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Exam practice: parts 1, 4

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Exam practice: parts 2, 3

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assessment

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Exam practice: parts 3, 4; useful
language; discussing, evaluating
and selecting; peer assessment

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Module 1

Units 1-2

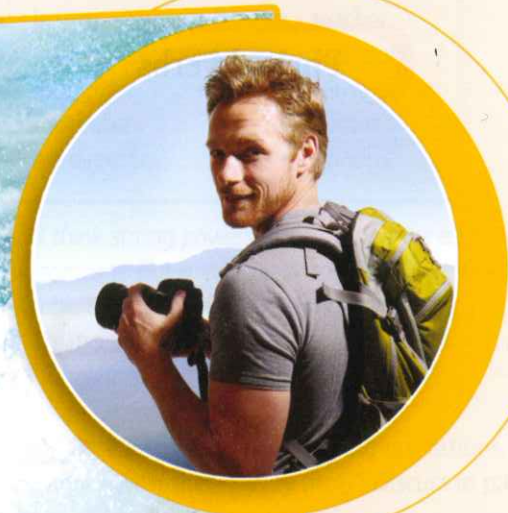
UNIT 1

Something to Shout About



UNIT 2

Escape Artists



Module 1

Units 1-2

Before you start ...

- What do you think of when you hear the word 'success'?
- How do you relax?

Listen, read and talk about ...

- success and how to achieve it
- celebrations
- happiness
- successful people and their personalities
- successful businesses
- achievements
- quality of life
- unusual celebrations
- getting a job
- getting away from it all
- relaxing & escaping
- books & reading
- travelling & holidays
- weekend breaks
- pastimes & hobbies

Learn how to ...

- give/respond to news
- compare, contrast and speculate
- interrupt
- make/respond to suggestions
- negotiate/reach agreement

Phrasal verbs

- carry
- wear
- put
- set

Practise ...

- gerund/infinitive
- present tenses/stative verbs
- multiple-choice cloze
- word formation
- open cloze
- key word transformations

Write ...

- letters/emails (I)
- reviews (I)

Something to Shout About



Lead-in

- 1 a. Look at the pictures showing people expressing joy on different occasions. What has happened to make them feel happy?

- b. Now, in pairs, discuss success. Think about:

- its importance in our lives
- the happiness it brings
- the problems it causes

- 2 a. Listen to some people talking about what they believe to be the secret of success and complete the gaps using a word or short phrase.

- 1 Always when other people doubt you.
- 2 Block out and keep going.
- 3 Channel your efforts in the right direction and don't get
- 4 Remind yourself of in different ways.
- 5 Practise being until it becomes second nature.
- 6 Be organised and
- 7 Never yourself and believe you are as good as everyone else.

- b. Decide on three of the elements in Ex. 2a which you think are most important for success. Compare your list to your partner's.

- 3 Look at the following list of qualities and, in pairs, discuss in which profession(s) you think each one is necessary and why.

- physical strength
- quick thinking
- determination
- foresight
- diplomacy
- discipline
- imagination
- intellect
- powers of persuasion
- team spirit

- | | |
|----------------------|----------------|
| • lawyer | • teacher |
| • business executive | • politician |
| • firefighter | • car salesman |
| • footballer | • doctor |
| • art director | • novelist |

A: I think strong powers of persuasion are essential for someone like a car salesman because he has to be able to talk people into buying from him.

B: Politicians need this, too, in order to gain support for an idea or a policy, don't you think?

- 4 **THINK!** Paraphrase the following quotations. Do you agree with them? Why (not)? Discuss in pairs.

'Success usually comes to those who are too busy to be looking for it.'

Henry David Thoreau (American poet & philosopher)

'You always pass failure on the way to success.'

Mickey Rooney (American comedian)

Reading and Use of English – Part 6

- 1 Discuss these questions with a partner.
- What does personal success mean to you?
 - What factors contribute to success in life?
 - Is it possible to teach success?

Preparing for the task

Cross-text multiple matching

- 2 a. Read the question, paying attention to the underlined sections. Then read three extracts (A, B and C) from three reviews. Underline the words and phrases in A, B and C which refer to the opinion in the question. What is the answer to the question?

Which reviewer has a different opinion to reviewer A on the author's account of how her success was achieved?

A As much as I enjoyed reading this book, I feel that it is somewhat misleading as the author implies, through her own personal example, that it's possible to rise to greatness without putting in many long years of hard work.

B In terms of her own remarkable accomplishments, the author never once gives the impression that any of them were achieved with minimal effort. Rather, they required both effort and persistence.

C Books based on success stories generally fall into two categories. There are the ones in which the author glories in sudden good fortune, and the others that detail the painful years of underachievement and perseverance. This book belongs to the first category.

STRATEGY POINT

- In part 6 of the Reading and Use of English paper you will have to read a number of short texts giving different views on a related theme – such as different reviews of the same book or four experts giving their opinion on a subject.
- You have to read all four texts to understand the opinions and attitudes expressed in order to identify agreement and disagreement between the writers.
- Read through all four texts quickly to understand the overall attitude of each writer.
- Underline the parts of each text which express an opinion or an attitude. Are they positive or negative?
- Now look at each question and underline the key words.
- Identify the parts of the text which will help you answer the question. For example, if a question asks which reviewer has a similar opinion to reviewer C on something, identify reviewer C's opinion first, then find a similar opinion in the other three texts.
- Don't forget that some extracts may be the answer to multiple questions and some extracts may not be the correct answer to any of them.

The Secret to Success

Four reviewers comment on one man's inspirational story.

A Eric Thomas was a high school dropout who overcame adversity to achieve success as an educator, author and motivational speaker. Now, in *The Secret to Success*, he tells his life story so far, of how, **through blood, sweat and tears**, a troubled youth went **from rags to riches**. Yet this book attempts to do more, and this is where the problem lies. Obviously, such a struggle is by its very nature inspirational, but Thomas is in the business of self-improvement, and every incident in his admittedly bleak childhood is detailed for the purpose of giving the reader a life lesson. And this becomes a little wearing. In this ebook age, it's common to find the same book promoted in various ways, but to open *The Secret to Success* expecting an autobiography is to close it frustrated with the relentlessly positive tone and black-and-white conclusions of a self-help book – which is, when you come down to it, what *The Secret to Success* is.

B Eric Thomas's autobiography, *The Secret to Success*, depicts a hopeless, homeless youth on the mean streets of Detroit turning his life around to become an acclaimed author and professional motivator. Criticism of American dream narratives like this is almost forbidden these days, but I feel I must speak out. Granted, Thomas never claims he found an easy road to success, but emphasises traditional values like **using elbow grease, putting your back into it and doing the legwork**. His story is well-written and engaging, and the tone is upbeat, warm and personable. Thomas made it as an inspirational speaker, part of an industry whose central principal is that everyone can reach their full potential as long as they are prepared to really stretch themselves. But this only works for some; most don't escape the ghetto, skilled as it is at crushing the young well before they have had a chance to flourish.

