hope plan meets with council approval

- c. • assessment report  
 • **Subject:** Facilities for the Disabled in Bromley  
 • **Purpose**  
 to outline present situation/facilities available for disabled people in Bromley and suggest ways to improve the situation

**Present Situation**

uneven, narrow pavements, high curbs, narrow doorways, small telephone kiosks, steps and stairs into shops and public toilets, inadequate public transport etc., all contribute to making life difficult for those disabled

**Transport**

local bus services should provide mechanical lifts enabling wheelchair users to get onto buses

**Streets and Pavements**

pavements should be levelled and widened, curbs lowered and ramps built next to steps so wheelchair users can move around with minimal difficulty

**Buildings and Facilities**

shops, public toilets, etc., should install lifts to facilitate entry, larger telephone kiosks should be provided

**Conclusion**

Bromley's disabled population hope to see suggested changes put into effect in the near future

- d. • survey report  
 • **Subject:** The study habits of students at Morton College  
 • **Purpose**  
 to examine the study habits of students

**Places of Study**

80% college library, 20% home

**Study Times**

55% evenings 5 - 8 pm, 25% mornings 9 - 12, 15% late evenings 8 - 11 pm, 5% (various) hours/free-time between lectures

**Company when studying**

80% prefer to study alone all the time, 20% like to study with class members, especially around exam time.

**Use of Computers**

60% usually or occasionally use computers to help with study, 40% never use one

**Conclusion**

summarise points mentioned above, recommend that library extends opening hours till 11 pm, recommend that college provides individual study rooms and provides additional computer facilities in library

## Study Check 3

- A**
1. It is not necessary. However, as the topic requires you to **begin** with the words: "Nothing is ever as simple as it seems at first glance," it might be easier to use flashback narration to explain the event/situation that was not as simple as had been expected.
  2. The techniques explained on page 28 (Ss' book): Using direct speech, referring to feelings or moods, describing people's reactions to the events developed in the main body, creating mystery or suspense, and/or asking a rhetorical question.
  3. Vivid description of people, places, objects, etc. using a variety of adjectives and adverbs; techniques for setting the scene; the techniques listed above in answer two.
  4. To set the scene, describe weather etc, **Past Continuous**; to describe the characters' feelings, thoughts, words and actions, **Past Simple**. In a story with a flashback narration **Past Perfect** would be necessary to describe the events that took place prior to the beginning of the story.
  5. Sequence links and time words (e.g. first, next, the following day, at last, before, during, after, when, not until, etc).
  6. **Nothing is ever ... glance**, is what the mountain climber is thinking as, lost and injured, he is trying to climb down the mountain to get to base camp. **(Flashback)** He remembers how he had signed up for the expedition (narration of preparation, excitement, etc) thinking it would be fun. **(Return to present)** He is frozen, hungry and in pain, just about ready to give up when he finds a cave. Shelters there, till he hears helicopters. He is rescued.
- B**
1. A "for and against" essay.
  2. **First paragraph**: making reference to an unusual or striking idea/scene/situation, addressing reader directly, and/or including a quotation/thought-provoking statement.  
**Last paragraph**: finishing with a quotation/rhetorical question, and/or giving the reader something to consider.
  3. No, because it is a balanced argument and not an opinion essay.
4. Linking words **to list points** (firstly, finally, etc), **to list advantages** (One advantage, etc), **to list disadvantages** (A further disadvantage, etc), **to introduce points** (It is widely claimed, many people believe that, etc), **to add more points** (in addition, furthermore, etc), **to make contrasting points** (however, despite, etc), **to introduce examples** (for example, such as, etc), **to emphasise a point** (clearly, of course, etc), **to express reality** (in fact, actually, etc), **to make general statements** (as a rule, on the whole, etc), **to make partially correct statements** (to an extent, in a way, etc), **to explain** (in other words, this means, etc), **to express cause** (because, due to, etc), **to express effect** (therefore, thus, etc), **to express intention** (so as to, in order to, etc) **to conclude** (In conclusion, On balance, etc)  
Note: additional linking words in Ss' book p. 62-64.
  5. **(Suggested answer)**  
**Modern science as salvation:**  
**point 1:** scientific discoveries in medicine make it possible to treat/cure people that in past would have died of diseases/accidents, etc.  
**point 2:** telecommunications/transport make it possible to speak to anyone at any time/go to any place in the world.  
**point 3:** computer technology has made life easier and man can do much that he couldn't before.  
  
**Modern science as a disaster:**  
**point 1:** nuclear weapons have already caused much destruction, and existing weapons could destroy the planet.  
**point 2:** toxic waste, radioactivity, acid rain, pollution, chemicals, etc are poisoning, destroying the environment.  
**point 3:** computer technology and automation have caused man to become redundant in many areas and resulted in unemployment.
  6. There are two possible paragraph plans.  
(Ss' book p. 60)  
**Introduction**  
para 1: (state topic - without your opinion)  
**Main body**  
paras 2 & 3: (arguments for and justifications/examples)  
paras 4 & 5: (arguments against and justifications/examples)  
**Final paragraph**  
balanced consideration/opinion expressed directly or indirectly  
  
or (Ss' book p. 68)

**Introduction**

para 1: (state topic - without your opinion)

**Main body**

para 2: (first argument for and against)

para 3: (second argument for and against)

**Final paragraph**

balanced consideration/opinion expressed directly or indirectly

**C** 1. A proposal report.

2. Yes, because the words "in support of your request for a loan" imply the request has already been made. It may have been made by phone, in a letter or in person.

3. The bank (Manager)

4. Formal

5. **(Suggested answer)**

The location, the premises, type of restaurant, the fact that there are no such restaurants in area, equipment you will need to buy, necessary renovations, cost to rent/renovate/equip/advertise, etc, how much you believe the place will make in first year.

6. **(Suggested subheadings)**

- Purpose
- Location and Premises
- Renovation and Equipment
- Costs
- Projected Profits

**D** 1. A letter giving information

2. **You are head of a committee**, which is organising an **event in aid of homeless people**. Write a letter to **prospective participants, telling them about the event** and explaining **what will be expected** of them if they participate.

3. A charity event, such as a music concert, a theatrical play, a jumble sale, a bazaar, etc.

4. Depending on the type of event, they might be asked to put up posters, to collect items for sale, to help set up the stage, to perform, to stand behind the sales counters, etc.

5. Dear Sir/Madam, Yours faithfully.

6. **purpose:** with the intention of, to, so as to, in order to, so that, etc.

**effect:** thus, therefore, consequently, as a result, as a consequence, for this reason, etc.

**7. Paragraph Plan**

**Introduction**

**para 1:** (state reason for writing)

**Main body**

**paras 2-3:** (give information - what kind of event, who, when, where, etc).

**para 4:** (explain - what required by participants)

**Final paragraph**

closing remark

**E** 1. **Describe** an **occasion** which turned out to be **much more enjoyable than you had expected** and **give reasons why you enjoyed it**.

2. An older relative's birthday party, a dinner party organised by your employee, an event organised for charity, etc.

3. Description of the time, place, people present, the weather, activity, etc.

e.g. The room was very noisy and smoky as it was crowded with people. Not recognising any of the other guests I sat in the corner ...

e.g. Long tables had been set up from end to end, filled with any pastry and cake imaginable. Smiling politely, the little old ladies, patiently stood there ...

4. Past tenses because it is a description/narration of one particular occasion which I was present at in the past.

5. **First reason:** I met someone very pleasant and interesting and spent my time talking to him/her.

**Second reason:** The occasion was very unusual, not what one would have expected for the particular event. (e.g. A rock band performed, the dinner party was informal and attended by different types of people - not just colleagues).

**6. Paragraph Plan**

**Introduction**

**para 1:** what the occasion was, where, when, who was present/involved

**Main body**

**paras 2-3:** description of the occasion

**paras 4-5:** reasons why I enjoyed it

**Final paragraph**

final comments, thoughts/feelings

**F** 1. An assessment report

2. A course on factory health & safety, in-service training (hotel staff, chefs, etc), computer skills, training on new equipment/techniques used in a company/factory, etc.

3. (Suggested answer)

To: Name of Manager, title/position  
 From: My name, title/position  
 Subject: Assessment of X training course  
 Date: X/X/X

4. The subjects covered, usefulness/relevance of course to your company's needs, skills taught, how many hours of theory taught and how many of practice.

5. (Suggested answer)

e.g. assessment of two-week computer training course

**PURPOSE** (e.g. to assess X computer training course)

**COURSE OBJECTIVE** (e.g. to update employees in new computer technology)

**TRAINING AREAS** (e.g. computer programmes used in offices/accounting, production, etc)

**APPLICATION** (e.g. There is a need for advanced computer skills, greater storage ability, faster access, etc)

**RECOMMENDATION**

6. (Suggested answer)

It is useful because employees attending this course could operate the new programmes, which would result in better organisation, increased efficiency and production.

**Unit 9 - Articles/News Reports/Reviews**

- |   |                 |                |
|---|-----------------|----------------|
| 1 | 1. c - accident | 3. b - kennels |
|   | 2. a - opinion  | 4. d - book    |
| 2 | 1. E - v        | 4. A - ii      |
|   | 2. D - i        | 5. C - iv      |
|   | 3. B - iii      |                |

3 (Suggested answers)

1. Wreck of 14th century pirate ship discovered off Ross Sound
  2. Baroness Amelia Phipps to marry Lord Clement
  3. Verne's Bank fraud exposed
  4. Belfast teachers angered by education cuts
  5. Council to impose night-time noise restrictions
  6. January sales start (now)!
  7. Big Ben voted city's favourite landmark
  8. BBC firmly against TV advertising
  9. Roadworks confuse city drivers
  10. NUM to start two-week strike
- 4
  1. News report on UNICEF's latest campaign.
  2. Film review in a newspaper or magazine about *Men in Black*.
  3. News report describing current event involving Queen Elizabeth.
  4. Article in a newspaper or magazine discussing how to lead a healthier lifestyle.
  5. Argumentative article in a newspaper or magazine discussing genetic engineering.
  6. Article in a brochure or magazine describing Barbados.
  7. News report about a hero in a bank robbery.
  8. News report about rioting at a football cup final.

➤ a. Articles

- 1
  - 1 C - describes a place
  - 2 D - involves argumentative techniques
  - 3 A - describes a person
  - 4 B - involves argumentative techniques
- 2
  1. - This article should give practical advice to students on how to keep up with the workload.
    - It should include practical suggestions and advice (e.g. design a timetable for yourself, don't leave assignments till the last minute, etc).
  2. - This article should describe two places of interest in your area.
    - It should include where the places of interest are located, what there is to do/see there, how to get there, etc.
  3. - This article should discuss whether or not young people are being forced to grow up too fast.
    - It should include both sides of the argument and a conclusion containing your own opinion on the subject.
  4. - This article should describe the company.
    - It should include all important information about the company (e.g. product range, market share, managerial structure, company history, plans for future, etc).



