

# Wishes

LEVEL **B2.2**



Student's Book

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Express Publishing

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# Module 1

Units 1-17



## Communication

### ▶ Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

### ▶ Find the page numbers for

- a pop group
- a famous Italian actor
- a joke
- a music festival

### ▶ Listen, read and talk about ...

- body language
- music
- character adjectives
- languages
- ways animals communicate

### ▶ Learn how to ...

- ask about/express feelings
- express preferences

- make decisions
- react
- compare pictures
- structure discourse

### ▶ Practise ...

- comparisons
- -ing/(-to) infinitive
- clauses of result/purpose/reason/time & condition
- phrasal verbs

### ▶ Write/Give ...

- a presentation of gestures used in your country to express feelings
- an informal email describing a festival you attended
- a short paragraph about qualities drivers should have
- informal/semi-formal/formal letters/emails

**Culture Clip:** Cockney Rhyming Slang

**Curricular Cut (Biology):** Animal Talk

### Lead-in

- 1 Who's the man in the pictures? Which character does he portray? What is special about the character?
- 2 Read the title of the text. How can this character be related to the text? Read through to find out.
- 3 Read the article. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

#### Exam Practice: Reading

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned 'Pinocchio Syndrome' to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood **rushes** to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they **scratch** their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to **convince** people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more **reliable** information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the **basics**. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these peak volumes and can be understood if you only know how to make sense of the signs.

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face.



# BODY TALK

by Mark Evans

However, this is not, as commonly thought, the sure sign of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to **interpret** as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more **convincing**. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an **involuntary** sign that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're **concentrating** on something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.

Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the **key** to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its downside. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they **assume** I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.



## Study Skills

### Multiple Choice

Read the text quickly to get an idea of what it is about. Read the question stem, then find the part of the text which the question refers to. Go through the choices and choose the one that fits best. The information might be rephrased.


- 1 **According to the writer, non-verbal communication is important because**  
 A it helps lawyers to be more skilful.  
 B politicians need to know when people are lying.  
 C it can help make people believe what you tell them.  
 D it provides a unique way of earning one's living.
- 2 **What does the writer assume about his readers?**  
 A They are able to change their intonation.  
 B They need to develop good posture.  
 C They use only words to communicate.  
 D They know something about the subject.
- 3 **According to the writer, it is not easy to recognise when someone is lying because**  
 A they have an honest look on their face.  
 B they move their eyes very rapidly.  
 C listeners read their body language incorrectly.  
 D listeners do not look into their eyes.
- 4 **To have a positive effect on someone, you should try to avoid**  
 A making any facial expressions.  
 B having any involuntary reactions.  
 C giving the impression of not caring.  
 D moving your legs about too much.
- 5 **Why do people react in a negative way when they meet the writer?**  
 A They think he is too self-confident.  
 B They assume that he is always lying.  
 C They have heard about him previously.  
 D They believe he is studying them.
- 6 **What do we learn about the writer from the passage?**  
 A He makes a lot of money from his job.  
 B He travels the world giving advice.  
 C He is dedicated to his work.  
 D He trains body language experts.

4 **Match the words/phrases in bold from the text to their definitions:** likely to be correct, moves quickly, simplest ideas, understand the meaning, make person believe something is true, rub fingernails against the skin, cannot be controlled, suppose, believable, focusing on, the deciding factor. **Then, explain the underlined words/phrases.**

5 **Fill in:** build, show, facial, business, non-verbal, powers, crossed, body language, clear, minor. **Make sentences based on the text, using the phrases.**

- |               |             |
|---------------|-------------|
| 1 .....       | 6 .....     |
| communication | arms        |
| 2 .....       | 7 .....     |
| expert        | expressions |
| 3 .....       | 8 .....     |
| a reputation  | speech      |
| 4 .....       | 9 .....     |
| of persuasion | matters     |
| 5 .....       | 10 .....    |
| confidence    | deal        |

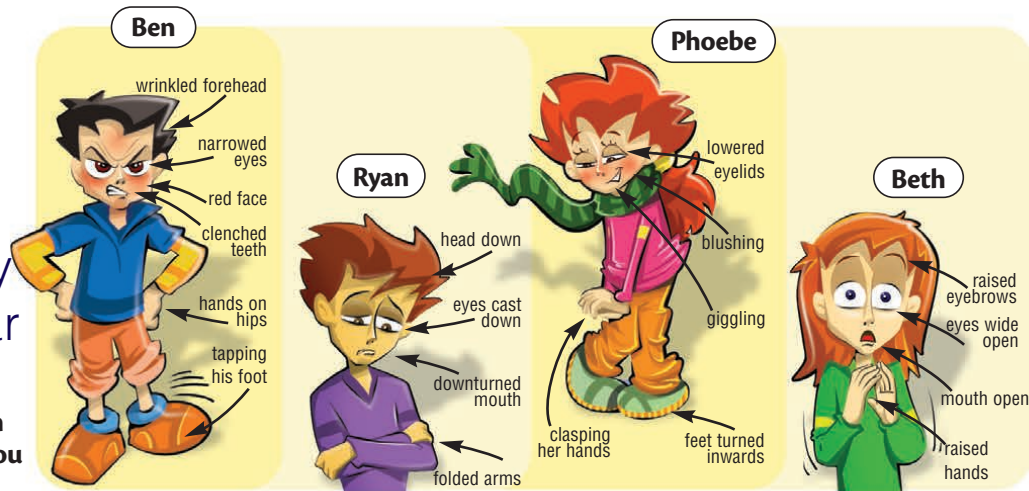
## Speaking & Writing

6  **THINK!** Listen and read the text. How does the writer feel towards his job? Give reasons based on the text. Would you ever choose to do this kind of job? Why/Why not?

7 **ICT Project:** What gestures do people in your country use to show anger, joy, worry, regret, annoyance and other emotions? Collect as much information as you can and prepare a presentation for the class. Use photographs to illustrate your work.

## Vocabulary & Grammar

1 Use the phrases to describe the cartoon drawings. How do you think each person is feeling?



Ben has his hands on his hips. His face is red and ...

2 Use the verbs in the list to complete the sentences below.

- clenched • bowed • wrinkled • squinted
- shrugged • snapped • shook • drummed
- scratched • licked

- 1 He had forgotten his glasses, so he ..... to read the small print.
- 2 Robert ..... his head in shame when he remembered how rude he had been to his teacher.
- 3 She ..... her fingers impatiently on the counter as she waited for the manager to come.
- 4 She ..... her teeth angrily and made a brave effort not to show how she hated him.
- 5 He ..... his fingers to attract the waiter's attention.
- 6 She ..... her nose in disgust when she smelt the bad meat in the fridge.
- 7 The children ..... their lips hungrily when they saw the delicious cake.
- 8 James just ..... his shoulders as if he didn't care when he heard the news.
- 9 My grandfather ..... his head in disbelief when he heard how much my new designer jeans cost.
- 10 He ..... his head thoughtfully as he read the difficult questions in the exam.

3 Choose the correct word.

- 1 I don't **trust/recall/consider/think** him to be a very reliable person.
- 2 My father cannot lift anything heavy because he **hurts/suffers/aches/pains** from a bad back.
- 3 I'm afraid that I'm not **familiar/aware/known/recognised** with any of his books so I can't answer your question.

- 4 Many people move to big cities hoping to make a better **income/earning/wage/living** for themselves.
- 5 I can't make any **sense/logic/reason/explanation** of this letter – the handwriting is so bad!
- 6 The little girl was so **curious/fascinated/interested/interested/interested** by the story that she asked her mother to read it again.
- 7 Peter **turned/bent/nodded/lowered** his head in understanding when I explained the problem.
- 8 He clenched his **nose/fingers/eyes/teeth** when the doctor gave him an injection.
- 9 The audience **punched/clapped/tapped/smacked** their hands enthusiastically at the end of the performance.
- 10 He couldn't **look/stare/glance/gaze** his mother in the eye because he was so ashamed of what he had done.