C I don't usually go for self-help books, but *The Secret to Success* was different. I found the passionate and energetic style you always get in motivational books far more believable and convincing because of Eric Thomas's life story. There were no short cuts or cheap psychological tricks in his struggle, and he doesn't pretend there are. My journey was long, uphill and **the going was rough**, he keeps telling us. And knowing that he was a young man living on the streets of Detroit's inner city will convince the reader that he knows what he's talking about. At the same time, the narrative parts of the book hold up very well as a literary text, and you find yourself rooting for the young Eric Thomas just as you did Huckleberry Finn and every other hero of American literature.

D What struck me the most about *The Secret to Success* was the lack of cohesion between the reality and the message. Throughout, the reader is encouraged to **pull himself or herself up by the bootstraps**, but the most significant event in young Eric Thomas's life was when, aged 17, he met his mentor, who steered him back into education. Although we should admire him for taking that opportunity and running with it, surely what Thomas should be presenting is a quite different message – that these people **need a helping hand** and a glimmer of hope, not just encouragement. After all, words alone are not always enough to guide the underprivileged onto the correct path.

- b. Now read the reviews in the main text and, for questions 1-4, choose from the reviews A-D. The reviews can be chosen more than once.

Which reviewer
 shares reviewer B's view on the difficulty of escaping poverty? 1
 has a different opinion to the others on how Eric Thomas's life turned around? 2
 has a similar opinion to reviewer C about Eric Thomas's storytelling abilities? 3
 disagrees with reviewer A on how well the autobiographical and motivational parts of the book work together? 4

Vocabulary Practice

- 3** a. Match the words to form phrases. Use each to make a sentence based on the text.

<input type="text"/> 1 <input type="text"/>	high school	a	author
<input type="text"/> 2 <input type="text"/>	life	b	lesson
<input type="text"/> 3 <input type="text"/>	achieve	c	your full potential
<input type="text"/> 4 <input type="text"/>	motivational	d	youth
<input type="text"/> 5 <input type="text"/>	self-help	e	success
<input type="text"/> 6 <input type="text"/>	reach	f	tone
<input type="text"/> 7 <input type="text"/>	acclaimed	g	speaker
<input type="text"/> 8 <input type="text"/>	troubled	h	adversity
<input type="text"/> 9 <input type="text"/>	upbeat	i	book
<input type="text"/> 10 <input type="text"/>	overcome	j	dropout

- b. Explain the phrases in bold in the texts.

Text Analysis

- 4** What does each writer mean by the underlined phrases? Discuss in pairs.

Discussion

- 5** a. Below are three quotations about success. Do you agree with them? Why/Why not? Discuss in pairs.

"In order to succeed, your desire for success should be greater than your fear of failure." (Bill Cosby)

"I've failed over and over and over again in my life and that's why I succeed." (Michael Jordan)

"Try not to be a man of success, but rather try to become a man of value." (Albert Einstein)

- b. Tell your partner about someone you know who has become successful, saying what qualities and circumstances you believe helped him/her.

Let's Celebrate!

- 1 a. Look at the newspaper announcements, text messages and excerpts from greeting cards below. To which of the following events is each one related?
- house-warming • engagement • wedding
 - promotion • retirement • graduation
 - anniversary • birth

(A) ROBERTSON Elaine (née Marshall) and Mark are pleased to announce the arrival of their daughter Ellen Rachel, on 1st April, 2014, a welcome sister for Matthew, Hannah and Daniel.

(B) Mrs Maureen Holland of Sunnybank wishes to announce the forthcoming marriage of her youngest daughter CATHERINE LOUISE to BENNY URDAL HANSEN on 24th April in Abu Dhabi, U.A.E. Love and congratulations from Mum, Michael, Julie and Dale.



(D) MY SINCERE GRATITUDE FOR OVER 30 YEARS OF LOYAL SERVICE – IAIN HOLDEN, PRESIDENT



(F) STEINBACH, EMILY You're a Winner! Congratulations on your BSc. Lots of love from Mum and Dad and all the family. xxx

(G) MAY YOU FIND EVERY HAPPINESS IN YOUR NEW HOME – FRANK & JUDIE

(H) PEACOCK – HOOD It is with much happiness that we announce the engagement of Mr Brian Peacock and Miss Barbara Hood.

- b. Which of the above celebrations have you attended? Were you the person celebrating or were you invited as a guest to the occasion?

- 2 a. Listen to two people talking. What special occasion is being described? How does the girl feel about the celebration she went to?

- b. In pairs, discuss the best celebration you have ever attended. Think about:
- the reason for the celebration
 - how many people attended
 - where it was celebrated
 - what kind of food was served
 - what entertainment there was
 - how long it lasted

Getting to the Top

- 3 Complete each sentence, using **one** of the three words provided.

- Although I always make a New Year's, I seldom manage to stick to it for more than a month.
 - The board's to sell company shares to the public met with strong resistance.
 - As vice-president, my main is to increase productivity while improving working conditions.
A objective B resolution C decision
- In celebration of their, the entire team stood in the centre of the field and sang their national anthem.
 - After a decade of dedicated research, the scientist finally made the he had been striving for.
 - In recognition of her life-long in the entertainment field, a huge reception was held in her honour.
A victory B achievement C breakthrough
- Business should be a required course for all students enrolled in the MBA programme.
 - It is imperative for children to acquire strong moral at a young age.
 - A good manager can make a business profitable while still respecting the of the workers.
A values B ethics C rights
- The young poet said that he got his from the beauty of nature.
 - His with money and power might have made him a millionaire, but he's not a happy man.
 - In order to get ahead in the advertising industry, one must have a strong to succeed.
A ambition B inspiration C obsession
- King Albert's reign was one of peace and
 - They say that he made his through good luck and the help of influential acquaintances.
 - In these days of economic decline, owning more than one vehicle is considered a
A luxury B prosperity C fortune

→ Career Success

- 4 a. Look at the following factors which may be important for career success. Tick (✓) a maximum of **three** in each group which you consider absolutely necessary.



background

- social background • financial backing
- influential acquaintances • a well-rounded education
- relevant experience
- qualifications • a supportive family
- experience of other cultures

people skills

- a positive image • popularity among colleagues
- a sensitivity to others' feelings • team spirit
- competitive spirit • the ability to delegate
- a willingness to compromise
- having contact with superiors

other personal qualities

- the ability to seize opportunities • ambition
- determination • resilience
- powers of intuition • persistence
- courage • an attractive appearance
- charisma • self-motivation
- natural talent • ruthlessness
- foresight

- b. Compare your choices with a partner, saying in what situations you feel that the factors you ticked can play a vital part.

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

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

- c. Read the short biography of Steve Jobs below. Which of the qualities in Ex. 4a did he have? Which didn't he have?

Steven Paul Jobs (1955-2011) was born in California, USA. In 1974 he dropped out of college to work as a video game designer. He was able to save enough money to go to India and experience Buddhism.