- 3 •
1. In fact
  2. not only
  3. but also
  4. therefore/thus
  5. However/On the other hand
  6. In addition/Furthermore
  7. Furthermore/In addition
  8. thus/therefore
  9. In conclusion
  10. On the other hand/However
- **Against:**
    - youth affected by depiction of gratuitous violence and immorality
    - TV has led to increase in juvenile crime and breakdown of moral values
- Suggestion 1 & result:**  
government could censor contents of TV programmes/restrict broadcasting times - limit degree to which children might be exposed to negative influences
- Suggestion 2 & result:**  
parents could monitor what children watch - ensure that their children are not exposed to negative influences
- CONCLUSION:**  
summary of opinion
- It is a formal article (frequent use of the passive; wide range of advanced vocabulary; complex sentences; formal linking words/phrases; no contracted forms, no use of idioms, etc).
- 4 A. •
- an advertisement for the Roxbury Annexe of the Hightree Leisure Centre
  - a leaflet advertising the Roxbury Annexe or a brochure for the Highbury Leisure Centre
  - **Suggested title:** Health and Fitness Haven
- B. •
- an article in a magazine offering advice to first-time computer buyers
  - a general interest magazine (as opposed to specialist magazines)
  - **Suggested title:** First-Time Computer Buying Made Easy
- C. •
- a description of a place (the Oregon coast)
  - a magazine or travel brochure
  - **suggested title:** Uniquely Oregon
- D. •
- a discursive article concerning voters' power
  - a serious magazine concerned with politics
  - **suggested title:** The Voice of the Voters - Is Anybody Listening?
- 5 1. b - The article discusses whether or not young people are spoilt today.  
- The style is informal (colloquial expressions, contracted forms, etc)
- It would probably be published in a general interest magazine.
2. a - The article describes Antigua as a holiday destination.  
- The style is formal (no colloquialisms/contractions, complex sentences)  
- It would be published in a travel brochure or magazine.
3. c - The article discusses and offers solutions to the problem of noise pollution.  
- The style is formal (passive voice, advanced vocabulary, etc)  
- It would be published in a newspaper or environmental magazine.
- 6 •
- a. A Question of Willpower
  - b. If You Need Help
  - c. Alternative Approaches
  - d. Avoid Starting Again
- **Para 1:** introduce topic -- advice on how to stop smoking  
**Paras 2 - 4:** ways to stop smoking  
**Para 5:** things that should be done once you have stopped smoking  
**Para 6:** summary of points mentioned
- Para 2:  
You can = One way to stop smoking is to  
Or you can = An alternative method is to
- Para 3:  
You can = It may prove helpful to
- Para 4:  
Otherwise, you can = Should these methods fail, you may
- Para 5:  
you should = it is important to take steps to  
You should = Firstly, it is wise to  
You can = Making sure you are occupied will
- Para 6:  
you may also have to = it may also be necessary to
- 7 2. Possibly the most ...  
3. Also worth visiting ...  
4. Most visitors to London ...  
5. Among the many other ...
- 8 a) •
- to promote a new package holiday
  - potential tourists
  - formal
  - **(Suggested answer)** Visit Majorca for Less
- **(Suggested answer)**  
transport, accommodation, entertainment, beaches, facilities, prices, things to do there

- **(Suggested paragraph plan & optional sub-headings)**  
**Para 1:** give name and location of resort and state fact that your travel company is now offering a new package holiday at this place along with the price  
**Para 2: Travel in Style** - details of transport (e.g. flights, coach to hotel, etc)  
**Para 3: Luxury Accommodation** - details of accommodation (e.g. location of hotel, surrounding area, facilities, etc)  
**Para 4: Fun in the Sun** - details of entertainment, activities and things to see at resort (e.g. discos, bars, beaches, attractions, etc)  
**Para 5:** recommendation of the resort and package holiday
  - Descriptive techniques should be used (e.g. range of descriptive vocabulary, reference to senses, suggesting mood/atmosphere, etc)
  - b) • to discuss equal job opportunities in your country
    - the general public
    - formal
    - **(Suggested answer)** Equal Opportunities?
    - **(Suggested answer)** types of jobs available for men and women, inequality (differences in pay/treatment), etc; change – improvement in legal rights, some progress in certain sectors, etc.
    - **(Suggested paragraph plan - subheadings not required)**  
**Para 1:** state topic  
**Paras 2, 3:** describe existing situation (e.g. say whether there are certain jobs only available to men/women, differences in pay/treatment, etc)  
**Para 4:** details of changes which have taken place in recent years  
**Para 5:** concluding remarks, hopes for the future, etc
    - Discursive techniques should be used (e.g. topic sentences + justification, linking words/phrases, etc)
  - c) • to inform travellers of problems that they could face while abroad and to advise them how to avoid/deal with such problems
    - potential travellers
    - formal (it could also be informal if you want to sound friendly)
    - **(Suggested answer)** Take Care While Travelling Abroad
  - **(Suggested answer)** problems which might be faced, ways to avoid such problems, how to deal with problems if they do arise, etc  
**(Suggested paragraph plan & optional sub-headings)**  
**Para 1:** state purpose of leaflet – to give information and advice concerning problems travellers could face abroad  
**Para 2: Potential Problems** - details of problems which could arise (e.g. missing luggage, loss of money/passport, etc)  
**Para 3: Avoiding Problems** - advice on how to avoid problems while travelling (e.g. keep belongings together, carry a first-aid kit, take travellers' cheques not cash, etc)  
**Para 4: Dealing with Problems:** advice on how to deal with problems if they do arise (e.g. contact your embassy, etc)  
**Para 5:** conclude by wishing readers a happy, problem-free holiday
  - Discursive techniques could be used (the article resembles a "Solutions to Problems" essay; techniques such as addressing the reader, using a quotation, etc, would be effective) and/or descriptive techniques (descriptive vocabulary suggesting mood/atmosphere, etc)
- 9 *Students should select information and make notes from their answers to question 8 to write the paragraph plan and article.*

## ➤ b. News Reports

- |                 |                    |
|-----------------|--------------------|
| 1. collapsed    | 6. services        |
| 2. this evening | 7. dead on arrival |
| 3. construction | 8. serious         |
| 4. fans         | 9. tragedy         |
| 5. landed       | 10. inspection     |

### **(Suggested answer)**

A gate collapsed at Wellgood Stadium in Barton early this evening. One person died and twenty others are reported to have been injured. Officials believe that the tragedy occurred due to a fault in construction.

Fans were queuing up when they heard a terrible grinding noise. Within seconds, the gate had collapsed and landed on top of the fans.

The emergency services were called in immediately. The injured were taken to St. Luke's Hospital. One of the fans, Larry Martin, was found to be dead on arrival at the hospital. The others are in a serious but stable condition.

A spokesman for the stadium said, "This is a terrible tragedy and we cannot blame the fans in any way." The stadium will remain closed until a thorough structural inspection has been carried out.

- 2 A **Para 1:** summary of event -- what, when, where, who  
**Para 2:** further details of event  
**Para 3:** cause  
**Para 4:** what happened after event  
**Para 5:** reference to future developments, comments

**passive voice:** were killed, (were) injured, was caused, had been left, (was crowded), were called  
**Tenses:** Mainly Past Simple; also, in final paragraph, Future Simple, Present Perfect and Present Continuous.

**best headline:** Explosion Rocks Airport

- B **Para 1:** summary of event -- what, who, where, when  
**Para 2:** description of how painting was found  
**Para 3:** details about importance and history of painting  
**Para 4:** comments, future developments

**passive voice:** was thought, have been destroyed, was found, was wrapped, was being cleared, was believed, have been destroyed, has not yet been revealed

**Tenses:** Mainly Past Simple; in final paragraph, Present Perfect; also Present Simple, "it is not clear".

**best headline:** Masterpiece Found in Attic

- 3 1. B - news report (facts, formal style)  
 2. A - narrative (direct speech, feelings, rhetorical question)  
 3. C - news report (facts, formal style)

- 4 1. gave his seal of approval  
 2. make a bid  
 3. widespread fear  
 4. led to a public outcry  
 5. wary  
 6. put paid to  
 7. far-reaching repercussions  
 8. fruitless

- 5 a) Model A is a news report; Model B is a narrative.

b) **Paragraph Plan for Model A**

**Para 1:** summary of event (what/who/where/when)  
**Para 2:** details of event  
**Para 3:** causes  
**Para 4:** comments/reference to future actions

**Paragraph Plan for Model B**

**Para 1:** set the scene  
**Paras 2, 3, 4:** development of story/main event/reactions  
**Para 5:** feelings

- c) Model A requires a headline as it is a news report.

- d) i) Model A                      iv) Model B  
 ii) Model B                      v) Model B  
 iii) Model A

- 6 • (1) Millionaire missing - kidnapped??  
 (2) Raymond Bradley (53), 15, Victoria St.  
 (4) Keswick

(9) **Police:**

- (3) abducted (7) 17.45, (5) Friday 17th Sept
- (10) possible involvement of organised crime syndicate - Bradley contributed to anti-drug fund
- suspect (8) car found abandoned on shore of Lake Windermere
- (14) investigations continuing

(11) **Wife (Candice, 48):**

- (13) offering reward of £50,000 for info
- "I never believed it could happen. It's like a nightmare."
- (12) "The criminals are trying to get back the money they lost on drug sales."

**Daughter (Wendy, 15):**

- "He is the kindest man in the world. He was only trying to do some good, and now this happens."

**Jeremy Walsh (witness, 38):**

- "I saw him (6) being pushed into a dark red Vauxhall Cavalier by a tall, dark-haired man in a black suit."

- The other information has not been included as it is irrelevant to the subject.

- **suitable headline:** Mob Kidnaps Millionaire

7 (Suggested answer)

**Sturminster Runner Breaks 100m Record**

Trevor Johnston of Sturminster, a newcomer to national competition, won the gold medal for the 100m in the National Championships yesterday.

Johnston, 22, a university student, broke the previous record by 0.13 seconds and has been duly hailed as Britain's best up-and-coming young athlete, and it seems he is the one to watch. A dedicated athlete and the best runner his coach, Bruce Anderson, has ever trained, it seems he certainly deserved to win.

As he is the only athlete from Sturminster ever to gain a medal, a celebration is being organised in Johnston's honour by the mayor. The whole town was backing Johnston, who has loved running since he was a little boy and always claimed he'd win a gold medal one day. It seems that confidence is the key.

After the race, a beaming Johnston said, "I am proud to have brought such honour to my town. I

couldn't have done it without my trainer. Next stop, the Olympics!"

*(T should tell Ss that the information may be left out or rearranged where necessary.)*

- 8
1. A suspicious-looking package was discovered by children in a city-centre shop yesterday. The police were called by the shop's owner and the package was successfully defused by a bomb-disposal team.
  2. A well-known restaurant in Laycock was closed down by the council last week after a mouse was found in the kitchen. The owner was warned by health officials that the restaurant could not be reopened until the required standards of cleanliness were met.
  3. Passengers were held captive by a man on a Manchester bus for an hour on Monday afternoon. The kidnapper, who was unarmed, was later removed by the police. It is believed that the man was making a protest about public transport services in the area./The man is believed to have been making a protest about public transport services in the area.
  4. The world record for windsurfing across the Channel has been broken by an amateur. 25-year-old Dean Travers was congratulated by the mayor of Longbridge upon his return home on Thursday. Dean's record-breaking trip had been completed in near-perfect conditions two days previously.
- 9
2. The witness **refused** to discuss the matter with reporters.
  3. The judge **objected** to the fact that known criminals are/were released on bail while awaiting trial.
  4. Mr Bingley **denied** that he had ever seen the woman before in his life, or that he had tried to assault her./ Mr Bingley **denied** having ever seen the woman before in his life, let alone having tried to assault her.
  5. The spokesman **commented** that (it was worth noting that) it was the largest crowd ever to have attended a Cup Final.
- 10
- a) • Suggested headline: Plane Crash in Sahara
    - All the information points given should be included in the introduction.
    - **Suggested Paragraph Plan**
      - Para 1:** summary of event - where/when plane crashed
      - Para 2:** details of people killed/injured
      - Para 3:** details of how plane crashed
      - Para 4:** details of what happened afterwards
      - Para 5:** comments/reactions, future developments
    - The conclusion should contain reference to future developments and/or comments/reactions.

- b) • e.g. Twins Reunited after Thirty Years
  - All the information points given should be included in the introduction.
  - **Suggested Paragraph Plan**
    - Para 1:** summary of event - names/age of twins, how/when/where reunited
    - Para 2:** details of separation
    - Para 3:** what had happened to them after their separation
    - Para 4:** comments/reactions, future developments
  - The conclusion should contain reference to future developments and/or comments/reactions.
- c) (i: 48 Vehicle Pile-up on M25)
  - N/A
  - All the information points given should be included in the introduction.
  - **Suggested Paragraph Plan**
    - Para 1:** summary of event - where/when pile-up occurred
    - Para 2:** details of people injured/killed
    - Para 3:** details of why the pile-up occurred
    - Para 4:** details of results
    - Para 5:** comments/reactions, future developments
  - The conclusion should contain reference to future developments and/or comments/reactions.
- (ii: Bomb Scare False Alarm)
  - N/A
  - All the information points given should be included in the introduction.
  - **Suggested Paragraph Plan**
    - Para 1:** summary of event - where/when bomb scare occurred
    - Para 2:** details of what happened at the scene
    - Para 3:** details of what happened after scare
    - Para 4:** future developments, comments/reactions
  - The conclusion should contain reference to future developments and/or comments/reactions.
- (iii: Royal Visit to Orphanage)
  - N/A
  - All the information points given should be included in the introduction.
  - **Suggested Paragraph Plan**
    - Para 1:** summary of event - where/when royal visit took place
    - Para 2:** details of why visit occurred
    - Para 3:** details of what happened during the visit
    - Para 4:** future royal visits, comments/reactions

- The conclusion should contain reference to future developments and/or comments/reactions.

**(iv: Mountain Climbers Still Missing)**

- N/A
- All the information points given should be included in the introduction.

**• Suggested Paragraph Plan**

**Para 1:** summary of situation - who is missing, where/how/when

**Para 2:** details of where and when climbers went missing

**Para 3:** details of search and rescue attempts

**Para 4:** suspected reason(s) for disappearance

**Para 5:** future developments, comments/reactions

- The conclusion should contain reference to future developments and/or comments/reactions.

11 (Students should use information and make notes from their answers to question 10 to write the outline plan and article.)