- Ways to look

4 Check these words in your dictionary. Use the words in their correct form to complete the phrases. Which of these verbs best describe the people in the pictures?

- glare • stare • wink • peer • glance

- 1 You shouldn't ..... at people. It's rude.
- 2 She ..... at the children so that they knew she was joking.
- 3 He ..... through the keyhole to see what was happening in the room.
- 4 The teacher ..... angrily at the children.
- 5 The doctor only had to ..... at his patient to see he was ill.



**Exam Practice: Use of English**

- Multiple Choice Cloze

**5** For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



**STANDING Messages**

You are standing in a **0)** ..... area. Suddenly there is a disturbance, and even though you can't see what's going on, you, and those near you, immediately feel **1)** ..... and quickly move away.

Scientists have long known about animal **2)** ..... to danger. For instance, if one animal begins to run away, then all the other animals in the group will follow. But scientists have been baffled by what causes **3)** ..... behaviour in humans. What is it that causes fear to spread so quickly through a group of people?

Researchers at Harvard believe they may have begun to unravel the mystery. In the past it was accepted that people judged emotional situations simply by looking at faces. What this new study has **4)** ..... is that the position of the body is also very important.

To test their theory, the scientists showed pictures of people **5)** ..... in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects **6)** ..... at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very strong reaction despite the lack of any facial expression in the pictures. The effects suggest that humans react instinctively to a position of fear in other people and that this **7)** ..... in our behaviour has helped humans to **8)** ..... in dangerous situations throughout our evolution.

- |   |             |                |             |                 |
|---|-------------|----------------|-------------|-----------------|
| 0 | A filled    | B jammed       | C packed    | <b>D public</b> |
| 1 | A irritable | B nervous      | C impatient | D doubtful      |
| 2 | A replies   | B explanations | C answers   | D responses     |
| 3 | A same      | B equal        | C like      | D similar       |
| 4 | A founded   | B realised     | C exposed   | D discovered    |
| 5 | A forming   | B having       | C standing  | D taking        |
| 6 | A glared    | B noticed      | C looked    | D watched       |
| 7 | A effect    | B development  | C result    | D conclusion    |
| 8 | A remain    | B keep         | C survive   | D live          |

- Comparisons **GR p. 153**

**6** Complete the sentences with a positive or negative comparative form to show your opinion.

1 Doctors should be paid ..... (**much**) money than footballers.

- 2 It is ..... (**hard**) to forget than to forgive.
- 3 Happy people tend to be ..... (**self-centred**) than unhappy ones.
- 4 Painting is ..... (**relaxing**) than listening to music.
- 5 Rich people are ..... (**happy**) than poor people.

**7** Complete the sentences so that they are true for you.

- 1 (**good**) actor in the world ... *I think the best actor in the world is ...*
- 2 (**funny**) person I know ...
- 3 (**tiring**) job ...
- 4 (**expensive**) restaurant in my town ...
- 5 (**cold**) place in my country ...
- 6 (**difficult**) language in the world ...
- 7 (**windy**) place in my country ...

**Exam Practice: Use of English**

- Key word transformations


**8** Complete the sentences using the words in bold. Use two to five words.

- 1 Bill earns more money than Ann. **as** Ann doesn't ..... Bill.
- 2 If you practise, you'll get better. **the** The more ..... will get.
- 3 We finished in half the time she took. **twice** It took her ..... it took us to finish.
- 4 This is the fastest she can run. **any** She can't ..... this.
- 5 He didn't expect it to cost so much. **paid** He ..... he expected.
- 6 I can't attend the meeting next week. **present** I won't ..... the meeting next week.



## Lead-in

1 Look at the two pictures. How are they related? Why do people enjoy events like this?

2  What types of music do you enjoy? How do they make you feel? Listen to the music clips and match them to the type of music.

- A classical .....
- B folk .....
- C country .....
- D jazz .....
- E pop .....
- F rock .....
- G blues .....

3 **THINK!** Read the quotation. In pairs, discuss its meaning and then say whether you agree or disagree with it.

*"Music is the shorthand of emotion."*  
Leo Tolstoy

## Study Skills

### Text completion

Read the text through, then read the list of missing sentences. Start fitting the sentences into the gaps. Match the topic of the missing sentence with the topic of the sentence before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words before or after each gap. Check that the sentence you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

# The Universal Language of Music



Christine Manners shares her experiences of a popular musical event.

### Exam Practice: Reading

- 4 You are going to read an article about a popular music festival. Six sentences have been removed from the article. Choose from the sentences (a-g) the one which fits each gap (1-6). There is one extra sentence which you do not need to use. What is the author's purpose?
- 5 Explain the words in bold. Use them in sentences of your own to illustrate their meanings.
- 6 Fill in: **hold, language, share, swap, high, broaden, get, common.** Now use the phrases to make sentences based on the text.

- |         |                  |         |            |
|---------|------------------|---------|------------|
| 1 ..... | your experiences | 5 ..... | sight      |
| 2 ..... | a festival       | 6 ..... | barriers   |
| 3 ..... | our horizons     | 7 ..... | spirits    |
| 4 ..... | stories          | 8 ..... | the chance |

The skies open and the rain **pours** down, a sure sign that we are enjoying an English summer. The ground beneath our feet is rapidly turning into a field of mud, but it doesn't matter. I am having the time of my life, dancing and singing along to the music at the latest WOMAD festival with thousands of other fans from all over the country.

The World of Music, Arts and Dance, or WOMAD, tries to give us a taste of the musical styles that are enjoyed all over the world, and it has become so successful that WOMAD festivals are now held in several countries. **1** His dream is to broaden our musical **horizons**, getting us away from what we hear on the radio or TV every day, and experiencing the best in world music.

Gabriel says, "The festivals have always been wonderful and **unique** occasions and have succeeded in introducing many **talented** artists to an international audience. **2** Music is a universal language that brings people together."

World music was the **motivation** for these hugely popular three-day carnivals and to this day remains the main attraction, but there are now other delights to experience. **3** At this particular festival, I find activities designed for children as well as workshops, multi-media exhibits and stalls selling all kinds of hand-crafted goods.

The fun is not only experienced by those in front of the stage. I am lucky enough to be invited backstage, where there is a feeling of **brotherhood** and **sisterhood** among the many artists, as well as a feeling that they are doing something to **improve** international

understanding. The musicians have come here from all over the world, from Alaska to Zanzibar, so it is not surprising that the festivals have become known as the 'Global Village.' **4** Artists share changing rooms and food, laugh, joke and **swap** stories about life on the road.


Although people's spirits are high, the weather is a major problem for this British festival. A common sight is people wearing a black plastic bag on each foot. These do-it-yourself boots protect the wearer from the brown soup the field has become. Experiences like this explain why WOMAD has occasionally been renamed WOMUD.

Nothing, however, can **dampen** the enthusiasm of the audience. Taking a look at the fans from the stage, I see a crowd that is united despite their differences. **5** The artists gather on stage to give a performance in a **multitude** of languages. We might not understand every word, but the feelings are **unmistakably** universal and prove that music truly has the ability to break down the language **barriers** that so often divide us.

The concert ends and I join the crowd as it **drifts away**, leaving behind the echo of the last note played and a mud-splattered field. The stage comes down and the tents, stalls and canteens are taken apart. **6** Another festival is over and all that remains are the **fond** memories. But the die-hard WOMAD fans are already looking forward to next year's event. The real joy of having happy memories is the belief that, sometime, somewhere, you'll get the chance to create even happier ones.