Back in the US in the autumn of 1974, Jobs went into business with his high-school friend Stephen Wozniak. Jobs understood that computers would appeal to a broad audience. Although he had long, unkempt hair and dressed casually, he managed to obtain finance for his first marketable computer, the Apple II, in 1977. Apple Inc. was formed and met with immediate success.

Seven years later, Jobs introduced the Macintosh computer in a brilliantly choreographed demonstration that he gave himself. However, the sales of the first Macs were disappointing. This led to tensions in the company, and in 1985 he resigned.

In 1986, Jobs bought Pixar Animation Studios. Over the following decade he built Pixar into a large corporation that, among other achievements, produced the first full-length film to be completely computer-animated, *Toy Story*, in 1995.

In late 1996, Apple, saddled by huge financial losses and on the verge of collapse, asked Jobs to come back. He accepted, and quickly engineered an award-winning advertising campaign that urged customers to "think different" and buy Macintoshes. In 1998, he introduced the iMac, an egg-shaped computer that offered high-speed processing at a reasonable price. It was an instant success. Steve Jobs had saved his company and, in the process, re-established himself as a master high-technology marketer.

- d. Which of the qualities from Ex. 4a do you believe you have? Tell your partner.

→ Words often Confused

- 5 Underline the correct word.

- The idea for a computerised house had first been considered as far **beyond/before/behind/back** as the late 1950s.
- For the **purpose/object/aim/intention** of managing your finances, hiring an accountant is money well-spent.
- Situated **direct/precise/right/exact** beside the lake, the villa has gone on sale for £750,000.
- The in-house regulations **happen/occur/apply/agree** to all employees, regardless of status.
- A job advertisement for a programmer **gripped/caught/seized/struck** his eye, and he decided to apply.
- For a 10-year-old car, it is in excellent **state/form/presentation/condition**.

Collocations

6 a. Tick (✓) the boxes in the table to form collocations. Think of at least two more phrases for each verb.

get	gain	win	earn	
				control of a situation
				promotion
				the title
				sb's respect
				a reputation
				the right to do/have sth
				experience
				a salary
				one's living
				the advantage

b. Now use some of the collocations in their correct form to complete the sentences below.

- 1 The heavyweight champion over his opponent in the last round of the match.
- 2 She went to work in a restaurant to as a chef.
- 3 Although he's incredibly wealthy now, when he first came to this country he as a dish washer.
- 4 He's very well-paid for his freelance writing but he also from the bookshop where he works.
- 5 She as a tough businesswoman by sticking to her principles and never backing down from the competition.

Fixed Phrases (phrases with on)

7 a. Match the fixed phrases with their meanings.

- | | | | |
|----|--------------------|---|--------------------------------|
| 1 | on the off chance | a | working |
| 2 | on second thoughts | b | just in case |
| 3 | on a whim | c | due to a belief |
| 4 | on a budget | d | impulsively |
| 5 | on principle | e | after reconsideration |
| 6 | on one's own | f | intentionally |
| 7 | on target | g | as planned |
| 8 | on duty | h | only if |
| 9 | on purpose | i | independently |
| 10 | on condition that | j | with a limited amount of money |

b. Now, use the fixed phrases to fill in the gaps in the sentences.

- 1 I don't think there is a vacancy in the company at the moment, but you could ring my boss *on the off-chance*.
- 2 I think I'll take Sarah to a fancy restaurant for her birthday., let's have a surprise party at home.
- 3 Chris owns a line of successful boutiques in the UK and believe it or not, she manages them completely
- 4 We're pleased to announce that our proposed sales figures for the year are right
- 5 I'd love to go to the house-warming party with you but I'm and really can't afford a gift.

Phrasal Verbs

Appendix 1

8 Match the verbs with the particles to form phrasal verbs and use them in the correct tense to complete the sentences below. Then explain the phrasal verbs in your own words.



- 1 Her employer's persistent enthusiasm for the new scheme her resistance to it.
- 2 A trainee his superior's orders quickly and efficiently.
- 3 The speaker with the presentation despite the noise from the back of the room.
- 4 At a very young age she determined what her career goals were and set out to them
- 5 Unfortunately, the difficulties he was having at work into his personal life.
- 6 After the shock of being made head manager slowly, James went about settling the difficulties between members of his staff.
- 7 As the day, the graduates became more and more excited about the upcoming ceremony.
- 8 The champion runner liked to joke that he over a hundred pairs of trainers before he won his title.
- 9 To everyone's disbelief, the Jamaicans the gold medal in the men's bobsleigh event.
- 10 I'm sure you'll get the position. Now stop pacing or you'll the polish on the floor!

→ Idioms

- 9 a. Match items from the two columns to make idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

1 <input type="checkbox"/> d	have the world	a	seventh heaven
2 <input type="checkbox"/>	be in	b	the Joneses
3 <input type="checkbox"/>	be a feather	c	in one's cap
4 <input type="checkbox"/>	have one's head	d	at one's feet
5 <input type="checkbox"/>	keep on	e	show
6 <input type="checkbox"/>	keep up with	f	to the bone
7 <input type="checkbox"/>	rub sb up the	g	up to the top
8 <input type="checkbox"/>	steal the	h	in the clouds
9 <input type="checkbox"/>	work one's fingers	i	top of things
10 <input type="checkbox"/>	work one's way	j	wrong way

- b. Now, rewrite the sentences below using one of the idioms from Ex. 9a.

- Due to the success of her latest CD, the number of opportunities open to the young diva are limitless.
Due to the success of her latest CD, the young diva has the world at her feet.
- My grandfather, who was a poor farmer, laboured night and day to send his children to university.
- Nowadays, people are so busy competing with those around them that they forget to enjoy life.
- His ability to control the goings-on in the large company made him a fantastic manager.
- Over the years, Sue has steadily improved her position in the law firm.

→ Communication: Giving and Responding to News

- 10 a. Unjumble the coloured words to complete the cartoon caption below.

I'm **elapsd** to inform you that you got your promotion, but I **reretg** to inform you that we're bankrupt.



- b. What other phrases for giving good and bad news can you think of?

- 11 a. Listen to four short extracts. Match the extracts as you hear them with the situations.

A	promotion	Extract 1	<input type="checkbox"/>
B	marriage	Extract 2	<input type="checkbox"/>
C	multiple births	Extract 3	<input type="checkbox"/>
D	postponing a date	Extract 4	<input type="checkbox"/>

- b. Listen again and tick (✓) the phrases that you hear.

Giving News <ul style="list-style-type: none"> I'm afraid I've got some bad news. I regret to inform you that ... You'll never guess ... I hate to tell you this, but ... You're never going to believe this, but ... You can't imagine what happened then! I have wonderful news for you. I'm pleased to inform you that ... There's a bit of a problem. I don't like to be the bearer of bad news, but ... 	Responding to Good News <ul style="list-style-type: none"> You can't be serious! Who'd have ever thought! I can't believe this! Wow! That's fantastic. Congratulations! You're joking! That's incredible! That's very good news indeed!
	Responding to Bad News <ul style="list-style-type: none"> Oh, no! That's terrible/awful/horrible! Oh, what a pity. Oh, my. That's a shame.