➤ **c. Reviews**

- 1
1. Man
  2. America (in the late 1980's)
  3. drama
  4. very well-written
  5. convincing
  6. miss

- 2
- Para 1:** Background - author, type of story, setting, theme, main characters
- Para 2:** Main points of the plot
- Para 3:** Comments on various features - tale/episodes, life in the early 1900's
- Para 4:** Overall assessment of work/recommendation

- |                     |                      |
|---------------------|----------------------|
| 1. (c) novel        | 6. (c) excellent     |
| 2. (b) well-written | 7. (a) moving        |
| 3. (b) set          | 8. (b) heart-warming |
| 4. (d) tale         | 9. (d) fascinating   |
| 5. (a) plot         | 10. (c) worth        |

- 3
- |          |               |                |
|----------|---------------|----------------|
| <b>a</b> | 1. opening    | 3. lines       |
|          | 2. rehearsal  | 4. interval    |
| <b>b</b> | 1. stunts     | 3. action      |
|          | 2. soundtrack |                |
| <b>c</b> | 1. heroine    | 3. character   |
|          | 2. plot       | 4. climax      |
| <b>d</b> | 1. thriller   | 3. masterpiece |
|          | 2. themes     | 4. readable    |
- a - play
  - b - film
  - c - book
  - d - book

- 4
- |                 |               |
|-----------------|---------------|
| 1. TV           | 6. curtain    |
| 2. theatre      | 7. gratuitous |
| 3. box-office   | 8. thunderous |
| 4. long-running | 9. rave       |
| 5. standing     | 10. Oscar     |

(As an extension T can ask Ss to make sentences using these collocations.)

**5 Students should tick:**

**Background**

- setting - where
- music/soundtrack
- main actor/actress
- name of director

**Main Body**

- details of plot
- main character
- comments on acting
- comments on plot
- comments on characters
- other comments

**Conclusion**

- positive comments by critic
- negative comments by critic
- recommendation

(Note: T points out that an overall assessment need not include only positive or negative comments, but can include both.)

- 6 Students' answers to these questions will vary greatly; however, both instructions call for a favourable review ("a film ... which would be of interest to their fellow students"; "a book ... which has strongly influenced your views on life"), should follow the basic paragraph plan on p. 150, and could include useful expressions from pp 150-151. Note that each task includes an additional purpose (a - "giving reasons"; b - "describe ... ways it has influenced you ") which should not be ignored.

**7 Sample paragraph plan + notes (Answer to 6a)**

**Para 1:** background (*Trainspotting*, directed by Danny Boyle, social drama - Scotland's youth today; concerns drug abuse/crime, through narration of "hero", Renton)

**Para 2:** plot (follows life of Renton, a young Scots heroin addict, and his friends; misadventures, aimless existence, attempts to give up heroin, illegal activities of friends)

**Para 3:** comments (extremely realistic screenplay; brilliant direction; superb acting by Ewan MacGregor as Renton; exciting soundtrack - rock music; gripping/convincing/etc)

**Para 4:** special features (hard, honest look at delicate subject; avoids romanticising; very powerful anti-drug message, by revealing truth about addicts' lives)

**Para 5:** reasons why of interest (apart from excellence as cinematic achievement, deals with subject relevant to students' lives, will persuade them to avoid drugs)

**Para 6:** overall assessment/recommendation (one of best films of decade, if not ever)

## Study Check 4

- A**
1. **(Suggested answer)** Yes, I would give the scene of parting first, then narrate the events which led up to it. This would be more effective/dramatic.
  2. e.g. direct speech; a rhetorical question; addressing the reader directly; referring to feelings/moods; describing people's reactions; creating suspense
  3. e.g. vivid description of people, places, events using evocative verbs, adjectives and adverbs; use of the senses; direct speech; creating mystery/suspense; referring to feelings/emotions; addressing the reader directly
  4. Past tenses, since it is a narrative.
  5. • **(Suggested answer)** myself and close friend at airport; he/she is leaving the country, never to return; sadness, difficulty in saying goodbye
    - narrative of how the friend came to the decision to leave (e.g. bad news from family in another country, has to go and take charge, asks me for advice, etc)
    - watching the plane take off (e.g. "With tears in my eyes and a leaden feeling in my chest, I realised I would never see him again.")
- B**
1. ... would like to send a group of your employees abroad to study other companies' design and production methods. Write to the head of a company abroad asking if employees can visit ... explaining the reasons ...
  2. **(Suggested reasons)** admire their lines of clothing; would like to improve design/production; want to expand range, this would improve our own production, quality, etc
  3. • e.g. I am writing to enquire into the possibility of sending ...
    - e.g. Thank you in advance for your cooperation, and I look forward to hearing from you.
  4. Dear Sir/Madam, or Dear Mr/Mrs/Ms + surname
  5. Yours faithfully + full name (if recipient's name is not known)  
Yours sincerely + full name (if recipient's name is known)
  6. **Paragraph Plan**

**Introduction**  
Para 1: state reason for writing

**Main body**  
Para 2: reason 1 + result  
Para 3: reason 2 + result  
Para 4: reason 3 + result

**Conclusion**  
Para 5: closing remarks
- C**
1. Describe someone you have known for a long time ... what you think this person will be like ... ten years' time.
  2. e.g. a close friend, relative, sibling, etc
  3. Because of their present lifestyle, ambitions, etc, they might have changed in a particular way.
  4. • physical appearance (briefly), e.g. She is tall and slender, with a friendly smile and sparkling blue eyes.
    - character, e.g. Although she is patient and understanding, when it comes to her ambitions she can be quite ruthless.
    - activities/hobbies/interests, e.g. She is quite artistic and enjoys painting and playing music.
    - ambitions, e.g. She is determined to succeed as a stockbroker, and is already on her way to becoming a well-known and respected member of the profession.
    - feelings, e.g. She is a person you cannot help but like.
  5. *Past tenses* to describe our meeting, *present tenses* to describe the subject now, and *future tenses* to describe the subject as he/she will/may be in ten years' time.
  6. **Suggested Paragraph Plan**

**Introduction**  
Para 1: who person is, first meeting, what relationship is like now

**Main body**  
Para 2: subject's appearance/character  
Para 3: subject's activities, etc, ambitions  
Para 4: what subject will be like in 10 years' time

**Conclusion**  
Para 5: summing up (e.g. hope I will still know the subject in ten years, etc)
- D**
1. Describe ... popular seaside resort ... mid-summer
  2. description of a place
  3. • location, appearance, facilities
    - things to see and do
    - feelings
  4. present tenses, as it is a straight description (past tenses if including a description of a visit to the place).
  5. e.g. the sound of chattering/laughing children; the smell of suncream; bright sun; sparkling waves; blue sky; cool breeze; etc

6. Suggested Paragraph Plan

**Introduction**

**Para 1:** name/location/reason for choosing the place (e.g. Brighton, located on the south coast of England, is a fascinating and lively seaside resort.)

**Main body**

**Para 2:** general features (e.g. It is a place with a lot to offer – beaches, a pier, antique shops, etc)

**Para 3:** particular details (e.g. The Brighton Pavilion is a fascinating building which was built by ...)

**Conclusion**

**Para 4:** comments/feelings and/or recommendation (e.g. Brighton is a lively town which is well worth visiting whether you are interested in outdoor activities, antiques shopping or ...)

- E
1. giving an opinion
  2. "... quality of life ... better fifty years ago than ... today." How far do you agree ...?
  3. e.g. making reference to an unusual scene/situation; using a quotation; addressing the reader directly; asking a rhetorical question; giving the reader something to consider
  4. **To express opinion:** e.g. I believe; In my opinion; I think; In my view; I strongly believe; The way I see it; It seems to me (that); etc  
**To list points:** e.g. In the first place; First of all; To start with; Firstly; To begin with; etc  
**To add more points:** e.g. What is more; Another major reason; also; Furthermore; Moreover; In addition to this/that; besides; Apart from this; not to mention the fact that; etc  
**To introduce contrasting viewpoints:** e.g. It is argued that; People argue that; Opponents of this view say; There are people who oppose; Contrary to what most people believe; As opposed to the above ideas; etc  
**To conclude:** e.g. To sum up; All in all; All things considered; Taking everything into account; etc
  5. (S's own choice of answer)

6. Suggested Paragraph Plan

**Introduction**

**Para 1:** state topic and personal opinion (e.g. Was life better or worse fifty years ago? This is a question which, in my opinion, has no definite answer as things have changed for the better while others have changed for the worse.)

**Main body**

**Paras 2, 3:** positive changes (e.g. medical advances, less tiring jobs, longer life, technological advances, etc)

**Paras 4, 5:** negative changes (e.g. more pollution, people less close/friendly, faster pace of life, more stress, etc)

**Conclusion**

**Para 6:** summary of opinion (e.g. All in all, I believe that life is better than it was fifty years ago because we have better facilities, more leisure time, etc. However, life would be even better if some of the positive aspects of life 50 years ago could be revived.)

- F
1. letter giving suggestions
  2. ... library ... is to be expanded. Write letter ... explaining how ... facilities could be improved ... suggesting ... new services ... the library could provide
  3. e.g. more staff; more magazines/periodicals; better study facilities; new services - Internet, video recorders, etc
  4. **explain:** e.g. It is a fact that ...; Many people have mentioned ...; etc  
**suggest:** e.g. It would be a good idea/to everyone's advantage ...; A very useful addition would be ...; Access to ..... would be widely appreciated; etc

5. Suggested Paragraph Plan

**Introduction**

**Para 1:** state reason for writing

**Main body**

**Paras 2, 3:** explain how existing facilities could be improved, giving reasons

**Paras 4, 5:** suggest new facilities, giving reasons

**Conclusion**

**Para 6:** closing remarks (e.g. I feel these changes and additions would improve the library enormously, and I would be delighted if you would consider them.)

- G
1. Describe your plan for ... ideal day ... explain ... choice ...
  2. (**Suggested answer**) Because the topic says "plan for an ideal day" I would say that it should be a very pleasant day which is possible to arrange, not a "dream" day during which all sorts of amazing things happen.
  3. e.g. being with friends; riding in the countryside; exploring an unfamiliar city; etc
  4. 2nd conditional for describing the day itself/present tenses for explaining
  5. Narration would be included since you are describing the plan for a day; details of your plan would be given using sequence words (first, then, after that, etc).

6. Suggested Paragraph Plan

**Introduction**

**Para 1:** state the topic and give a general idea of what an ideal day would be for you and reasons

**Main body**

**Paras 2, 3:** describe ideal day in sequence (e.g. I would wake up late; meet friends for coffee; drive to the seaside; enjoy a day in the sun; in evening go out for a meal/to a concert, etc)

**Conclusion**

**Para 4:** sum up feelings (e.g. express hope that your ideal day will become reality)

- H**
1. If you begin with the given sentence, flashback narration is necessary, but if you end with the words it is not essential.
  2. e.g. use of direct speech; a rhetorical question; addressing the reader directly; referring to feelings/moods; describing people's reactions; creating suspense/mystery
  3. e.g. vivid description of people, places, events using strong verbs, adjectives and adverbs; use of the senses; direct speech; creating mystery/suspense; referring to feelings/emotions; addressing the reader directly
  4. Past tenses, because it is a narrative.
  5. e.g. first; then; after that; finally; etc
  6. **(Suggested answer)**
    - meet man at airport who asks if I can check in piece of luggage for him
    - he is very friendly, offers to buy me a drink, etc, so I agree
    - I board plane and do not see him on the flight
    - I arrive at customs and am arrested for carrying illegal substances
    - while I am waiting for a lawyer, I think, "I should have known ..."

- I**
1. letter giving advice
  2. As head of an advertising agency ... have received a letter from ... clothing company asking for advice ... how to boost sales
  3. suggest setting up advertising campaign including:
    - TV / magazine / newspaper / flyers, etc
    - live show
    - endorsement by famous figure
    - models in shops, etc

*(you should add that, as director of the advertising firm, you can arrange all of this on a professional basis)*

4. **(Suggested answers)**

It might/would be to your advantage / be useful ...  
I believe your best course of action would be ...  
I would strongly suggest/recommend ..., etc

5. Suggested Paragraph Plan

**Introduction**

**Para 1:** reason for writing

**Main Body**

**Paras 2, 3, 4:** advice/suggestions with reasons

**Conclusion**

**Para 5:** closing remarks (e.g. I hope this advice will be of help to you, and I would be very willing to help you achieve your goals on a professional basis.)