- a This togetherness is reflected in the final performance of the weekend, designed as a celebration of the main idea behind the festival.
- b Equally important, they have also helped different audiences to understand cultures other than their own through the enjoyment of music.
- c The amount of energy that goes into organising a festival like this is simply astonishing.
- d Nobody is in competition to be the biggest or the best, the focus being firmly on a community spirit.
- e The car park slowly empties as a quieter day dawns over the countryside.
- f Over the years, the festival has turned into an event for the whole family.
- g The person who came up with the idea for the festivals is Peter Gabriel, the musician who came to fame as the lead singer of the rock group Genesis.

## Listening & Speaking

- 7  Listen to and read the text again. What reasons does the writer give for the popularity of such events? Discuss your answers with a partner and then present your findings to the class.

- 8 **THINK!** "Music can help make world peace." Spend three minutes writing a few sentences on the topic. Read your sentences to the class. Who agrees with you?

## Writing

- 9 **Portfolio:** Imagine you attended WOMAD. Send an email to your English pen-friend, describing your experience. Write when it happened, how you went there, who with, what the weather was like, what you did/saw and your feelings.



# Unit 1.4

## Vocabulary



### 1 Choose the correct word.

- The Beatles were a famous British **orchestra/band**.
- Coldplay's new song has gone straight into the **top/box** ten.
- We haven't seen this group on **scene/stage**.
- The **spectators/audience** sang along with the band.
- I always wanted to hear them perform **live/living**.
- Social surroundings seem to **affect/effect** the music and lyrics of different artists.
- He was tapping his foot to the **rhythm/rhyme** of the music.
- He plays music entirely from **mind/memory**.
- Live music can be **transmitted/broadcast** over the radio, TV or the Internet.
- Some amateur musicians have **private/personal** music lessons with a teacher.

### 2 Complete the sentences with the verbs in the correct form.

- keep • call • cut • hear • put • lose • bump
- get • hold

- Although we all promised to **a)** ..... in touch when we left school, we soon went our separate ways and **b)** ..... contact with one another.
- I find it very annoying when you ask to speak to somebody on the telephone and you are told to **a)** ..... the line for what seems like hours! If the operator can't **b)** ..... you through to the person you want to speak to straight away, why don't they simply ask you to **c)** ..... back when the person is available?
- It was an amazing coincidence really; I was just thinking I hadn't **a)** ..... from my friend Susan for a long time when I **b)** ..... into her in the high street!
- I telephoned Customer Services for help but we were **a)** ..... off as I was explaining the problem and after that I couldn't **b)** ..... through to them again for the rest of the day.

### 3 Choose the correct word.

- Hand ..... and facial expressions register with children before they learn to speak.  
A indications B gestures C signals D signs
  - When the radio ..... popularity in the 20th century, it revolutionised the way people saw the world.  
A gained B earned C got D found
  - When talking pictures emerged in the 20th century, lots of cinema pianists found themselves out of .....  
A work B job C favour D duty
  - The festival gave us a ..... of Asian music.  
A test B style C sample D taste
  - At the end of the show, all the musicians ..... on stage for a last song.  
A gathered B flocked C collected D grouped
  - Jennifer Aniston ..... to fame playing Rachel Green in the popular TV series *Friends*.  
A moved B came C arrived D reached
  - The dolphin show ..... the main attraction of the water park.  
A remains B stands C keeps D holds
  - Opinions are ..... on whether a single world language would be a good idea.  
A split B separated C torn D divided
- Ways to talk

### 4 Underline the correct word. Make sentences of your own using the other option.

- He usually **mutters/mumbles** his words, so I find it difficult to understand what he is saying.
- There was a **whisper/murmur** of approval when the Prime Minister announced his plans.
- There's no need to **shout/scream**, I can hear you.
- She gave a little **yell/cry** of surprise when I opened the door.
- He **sighed/breathed** with relief when he heard the plane had landed.

- Words often confused

### 5 Choose the correct word. Compare with a partner.

- I promise to drop you a **line/letter** as soon as I have any news for you.
- Peter promised to **give/send** me a call today, but I haven't heard from him yet.
- Please don't hang **up/off**; I'll see if Mr Jones can speak to you now.
- We will **send/post** you a fax to confirm your order.



**6 Match the places of entertainment to the activities. Make sentences using your own ideas.**

- |                            |                  |   |   |
|----------------------------|------------------|---|---|
| 1 <input type="checkbox"/> | nightclub        | a | meet other people for social activities |
| 2 <input type="checkbox"/> | leisure centre   | b | see a film                              |
| 3 <input type="checkbox"/> | amusement arcade | c | play video games                        |
| 4 <input type="checkbox"/> | cinema           | d | go on a roller-coaster ride             |
| 5 <input type="checkbox"/> | funfair          | e | see trapeze artists                     |
| 6 <input type="checkbox"/> | circus           | f | dance                                   |
| 7 <input type="checkbox"/> | rock concert     | g | listen to your favourite band           |
| 8 <input type="checkbox"/> | youth club       | h | play a game of squash                   |

*At a nightclub you can dance.*

## Everyday English

- Expressing preferences

**7 You and your friend are trying to decide what to do this Saturday evening. Use the table below to discuss. You can use ideas from Ex. 6.**

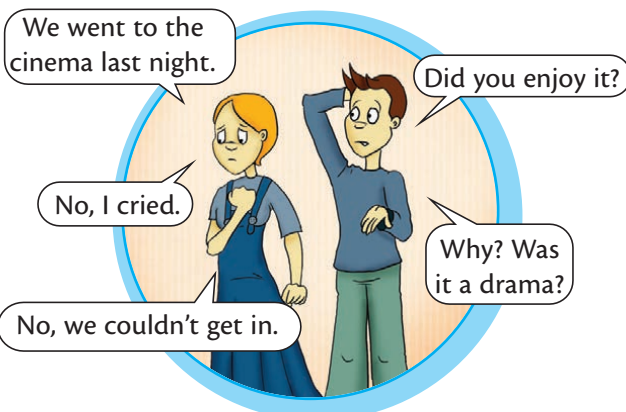
Asking about preferences
• Do you want + to -infinitive ...?
• Do you fancy + -ing form ...?
• Would you like + to -infinitive ...?
• Where would you rather + bare infinitive
Expressing preferences
• I'd prefer + to -infinitive/noun
• I'd much rather + bare infinitive (+ than + bare infinitive)
• I'd rather not ... I'm not so keen on ...
• Not really. I'd rather ...

*A: Would you like to go to a nightclub this Saturday?*

*B: I'd prefer to go to the cinema. There's a good comedy on.*

*A: Well, I'd rather not. I'm not in the mood. Would you like to ...?*

**8 THINK!** Read the joke. Why do you think Sally cried?



## Study Skills

### Text completion

Read the title to get a general idea of what the text is going to be about. Read the text once to get the main idea. Read again. Pay close attention to the words before and after each gap. Read the completed text to see whether it makes sense.

### Exam Practice: Use of English

- Open Cloze

**9 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).**

### A Global Language



According to (0) ..... the myth of the Tower of Babel there was once a time

1) ..... all people spoke a common language. This doesn't seem a very believable story if you consider 2) ..... many languages are spoken in the world today. What is true is people have always searched for a global language that can be used to communicate with anyone, no 3) ..... where they come from.

In ancient times, the language of choice was Greek, and then later, 4) ..... the Romans became a world power, it was Latin. In more recent years, English has turned 5) ..... to be the nearest we have to a universal language.