- c. Which of the phrases are formal and which are informal?

- d. Look at the phrases from Ex. 11b again. With a partner, act out dialogues similar to the ones you heard in Ex. 11a, giving and responding to news. Base your dialogues on some of the following situations.

- passing/failing an examination
- losing/winning a match/competition
- a disastrous holiday
- meeting an old friend you had lost touch with
- reading about someone you know in the newspaper
- damaging/losing something
- getting a job
- being promoted/fired
- getting into university

A: I'm afraid I've got some bad news.

B: Oh, no. What's the matter?

A: I've just got my chemistry exam results, and I've failed.

B: Oh, what a pity. And you worked so hard for it.

Listening – Part 4

Multiple matching

- 1 a. With a partner, talk about a special moment in your life when you felt very happy.
- How old were you?
 - What was the situation?
 - Who was with you? How did they feel?

STRATEGY POINT

- Take advantage of the time you have to look at the questions before you have to listen to the recording. This will help you predict the themes of the listening extracts.
- Both Tasks One and Two are based on the same extracts. Concentrate on Task One in the first listening and on Task Two in the second listening.
- There are three items in each task that don't match any of the extracts.

- b. Now listen to five people talking about special moments in their lives and do the following two tasks.

Task One

For questions 1-5, choose from the list (A-H) the person who is speaking.

A a nurse	Speaker 1	<input type="text"/> 1
B a lawyer	Speaker 2	<input type="text"/> 2
C a school leaver	Speaker 3	<input type="text"/> 3
D a fitness instructor	Speaker 4	<input type="text"/> 4
E a teacher	Speaker 5	<input type="text"/> 5
F a sibling		
G a pensioner		
H an actor		

Task Two

For questions 6-10, choose from the list (A-H) what topic each speaker is talking about.

A getting a job	Speaker 1	<input type="text"/> 6
B publishing a book	Speaker 2	<input type="text"/> 7
C watching a play	Speaker 3	<input type="text"/> 8
D passing an exam	Speaker 4	<input type="text"/> 9
E watching a prize-giving	Speaker 5	<input type="text"/> 10
F having a baby		
G finishing university		
H climbing a mountain		

- c. In pairs, think of other situations where the remaining people in Task One could feel the same way.

Listening – Part 2

Sentence completion

STRATEGY POINT

- This part is a monologue.
- You will write a word or a short phrase for each gap.
- Your answers must fit grammatically with the rest of the sentence.
- Read through the exercise before you listen. The sentence stems contain information that you will hear in the listening text, but the information is worded differently. To fill in the gaps correctly, be alert for information contained in the stems, but in a paraphrased form.

- 2 a. You will hear an extract from a radio programme about Google. Before you listen, look at questions 1-8 and in pairs try to predict what kind of information might be needed to complete the gaps.

- b. Now listen to the extract. For questions 1-8, complete the sentences.

Even the computer giant Microsoft is 1 of Google's success.

Two students from Stanford University 2 Google.

For its success, Google relied on word of mouth, which is one of the oldest methods of 3 a product.

America Online chose Google to be its 4 search engine.

The reporter mentions a professor, working in the 5 who was not engaged in serious research but just browsing the Internet.

Like some other well-known brand names, it is now often spelt without a 6 letter.

The reporter says that browsing the Internet is like 7 the covers of old books.

Google is a variant spelling of googol, a term invented by a mathematician's 8 almost one hundred years ago.

- c. What other famous and very successful products do you know of? Why do you think they're successful? Discuss in pairs.

Speaking – Part 2

Long turn



Achievements

Student A

3

- a. Look at the pictures below. Compare two of the pictures, and say what kind of success is portrayed in each one and who you think might be feeling the happiest.



What kind of success is portrayed in each photo?
Who do you think might be feeling the happiest?

Student B

- b. Who do you think may have worked the hardest to achieve success?



Celebrations

Student B

- c. Now look at the three pictures of different celebrations. Compare two of the pictures and say what differences there are between the two occasions and what each situation means to the person celebrating.



What differences are there between the occasions?
What do you think each situation means to the person celebrating?

Student A

- d. How do you think each celebration might develop?

Useful language:

Comparing

- Both pictures show ...
- In both pictures the people are ...
- Both pictures were taken ...
- The main connection/similarity between these pictures is that ...
- The first picture shows ..., whereas the second one ...
- In the picture on the left ... whereas in the other one ...
- The main/most striking difference between the two pictures is ...
- There are several differences between the pictures: firstly, ...

Speculating

- They could/might/may be ...
- They seem/appear to be ...
- I suppose/assume/imagine that ...
- It could/might/may be that ...
- I can't be sure/certain, but perhaps ...
- Although I can't be sure, perhaps ...



- 4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary • discourse management
- pronunciation • interactive communication



Everyday English

- Responding to news

5

In pairs, decide what the other speaker has said and use the expressions below in response.

- | | |
|---------------------|-----------------|
| a Typical! | d Good for her. |
| b Alright for some. | e Lucky you. |
| c Poor you! | |

A: I'm sorry, but your computer can't be fixed.

B: Typical!

Reading and Use of English – Part 5 Multiple choice

1 You are going to read an article about happiness. Before you read, in pairs discuss the following.

- Are the people of your generation generally happier or unhappier than your parents' generation?
- Look at the title and introduction to the article. What do you think the writer's answer to his question will be? Read through quickly to find out.

STRATEGY POINT

- Get the gist first by looking at the title and reading the text quickly.
- Read the questions and question stems (the actual questions, not the four choices).
- Read the text carefully and underline the parts which are relevant to the questions.
- Choose an answer to each question.

Remember:

- Options which sound a lot like the text (e.g. ones that use words that also appear in the text) are usually wrong.
- Some wrong options may be generally true, but they don't answer the question or they are not true according to the text.
- Some wrong options are very nearly correct, apart from one word (e.g. an adverb like 'never').

2 For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What can be inferred about National Smile Week?
 - Its organisers did not expect it to succeed.
 - It seems to have annoyed some people.
 - It was largely unsuccessful.
 - It was not ambitious enough.

Life's good!

Why do we feel so bad?

We've tried shopping and New Age cures, making money and spending it. We're still miserable. What's missing from our lives?

Did you notice an outbreak of joviality and generosity last week? People **beaming** at you as they let you go ahead in the bus queue, grinning as they shared your morning traffic jam, smirking through the quarterly budget planning meeting?

No? The organisers of National Smile Week will be down in the mouth. All their efforts to perk us up for at least seven days have run, it seems, into the sand of our collective scepticism. Four out of ten of us think life has become worse in the past five years. Two million of us are on anti-depressants; only a minority of us think 'people can be trusted most of the time'. Mix in some road/air/office/phone rage, a rise in reported **incivility** and a good dose of political apathy and the gloom looks even starker. We're a wretched lot.