- J**
1. giving an opinion
  2. "... world would be ... more peaceful ... if ... more women in power." Do you agree?
  3. **(Suggested answer)** I agree up to a point, since women tend to be more peace-loving and co-operative than men, but it seems that often when women gain power they become more aggressive in order to compete/keep their position and gain respect from their male counterparts.
  4. e.g. making reference to an unusual/striking idea/scene/situation; including a rhetorical question; quotation; thought-provoking statement; addressing the reader directly; giving the reader sth to consider
  5. Useful linking words/phrases **to list points:** e.g. To begin with; in the first place; etc **to list advantages/disadvantages:** e.g. one advantage/disadvantage; the main advantage/ disadvantage; etc **to introduce points for or against:** e.g. it is widely held; scientists oppose the view; etc **to add points to the same topic:** e.g. moreover; apart from; etc **to make contrasting points:** e.g. In spite of; nonetheless; etc **to introduce examples:** e.g. for example; such as; etc **to emphasise a point:** e.g. naturally; clearly; etc **to express reality:** e.g. in practice; in effect; etc **to make general statements:** e.g. by and large; on the whole; etc **to make partially correct statements:** e.g. to some degree; in a sense; etc **to explain/clarify a point:** e.g. in other words; that is to say; etc **to express cause:** e.g. on account of; as; etc **to express effect:** e.g. consequently; therefore; etc **to express intention:** in order to; so that; etc **to conclude:** e.g. on the whole; on balance; etc

*(Note: additional words/phrases can be found in Ss' book p. 62-65.)*



6. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** state topic and opinion

**Main Body**

**Paras 2, 3:** give points **for** (e.g. women more peaceful, nurturing, less domineering, etc so would want to protect rather than destroy)

**Paras 4, 5:** give points **against** (e.g. women in power become aggressive, have to protect the status quo and their positions, have to go along with executive decisions, etc)

**Conclusion**

**Para 6:** sum up opinion (e.g. If the power structure were to change as more women came into power, perhaps the world would become a more peaceful place, but I doubt if such changes will take place in the near future.)

- K**
1. description of a place expressing impressions and reactions
  2. e.g. the place where you grew up/spent many holidays, etc
  3. e.g. good associations: joy, happiness, etc/bad associations: sadness, unhappiness, etc
  4. physical/factual information/details relating to the senses to suggest mood and atmosphere/ opinions/impressions of the place
  5. e.g. present tenses to describe how the place is now/feelings now or past tenses to describe the events in the past which made the place so special

6. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** name, location, reason for describing this place in particular

**Main Body**

**Para 2:** general features of place

**Para 3:** particular features of place and emotional associations

**Conclusion**

**Para 4:** reasons for your emotional associations, final comments

- L**
1. newspaper article presenting an opinion and providing suggestions
  2. e.g. improving roads/pavements; creating parks; improving educational facilities/crèches, etc
  3. conditional tenses - to give suggestions as to what could be done
  4. e.g. Firstly it would be wise to spend some of the grant money on improving ...; Another beneficial use of the money would be to ...; It seems that most schools are sorely lacking funding for ... and that a contribution from the grant would be very welcome

indeed; The grant money would also be wisely spent on ...; All in all, the grant money would be best spent on checking ...

5. **Suggested Paragraph Plan**

**Title**

**Introduction**

**Para 1:** state topic and give information on grant

**Main Body**

**Paras 2-4:** suggestions for ways to spend grant money and results

**Conclusion**

**Para 5:** general opinion of best way to spend the money

- M**
1. assessment report presenting and evaluating the positive features of a place
  2. who the proposal is to and from; what the subject of the report is; date. I would also include an introduction (Para 1) stating the purpose and content of the report.
  3. You could give information on **activities with a historical interest** - e.g. visiting castles, museums, cathedrals, etc; **cultural interest** - e.g. visits to theatre, opera, musicals; **restaurants** - e.g. going to theme restaurants/bars, etc; **sporting interest** - e.g. special sports centres/opportunities for different sporting activities orienteering/hiking/sailing/handgliding, etc
- 4/5. e.g. **Historical; Cultural; Sporting; Restaurants; Other**

- N**
1. ... article/advertisement ... misleading ... Write letter to ... editor stating ... views ... requesting ... misleading information be corrected
  2. (**Suggested answer**) advertisement for a holiday town / holiday apartments / a product, etc
  3. (**Suggested answer**) The description of the holiday resort may not be accurate; e.g. not peaceful, unspoilt, near sandy beaches as stated. The product may not be able to do the things the advertisement claims it can, e.g. silver polish which actually removes the silver rather than making it shine.
  4. e.g. I am writing to suggest that the advert for ... be removed from your magazine on the basis that it is wrong/misleading; Firstly, I would like to point out that ...; Another thing that is misleading is ...; Thirdly, the advertisement claims that ...; Finally, ...; I would be very grateful if you would consider removing this advertisement from your publication in a bid to protect your readers from unscrupulous advertisers ...

(style must be polite. e.g. it is not the editor's fault your e.g. holiday was ruined)

6. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** state topic (pros and cons of living longer)

**Main body**

**Paras 2, 3:** points for living longer (e.g. more time to enjoy life, spend more time with family, etc)

**Paras 4, 5:** points against living longer (e.g. overpopulation, too many old people for families, to support, etc)

**Conclusion**

**Para 6:** closing remarks (possibly stating your own personal opinion on the subject or a balanced consideration)

- V
1. Describe ... two ... memorable events ... say what ... consequences ... were
  2. narrative description of past events
  3. two
  4. e.g. your own/close family member's wedding; your graduation ceremony; the birth of your first child; holiday too far away, exotic country; etc
  5. (Ss' own answers)
  6. e.g. dramatic consequences like getting a good job, becoming ill, character changes, etc
  7. Past tenses to describe the events that happened, present tenses to describe any consequences which continue to affect me today.

8. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** state what the piece is about (two memorable events)

**Main body**

**Para 2:** first memorable event (what/when/where; why memorable; consequences resulting from event)

**Para 3:** second memorable event (what/when/where; why memorable; consequences resulting from event)

**Para 4:** general feelings about both events

**Conclusion**

**Para 5:** closing remarks

- W
1. opinion composition
  2. e.g. making reference to an unusual scene/situation; using a quotation; addressing the reader directly; asking a rhetorical question; giving the reader something to consider
  3. **(Suggested answers)**
    - **Yes** (e.g. professionals are paid thousands of pounds to play sports and TV multi-billion pound industry)
    - **No** (e.g. many people enjoy playing sports themselves; amateur theatrical companies)
  4. Your own opinion should be stated directly because this is an opinion essay.

5. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** state the topic and your opinion (agree/disagree)

**Main body**

**Paras 2 - 4:** state reasons for agreeing/disagreeing give examples to justify opinions

**Para 5:** state opposing viewpoint with example, then justify why you disagree

**Conclusion**

**Para 6:** closing remarks (summarise, state your opinion)

- X
1. formal
  2. e.g. habits/customs; food; transport; money; special precautions; etc
  3. Subheadings could be used (e.g. Saying Hello, Food for Thought, Getting Around, etc).
  4. e.g. Getting to know Spain

5. **Suggested Paragraph Plan**

**Introduction**

**Para 1:** name/location and general information

**Main body**

**Para 2:** habits, customs

**Para 3:** food

**Para 4:** transport

**Para 5:** money

**Para 6:** special precautions

**Conclusion**

**Para 7:** closing remarks (e.g. welcome readers, wish them a pleasant visit, recommend country, etc)

# Tapescripts

## Unit 1: Describing People

### ➤ Exercise 11 (p. 9)

**Clive:** You know, there's something I've often thought about with you two. You're very similar in some ways but there are a lot of differences.

**Anthony:** What do you mean, Clive?

**June:** That's not true.

**Clive:** Well, I've known you two for a long time, and I can't help noticing some pretty striking differences.

**June:** Like what?

**Clive:** The way you dress, for example. You both dress very fashionably, but you have your own particular style.

**Anthony:** What's my style, then, Clive?

**Clive:** **Casual**, of course. Look at what you're wearing now: casual shoes, casual jacket. I mean, when was the last time you wore a tie, for example?

**June:** Must have been our wedding, wasn't it?

**Anthony:** I suppose so. Nothing wrong with that, is there? I like the way I dress. I feel comfortable in these clothes.

**Clive:** June, on the other hand, is always very **smart** and looks more conservative.

**Anthony:** I don't think you can tell much from our appearance, Clive. What about personality? Do you think our characters are different as well?

**Clive:** Yes, of course they are. What I mean is, you're both very self-confident, but there's a difference. Anthony, you'd say you were **sociable** wouldn't you?

**Anthony:** Sociable? Yes, very much so. I really enjoy **company**.

**Clive:** Exactly. Whereas June isn't at all outgoing, are you June?

**June:** I suppose not. I do enjoy my own company.

**Clive:** And that's why you seem **shy**. It's not that you are, but you seem very shy to someone who doesn't know you.

**Anthony:** What else have you noticed, Clive?

**Clive:** Mainly that you're both very **sensitive** people. Anthony, I'd say you're sensitive in a slightly negative way.

**Anthony:** What do you mean?

**Clive:** Well, you are quite easily **offended**.

**Anthony:** I suppose that's true. I just think people should be a bit more careful about what they say.

**June:** What about me?

**Clive:** You're a very **caring** person ... very sensitive towards others. Anyway, you're two of the nicest people I know, which is why I feel I can say all of this to you ...

### ➤ Exercise 16 (p. 10)

**A:** What's that you're reading?

**B:** Oh, it's called *Cold Snow*. I've just about finished it. It's by Emma Smith. Have you heard of her?

**A:** Yeah. I know her, actually.

**B:** You know her?

**A:** Yeah, I've known her for years. She's a good writer, isn't she? And very successful.

**B:** I've enjoyed all of her novels. So, what's she like then?

**A:** She's very nice, quite normal really. Of course, being so successful means she can afford more expensive interests than most people.

**B:** Such as ...?

**A:** Well, she **loves travelling** all over the world.

**B:** Oh, must be nice to be able to do that. What sort of life does she lead when she's not travelling. Is it all high-society parties?

**A:** No, not at all. She's taught me that the life of a writer is not what you'd expect. She has to have a **daily routine**, the same as all of us, so she **gets up early** and writes from eight in the morning till four in the afternoon. She's very **disciplined** about it.

**B:** I always imagined her living in a big house in the country with a gorgeous husband and horses and everything.

**A:** No! It's nothing like that. She **lives in a normal house** with her **two children**. Of course she has a nanny for the kids, because she's away so much. And she's **divorced**. In fact, she's been divorced for as long as I've known her.

**B:** Oh, it must be so nice to be successful, but I wouldn't want to feel, you know, that I'd done *everything*, and didn't have any more **ambitions**; nothing left to achieve.

**A:** Well, she has one big ambition, and that's to **start a school for young writers**. She says she wishes that she'd had more idea of what to do when she was starting out, so she wants to encourage young people as much as she can, and give them a good start.

### ➤ Exercise 18 (p. 11)

**Stella:** Guess who I've just seen downstairs?

**Pat:** I give up. Who?

**Stella:** Stewart Donnel.

**Pat:** Stewart who?

**Stella:** Donnel. You know, the new production manager.

**Pat:** Oh him – you mean the **tall** one with the **broad shoulders**.

**Stella:** Yeah, he's **fifty-something** with **grey hair**, wears **brightly-coloured ties**; you must have seen him.

**Pat:** Yeah, I know who you mean.

**Stella:** Well, I can't stand him.

**Pat:** Why?

**Stella:** He's really condescending. He thinks he's so superior.

**Pat:** I didn't know you'd ever spoken to him. Has he done anything to make you dislike him so much?

**Stella:** Well, for a start, **he's rude**. You weren't at that meeting in the summer so you didn't see the way he behaved. Honestly, the way he spoke to me was unforgivable. He practically said I was useless.

**Pat:** Oh, I see.

**Stella:** And another thing; **he steals people's ideas and pretends they're his own**. Tanya told him about her idea for speeding up the production process, and what happened? First thing on Monday morning he went to the Manager's office and presented the idea to him. No mention of Tanya, either. That's why he got promoted.

**Pat:** Huh! It sounds like it would be best to keep out of his way.

**Stella:** I would if I were you.

➤ **Exercise 23 (p. 14)**

**Roger:** In the studio tonight we have the daughter of those well-known Hollywood stars, Stephen and Freya Updike. Liliانا, welcome to the show.

**Liliana:** Thank you, Roger. It's nice to be here.

**Roger:** Liliانا, let me start by asking you about your childhood. What was it like being the child of two such famous actors? It must have been very glamorous.

**Liliana:** Well, no, not really. All that glamour doesn't really interest you as a child. Besides, remember that I grew up in England and spent very little time with my parents.

**Roger:** Hmm. So who was the greatest influence on you when you were growing up?

**Liliana:** Definitely my grandmother. She was the one who took care of me. She did everything for me. It was my grandmother who used to cook for me every day. She was an excellent cook and I used to love her food.

**Roger:** Yeah. Um, what else do you remember?

**Liliana:** I remember that she used to take me shopping for clothes. I enjoyed that because she would let me try everything on. Also, when I was about eight, I remember being ill for a long time, and it was my grandmother who nursed me during that time.