However, there is another language, 6) ..... many people believe would be suitable as a world language – Esperanto. As it has a simple and regular grammar, it is said that people can learn it in a fraction of the 7) ..... needed for natural languages. There are more than 100,000 people worldwide who speak the language fluently and who 8) ..... Esperanto alive with annual conferences, books and magazines in the language.

## Lead-in


1 Imagine you are a driver. Which of the following sentences would best describe you?

- I never talk on my mobile while driving.
- I can steer perfectly well with one hand.
- I always stay within the speed limit.
- I flash my lights to get other cars to move out of the way.
- I always drive slowly and carefully.
- I drive as fast as I please.
- I keep a safe distance from other vehicles.
- I like looking out of the window while I'm driving.
- I let other drivers overtake me.
- I always obey the rules of the road.
- I often weave from one lane of traffic to another.

2 Describe the pictures. Who seems to be a good driver? Give reasons.

*Ann seems to be a good driver because she ...*

## Listening

3  Listen to four people describing incidents involving bad driving. Match the incidents (A-D) to the speakers (1-4).

- A** not signalling a turn  
**B** jumping a red light  
**C** double parking  
**D** speeding

- 1 Susan                      3 Helen  
 2 Ben                        4 Andy



Ann



Bob



Steve



Mary

## Reading

4 You are going to read a magazine article about different types of drivers. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

## Study Skills

### Multiple matching

Read the questions carefully and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased.

### Exam Practice: Reading

### Which person :

- realises what can result from irresponsible driving?  
 lacks self-assurance?  
 is unlikely to find obeying the law boring?  
 may use accessories in their vehicle inappropriately?  
 possibly only drives at weekends?  
 puts other drivers at the greatest risk?  
 is unlikely to have had enough driving practice?  
 is careful not to get too close to other vehicles?  
 often does not focus on their driving?  
 could cause an accident by driving too slowly?

- 1   
 2   
 3   
 4   
 5   
 6   
 7   
 8   
 9   
 10

# SO YOU THINK YOU ARE A GOOD DRIVER?

Most road users think of themselves as skilled drivers who are considerate to other people on the roads.

Road safety expert Robert Evans comments on four different drivers.

## A Mary Smith

"I always drive slowly and carefully, so I think I am a very safe driver. I have never had a serious accident, and I have been driving for over 50 years," says Mary Smith. You might think that drivers like Mary would be the safest on the road, but that is not necessarily so. In fact, she rarely drives her car and so, although she does not know it, she has not gained enough experience to be a good, safe driver. It takes up to 500 hours of driving in different conditions to gain the skills you need to be a safe driver. The problem with people like Mary, who rarely take their cars out for more than a Sunday morning drive, is that they are probably driving only about 100 hours a year. Mary may think she is being safe as she crawls along at the side of the road, but she is a danger for a number of reasons. For one thing, she is probably very nervous and lacking in confidence, which can result in dangerous road behaviour. Also, driving at **a snail's pace** as Mary does can cause accidents because impatient drivers take risks as they try to overtake her.

## B James Mason

James Mason is typical of so many drivers whose over-confidence makes them believe they are better drivers than everyone else, making them a danger to themselves and other road users. James thinks that he can steer perfectly well with just one hand on the wheel. He is often distracted by things he sees out of the window and **thinks nothing of** taking his eyes off the road, believing it is a skill he alone has developed. Because drivers like James are certain they are better than everyone else, they think the **rules do not apply** to them. They talk on their mobile phones, change CDs or adjust their satellite navigation systems, ignorant of the fact that they are not in control of their vehicles when they do this. There have even been cases where drivers have been stopped by police for reading a newspaper while driving. Needless to say, when travelling along a road at high speed, it's a good idea to give your full attention to what you're doing.

## C Peter Willis

Peter Willis was recently sent to prison for 6 months for forcing another car off the road when it wouldn't get out of his way. This kind of behaviour is a nightmare for other drivers, as road hogs like Peter Willis are basically just bullies. They drive so dangerously that they are far more likely to cause an accident than any other road user. The list of crimes they commit is long and depressing. Road hogs seem to believe that the roads, and possibly the world, were created solely for them. **In their eyes** it is their right to go as fast as they like with no regard for anyone else on the road. They are very fond of driving right behind other cars and **flashing their lights repeatedly** in order to get these 'obstacles' to move out of their way. Another favourite trick is to weave from one lane of traffic to another at high speed, apparently unaware of the risks to others.

## D Sally Parsons

Sally Parsons is a good example of the competent driver we should all try to be. She says, "I obey the rules even if sometimes **I can't see the point** of them. I keep my hands on the wheel and my eyes on the road." Sally stays within the speed limit and makes a point of keeping a safe distance from other vehicles. This does not mean that Sally is a timid driver. She is simply aware of the fact that any vehicle can be **a dangerous weapon** if it is not handled properly. Drivers like Sally have respect for their own lives and the lives of other people and it shows in the confident, careful way they drive their vehicles. If everyone drove with the proper care and attention, road accidents would be almost non-existent. Sadly, this is not the case.

5 Match the underlined words in the text to their definitions. Use the words in sentences of your own.

- attention drawn away to sth else
- proficient • only • moves very slowly • nervous • obstructions
- conscious • practice • move between and around things

6 Explain the phrases in bold.

## Speaking & Writing

7  Listen to and read the text. Which of these adjectives best describe each driver? Give reasons.

- nervous • confident • impatient • careless • indifferent
- arrogant • responsible • selfish • patient • irresponsible

8 **THINK!** What qualities make a good driver? Spend three minutes writing a short paragraph on the topic. Use ideas from the text as well as your own and present your text to the class.



# Unit 1.6

## Vocabulary & Grammar

- Character adjectives

### 1 Choose the correct word. Check in your dictionary.

- 1 My younger sister is very **sensitive/impatient** and she gets very upset if you say the wrong thing to her.
- 2 When Michael is in one of his **stubborn/aggressive** moods he refuses to admit that he might be wrong about things.
- 3 She is a very **unhelpful/lazy** person who expects other people to do everything for her.
- 4 It is best to leave Peter alone when he has a headache because he can be very **bad-tempered/jealous**.
- 5 She is so **outgoing/broadminded** that she is never shocked by other people's behaviour.
- 6 Fortunately, my employer is quite **easy-going/inconsiderate** so I can take time off if I need to.
- 7 I remember John was very **bossy/arrogant** when he was young; he was always telling the other kids what to do!
- 8 Janet is very **reliable/loyal** so you can be sure she will do what she promised.

### 2 a) Match the adjectives to their opposites. Can you add three more pairs to the list?

- |                            |              |               |
|----------------------------|--------------|---------------|
| 1 <input type="checkbox"/> | intelligent  | A aggressive  |
| 2 <input type="checkbox"/> | polite       | B pessimistic |
| 3 <input type="checkbox"/> | hard-working | C mean        |
| 4 <input type="checkbox"/> | generous     | D stupid      |
| 5 <input type="checkbox"/> | optimistic   | E unsociable  |
| 6 <input type="checkbox"/> | sociable     | F lazy        |
| 7 <input type="checkbox"/> | popular      | G rude        |
| 8 <input type="checkbox"/> | calm         | H unpopular   |

### b) Read the school report below. Change the adjectives in bold to make the report positive. Begin like this: 'Dennis is doing very well this term.'



Dennis is not doing very well this term. He is **1) rude** to his teachers and he is very **2) unsociable** with the other children. In fact, he is very **3) aggressive** in his behaviour towards everybody. He is very **4) lazy** in class and this makes him very **5) unpopular**.