All this when average house prices have blasted through the £200,000 mark, when life expectancy continues to lengthen, mortality rates are dropping and more than a third of young people enjoy what was once the elite privilege of higher education. We are healthy, wealthy and wise. Yet we've never felt so bad.

If we seem like a nation of **ingrates**, it may be because all the goodies that are supposed to make us happy don't do it for us any more – even if we have yet to wake up to the fact. So, your house is worth half a million. Karl Marx, who for all his faults knew a bit about capitalism, captured the

2 In the third paragraph, the writer says that higher education

- is only available to a small, privileged group.
- is available to the whole of the population.
- is available to far more people than in the past.
- should only be available to young people.

3 In the fourth paragraph, the writer suggests that

- television programmes can make us unhappy.
- even Karl Marx suffered from jealousy.
- people are realising that they have too many commodities.
- our political system collapses when we compare possessions.

4 An increase in earnings fails to make most people happier because

- their expenses are incredibly high.
- they realise that's not where happiness lies.
- there is always someone who earns more.
- they don't have financial problems.

keeping-up-with-the-Joneses dynamic of market economies perfectly: 'A house may be large or small; as long as the neighbouring houses are likewise small, it satisfies all the social requirements of a residence. But let there arise next to the little house a palace and the little house shrinks to a hut.' With mass media, the palace doesn't have to be next door – it can be beamed into our living rooms.

Money doesn't make most of us happy any more. Poor people, understandably, see their life satisfaction rise with income but for most of the population in a country as affluent as ours, any jump-start to well-being from a pay rise quickly wears off. 'I was window-shopping in the South of France recently and I saw a diamond-studded woolly hat, and I quite fancied it.' When we get to that stage we should realise that more money isn't getting us much more in terms of happiness. Harrods is currently carrying a pair of shoes priced at a cool million – imagine if somebody stepped on your foot.

But what about health? Surely the virtual elimination of most fatal diseases, rising life expectancy and falling mortality should be cheering us up? Not a bit of it. All that happens is that our expectations rise just as or even more quickly. Objectively, our health is better on almost every count, but this doesn't translate into our feeling any healthier. We are more aware of our health, so we get more anxious about it. Medicine has become a victim of its own success: having massively reduced the chances of death in childbirth, for example, people are now shocked if a life is lost – and reach for a lawyer. Death was unavoidable – now it is unacceptable.

Like the answer to many great problems, however, the answer to the question of happiness may be quite

prosaic: once countries and households are free of material need, the biggest contributor to life satisfaction seems to be a healthy set of personal relationships. The relative happiness of late teenagers and those passing middle age may relate to their spending more time on friendships. The thirty somethings, fighting on the two fronts of work and children, are the most dejected. Those between full-time education and retirement may be spending more time on the activities they think will make them happy – earning and spending – than on those that actually will: spending time with friends and family.

This friend-shaped gap explains the American paradox – why the residents of the richest nation in the world are so glum – according to Professor Robert E. Lane at Yale University. 'There is a kind of famine of warm interpersonal relations, of easy-to-reach neighbours, of encircling, inclusive memberships, and of solid family life,' he says.

The secret of happiness? Not money. So leave the lawn, forget your investments and call in sick tomorrow. Do yourself a favour. Phone a friend.



5 According to the writer, improvements in health care

- A made no difference to the public's mood.
- B alleviated some health worries.
- C directly led to increased anxiety.
- D only caused complex legal issues.

6 On average, people in their early thirties

- A have more friends.
- B have happier marriages.
- C are better-educated.
- D face more problems.

Vocabulary Practice

3 a. Find at least **three** words or phrases in the text which are synonyms for the word 'miserable'.

b. Explain the highlighted words.

Text Analysis

4 What does the writer mean by the underlined phrases in the text? Discuss in pairs.

Discussion

5 a. The author believes that friends make you happy. How far do you agree with this? Discuss in pairs giving reasons.

b. Read lines 7 to 10. (*Four out ... time*). These statements are based on the results of a survey conducted to see how happy people in Britain are. What do you think the findings of a similar survey would be in your country? Discuss in groups.

c. **THINK!** Make a list of the five most important things which make you feel happy. Compare your list to your partner's. Which three are the most popular among the class?

Gerund/Infinitive

Grammar Reference

1 a. Rewrite the following sentences using a **gerund**, as in the example.

- 1 It takes her ages to get to work.
Getting to work takes her ages.
- 2 It's nearly impossible for me to do two things at the same time.
- 3 It is very frustrating for her to have to deal with such a problem on a Friday afternoon.
- 4 It makes me feel really happy to see old people holding hands.

b. Now, answer these questions in the two ways shown above.

- 1 What takes you a long time?
- 2 What is nearly impossible for you?
- 3 What makes you feel really happy?

2 a. Fill in the prepositions which usually follow these phrases. Use a dictionary if you wish.

- | | |
|--------------------------|--------------------------|
| 1 to disapprove | 8 to compensate sb |
| 2 to compliment sb | 9 to be guilty |
| 3 to be ashamed | 10 to be obsessed |
| 4 to apologise | 11 to consist |
| 5 to be involved | 12 to object |
| 6 to discourage sb | 13 to protest |
| 7 to be keen | 14 to benefit |

b. Now write a sentence for each phrase, using a gerund after the preposition.

I strongly disapprove of people using their smartphones while they drive.

3 a. Match these phrasal verbs with their meanings.

A		B	
1	take up	a	rely
2	give up	b	start (e.g. a hobby)
3	block out	c	stop trying
4	count on	d	ignore
5	make up for	e	compensate
6	run through	f	examine

b. Rewrite the following sentences using the phrasal verbs in Ex. 3a. Use gerunds where possible.

- 1 He's been a stamp collector since he was five.
He took up stamp collecting when he was five.

- 2 I ignored the street noise and continued studying.
- 3 Let's think of all the places where you might have left it.
- 4 He forgot her birthday so he sent her a big bouquet the next day.
- 5 I really need you to support me at the meeting.
- 6 I stopped trying to get my husband to do housework years ago.

4 Fill in the gaps in the following sentences using the gerund or the infinitive of the verbs in parentheses.

- 1 I enjoy (live) in Spain, but I do miss (go) out with my friends.
- 2 We agreed (meet) by the river at 8 o'clock, but they never showed up.
- 3 Frank failed (complete) the course and so he'll have to retake it.
- 4 I suggested (go) to the cinema, but Helen said she didn't fancy (wait) in a queue.
- 5 I can't really afford (buy) a car this year.
- 6 Martha practised (play) the piano daily, but she seemed (make) little progress.
- 7 Much as I dread (go) to the dentist, I don't think I can avoid (visit) him this time.
- 8 She certainly mentioned (see) Mark, but I don't remember her (talk) about Vicky.

5 Use the verbs below in their **infinitive** or **-ing form** to complete the six rules for achieving success.

- respect • focus • take • improve
- imagine • concentrate

to success

- 1 You must yourself and others around you.
- 2 Remember, on the outcome of your goal is a great motivator.
- 3 Try what your life will be like once you have accomplished your aim.
- 4 Build up your motivation levels by your diet.
- 5 You should always on the job at hand – don't get distracted.
- 6 You need to control over the everyday events in your life.