**Roger:** Mmm, she sounds like a very special woman.

**Liliana:** Oh she was. She made me feel safe when I was feeling insecure. She was the one thing in my life that never changed. And of course, she loved me as if I was her own daughter. She was always there when I needed her.

**Roger:** Mmm. Did you feel bitter towards your parents?

**Liliana:** Not really. Again, because I was so young, I didn't know anything different. At school, all the other kids talked about their parents and I used to talk about my grandmother in the same way.

**Roger:** What do you think your grandmother taught you?

**Liliana:** Oh, lots of things. Everything, in fact. She taught me about life, but she taught me in a very special way, probably because she was so much older. She always explained things to me. She would never tell me to do things without giving an explanation of *why* I should do them.

**Roger:** Mmm. And what do you think is the most important thing she taught you?

**Liliana:** The difference between right and wrong. This is very important for everyone, and I was lucky enough to have someone who was experienced, and who loved me, who could teach me values which will last me for a lifetime.

**Roger:** Liliانا, thank you for being with us this evening.

**Liliana:** Thank you.

—— **Unit 2: Describing Places/Buildings** ——

➤ **Exercise 1 (p. 18)**

**Man:** Excuse me, I was wondering if you could help me?

**Travel Agent:** Yes?

**Man:** Well, in your window it says you have special rates for trips to Ireland and Scotland.

**Travel Agent:** Ah ha. Well, the Scotland deal – it's to Edinburgh actually – is very attractive – just £500 for a week in the Athens of the North – flights included of course.

**Man:** Is that per person?

**Travel Agent:** Yes.

**Man:** Ah, that's rather dear for me.

**Travel Agent:** Well, the Ireland trip – to Dublin, is £250 per person.

**Man:** Oh, that sounds more like it. Actually, I was supposed to go there for a business meeting three months ago, but I couldn't make it. Anyway, I heard some really good things about it. Would you say it's worth taking the family there?

**Travel Agent:** Oh, yes, definitely. It's a lovely city, with a bit of something for everyone – gorgeous parks, beautiful architecture and plenty of cultural activities. It's a place with real character.

**Man:** So I'm told. What is there for a family to do?

**Travel Agent:** Well, first of all you should take a walk around the city. Have a look at Dublin Castle, Christchurch and St. Patrick's Cathedral, and while you're walking you can enjoy the atmosphere of the 18th century terraces and green squares.

**Man:** Well, it definitely sounds like the place for us this year.

**Travel Agent:** I'm sure you'll have a wonderful time as few people seem to be able to resist falling in love with the place!

**Man:** So what else has the city got to offer?

**Travel Agent:** Hmm. Well, the pubs are great. There are some excellent museums too, and Dublin theatres have some very exciting attractions. Of course, there are plenty of cinemas as well.

**Man:** What can the kids do, though?

**Travel Agent:** Oh, Phoenix Park is a must. It's one of the greatest parks in the world, with a fantastic zoo and plenty of things to see. They'll be fascinated. There's also a dog-racing track which might interest them. On the whole, I'd say that Dublin is a great place for the whole family.

**Man:** Well, it sounds ideal. So, what exactly does the deal include? ...

➤ **Exercise 11 (p. 22)**

**Nelson's Column**

Good evening. Those of you who've been following our series *History in Stone* will have already learnt about some of Europe's most notable monuments. Today it's England's turn, and where better to start than in the capital, London.

High on the list of any sightseeing tour is the famous Nelson's Column, and visitors flock here from all over the world to admire this unique landmark, built between **1840 and 1843**. Serving as a base for Nelson's statue, the column stands **56 metres** high. It was erected, and the square in which it stands was renamed, to commemorate Admiral Lord Nelson's victory at what was known as "The Battle of **Trafalgar**".

The column stands in the centre of Trafalgar Square, right in the heart of **London**, and is the site of a beautiful church, St Martin-in-the-fields, the National **Gallery**, and other impressive buildings. At street level, the column is flanked by four **stone lions** designed by Sir Edwin Landseer.

The overall impression that greets the visitor is one of grandeur and elegance. The monument **towers** above the London streets as a reminder of the grander days in Britain's **history** when this once-great nation ruled the seas.

➤ **Exercise 14 (p. 23)**

**Mary:** So, you're leaving London for good, are you?  
**Stephen:** Yes. You see, my grandmother died recently and she's left me their cottage, and ... well, I just couldn't stand to sell it so I've decided to go live there ...  
**Mary:** Really? Where is it?  
**Stephen:** It's in a small fishing village on the coast of Cornwall. It's a gorgeous area — all rocky coastline, quite wild and unspoilt. And the village itself is still pretty much the way I remember it from when I was a child.  
**Mary:** Oh, sounds ideal. What's the cottage like?  
**Stephen:** It's really lovely. It's very old — about 400 years old, I think, and it's built of stone. It looks right out over the harbour, and it's got this fantastic fireplace that's almost like a room in itself. Of course it's small — just two rooms and a kitchen — but it's fine for me.  
**Mary:** But why is the place so important to you?  
**Stephen:** You see, I spent at least 3 months of every year there when I was a child, so it's full of memories. I was always happy there — I felt safe and loved. And even when I visited after my grandmother's death, I had the same feeling. It's just a happy place, I suppose.  
**Mary:** But won't you find it inconvenient, living so far away?  
**Stephen:** Maybe a bit, but it'll be worth it just to be so close to the sea and nature. Cornwall is a beautiful place, you know, and I want that to be part of my life. I'm sick of looking at nothing but buildings all the time.  
**Mary:** Well, I just hope you'll invite me for a visit. I could do with a bit of fresh air myself.

———— **Unit 3: Describing Objects** ————

➤ **Exercise 1 (p. 32)**

**Man:** Good afternoon, madam. How can I help you?  
**Woman:** Well actually, I think I might be able to help *you*. I saw your ad in the paper, you know, asking for a piece to exhibit in the glass exhibition.  
**Man:** Ah yes. Do you have something with you?  
**Woman:** Well, no, actually it's at home ... but I can tell you about it.  
**Man:** Mm-hmm ... Is it a large piece? We really don't need anymore large pieces, you know, we're running a little bit short of space.  
**Woman:** Oh no. It's quite **small** — surprisingly **heavy** though — that's why I didn't bring it. Well, I was a bit scared of dropping it too.  
**Man:** Right, and can you give me an idea of dates?  
**Woman:** Sorry? Oh, of course yes — well I think it's late 18th century.  
**Man:** Ah lovely. Not damaged I hope?  
**Woman:** Oh no — it's in perfect condition.

**Man:** Okay, great. So, what does it look like?  
**Woman:** Well it's a **round** pitcher.  
**Man:** Ah-ha ... any pattern?  
**Woman:** No, nothing like that; it's just **plain green**.  
**Man:** I see. I don't suppose you know where it was made.  
**Woman:** Well, actually I'm almost certain it's **Venetian**. My mother's Italian you see, and she says it's been in the family for years.  
**Man:** Really? So, let me make a note of this ... one **glass** pitcher. Actually it sounds very similar to one of the other exhibits — it doesn't have two **handles** by any chance, does it?  
**Woman:** No, just **one** — and a small **base**.  
**Man:** Ah no, no it's not the same.  
**Woman:** You will be careful with it, won't you? I mean, like I said, it's been in the family for years and I'd feel terrible if anything happened to it.  
**Man:** Of course we will. Right — when can we come and pick it up?

- **Unit 4: Describing Festivals/Events/Ceremonies** -

➤ **Exercise 1 (p. 34)**

**Paul:** Sarah! Welcome back! How was your trip to China?  
**Sarah:** It was fantastic. It's an amazing country, with a fascinating history. There are so many things to see.  
**Paul:** Oh yeah? So what do you remember most about it?  
**Sarah:** Well, one *really* interesting thing was the Dragon Boat festival. I was there both before and during the festival, so I got a really good idea of how it's all done.  
**Paul:** Tell me about it.  
**Sarah:** It takes place on the fifth day of the fifth month of the Chinese lunar calendar, and it combines the sports event with a traditional celebration based on the legend of Ch'u Yuan, who lived 2300 years ago.  
**Paul:** So, what's the legend about?  
**Sarah:** Well, his story is quite tragic, really.  
**Paul:** Ahha?  
**Sarah:** He was a very patriotic person and an advisor to the ruler of the state. Oh, he was a well-known poet, as well. Anyway, he was in favour of an unpopular policy and was banished to a place south of the Yangtze River. Eventually he drowned himself because he was so unhappy over his banishment. Then the village people went out to search for him and they threw rice dumplings into the water to keep dragons and evil spirits away from his body.  
**Paul:** Oh, so that's why they have dragon-shaped boats for the festival.  
**Sarah:** Yeah, that's right. Weeks before the festival they start repainting and polishing the carved boats, and the boat-race contestants do a lot of training as well.  
**Paul:** So what happens at the festival nowadays? Do people still go out in their boats and throw rice in the water?  
**Sarah:** No, not really. But there are the boat races, and the spectators eat sticky rice cakes called Zong zi to remember the rice dumplings that were thrown into the water so long ago.  
**Paul:** It sounds fascinating.  
**Sarah:** Oh, it is! The boats are so gorgeous, and the race is really, really exciting. It was an unforgettable experience.

**Unit 5: Narratives**

➤ **Exercise 2 (p. 38)**

John Carter, a successful lawyer, said goodnight to the office security guard late that evening. He had had a hard day and all he wanted was to be driving home through the empty streets. As he left the huge building he took a look at the moonlit sky. The night was rather warm for October, but still he felt a bit chilly so he pulled on his cashmere coat and headed for the car. He was just about to reach for his keys when suddenly he felt rough hands grabbing at his coat. A harsh voice hissed in his ear, "Think you can have it all, don't you?" A hard and heavy object hit the back of his head and then he saw the cold pavement rushing towards his face.

When Carter didn't return home, his wife, Miriam, grew worried. By the next morning she knew something was terribly wrong, and decided to call the police. Two weeks passed and finally the police chief invited Miriam down to the station. "We are very sorry, Mrs Carter," he said gravely, "but your husband seems to have disappeared without a trace. We'll continue the search, but please don't get too hopeful." Miriam refused to give up and decided to go to the newspapers. She had her husband's photograph published and offered a large reward for anyone that could help her find him.

The months went by and eventually Miriam started to come to terms with the fact that her husband might never come home. She decided to start working again, not because she needed the money, but just to get out of the house that she and her husband had shared. Miriam quickly found a job organising fund-raising events for a charity organisation which fed and offered shelter to the city's homeless. It wasn't until six months later, though, that she actually visited one of their hostels in the city centre.

"Tragic, isn't it?" said Mike, one of the in-house counselors. "You see him over there?" he added, pointing to a tramp who was dressed in dirty, ragged clothes and staring intently at Miriam. "Poor devil doesn't even know his own name! You should have seen him when he first came here – looked like he'd been run over by a bus!"

Miriam watched the tramp as he raised his coffee cup to his lips, his eyes still fixed on her face. Then he stood up and walked over to her. "Have you got a pound for a sandwich?" he asked. Her heart began to hammer and involuntarily she reached forward and pushed the matted locks of hair away from his eyes. "John?" she gasped. A deep frown creased his forehead and his confused eyes searched her face. "Do you know who I am?" he whispered. "Yes, of course," she answered, barely able to hold back her tears. "Please tell me," he said, "I can't remember."

➤ **Exercise 11 (p. 42)**

**A:** You haven't told me about your holiday. How did it go?

**B:** Oh, it was wonderful! Everything was perfect. Until the last day, that is.

**A:** Why, what happened?

**B:** I went down to the beach on my own and I decided to go for one last swim. I was lying on my back in the water, floating there without a care in the world.

**A:** Sounds wonderful.

**B:** It was, but when I decided to swim back I realised I'd got caught in a current and, even though I was moving my arms and legs, I didn't seem to be getting anywhere. I started to feel really tired.

**A:** Wasn't there anyone around?

**B:** No! That was the thing, I was so far out that no one would have heard me.

**A:** Oh dear. What did you do?

**B:** Well, it gets worse! I started to get cramp in my legs and arms and my head went under a couple of times.

**A:** Oh, how horrible!

**B:** I panicked. I know they say you should never panic but I could just feel the water dragging me under.

**A:** So, how did you get back?

**B:** I was just about to go under for the third time when I heard the sound of a motor. Some people in a small boat had seen me and they pulled me out – just in time, too!

**A:** That was lucky! How do you feel about swimming now? Have you been back in the water?

**B:** No! I'm too scared. I'm frightened to even go in a swimming pool now. I still have dreams where I'm being pulled under the water, and I feel ...

**Unit 6: Discursive Essays**

➤ **Exercise 1 (p. 54)**

**P:** Hello and welcome to *Have Your Say*, the show in which you, the public, get the chance to air your opinions. The question today is, "Is progress bad for us?" and I can see that our studio audience are ready to state their opinions. Yes, sir?