### 3 **THINK!** Work in pairs. Choose three adjectives from Ex. 2 which best describe your partner. Give reasons. Does your partner agree with your description?

*I think you are extremely hardworking.*

- Idioms

### 4 Explain the idioms in bold. Which are positive/negative? Are there similar idioms in your language?

- 1 She seems to **be on cloud nine** after getting her degree.
- 2 The party was great. Everyone seemed to **be in high spirits**.
- 3 Despite all her problems, she's trying to **keep her chin up**.
- 4 He almost **jumped out of his skin** when I tapped him on the shoulder.

**What would you say if ...**

- 1 you were told you'd won first prize in a short story competition?
- 2 you and your friends were having a great time at the school party?
- 3 you heard a loud bang behind you?

- Prepositions

### 5 Choose the correct preposition. Check in Appendix II. Which of these sentences do you agree with? Correct the sentences which aren't true for you.

- 1 I'm fed up **with/in** rude people.
- 2 You can't blame others **at/for** being indifferent to your problems.
- 3 Don't put the blame **in/on** others when it's your fault.
- 4 In order to be happy you need to learn to deal **with/of** disturbing events.
- 5 Patience is the key **for/to** success.
- 6 Self-doubt can result **in/to** a lack of confidence.

- Phrasal verbs

### 6 Choose the correct particle. Check in Appendix I. Make sentences using the other particle.

- 1 Don't run **down/off** others if you don't know them.
- 2 He lied to us but we saw **off/through** him at once.
- 3 Always stand **up for/in for** your rights.
- 4 He was extremely put **out/off** by her rudeness.
- 5 She's so naïve. She's always taken **in/up** by his lies.
- 6 He's so patient; he's cut **up/out** to be a teacher.

- Clauses of result/purpose/  
reason/time & condition (GR p. 154)

**7 Join the sentences. Use the words in brackets.**

- 1 He was very noisy. He was asked to leave the class. (so) *He was so noisy that he was asked to leave the class.*
- 2 They invited a lot of people. There was nowhere to sit. (such)
- 3 She has been practising every day. She wants to do well in the contest. (so that)
- 4 You should drive slowly. The road might be slippery. (in case)
- 5 He was late for work. He asked his friend for a lift. (since)
- 6 He didn't comment on her new hairstyle. He was afraid of upsetting her. (so as not to)
- 7 There has been a heavy snowfall. They have closed the road. (due to)
- 8 He declined the invitation. He said he was working that weekend. (on the grounds that)

## Everyday English

- Asking about/Expressing feelings

**8 a) Read the dialogue. How does speaker B feel? Why?**

- A: Is everything OK? You look upset.  
 B: Well, it's been a really long day, and I've just found out that I failed my exam.  
 A: Oh no!

**b) In pairs use the language in the box to act out dialogues for the following situations. You can continue your dialogue if you like.**

- your friend has lost her handbag
- your friend's computer broke down
- your friend had a tooth taken out
- your friend wanted to attend a rock concert but there were no tickets left

Asking about feelings	Expressing feelings
<ul style="list-style-type: none"> <li>• How are you?</li> <li>• Are you alright/angry/upset/pleased?</li> <li>• Is everything OK?</li> <li>• What's wrong with you?</li> </ul>	<ul style="list-style-type: none"> <li>• Well, it's been a ... day and ...</li> <li>• The thing is I ...</li> <li>• I've been in a bad mood all ...</li> <li>• Actually, ...</li> <li>• To be honest, I ...</li> </ul>

**Exam Practice: Use of English**

- Word formation
- 9 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).**

## Pleased to meet you

Do you find it difficult to build **0) friendships?** If so, then don't worry. Studies show that very few people are **1) . . . . .** gifted when it comes to making friends. Here is a quick and simple summary of what the experts have to say.

First of all, don't forget to smile. Smiling makes us appear **2) . . . . .** It also helps the other person to relax. First **3) . . . . .** are important, so try to remember the name of the person you have just met and use it in your **4) . . . . .** Above all, experts stress the **5) . . . . .** of showing a genuine interest in the other person. If you ask questions to find out what he or she likes, you will find that your **6) . . . . .** will increase. A lot of people experience **7) . . . . .** anxiety when meeting new people. Try following these **8) . . . . .** tips and don't forget that the other person probably wants to make friends just as much as you do!

- FRIEND
- NATURE
- ATTRACT
- IMPRESS
- CONVERSE
- IMPORTANT
- POPULAR
- NECESSARY
- VALUE



**10 a) THINK! Complete the sentences.**

- 1 My friend is . . . . .
- 2 My parents are . . . . .
- 3 My teachers are . . . . .

**b) Complete the sentences. How do your sentences differ from those in Ex. 10a?**


- 1 I love my friend because . . . . .
- 2 I appreciate my parents for . . . . .
- 3 I value my teachers as . . . . .

### Exam Practice: Listening

### Study Skills

#### Multiple choice

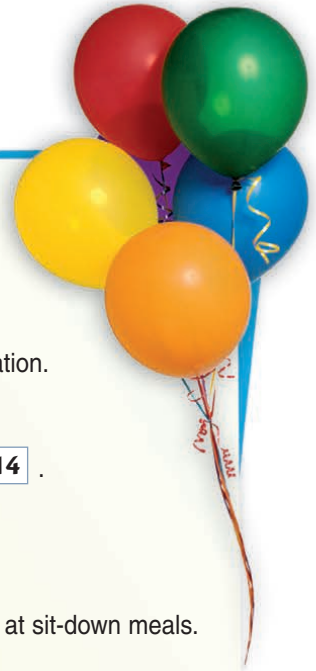
Read the questions and underline the key words. Listen once and note down any answers you can. Listen again and complete/check your answers.

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

- 1 You hear a woman talking on the radio. What is unusual about her?
  - A her habit of shocking people
  - B her choice of profession
  - C her strange sense of humour
- 2 You hear a young man talking about school. What does he say about his school experience?
  - A He tended to get into trouble a lot.
  - B He got along with his fellow students.
  - C He was not like the others in his class.
- 3 You hear a man talking to an old friend. How does the man feel about recent changes at work?
  - A He approves of his new boss.
  - B He liked things the way they were.
  - C He welcomes the new ideas.
- 4 You hear a woman talking. What came as a surprise to her?
  - A her dislike of her new city
  - B the strong feelings she experienced
  - C the problems she had with the movers
- 5 You hear someone talking on a TV programme. What was it that caused the person to lose weight?
  - A the advice of a health professional
  - B a conversation with someone at work
  - C the support of a family member
- 6 You hear a teenager talking about shopping. How does it make her feel?
  - A bored
  - B thrilled
  - C angry
- 7 You hear a traveller talking about his latest adventure. What is he describing?
  - A a modern means of transport
  - B a local tradition
  - C local traffic problems
- 8 You hear a father talking to his daughter. Why is he talking to her?
  - A to praise her
  - B to warn her
  - C to persuade her







**Exam Practice: Listening**

**2** You hear Hannah, the editor of a lifestyle magazine, talking about how to arrange a successful party. For questions 9–18, complete the sentences.

When choosing guests for a party they should be from  **9** .  
 It isn't a good idea to have guests with similar professions or  **10** .  
 Send out invitations  **11** in advance of your party.  
 To help guests locate the party, you should  **12** with the invitation.  
 It's very important to welcome people  **13** .  
 If you are co-hosting the party, one person should serve the  **14** .  
 Hannah usually asks one of her  **15** to help her.  
 You shouldn't let the  **16** ruin your enjoyment of the party.  
 To increase the chances of success, you can draw up a(n)  **17** at sit-down meals.  
 If a guest brings a gift, open it  **18** and thank them immediately.