Reading and Use of English – Part 1
Multiple-choice cloze

6 You will read a text on unusual ways to celebrate birthdays.

a. Read the article quickly and answer these questions.

- 1 What sort of activities are mentioned in the article?
- 2 Do you think the writer is an adventurous person?
- 3 How would you describe the tone of this article? Why?

b. Now read the article again and for questions 1-8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Something Different?

Looking for a 0) way to celebrate that special occasion? Well, the range of options open to today's youngster – or even 'oldster' for that matter, is a far 1) from the traditional party or restaurant visit. No longer is it enough to invite your friends round, buy some food and get a cake. No, today's birthday boy or girl is looking for something out of the ordinary, ranging from the 2) expensive to the downright dangerous. Anything 3) , as long as it is unusual and impressive.

Top of this year's popular 4) are as follows: taking some friends rally driving, for helicopter lessons, on a plane trip, parachuting and hot air ballooning. Then, there is always group bungee jumping or taking your buddies on a stomach-churning, white water rafting ride down rapids. Of course, if you have the money, the world is your oyster. A 5) relation of mine flew fifty of his friends to a Caribbean island to mark the passing of his half century. Unfortunately, I was only a 6) relation!

Undoubtedly, the more traditional forms of celebration do continue to 7) the needs of the less extravagant or more timid among us. However, with my own half century coming up on the horizon, I wouldn't say no to a weekend in Paris and a meal at the Eiffel Tower. I can but dream. Perhaps by the time I'm eighty I'll finally have enough money to 8)

- | | | | |
|-----------------|--------------|----------------|--------------|
| 0 A notorious | B prominent | C remarkable | D renowned |
| 1 A post | B out | C afield | D cry |
| 2 A perfectly | B dearly | C outrageously | D explicitly |
| 3 A goes | B comes | C wins | D takes |
| 4 A deeds | B activities | C actions | D venues |
| 5 A progressive | B prolific | C promising | D prosperous |
| 6 A distant | B remote | C faraway | D slight |
| 7 A pacify | B distract | C absorb | D satisfy |
| 8 A grant | B spare | C afford | D subsidise |

STRATEGY POINT

- Read the whole text first to get an idea of its theme(s) and content.
- Consider meaning, naturalness and form.
- Style is important; a very formal word is unlikely to fit in an informal passage and vice versa.



7 Find words or phrases in the text above which are similar in meaning to the following.

- | | | |
|-----------------|---------------------|--------------------------|
| 1 unusual | 4 frightening | 7 approaching |
| 2 thoroughly | 5 there is no limit | 8 I would like |
| 3 close friends | 6 less adventurous | 9 it's impossible for me |

- 8** Put **well** in front of the verbs in the list, then use them to complete the sentences. Which of the verbs listed best completes the caption?

• brought up • documented • spoken
• thought of • known • travelled • mannered

- 1 She knows a great deal about different cultures. She's extremely
- 2 You must have read his books. He's a very author.
- 3 He was a quiet, pleasant, young man.
- 4 Her parents had done a marvellous job with her. She was very
- 5 You can take little Tony with you anywhere. He's extremely
- 6 Everybody respects him in the community. He's very
- 7 You can find out everything about the development of the Internet. It's very



Word Formation

9

- a. Complete the following sentences with words formed from the noun **alarm**.

- 1 We had to call the doctor. Her temperature was high.
- 2 He's always spreading rumours that we're going bankrupt. He's a real
- 3 Her exam results are quite Has she had any problems at home?
- 4 I was rather by the message you left, so I came straight over.

- b. Complete the following sentences with words formed from the verb **impress**.

- 1 It was an performance by Henman, who now looks set to win the tournament.
- 2 He found the art exhibition rather , saying that he had expected to see more artists from abroad.
- 3 Jeremy was by Shona's display of anger; after all, he was used to her losing her temper.
- 4 He was anxious to make a good on his fiancé's parents, so he wore a white shirt and a tie.
- 5 Tony is only 16 and he is easily influenced by those around him; he's a rather young man.

Reading and Use of English – Part 3

- 10** For questions 1-8, use the words in bold to form words that fit in the numbered spaces in the text.

A Chinese Wedding

Traditionally, a Chinese wedding **0** *originated* with an elaborate marriage **1** The most important people in this process were the bride and groom's parents – not the young people themselves. When the boy's parents had identified a **2** bride for their son, they sent a go-between to the girl's house with presents for her parents. If the offer was acceptable to the girl's parents, they sent back a special chart with the date and hour that their daughter was born. This document would then be placed on the **3** altar for three days. In the **4** of any inauspicious omens, such as quarrels, accidents or **5** in the family, the chart was then given to an astrology expert, to discover whether the **6** bride would make a good wife for their son. Should the expert look **7** on the girl's horoscope, then a repeat of the whole process took place with the boy's horoscope. Only after this would there be a face-to-face introduction of the two young people and the engagement made **8**

ORIGIN

PROPOSE

SATISFY

ANCESTOR

ABSENT

ILL

PROSPECT

FAVOUR

OFFICE

STRATEGY POINT

- Quickly skim through the whole text to get an idea of the topic and the tenses used.
- Try and identify what part of speech is missing from each gap.
- Remember – in this part of the exam, your spelling must be completely accurate.
- Once you have decided on your answers, read through the text again, checking that each word fits grammatically and in terms of meaning.

➔ Open Close

11 In Part 2 of the Reading and Use of English paper, you have to complete a short text with single words so that it is grammatically and logically correct.

a. Complete the sentences with a suitable word.

- 1 I applied the job, but I haven't had an official reply yet.
- 2 In the of bad weather, the graduation ceremony will be held indoors.
- 3 You can count Emma to organise a surprise party for Dan.
- 4 The job was re-advertised as of the interviewees was suitable.
- 5 Companies as ours have branches worldwide.
- 6 The day on he finally retired was very emotional for James.

b. What is being tested in the sentences above? Match the part of speech (a-f) to the sentences (1-6). Give your reasons.

- | | |
|---------------------------|-------|
| a a phrasal verb | |
| b a relative pronoun | |
| c a determiner | |
| d a fixed phrase | |
| e a dependent preposition | |
| f a quantifier | |

STRATEGY POINT

- The parts of speech in Ex. 11b are just some of the grammar phenomena you may encounter in the exam.
- Read through all the text to get a good idea of what it is about.
- Look for clues in the rest of the sentence as to what the missing word could be.
- Do not just look at the words before and after the gap. Read the complete sentence and even the whole paragraph to make sure you write the correct word.
- While this task mostly tests students' understanding of the structure of the language, i.e., grammar, it may sometimes test vocabulary like fixed phrases.
- There may be more than one answer for some gaps.
- Read through the entire text after you have written all your answers to make sure it is grammatically and logically correct.