**A:** I don't think there's anything to discuss really. Of course we need progress. Where would we be if we hadn't invented electricity, for example? People wouldn't be watching this programme, for a start. The way I see it, we should be happy with what we've got. We certainly can't live without it.

**P:** OK. Thank you for that. Now, next? Yes, the woman in the blue.

**B:** I think you've got to look at progress from several standpoints. If we consider it from the point of view of health, then naturally we have to take into consideration the enormous steps that we have taken in the field of medicine. Then if we examine the aspect of employment, well, there might not be so many jobs but the conditions are much better. Social issues, however, such as crime and drugs, are another viewpoint and you have to admit that these are real problems and we need to face them now. So, it really depends on how you look at it.

**P:** Thank you. I think someone wants to comment on that. Yes, sir?

**C:** Yes I do! The problems we should be dealing with are environmental ones, like pollution and the threat of radiation. Imposing tighter regulations on industry, and concentrating on reducing damage to the environment would be one way to solve the problems facing our planet. Another solution would be

to force governments to limit the spread of nuclear power stations and weapons. Then the world will be a safe place to live in. And only then will we be in a position to look at social issues.

**P:** Well, we're certainly getting some strong opinions on today's programme. Let's move on, to our next opinion ... yes, sir?

**D:** Well, everyone here has made some good points, and, while I agree that there are some positive aspects of progress, we can't deny that there are some disadvantages too. With regard to health, of course we live longer and can cure disease, but, on the other hand, we have new diseases to deal with. As for employment, there's no doubt that working conditions have improved, although there are fewer jobs available. And, despite the fact that industry has developed and given us great benefits, it has also brought with it pollution and other modern-day problems. Progress is not going to stop; we just have to accept the good with the bad.

**P:** Well, thank you for that. And now, after a short commercial break, our panel of experts will give their opinions, so stay with us.

### Unit 6a - For and Against Essays

#### ➤ Exercise 2 (p. 60)

**Host:** Welcome back to *Speak Your Mind* and if you've just joined us, I'm your host Charles Stoneman. My guests tonight are Alan Whitman and Professor Bob McKay and the topic is genetic engineering. We've just got a few minutes left this evening so, before we run out of time I'd like to ask you both to briefly repeat your main arguments on this emotive subject. Alan, would you like to go first?

**A:** Well, to sum up, I believe that, should the progress we're seeing at present in the genetics field continue, within the next ten years parents will be able to choose the sex, height, build, hair and eye colour and so on of their children. In the same time period we'll have cures for diseases like cancer and AIDS. We'll be living longer in a healthier society. And if I could just make one final point; with modern genetic technology applied to livestock, we could produce enough cheap food to feed the world easily.

**Host:** Thanks, Alan. Well, Bob, what have you got to say in reply to that?

**B:** Well, I'm sure I speak for the great majority of people when I say that there is something profoundly and morally wrong in meddling with human life. Only the rich developed nations could afford the technology we're talking about, whilst poorer, underdeveloped nations would still face all their current problems. And how would the world support a longer-living population? If we all lived to be a hundred, some estimates put the world population at over 50 billion by the year 2090.

**Host:** There we have it then. Alan Whitman predicts a world where we will be able to choose the sex of our children. On the other hand, Bob McKay argues that it's morally wrong to alter humans. While it is a nice thought that we may be able to use genetic engineering to cure serious diseases,

this has to be considered alongside the problem of dividing the world between rich societies which will benefit from the new technology, and poor ones which will continue to suffer in the same way they do today. And, finally, there is the tempting prospect of being able to feed the whole world; no more starvation. But how will we deal with the huge population? It's going to get pretty crowded!

What do you think? Our phone lines are open now, and the numbers to call are on the screen.

#### ➤ Exercise 18 (p. 69)

**Man:** So, what do you think of this new early retirement scheme?

**Woman:** Oh, I think it's marvellous! I know I'm only 59, but I've been working since I was twenty and I feel like it's time for a bit of rest and relaxation.

**Man:** I know — we all feel like we need time to rest and relax sometimes, but if I know anything about you you'll be bored in no time. You know how people always say they're going to do all sorts of interesting things when they retire, and what do they end up doing? Watching TV all day, bored out of their minds.

**Woman:** But Jim, I wouldn't give myself the time to get bored. You know how much I've always wanted to travel. I've just never had the chance, and now I've saved up quite a lot of money, so retiring early will give me the opportunity to travel while I'm still young enough to enjoy it. Just imagine... China, Japan, South America...

**Man:** Yes, being able to travel sounds great if you've saved up enough money. But just imagine how difficult it is even to survive on a pension if you haven't saved any money. And of course the earlier you retire, the less money you'll have.

**Woman:** You do have a point. I know a lot of pensioners find it hard to get by, but still — think of all the free time you'd have. When I'm not travelling I'll be able to spend as much time as I want with my family and friends. I'll have the time to get to know my grandchildren better.

**Man:** Yes, and I'd have time to fish and play golf and — oh, hundreds of things. But don't you think it's a waste of experience? You and I are both very experienced people with a lot to offer in the workplace. I mean, you can't just have offices full of young people who've never had to deal with certain situations before. No, I think it's a terrible waste of useful people.

**Woman:** You may be right, but personally I prefer to leave it to the younger ones. They'll learn, just like we did when we were starting out.

### Unit 6b - Opinion Essays

#### ➤ Exercise 2 (p. 70)

**Presenter:** On today's programme in the series *English Law* we have with us Judge Stevens, a well-known judge who has some very strong views on community service.

**Judge Stevens:** That's right. I firmly believe that wider use of community service could save the taxpayer a lot of

money. **The reason for this** is that prisons today are becoming more and more overcrowded, making them increasingly expensive to run.

**Presenter:** I see. You mean that if fewer people were sent to prison, less tax money would be needed as there would be fewer prisons.

**Judge Stevens:** Yes, exactly. Another point I'd like to make is that the community can also benefit from a social point of view. **For example**, offenders are often required to carry out painting and building work, help in caring for the elderly, maintaining public parks and so on.

**Presenter:** Of course that would be beneficial. In a way, it would be services at no cost at all to the community.

**Judge Stevens:** Right. Furthermore, it is important to remember that we are not talking about dangerous criminals but people who are trying to change their lives for the better. However, prison life can actually turn these minor offenders into hardened criminals simply in order to survive.

**Presenter:** So what you're saying is that from a personal viewpoint, prison sentences can be damaging because minor offenders are often forced to become like the other inmates.

**Judge Stevens:** Yes, and I'd like to make one more point if I may. Community service can be particularly positive from a psychological point of view since prisoners often find it difficult to lead normal lives after they leave prison. For instance, minor offenders who do community service still remain part of society and can do everything they did before they were convicted.

**Presenter:** So they still live at home with their families, keep their jobs, and so on and so forth. Yes, I understand how that is good for their self confidence. I hope that our listeners will support your views. Thank you very much for your time and ...

### Unit 6c: Essays Suggesting Solutions to Problems

#### ➤ Exercise 1 (p. 76)

**Mary:** You don't look so good. Is there anything wrong?

**Lily:** No, not really. I suppose I've been under a lot of strain recently. I'm just finding it a bit hard, what with my job and looking after the kids, and the housework on top.

**Mary:** You should talk to people. Talking things over with friends really helps, you know. It makes you see things differently, gives you a fresh perspective. And get some exercise! I know you're busy but if you take more exercise, you'll find it really helps you to feel more relaxed.

**Lily:** That's just it. I'm so busy anyway, where will I find the time?

**Mary:** You have to make time. You have to find an hour a day just for yourself. It can be first thing in the morning before the children get up, or last thing at night, but you have to have one hour uninterrupted. You'll find that this really helps you to clear your mind.

**Lily:** But what if none of this works?

**Mary:** Well, what I always do is make a list of my worries. I write them down, one by one. First, I cross off the things I can't change. Then I deal with the problems individually. I

find that helps a lot.

**Lily:** Mm. That sounds like a good idea. It's going to be a pretty long list, though, I'm afraid.

### Unit 7a: Letters of Request

#### ➤ Exercise 1 (p. 85)

**Jane:** So what about the exhibition? Have we arranged a venue yet?

**Sam:** Afraid not. I just got a letter from the council saying we can't use their space. They need it for an exhibition of their own so I thought I'd try the community centre. I was just about to write a request to them.

**Jane:** Right. Well, make sure you state clearly what we want – I mean, that we need to rent the space for a month and that we're putting on an exhibition of local potters' work. You can add that we want their space because it's big and centrally located.

**Sam:** Okay. Anything else I should say?

**Jane:** Tell them that if they let us use the space, we'll be able to put on a better exhibition. And you should say that more people will become familiar with their facilities if we have the exhibition there.

**Sam:** Right.

**Jane:** And don't forget to thank them in advance. That always sounds good.

**Sam:** I'll write it now, and then we can talk about who's showing what ...

### Unit 7b: Letters Giving Information

#### ➤ Exercise 1 (p. 88)

**Margaret:** I've just received a letter from the catering company. It's about our annual dinner party.

**Charles:** That's good. What do they say about the cost?

**Margaret:** Well, let me read the whole letter to you.

Dear Mrs Ware,

I am writing in reply to your letter requesting that we organise your company's annual dinner party.

We would like to suggest that a formal meal of five courses be provided for the occasion. The cost of this will be £45 per person.

The venue which we feel would be most suitable for the dinner party is a hotel. We have found in the past that the Royal Crest Hotel is ideal. Where entertainment is concerned, we propose booking a band to play live music after the meal.

I must ask you to confirm this booking no later than 1st November to allow us ample time to make the necessary arrangements. Please do not hesitate to contact me by telephone should you require any further information.

Yours sincerely,

J.P. Brown

**Charles:** I think all of that sounds fine, don't you?



**Margaret:** Yes. Shall I call to confirm the details then?

**Charles:** Yes. Do that today.

➤ **Exercise 7 (p. 92)**

**Training Director:** So, Julie, is everything organised for June's training course? I've got to let Professor Jones know what's happening.

**Julie:** Yes, I think so.

**Training Director:** Right, can I just run through my check-list with you to make sure? Let's start with the programme.

**Julie:** Yes, there'll be a reception on Wednesday at 8 pm. I managed to get a booking at the Crown.

**Training Director:** Good, the Crown is much better than the others; well done. So when do the lectures start?

**Julie:** On Thursday morning, at 9 am – Professor Jones is the first speaker. And the good thing is that the hotel has conference rooms which we can use, so we'll be holding the lectures there. Then, after that, we'll be having lunch, and at two in the afternoon we go to the factory to see the new production line.

**Training Director:** Good, so we should be finished there by 6, which will give us time to get ready for dinner. Have you booked the restaurant?

**Julie:** Yes, dinner will be at 8 at Smith's restaurant. It's been highly recommended.

**Training Director:** Right, fine, on to Friday. What do we have for Friday morning?

**Julie:** At 9 am there's a discussion group with Professor Jones about the factory visit. We'll be using the hotel again for that. Then, a light lunch, after which we'll be having the address by the General Manager. That's at two o'clock.

**Training Director:** I hope they all stay awake; she does tend to go on a bit!

**Julie:** That's why we're having a light lunch. And I've scheduled a coffee break for half-way through.

**Training Director:** Brilliant idea! That just leaves the last evening, the cocktail party. It's 8:30, isn't it?

**Julie:** That's right, in the hotel lounge. And the following morning, Saturday, at 10 am, there's a car to take Professor Jones to the airport.

**Training Director:** Good. It should be fun! And you've checked all the bookings, have you?

**Julie:** Yes ... hotel for Professor Jones ... cars to and from the airport ... minibuses for the factory visit ... restaurant. Yes, yes, it's all done.

**Training Director:** So, we'd better send that letter to Professor Jones, and then could you ...

———— **Unit 7c i): Letters of Advice** ————

➤ **Exercise 1 (p. 93)**

**Albert:** We got a letter from the council this morning, Betty.

**Betty:** Did we? What's it about?

**Albert:** The break-ins in the area. Listen, I'll read it to you.

Dear resident,

In view of the recent break-ins in the area over the last few months, we are writing to every resident to offer some practical advice on how to protect your home against burglars.

Our advice would be that when you leave your house you should ensure that all doors and windows are securely locked. You should also make sure that any items of value, such as cash and jewellery, are never left where they can be easily found by an unwelcome visitor. It is also suggested that a burglar alarm system should be installed.

One suggestion that we have is that the residents form a **neighbourhood watch group**. Although there are frequent patrols in the area, they cannot protect your home at all times. A neighbourhood watch group could ensure that any suspicious visitors or activities are immediately reported.

If you have any further queries or suggestions regarding this matter, please do not hesitate to contact us.

Yours faithfully,

P. Henderson

What do you think of that, love?