**Exam Practice: Listening**

**3** You will hear five different people talking about a life change they have made recently. For questions 19–23, choose from the list (A–H) the type of change that each person made. Use the letters only once. There are three extra letters which you do not need to use.

- |  |           |                                |
|--|-----------|--------------------------------|
| <b>A</b> taking up a sport                   | Speaker 1 | <input type="text"/> <b>19</b> |
| <b>B</b> choosing an alternative lifestyle   | Speaker 2 | <input type="text"/> <b>20</b> |
| <b>C</b> altering their dietary habits       | Speaker 3 | <input type="text"/> <b>21</b> |
| <b>D</b> moving house                        | Speaker 4 | <input type="text"/> <b>22</b> |
| <b>E</b> taking up a hobby                   | Speaker 5 | <input type="text"/> <b>23</b> |
| <b>F</b> furthering their education          |           |                                |
| <b>G</b> opting for a new line of work       |           |                                |
| <b>H</b> turning a talent into an occupation |           |                                |

**Exam Practice: Listening**

**4** You will hear a radio interview with a psychiatrist, Scott Ogilvy, about animal therapy. For questions 24–30, choose the best answer (A, B or C).

- 24** What is one difficulty not experienced by withdrawn children?  
**A** talking about their problems  
**B** dealing with people  
**C** relating to animals

- 25** Scott Ogilvy discovered the advantages of pet therapy  
**A** after much research.  
**B** somewhat by chance.  
**C** through another psychiatrist.
- 26** Pet therapy is now practised  
**A** all over the world.  
**B** only with young people.  
**C** by a handful of professionals.
- 27** Sam and Elizabeth Corson  
**A** were successful with all their patients.  
**B** had not expected to get the results they did.  
**C** conducted their programme over a long period.
- 28** The Australian study  
**A** used numerous animals.  
**B** was conducted in one place.  
**C** involved older people.
- 29** What does Scott say about prison inmates?  
**A** They were allowed visits by animals.  
**B** They were given their own pets.  
**C** They were not affected by the animals.
- 30** According to Scott, pet owners  
**A** are generally the same as non-pet owners.  
**B** are easy to understand as people.  
**C** tend to be more friendly to others.

# Unit 1.8 Speaking Skills

## Exam Practice: Speaking

Select one or more questions from any of the following categories as appropriate.

### Holidays

- Where did you go on your last holiday? What was it like?
- What is your favourite type of holiday? Why?
- Describe a happy holiday memory.
- What would be your dream holiday? Why?

### Special Occasions

- What special occasions do you enjoy celebrating? Why?
- Tell me about a recent special occasion.
- How do you usually celebrate your birthday?
- What is the most popular festival in your country and how do people celebrate it?

### Daily Life

- What do you enjoy doing with your family?
- Tell me about a typical weekend.
- What is your ideal way of spending an evening out?
- What do you do to relax?

## Exam Practice: Speaking

**Candidate A:** Compare the two photographs and say why you think people choose to use these forms of transport.



**Candidate B:** Which form of transport do you usually use?

### Structuring discourse

**Introducing:** well, let me see, in the first ...

**Enumerating:** first, then, and, ... also

**Adding points:** also, another point, what is more

### Topic Vocabulary

#### Bus

- reasonably cheap
- + • convenient
- keeps to regular timetable

- • can be crowded/delayed
- slow

#### Taxi

- fast
- + • good for luggage
- take to exact destination

- • expensive
- hard to find at busy times

**Candidate B:** Compare the two photographs and say why you think people celebrate these occasions.



**Topic Vocabulary**

**anniversary**

- way of saying 'thank you'
- look back on the past and remember things you did together
- show appreciation for being together for such a long time

**festival**

- colourful
- people parade
- forget their troubles, escape from daily routine
- traditional celebration
- exciting and festive/have fun

**Candidate A:** What anniversaries do you like to celebrate in your country?



Listen to a model answer. How does each speaker justify his/her points?

**Exam Practice: Speaking**

Mr Black, a popular teacher, is retiring from your school and you want to give him a leaving present. First, talk to each other about how useful these items are and then decide which two would be the most suitable for a present.

Asking for Opinion & Suggesting	Agreeing	Disagreeing
<ul style="list-style-type: none"> <li>• Why don't we ...?</li> <li>• What do you think of ...?</li> <li>• We might ...</li> <li>• I don't think this would be a good idea because ... How about ...?</li> <li>• Wouldn't ... be better?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, I agree because ...</li> <li>• That sounds like a good idea ...</li> <li>• That's not a bad suggestion</li> <li>• I like this too because ...</li> </ul>	<ul style="list-style-type: none"> <li>• I'm not sure I agree with that because ...</li> <li>• I don't think that would be a good idea because ...</li> <li>• I'm sorry, but I don't agree with you there because ...</li> <li>• I'm not so sure. He might have had ...</li> </ul>



Listen to a model answer.

- Which two items do the speakers decide on? What reasons do they give?
- What other items would make a suitable present?
- Would you like to receive any of these items as a present? Why (not)?

**Exam Practice: Speaking**

**In pairs discuss:**

- When do you exchange presents in your country?
- What is the best present you have ever received?
- How easy do you find it to choose a present for somebody?
- Do you think people spend too much money on presents?
- How else can we thank someone for their help apart from giving them a present?





- **Letters/Emails** can be informal, semi-formal or formal, depending on who you are writing to. There are quite a few types, such as: **invitations, accepting or refusing invitations, asking for or giving information, job applications, complaints, apologies, asking for/giving advice, giving news, expressing thanks/regrets/congratulations**, etc.
- Before you start writing a(n) letter/email it is important to think about who you are writing to. This will help you to decide how formal/ informal the letter/email will be.
- **Informal letters/emails** are sent to people you know well (e.g. *friends, relatives, etc.*). An informal letter/email should consist of:
  - an **informal greeting** (e.g. *Dear Tony/Uncle Bill/Mum, etc.*),
  - an **introduction** in which you write your opening remarks and the reason for writing (e.g. *How are you? I thought I'd drop you a line to let you know ...*),
  - a **main body** in which you write the main subjects of the letter/email in detail, starting a new paragraph for each topic.
  - a **conclusion** in which you write your closing remarks (e.g. *I'd better go.*),
  - an **informal ending** (e.g. *Love/Yours/Best regards, + your first name.*)
- **Semi-formal letters/emails** are normally sent to someone you know but are not intimate with (e.g. *your friend's parents, a distant relative, etc.*). Semi-formal letters/emails contain:
  - **formal greetings** (e.g. *Dear Mr and Mrs Jones,*)
  - **informal endings** (e.g. *Best wishes/Yours, + full name*)
  - a **respectful tone**, depending on the relationship you have with the person
  - **pronouns** should not be omitted and idioms should be used carefully
- **Formal letters/emails** are normally sent to people in an official position or people you don't know well (e.g. *Director of Studies, Personnel Manager, etc.*). A formal letter/email should consist of:
  - a **formal greeting** (e.g. *Dear Sir/Madam, – when you do not know the person's name; Dear Ms Smith, – when you know the person's name*),
  - an **introduction** in which you write your opening remarks and mention your reasons for writing (e.g. *I am writing to apply for the position of ...*),
  - a **main body** in which you write about the main subjects of the letter in detail, starting a new paragraph for each topic,
  - a **conclusion** in which you write your closing remarks (e.g. *I look forward to hearing from you as soon as possible ...*),
  - a **formal ending** (e.g. *Yours faithfully, – when you do not know the person's name; Yours sincerely, – when you know the person's name*) followed by your full name.