Reading and Use of English – Part 2

12 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

High Five for Success

The principles 0) *of* positive psychology are a permanent feature of office life in 1) day and age. Most employees have participated in team building exercises, or attended seminars on the importance of positive feedback. 2) this, researchers are still making new discoveries about positivity and its impact on office life.

A recent study looked at 3) high fives, hugs and team huddles among members of a basketball team affected their performance. The focus of the study was the extent to 4) team members used such physical contact to build trust and cooperation on the court. The findings revealed a distinct connection 5) physical contact intended to reinforce positive emotions and the team's success on the pitch.

So 6) though most companies prefer co-workers to keep their distance from one 7) Even so, it seems that a high five or good old pat on the back for work done well 8) do a lot more for office morale than previously thought.

Letters/emails appear in Part 2 of the CAE writing paper.

They are written for a variety of reasons – e.g. to present information, to make an application, to recommend someone or something, to complain, to apologise, etc.

Informal letters are written for similar reasons but are usually written to people you know.

The main difference between formal and informal letters/emails is the language that is used. In all cases, it is essential that the style of the letter/email is appropriate for the target reader.

A letter/email should contain:

- An introduction in which the reason for writing is clearly stated. In formal letters/emails, it is often necessary to state who you are.
- A main body in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph. You usually begin each main body paragraph with a topic sentence. Examples and/or explanations are then added in supporting sentences.
- A conclusion in which you restate the main points of the letter/email and/or state an opinion. For formal letters/emails, any action you want to be taken should be clearly stated at the end of the letter. In informal letters/emails, you usually end by sending your wishes and perhaps asking the other person to write back.

Vocabulary

- 1 a. Use the phrases given to fill in the gaps in the sentences below, as in the example.

- take issue with • in addition to this
- is concerned • voice my concern about
- expressed the opinion that • with regard to
- views contained • which appeared in

- 1 I would also like to take issue with the statement made by your journalist that the students of the college are to blame for this situation.
- 2 I am writing to complain about the article yesterday's issue of your newspaper.
- 3 I am writing to the proposed changes to the education system in the district.
- 4 The in your report were extreme and unfounded.
- 5 The writer the project was a failure.
- 6, you should consider the enormous progress that has been made.
- 7 the effect on the public, I feel that this will be considerable.
- 8 As far as the committee, they have done everything in their power to see that this unfortunate event is not repeated.

- b. Look at the situations below and, for each one, imagine that you have to write a letter/email expressing your objection. Use the phrases from Ex. 1a to suggest sentences that would be suitable.

- A You have just seen a TV documentary which was very critical of your home town.
- B You have recently heard that the college where you study English is planning to increase its fees.
- C The government has announced plans to close down the only remaining hospital in your town.
- D The local authorities have recently released plans to build a new office complex on fields near your home.
- E You recently read an article accusing people in your country of not caring about the environment.

Understanding the Rubric

- 2 a. Read the rubric below, paying careful attention to the underlined sections.

You recently read a newspaper article that claimed that most people in your country were happy with the education system, public transport and how much money they earned. You feel that the comments in the article do not apply to your country and decide to write to the editor of the newspaper.

Write your **letter** in **220-260** words.



b. Now tick (✓) the appropriate boxes in the statements below.

- a You should write:
a formal letter ☐ an informal letter ☐
- b It is going to be read by:
someone you know ☐ someone you don't know ☐
- c Your reason for writing is to:
present information ☐ make an application ☐
recommend someone or something ☐ complain ☐
apologise ☐
- d In order to follow the instructions you should write a letter agreeing ☐ disagreeing ☐ with the article.
- e Tick the boxes below to show which of the points are suitable for inclusion in this letter. Give reasons.
- We do not feel that most people are happy with their lives. ☐
 - I, for one, am very unhappy with my life. ☐
 - Many people in my country have complaints about the education system. ☐
 - Most of us are happy with our jobs. ☐
 - A significant percentage of us would move if we could. ☐
 - Lack of money is among the most commonly reported complaints. ☐
 - Our public transport system is seriously under-funded and our roads are heavily congested. ☐



Analysing the Model

3 Read the model on the right and use the words/phrases to fill in the gaps. Suggest alternatives which could be used in their place. Then answer the questions that follow.

- furthermore • secondly • finally • to conclude
- in fact • first of all • with reference to

- 1 Does the introduction clearly state the reason for writing? What other information is included in the first paragraph?
- 2 – Does the first sentence of each main body paragraph clearly state the topic of that paragraph?
– How does the writer support each of these sentences?
– Which point(s) from the rubric does the writer address in each paragraph?
- 3 How does the writer conclude the letter?

Dear Sir/Madam,

I am writing 1) the article entitled 'Everything's just perfect, thanks!' which recently appeared in your newspaper. I wish to express my disagreement with the views contained in the article.

2), I find it difficult to believe that such a large number of people are satisfied with the education system and with their working conditions. This is certainly not the case here, where many people have complaints about the poor standard of education. 3), lack of job satisfaction is known to be among the greatest causes of stress in this country.

4), it certainly is not true that most people are happy with public transport.

5), one of the most commonly heard complaints is that there are insufficient buses and trains. It is a well-known fact that our public transport system is seriously under-funded and our roads are heavily congested. And, as far as city life is concerned, a significant percentage would move if they had the opportunity.

6), we feel it is unrealistic of you to claim that most people have enough money to live on. Were this so, widespread poverty would not be an issue. Even those on the average income find making ends meet a daily trial and, in most cases, the situation is only getting worse.

7), we found your article to be extremely subjective. We look forward to reading more objective reporting in future issues.

Yours faithfully,

Mark Wiseman

Mark Wiseman

- 4 How strongly does the writer feel about the points he makes? Find examples of words or phrases which helped you to decide. Then suggest how the letter could have been written more or less forcefully.
- 5 Complete the following sentences using ideas of your own.
 - I find it difficult to believe that
 - It certainly is not true that
 - It is a well-known fact that
 - I feel it is unrealistic

Formal and Informal Style

How formal your letter/email needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your letter (in other words, you should not mix very formal expressions with very informal ones). Study the guidelines.

Formal style includes:

- sophisticated vocabulary
- impersonal tone
- more frequent use of the passive voice
- complex grammatical constructions
- formal linking devices

Informal style includes:

- colloquial (spoken) and idiomatic English
- personal tone/direct address
- less frequent use of the passive voice
- less complex grammatical constructions
- simple linking devices
- less advanced vocabulary
- contractions

- 4 Look at the formal expressions on the left, which have all been taken from the model. Match them with their less formal equivalents.

A	B
1 I am writing	a say how much I disagree
2 such a large number of	b chance
3 I/We find it difficult to believe that	c I thought I'd drop you a line
4 express my disagreement	d everyone knows
5 is seriously under-funded	e which was called
6 inaccurate	f so many
7 a significant percentage	g it can't be right that
8 it is a well-known fact	h wrong
9 opportunity	i doesn't have enough money
10 entitled	j a lot of people

- 5 a. Read the sentences below and say whether they are formal or informal. Then suggest who the target reader might be.