**Betty:** Sounds sensible to me. I've been saying for ages that we should do something before our house gets broken into.

— **Unit 7c iii): Letters to the Authorities/Editor** —

➤ **Exercise 1 (p. 97)**

**Sylvia:** Good morning Mr. Williams. I have lots of letters for you this morning.

**Mr Williams:** Good morning, Sylvia. Are any of the letters interesting?

**Sylvia:** Well, there's another one about the environment.

**Mr Williams:** Does it say anything about any particular environmental problems?

**Sylvia:** Let me read it to you.

"The appalling situation of our waters being contaminated by chemical waste from factories has resulted in problems for both the fishing industry and residents alike. Skin and eye problems have developed in those people who swim in waters filled with rubbish and dead fish. Additionally, farmers have had their annual crops damaged by chemicals which have polluted water supplies. Finally, everyday life has become extremely unpleasant due to the overwhelming stench which originates from nearby factories."

**Mr Williams:** Mm. Does it give any suggestions on how to deal with the problems?

**Sylvia:** Yes, listen ...

"One obvious solution would be to relocate the factories. Another remedy would be to impose heavy fines on owners of factories who violate environmental protection laws. Finally, the government should enforce laws which state that factories must have filters fitted on their chimneys."

**Mr Williams:** There are some interesting ideas there. I think we'll publish that letter in the next edition of the paper. What do you think?

**Sylvia:** I think it's a good idea. People need to be reminded about these problems.

### Unit 7d: Letters of Complaint

#### ➤ Exercise 1 (p. 101)

**David:** What are you doing, Clare?

**Clare:** I'm trying to write a letter of complaint.

**David:** Why?

**Clare:** You see, I ordered this cassette player from a catalogue and it doesn't even play. Not only that, it was advertised as being "fully guaranteed", but there's no kind of guarantee with it.

**David:** Did you contact customer services?

**Clare:** Oh, yes! I called them a week ago but nothing has been done so far.

**David:** In other words, you think you've been ripped off?

**Clare:** Well, yes ... but of course I can't say that in a letter. It sounds rude.

**David:** You're right. Anyway, just start by saying "I am writing to complain about the cassette player which I received ..." Say when you got it. We already know your complaints – it doesn't work and there's no guarantee – so put those as the reasons why you're complaining.

**Clare:** What next?

**David:** You should say what you expect them to do to resolve the matter. Do you want your money back, or a new one or ...?

**Clare:** I think I'll ask for my money back. I don't trust them to send me a decent one.

**David:** Well, ask for your money, and you should also add that if you don't get your money, you'll be forced to take the matter further. That always makes it sound as if you know what you're doing.

**Clare:** Right. Well, thanks for your help, David.

### Unit 7f: Letters of Application

#### ➤ Exercise 1 (p. 107)

**Jim:** Have you read those job application letters yet?

**Bob:** Yes, I have actually. Some of them sound pretty good, but I think this is definitely the best one.

**Jim:** Have they got what we're looking for?

**Bob:** I think so. Let's have a look... It says:

"Dear Mr Stanton,

I am writing to apply for the position of car salesman which I saw advertised in Saturday's *Evening Post*." Let's see... he's 19 years old, he left school with 3 A-levels. Here he says, "Since then I have been working on a temporary basis but I am seeking permanent employment in sales."

**Jim:** What jobs has he had, then?

**Bob:** He's had two jobs – he has experience working as a telephone salesperson for Wrights Insurance Brokers and, erm... he also mentions somewhere in the letter that he's worked for a car sales company ... right, right, here it is. "Last year during the summer break I worked in a used car business where my responsibilities included general office duties as well as explaining features of the cars to customers." Sounds like he knows something about cars then, doesn't it? He goes on to say that he considers himself a reliable and courteous person, and he's got a clean driving licence. He's sent us a copy of his CV and references from his previous employers. He finishes up: "I can provide photocopies of my qualifications should you require them, and am available for an interview at your convenience. I hope to hear from you soon. Yours sincerely, Kevin Holmes."

**Jim:** Sounds good to me. Let's get him in for an interview.

### Unit 8: Reports

#### ➤ Exercise 1 (p. 120)

**Brian:** Come in, Mike. Have a seat.

**Mike:** Thanks. Are you busy?

**Brian:** Well, I'm trying to finish this progress report and I could do with some help.

**Mike:** Is this the progress report the Directors have requested?

**Brian:** Yeah! I've written the introduction, but that's as far as I've got. Listen, "As requested, this is a report containing an assessment of the new health food shop, which was opened in the Sutherland area last June." I've also worked out what I need to include in the report, you know – the subheadings, but I need to write out the details.

**Mike:** Let me look at that. OK ... under the first subheading you could write, "In the eight months the shop has been open, sales have risen steadily. The figures for the month of December show that there has been a 140% increase in sales since the branch was opened."

**Brian:** That sounds good. What about the next one?

**Mike:** Well, you should give details about the products. For example, you could say, "At present, there is a promotion for the new lines of vitamins and herbal drinks. The vitamin line, which consists of a whole range of supplements for use by everyone, is selling exceptionally well. Consumer interest in *Herbadent*, a kind of herbal toothpaste, is less than was expected; however, as with all new products, some time is needed for shoppers to learn about it."

**Brian:** That sounds fine. And I thought that under the next subheading I could write, "Although the shop is relatively new, sales have already surpassed those of several of the competitor shops. Recent figures indicate that in the last six months it has moved from 12th place in the market to 7th place."

**Mike:** That leaves the last one. Let's see ... How about, "The television campaign that was launched in August has been successful. This is indicated by the fact that, when asked how they found out about the new shop, over half the customers said they had seen the advert on television."

**Brian:** Oh, that didn't take too long. Thanks Mike. Now I'll just finish it by writing a recommendation about ... (fade)

### Unit 8a: Assessment Reports

#### ➤ Exercise 1 (p. 122)

**Man:** Have you been thinking about who to recommend for promotion to the position of Sales Manager?

**Woman:** Yes, of course — not that it needs much thinking. I mean, Sylvia Wells is the obvious choice, isn't she?

**Man:** I suppose so. But do you think she's up to being Sales Manager?

**Woman:** Of course she is. As a character she's **reliable**, she's **hard-working** — and she's **ambitious**, which counts for a lot.

**Man:** True, true. Of course she does tend to be **overly critical** at times. She's forever telling people what's wrong with their work.

**Woman:** But she's usually right, isn't she? And besides, she knows how to approach people — staff and customers — so that they don't get offended. She's always **polite and friendly**, and she really knows how to win the customers' trust.

**Man:** Yes, you're right about that, though she can be a bit too **competitive** on occasions. If she was a runner, she'd be pushing people off the track to get ahead.

**Woman:** More power to her! That's what it takes to get anywhere in this business. Anyway, she really has achieved quite a lot. To be a salesperson of the year for five years in a row isn't an easy thing to do.

**Man:** But she did lose us an important sales account that time.

**Woman:** Oh, you know that wasn't her fault. It was that salesman from Ace who was behind that.

**Man:** So, you think we should recommend her?

**Woman:** Definitely — unless you can think of somebody else?

**Man:** Not really, no. Okay, I'll make some notes and get Janet to type up the report. Now, about the meeting next week...

### Unit 8b: Informative Reports

#### ➤ Exercise 1 (p. 126)

**Woman:** So what about that report the headmaster asked us to prepare so he knows what's going on?

**Man:** Ah, yeah. The one outlining arrangements and plans for the school fête? I've got all the information here.

**Woman:** Oh, good. Have all the activities and entertainment been arranged?

**Man:** Just about. Frank is in charge of the sports competitions and he's got everything arranged for the talent contest. I've booked all the acts for the sideshows myself; but I've been having trouble finding a magician who's free on the day. I'll keep trying, though.

**Woman:** Right. I've noted all that down. Now, what about the venue and catering?

**Man:** As far as the venue goes, we've got the gymnasium booked from the afternoon before until the day after, so that's okay.

**Woman:** Good. I'm going to make some phone calls this evening to arrange the sandwich stalls.

**Man:** Okay. Have we heard anything about the sports field yet?

**Woman:** Oh, yes — I forgot to tell you. David told me there's no problem — we can use it for the whole day. I'm still waiting to hear from that hire company about the tea tent. If they haven't phoned by tomorrow I'll give them a ring.

**Man:** Fine. Now about the advertising and prizes — actually, I think that's all been arranged. The posters have just come back, and we've got in a supply of book tokens for prizes. Tom has fixed up the radio announcements and... Oh, there's one thing that's not quite done. We've got **some** of the donations from shops, and we've had promises from others, but we haven't got them all yet.

**Woman:** Right. I'll put that down as 'in progress'. So, would you say we're behind schedule or ahead?

**Man:** Oh, definitely ahead. I reckon everything will be done by the end of the week.

**Woman:** Great. The headmaster will be pleased when he sees the report. I'll go and get it typed up now.

### Unit 8c: Survey Reports

#### ➤ Exercise 1 (p. 128)

**Manager:** Could I have your attention please? Thank you. Now, David Hall has some interesting information for us, so please listen carefully. Go ahead, David.

**Speaker:** Good morning, ladies and gentlemen. As you all know, I am here to present the results of the survey you requested our company to carry out on holiday preferences. Of course, the purpose of the survey was to find out which types of holidays are the most popular, so that the board can decide which to promote. As you can see from this pie chart, the results are fairly clear-cut. Let's start from the top of the chart with all-inclusive package tours. Twenty-four per cent of those we questioned said they prefer the convenience and low cost of package tours. Moving clockwise, we have "caravan and camping holidays." These are less popular, at 16%, but those who prefer this type of holiday have very strong feelings about the pleasures and benefits of spending time in the great outdoors. Next, we have "hotel, and bed and breakfast holidays." These were by far the most popular, at 33%. A frequently-voiced reason was that holiday makers could choose to go where they like and do so in style and comfort. Now, "motor tours" are the least popular, at only nine per cent. Driving to one's holiday destination, it seems, only appeals to a small minority of holidaymakers. The last category, as you can see, is "other types of holidays," including cruises, pony-trekking and the like. These total eighteen per cent. In general, these results give you a good idea of the public's preferences. Therefore, in conclusion, our recommendation is that "caravan and camping holi-

days" are promoted and that facilities available for such holidays are improved, so as to encourage more people to take this type of holiday.

**Manager:** Thanks, David. Now, are there any questions or comments before we go on to the next matter?

### Unit 8d: Proposal Reports

#### ➤ Exercise 1 (p. 132)

**Student 1:** Hey Jim, have you completed that proposal? The one you said you'd write proposing that we open a book shop in the Students' Union?

**Student 2:** I'm just about finished, do you want to have a look?

**Student 1:** Yes, I'd like to read it. Let's see ..." The purpose of this proposal is to outline our plans to open a new book shop in the Students' Union building." Good, that sounds fine.

**Student 2:** Look at the subheadings. I wasn't sure in what order to present the information. I started with **location**, and I thought the second subheading should be **staff**.

**Student 1:** That's reasonable. Location and staff are probably the most important considerations. What else? Then you have **prices** and then **sales**. Why didn't you include both under one subheading?

**Student 2:** Well, I thought about it, but what I've mentioned about **prices** had nothing to do with **sales**. Read it.

**Student 1:** I'll read through it quickly. OK concerning location ..." We suggest that the book shop be located on the fourth floor of the Students' Union ..." And about staff ..." We intend to employ students from the university, mainly on a part-time basis." Well, that's good. I'm sure there are lots of students who'd be interested in working there. Now, about prices." We suggest that the books be sold at the lowest prices possible in order to encourage students to buy their books there ..." Could we sell at the lowest prices?

**Student 2:** Yes, don't forget that we wouldn't have the expenses other book shops have, like high rents, etc.

**Student 1:** What's this about sales?

**Student 2:** I've proposed that the book shop sell both new and used books. Most students would be interested in selling their old books, or buying used ones because they'd save a lot of money. Anyway, I still have to write the last paragraph.

**Student 1:** OK. How about, "We feel that our proposal should be given serious consideration as the course of action we have suggested above would benefit both the university and the students in a number of ways."

**Student 2:** That sounds fine. Thanks.

### Unit 9: Articles/News Reports/Reviews

#### ➤ Exercise 1 (p. 136)

1 A disaster was narrowly avoided yesterday when a Boeing 727 overshot the runway at Gatwick Airport. The plane was thought to have encountered difficulties due to high winds and failed to stop before ploughing through a barrier close to the main passenger terminal. Two passengers suffered minor injuries.

2 The argument over the death penalty is one which can be loosely divided into the 'eye-for-an-eye' camp and those who view all controlled killings as murder. With news of the two Britons sentenced to death in Afghanistan last week, the question arises as to whether people should be judged according to their own national law, or that of the country where the crime was committed.