- Style in informal and formal letters/emails

### INFORMAL OR SEMI-FORMAL STYLE

#### Greeting:

Dear Mary/Aunt Sue/Dad, etc

- friendly, relaxed, personal style (e.g. *Thanks so much for your last letter.*)
- frequent use of colloquial expressions, idioms, phrasal verbs, short forms (e.g. *It's been ages since we hooked up.*)
- pronouns are often omitted (e.g. *Thought I'd drop you a line.*)
- use of literary devices (e.g. *You're as stubborn as a mule sometimes.*)

#### Sign off:

Best

wishes/Love/Yours/Regards,  
Peter

### FORMAL STYLE

#### Greeting:

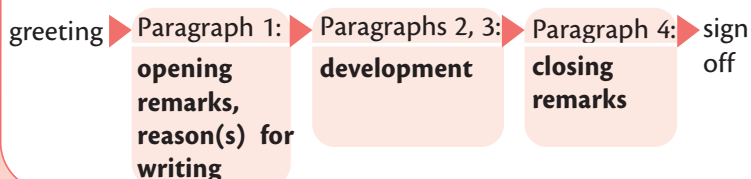
Dear Sir/Madam,/Dear Mr/Mrs/Ms Smith,

- serious, impersonal style (e.g. *I was pleased to hear that you are in good health.*)
- complex sentence structure – frequent use of passive voice – no phrasal verbs – no colloquial English – advanced vocabulary – no short forms (e.g. *The item in question, which I received last week, was damaged in transit.*)

#### Sign off:

Yours faithfully/Yours sincerely,  
Peter Brown

### General outline for letters/emails



**1 What type of letter/email is each sentence (1-20) from? Which sentences are formal? Which are informal? Put an F for formal and an I for informal language. Give reasons for your answers.**

- |   |  |
|---|--|
| <p>1 In reply to your complaint about ... <input type="checkbox"/></p> <p>2 I trust that this will answer your query. <input type="checkbox"/></p> <p>3 Sure hope you can come. <input type="checkbox"/></p> <p>4 I would like to inform you that you have been chosen ... <input type="checkbox"/></p> <p>5 I hate to say it but I think I'll have to miss ... <input type="checkbox"/></p> <p>6 Why don't you come and visit us ... <input type="checkbox"/></p> <p>7 I look forward to our meeting. <input type="checkbox"/></p> <p>8 Can't wait to see you. ... <input type="checkbox"/></p> <p>9 I am writing with regard to the advertisement ... <input type="checkbox"/></p> <p>10 How about getting together next Sunday? ... <input type="checkbox"/></p> | <p>11 Drop in whenever you get the chance. <input type="checkbox"/></p> <p>12 You have been very helpful and I thank you for ... <input type="checkbox"/></p> <p>13 I'm so happy you passed your exams. <input type="checkbox"/></p> <p>14 By the way, I forgot all about ... <input type="checkbox"/></p> <p>15 I am writing in response to your request ... <input type="checkbox"/></p> <p>16 It is with great pleasure that we offer you ... <input type="checkbox"/></p> <p>17 Please accept our sincere congratulations on ... <input type="checkbox"/></p> <p>18 Drop me a line when you can. <input type="checkbox"/></p> <p>19 You are cordially invited to attend ... <input type="checkbox"/></p> <p>20 We regret to tell you that ... <input type="checkbox"/></p> |
|---|--|

- Beginnings and endings of letters/emails

**2 Match the beginnings to the endings, saying whether the beginnings and endings are formal or informal and identifying which style elements have been used.**

## Beginnings

- 1 Hey Jenny,  
Just wanted to let you know how sorry I am that I couldn't come to your brother's wedding. You know that I really wanted to come.
- 2 Dear Sir/Madam,  
I am writing in response to your advertisement in this week's paper for a junior secretary. I am very interested in applying for this position.
- 3 Dear Aunt Sue,  
Hope this letter finds you well. I'm writing to you because I need your advice about something.
- 4 Dear Mr Grant,  
I am writing to you because I am not at all satisfied with the changes that have been made at the gym. In the past I really used to look forward to coming to the gym every afternoon. Unfortunately, this is no longer the case.

## Endings

- A I hope that you will consider me for the job. I have included a copy of my CV as well as several letters of reference. I look forward to hearing from you in the near future. Thanking you in advance,  
Yours faithfully,  
Kevin Murdock
- B So, Auntie, now you know about my problem. I really hope you can help me out. Hope to hear from you soon.  
Love you,  
Jonie
- C I trust that you will take my complaints seriously. I expect that you will investigate the problems that I have described and take action to improve the situation. I look forward to hearing from you in the near future.  
Yours sincerely,  
Trent Phelps
- D So, as I said before, I'm really sorry I couldn't come but you know how it is ... sometimes things just come up out of the blue. Anyway, take care and keep in touch.  
Kisses,  
Annie

**3 Write the first and the last paragraph for the following:**

- 1 You are writing a letter to invite your friend to spend a weekend at your house.
- 2 You are sending an email to congratulate your English pen-friend on his success in his exams.
- 3 You are writing a letter to thank your English pen-friend's parents for their hospitality while you stayed with them.

## Writing : Rubric analysis - Informal letters/emails

- Rubric analysis

Always think about the situation in the **rubric**. This will help you plan your writing. Read the rubric carefully and underline the key words/phrases.

These indicate:

- **the imaginary situation** you will write about, who you are and the reason you are writing.
- **the imaginary reader** who is going to read your piece of writing. This will help you decide on the writing style you should use; formal, semi-formal or informal.

- **the type of writing task.**
- **the specific topics** you should include in your piece of writing.

Study the example below.

e.g. <sup>1</sup>*You are working abroad as a tour guide. Write a letter to your* <sup>2</sup>*English pen-friend,* <sup>3</sup>*describing the job saying what you like and what you don't like about it.*

<sup>1</sup> situation, <sup>2</sup> type of writing task, <sup>3</sup> reader - style, <sup>4</sup> specific topics

### 1 Read the rubrics below. Underline the key words. Find the imaginary situation, the imaginary reader, style, type of writing task and the specific topic(s).

- A** You recently bought a TV but you were given the wrong model by mistake. When you complained, the shop assistant was rude to you. Write a letter to the company's Complaints Department expressing your dissatisfaction and saying what action you expect to be taken (140-190 words).
- B** You have seen the following advertisement in an international magazine. Write your email applying for the job (140-190 words).

#### WANTED - SUN CAMP WALES

We are looking for young energetic people to work in our camp in July. There are all kinds of jobs available from cooking to entertaining campers.

Contact: Toby James at [suncamp@yahoo.com](mailto:suncamp@yahoo.com)

- C** You spent three weeks at your English pen-friend's house. You are back now. Write a letter to your friend's parents thanking them for their hospitality and explaining how your visit helped you improve your English (140-190 words).
- D** You won first prize in a short story competition. Send your English pen-friend an email telling him/her the news and how this could change your life (140-190 words).

### 2 Read the two models. Which is a(n) letter/email? Which is formal/informal? Give reasons. Which of the two models is an answer to one of the rubrics in Ex. 1?

**(A)**

Dear Ms Smith,

I am writing to inform you that your entry for our short story competition has been chosen by our judges as the best submitted. As you are aware, being the winner of our competition, your entry will appear in the next issue of *It's a Wonderful Life*.

In addition, you also win a €100 cash prize. We would like you to come to our offices to claim your prize and have your photograph taken for the local newspaper.

Please contact our offices to arrange for a suitable date and time for the photography session. You can contact us on 210 87655544 from 9 to 5, Monday to Friday.

I look forward to hearing from you soon. Once again, congratulations on your winning entry.

Yours sincerely,

*Cindy Giasson*

Cindy Giasson (*Editor-in-Chief*)

**(B)**

New Message

To: Janie  
From: Pam  
Subject: I WON!