- 1 It is a well-known fact that the school is seriously under-funded.
- 2 In the article which was called 'A National Disgrace', the information was wrong.
- 3 A lot of people would do this if they had the chance.
- 4 It can't be right that so many people believe this.
- 5 I am writing to express my disagreement with the opinions in last night's 'Agenda' on BBC2.

- b. Now, using phrases from Ex. 4, and making other necessary changes, rewrite the sentences in a different style. Discuss the effects that the different styles would have on the readers.

Topic and Supporting Sentences

- 6 a. Read the following paragraphs and say whether each one contains *an explanation*, *an example*, or *both*. Then think of an appropriate topic sentence for each one. The first one has been done for you.

A *To begin with, there is a pressing need for renovation work to be done to the college buildings.* The library, in particular, has not been decorated for several years and is suffering from serious damp patches. *[Example]* If work is not carried out soon, there is a very real danger that some of the books could be destroyed. *[Explanation]*

B

 It certainly makes it easier for students to see how well they are progressing. There are other benefits as well; for example, exams give you that extra motivation you need in order to learn new vocabulary or grammar items.

C

 For instance, you could sign yourself up for a course of lessons in a new sport, or even dance classes – why not? But the thing to remember is that, however hard it is in the beginning, you will soon see the benefit.

- b. Now suggest what kind of letters the paragraphs above could be taken from.

- 7 Read the following topic sentences. Then, using the prompts given, write supporting sentences to complete each paragraph. Remember to keep the style consistent throughout each paragraph.

a As far as I and my fellow students are concerned, success in examinations is a very important part of the process of learning English.

- indication of progress
- incentive to study
- qualifications

b I strongly disagree with your reporter's claim that our quality of life is improving.

- stress
- crime
- financial difficulties

c I'm sure you'll find a lot of things in this magazine that you're interested in.

- sections on sport/music
- interesting letters page
- up-to-date information

d Thanks very much for giving me the chance to see how you run the club.

- useful experience
- great atmosphere
- fresh approach



Beginnings and Endings

FORMAL LETTERS

Remember that formal letters begin and end with either:

Dear Sir/Madam, → Yours faithfully, or

Dear Mr/Mrs/Ms Smith, → Yours sincerely,

All formal letters begin with the reason for writing – e.g. *I am writing to request .../inform you .../complain about .../apologise for .../apply for .../etc*

In addition, you can include one or more of the following:

- who you are – e.g. *I am writing on behalf of my English class ...*
- a reference to something you have seen or read – e.g. *I am writing in response to your article in last Tuesday's issue of Education News.*
- details of place, time, people spoken to, etc, e.g. *... while I was attending the seminars for students on 4th May.*

Depending on the reason for writing, letters can end with one or more of the following:

- A summary of the points made in the main body
- A reiteration of the reason for writing
- A reassurance
- A reference to future action

INFORMAL LETTERS

- An expression of gratitude

Informal letters usually begin and end with first names in the following way:

Dear John, → Lots of love, Susan

Dear Margaret → Take care and write soon, Bill.

Informal letters can begin with the reason for writing,

e.g. *I thought I would write to let you know about this fantastic new course that's being offered.*

Alternatively, they can begin with an informal greeting,

e.g. *How are you doing?*

The closing comment depends on the content of the letter –

e.g. *Write soon and let me know what you think./Why don't you give it a try?* etc

EMAILS

Remember that emails should begin with From:, To:, Cc: and Subject:.

- 8 Match the beginnings and the endings below and identify the techniques which have been used. Then say which letter/email:

- is informal
- is to a newspaper
- is applying for a job

- (A) Dear Mr Wooster,
I am writing in my capacity as secretary of the college social club to say how concerned we were to read about the decisions taken at the committee meeting held on the fourth of last month.

- (B) Dear Mark,
I am writing to let you know about a marvellous opportunity that I have heard about and that I think is exactly what you're looking for.

(C) **New Message**

From: Kate Lowe
To: Head of Human Resources
Cc:
Subject: Part-time Library Assistant

Dear Sir/Madam,
I am writing to express my interest in the position of part-time library assistant that I saw advertised in your newsletter dated 13th June.

- 1 As I've said, this really is too good a chance to let slip by. I honestly don't think it will be very difficult for you of all people to qualify. So why not give it a go? Write and let me know how you get on.

Say hello to everyone for me,
Lots of love,

Jill

- 2 I hope that you will consider me for the post. I enclose a copy of my CV, together with two letters of reference. I look forward to hearing from you and having the opportunity to discuss this matter further.

Yours faithfully,

Kate Lowe

Kate Lowe

- 3 I trust you will give this issue your urgent consideration and will take the opinions of the students into account. Thanking you, in anticipation of your cooperation on this matter.

Yours sincerely,

Graham Bridgewater

Graham Bridgewater

9 The underlined sections of beginning A and ending B are written in the wrong style. Rewrite them using the words/phrases given.

- in my capacity as • grossly misrepresented • it is my opinion • entitled • am writing in response to • the May 3rd edition of your

A I 1) want to write about an article in 2) last Tuesday's newspaper 3) called 'Local Businesses Lack Initiative'. 4) Because my job is head of the SBA (Small Business Association), 5) I think that the article 6) told lies about the many hard-working people that live and work in the area.

- immediately • look forward to • your prompt reply • prevent any repetition of the problem • suitable measures taken • given your urgent attention • trust that the matter will

B I 1) want the problem to be 2) sorted out soon and 3) you do something 4) right now to 5) stop it happening again. I 6) 'm expecting 7) a quick answer from you.

Discuss & Write

10 Read the rubrics and underline the key information. Then answer the questions that follow.

A You recently read a newspaper article that claimed that students were lazy, poorly educated and contributed nothing to society. You feel that the comments in the article do not apply to any students that you know and decide to write to the editor of the newspaper.

Write your **letter** in 220-260 words.

B One of your classmates, who has only recently moved to the area, gave a class presentation about the town/city where you all live. You found that the information in the presentation badly represented the area and you have decided to write an email to your classmate explaining what you think and how you feel about your town/city.

Write your **email** in 220-260 words.

- 1 What do you have to write?
- 2 Who is/are the target readers?
- 3 How formal does your writing need to be?
- 4 How will you begin and end your letter/email?
- 5 What information will you include in the main body?
- 6 Think of appropriate topic sentences for your main body paragraphs. How will you support your topic sentences?

11 a. Choose the letter or the email from Ex. 10 and complete the paragraph plan with your own ideas.



Introduction: opening remarks and reason for writing

Para 2: main body

Para 3: main body

Para 4: main body

Conclusion: closing remarks

b. *Portfolio*: using the notes you have made, write your letter/email from Ex. 10.



Checklist

When you finish writing your letter/ email, check for the following:

- Have you included all the points in the rubric?
- Have you used appropriate opening/closing remarks?
- Are there well-structured paragraphs?
- Have you written in the correct style?
- Are there any grammar, spelling or punctuation mistakes?
- Have you used an appropriate greeting/ending?