3 Unfortunately, there are times when you have to be separated from your best friend. We are there for those times. We can ease the heartbreak of separation if you entrust your pet to us. With over 15 years' experience, we can safely say that we know all there is to know about looking after dogs. And we know that your pet is not just an animal. So we take care of your best friend the way you would.

4 The long-awaited sequel to Janine Anderson's sensational *Pork and Dumplings* is certainly no disappointment. Set in North London, *Whine List* tells the story of reporter, Kevin Marvel's search for a killer who seems to hold a grudge against wine waiters.

### Unit 9a: Articles

#### ➤ Exercise 1 (p. 139)

A The dark, handsome actor's piercing eyes met the camera and the world was riveted. The film was *The Godfather*, and the actor was Al Pacino, who has also starred in such films as *Scent of a Woman* and *Looking for Richard*.

Pacino is darkly handsome, with strong features and an irresistible air of melancholy, but the key to his success is not his Latin looks or the passion which suffuses his acting, but a surprising tender and humble nature.

B Have you ever asked yourself if all the money spent on space exploration could be spent in a more productive way? Nowadays, more and more people are beginning to question whether or not space exploration should be supported when there are so many problems on our own planet to solve. Of course there are two sides to this question, and they are both worth discussing.

**C** Set in the heart of north-central France, Paris is among the liveliest and most fascinating cities in Europe. A truly cosmopolitan city, Paris offers the visitor the chance to savour delights from all over the world, yet it retains its own unique atmosphere and a special kind of beauty which is found nowhere else.

Paris has many impressive sights to see, ranging from places packed with history, like the Louvre, to the ultra-modern Pompidou Centre and Parc Citroën.

**D** "Spare the rod and spoil the child," the saying goes. For hundreds of years people have been discussing the question of whether using physical punishment to discipline children is right or wrong. I firmly believe that using corporal punishment is wrong for a number of reasons.

### Unit 9b: News Reports

#### ➤ Exercise 1 (p. 144)

A gate in Wellgood Stadium in Barton collapsed early this evening, killing one person and injuring twenty others. It is believed that the gate collapsed because of a fault in construction.

Fans were queuing up to enter the stadium when the tragedy occurred. Those nearby report that there was a terrible grinding noise, and then within seconds the gate had landed on top of the fans.

Emergency services were called in immediately and arrived within minutes. Those injured were taken to nearby St Luke's Hospital. Larry Martin, 22, was found to be dead on arrival at the hospital. The others are in serious but stable condition.

A spokesman for the owners of the stadium said: "This is a terrible tragedy, and we cannot blame the fans in any way." The stadium will remain closed until a thorough structural inspection has been carried out.

### Unit 9c: Reviews

#### ➤ Exercise 1 (p. 150)

**Harry:** Hello. As most of you will probably know, it's Oscar Week, and this week we'll be showing some classic Oscar winners from the past. As usual, Norman Kettlewell is here to tell us about tonight's films. Norman...

**Norman:** Well Harry, our first film tonight is *Rain Man*, which was set in America in the late 1980s.

**Harry:** Ah yes, *Rain Man*, that popular **human drama**. Who are the main characters, Norman?

**Norman:** **Two brothers**, Charlie and Raymond.

**Harry:** Can you tell us a little bit about the plot?

**Norman:** Yes, the plot. Well, it's a new twist on an old theme. It begins when Charlie finds out that \$3 million dollars have been left in the bank for someone. It is then that Charlie discovers that he has an autistic brother and the money is for him. So, he decides to take his brother out of the mental home and take him back home to California.

**Harry:** Sounds like an excellent story.

**Norman:** Yes and Hoffman's acting as Raymond, the autistic brother, is **superb**, and so emotionally charged that you can see immediately why they gave him the Oscar. And Cruise was an excellent choice as the younger brother.

**Harry:** Would you say it is a **good** script?

**Norman:** Yes, it is. A difficult theme, but the script is very **well-written**.

**Harry:** Who directed *Rain Man*, Norman?

**Norman:** Barry Levinson was actually the third director that had been brought on board but his direction certainly seems to have inspired the cast. And he held the story together very well.

**Harry:** Are the characters convincing?

**Norman:** Yes, the characters are very **convincing**. Charlie, the younger brother, develops and matures throughout the film. And Raymond is very believable; we really get to see inside his world.

**Harry:** Would you recommend it?

**Norman:** Oh, definitely. *Rain Man* is an altogether **captivating** film. Don't miss it.

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## Composition Assessment

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- 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 and idiomatic expression (At this level candidates are expected to present a variety of more sophisticated vocabulary.)
  - D) **organisation**: 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/topic fully covered/minimal errors
  - wide range of sophisticated structures and vocabulary used
  - well-organised with a variety of linking devices
  - paragraph organisation and style used: appropriate
  - \* Overall assessment: very positive impression, ambitious in concept, natural in style
  
- B Good** (17-15) → good realisation of the task
  - points required by theme/topic covered in sufficient detail/few errors
  - 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, sufficiently ambitious and natural in style
  
- C Satisfactory** (14-12) → reasonable performance of the task
  - main points required by the theme/topic covered in some detail/several errors
  - adequate range of structure and vocabulary
  - sufficiently organised, simple linking devices
  - paragraph organisation and style used: appropriate
  - \* Overall assessment: quite satisfactory impression, ideas communicated, simple in concept and style
  
- D In need of improvement** (11-8) → task not adequately achieved
  - some omissions and/or irrelevant material/basic errors
  - 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/insufficient control of the language

**E Below CPE Standard** → task not achieved  
(6-0)

- too many omissions and/or highly irrelevant material/too many basic errors
- 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, no control of the language

**Sample Compositions**

*"Discuss the statement that animal experimentation is always justified."*

**Model A**

Animal experimentation to test the many new drugs, substances or cosmetics has been often practised in this century. Many research scientists contend that the animal experimentation is good for the advance of science and the improve of life for humans. Critics of the animal testing however, support the view that such experimentations are never justified and feel that they are right.

One very convincing argument, in favour of animal experimentation is that many drugs, cures and medical procedures would not have existed today. It is fact that the lives of many laboratory animals are paid for this purpose, but does the value of human life not worth the value of animal life? It is no doubt to say that using, or even killing of number of animals to save the hole of the mankind is justified.

Supporters of animal experimentation often claim that not only the most infective means of testing various products but also the most quicker is clearly a reason why it is justified, for example new drugs or other substances may be tested not involving live organisms in the research laboratory, however, their suitable use by humans cannot be told the same as it would by testing on an animal in life. Furthermore the fact that small animals such on mice and rats grow up quickly and do not live long means that a research may be completed in a quite short time.

On the other hand there are many who oppose animal experimentation because the animals life is saycred and cannot be killed for money. This is particularly true in the cases where testing for cosmetics and other products, that are not health related. They support causing animals to suffer or die so that companies may come in for a new cosmetic is wrong and bad.

Moreover, many would argue that since the drugs tested are consumed by humans they thus should be tested on humans and there are many cases of people who have been afflicted by cancer, aids and other deseases who are willing to be experimented. This is a viable solution who could promote and become more widely used.

In conclusion, it may be said that there cannot be an absolute statement on the justified of animal experimentation. Although, in some cases it can be avoided and should be, in others it worths and the goods that come from it far outweigh the disadvantages.

**Comments: grade D**

Performance level: Less than satisfactory.

- The task has not been fully realised, largely due to inadequate vocabulary.
- There are some good structures, particularly in the linking words and phrases. However, long sentences and lack of punctuation impede understanding in places.
- The range of vocabulary is limited and there are misused words/expressions (e.g. **advance** of science, **the improve of life**), and heavy reliance on the title (**experimentation, justified**).
- The candidate shows very little language control and fluency is limited.
- There are frequent basic errors in syntax and grammar (e.g. **diseases who, it worths**).
- The essay is well organised and paragraphed and the arguments are developed, although with limited effect.
- The register is mixed; although it is sometimes appropriate, it is too informal in parts.
- The overall impression is negative, largely because the language is not of a suitable standard.

**Model B**

There is a great deal of heated debate about the issue of animal experimentation. Many people are against such testing completely, believing that animals have rights just like humans. Other people, however, believe that human life is more valuable than animal life and therefore, animal experimentation is always justified.

Firstly, the most large companies that produce cosmetics test their products on animals. This which is clearly not justified because cosmetics are mainly used for enhancing the appearance of humans. Therefore, it is not fair to use or kill animals simply to satisfy people's vanity.

Secondly, animals are used in experiments carried on to find out about the hazards of smoking. This also seems rather unnecessary as it is widely acceptable that smoking causes cancer and other diseases. By using animals in experiments, research are unlikely to have been made any new discoveries that are important enough to justify the testing.

On the other hand, medical research is very important and serious indeed. In fact, most drugs are tested on animals before they are given to human beings to make sure of their safeness. Obviously, this is very acceptable, because otherwise, we do not know whether the drugs are safe or effective.

Furthermore, it cannot be ignored the fact many products and substances used by people in a daily basis, such as shampoos and other liquids, must also be tested for safeness. This is especially for the little babies as they are very sensitive and unless one knows that these substances have been tested thoroughly, how can one use them on himself or his child if he doesn't know the possible side effects?

In conclusion, I believe that animal experimentation is sometimes justified, but not always. If such testing means making life safer for people it is acceptable, however, killing animals to test cigarettes or cosmetics seems unethical and unjustified.

**Comments: grade C**

Performance level: Satisfactory.

- The task has been recognised and dealt with reasonably, and the argument is sustained.
- A variety of structures (e.g. **There is a great deal of heated debate about**) have been used.
- The vocabulary range is quite good (e.g. **enhancing, vanity, unethical**), despite several inaccuracies (e.g. **safeness, liquids**).
- The control of language is mixed. The first paragraph is more sophisticated than the other paragraphs, which possibly suggests a rehearsed beginning.
- Although natural sounding expressions and structures have been used, there are errors in syntax and grammar. (e.g. **the** most large companies, this **which** is clearly, carried on, unlikely to have **been** made, **it cannot be ignored** the fact.)
- Organisation and paragraphing has been dealt with capably with a good progression of ideas.
- The piece has a largely formal register with mainly correct passive constructions (e.g. **are tested on, be tested for**)
- The impression created is of a reasonably successful attempt at the task, despite obvious weaknesses.



## Model C

There is no doubt that the subject of the animal rights is controversial, especially when it comes to animal experimentation. Although many animal rights activists today are against such practises, there are still those who believe that human life is more valuable than that of any animal and, therefore, these kinds of experimentations are justified. Consequently, there is often heated debate.

There are indeed very strong arguments in favour of animal testing, such as the fact that many products need to be tried prior to being put in the market. Many chemicals and medicines are more successfully tested on animals than in other ways, results being obtained quickly, easily and at low cost. The reasons for this are that small animals tend to be easy to limit to a restricted, controlled area, thus giving pure results. Furthermore, they normally have short life-spans and fast reproduction rhythms, allowing easy monitoring of the chemical over time and revealing possible side-effects or mutations handed down through the one generation to the other.

Another reason for animal experimentation to continue is that it has had very positive results to date. Because of this there are medicines and vaccines for diseases like small pox and rabies, and know-how to help diabetics to live normally – by way of insulin injectings. What is more, animal testing may sooner or later give us a cure for cancer or AIDS.

However the people who think that animals testing is wrong are increasing in number and there are many arguments supporting their theory. As Alexander Solzhenitsyn said, "Nowadays we don't think much of a man's love for an animal ... but if we stop loving animals, aren't we bound to stop loving humans too?" and he has a point; a hardening up of society may well occur if we do not stand up against the affliction of cruelty to animals.

A further argument against animal testing is that there is no reason for animals to be used in experiments at all. Surely scientists are enough advanced to make possible the tests to be made in the laboratory in test tubes. Then, there are many humans who are willing to volunteer themselves for the experiments, if this means animals don't have to suffer pain and distress.

To conclude, there are many companies who make products and do not test them on animals. With the increase in concern over the ill-treatment of animals, companies are being forced to consider alternative research methods. Perhaps the time is not far off when we put an end to this needless suffering.

### Comments: grade B

Performance level: good

- This essay deals with the task very well using a logical progression of arguments.
- There is a good range of structures (e.g. **There is no doubt that ...**, **A further argument against ...**).
- Vocabulary is generally good (e.g. **life-spans**, **side-effects**, **mutations**). Some words have been misused, however, (e.g. **experimentations**, **injectings**) and there are very occasional non-native - speaker lapses which bring the mark down (e.g. put **in** the market, **through the** one generation).
- The candidate appears to have good control of the language and is clearly fluent.
- Grammatical mistakes are limited and do not impede understanding.
- The piece is well organised and paragraphed, with a natural flow.
- The register is formal and suitable, with a few exceptions (e.g. **and he has a point, if this means ...**).
- The impression is largely positive, thanks to a balanced consideration and competent language use.