Janie,

You're not going to believe this! Remember that short story competition I entered? You know, the one for *It's a Wonderful Life* magazine? Well I won! I'm so excited, I'm on cloud nine! Not only will my story be coming out in next month's magazine, but I also get 100 euros! I even get my picture in the paper. This could change my whole life. You know how badly I wanted to become a writer. I'm so happy! Talk to you soon.

Take care,  
Pam



• Informal letters/emails

- **Informal letters/emails** are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/ giving advice, expressing thanks/regrets/congratulations, etc.

**Opening remarks** in informal letters/emails may include:

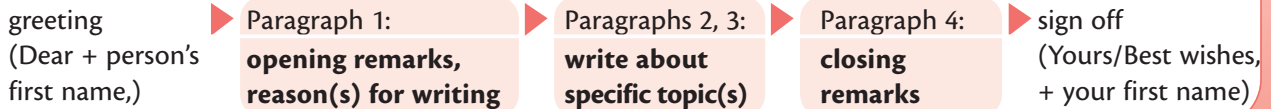
- **questions/wishes** about recent events, the person's health, etc.
- a **thank you** to the person for their last letter.
- **comments** about their news.
- an **apology** for a delay in writing/replying.
- the **reasons** why you are writing.

**Closing remarks** in informal letters/emails may include:

- **greetings** to the person's family/friends.
- **wishes, a promise** (*e.g. to write soon*), etc.
- a **request** to the person to reply soon.
- the **reason for ending** the letter/email.
- In **informal letters/emails** you may often talk about more than one topic.

*e.g. Tell your friend about your summer plans and invite him/her to come with you.*

General Outline for informal letters/emails



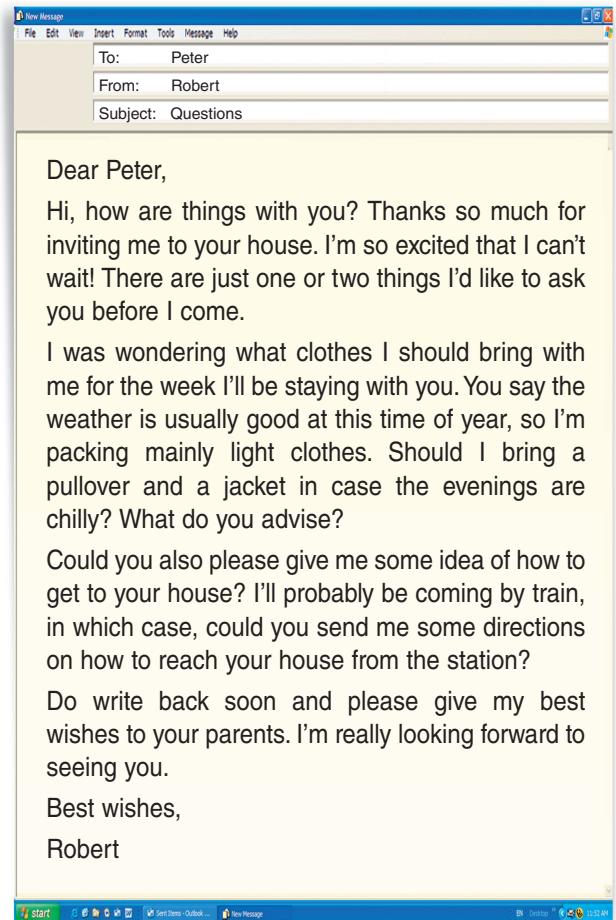
3 Read the following sentences. Mark them as O (opening remarks) or C (closing remarks). What point does each include?

- 1 Sorry for not writing earlier, but ... ..
- 2 I have to go now as Mum needs some help. ....
- 3 Give my best wishes to your parents. ....
- 4 Thanks for the lovely present. ....
- 5 I hope that things will improve. ....
- 6 How are you? Hope you're feeling better. ....
- 7 Do write back soon. ....
- 8 I'm writing to ask for your advice. ....

4 Read the rubrics. What points will the main body paragraphs include?

- A You are going to spend a week at your English pen-friend's house and you aren't sure what clothes to take with you or how to get there. Write him/her an email asking your questions (140-190 words).
- B You are on holiday in a country cottage. Send your pen-friend a letter describing your holiday so far and inviting him/her to spend a week with you (140-190 words).
- C Your cousin has invited you to go on a five-day cruise. Write him/her a letter refusing the invitation and explaining why you aren't able to go (140-190 words).

5 Read the model. Which rubric in Ex. 4 does it answer? What is each paragraph about?



- Letters/Emails asking for/giving advice

Letters/Emails asking for/giving advice from a friend usually consist of four paragraphs. See how the paragraph plans differ.

### ASKING FOR ADVICE

- Para 1:** opening remarks, state the problem  
**Paras 2,3:** describe the problem in detail and how it affects you  
**Para 4:** ask for help/advice, closing remarks

### GIVING ADVICE

- Para 1:** opening remarks, express sympathy  
**Paras 2,3:** give advice supported by expected results  
**Para 4:** express hope things will improve, closing remarks

### Useful language

#### Asking for advice

- Do you think I should ...?
- Do you have any idea about ...?
- Can you think of anything that ...?
- What do you advise?
- What can I do?

#### Giving advice

- If I were you, I'd ...
- You should/shouldn't ...
- The best thing to do is ...
- Have you thought of/about (+-ing) ...?

- Why don't you ...?
- Another idea is to ...
- It's best not to ...

#### Result

- This would/will mean that ...
- That way ...
- If you do this, (you will/ won't) ...

#### Ending the letter/email

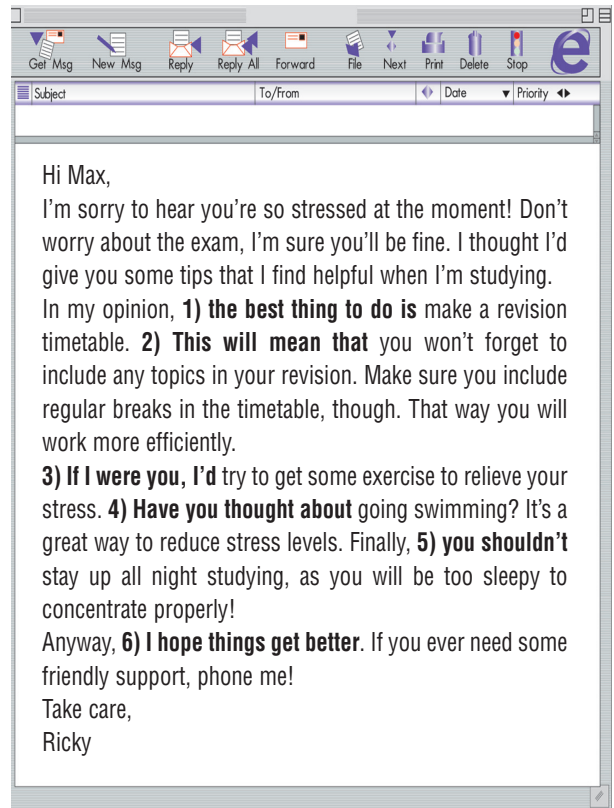
- I hope my advice helps.
- Hope things get better.
- Let me know what happens.

### 1 Read the rubrics. What will the main body paragraphs be about?

**A** This is part of a letter you have received from your English pen-friend.  
 I'm visiting your country for the first time. What's the best time to visit? What places would you suggest visiting?  
 Write your letter (140-190 words).

**B** This is part of an email you received from your English pen-friend.  
 I have an important exam coming up. I'm very anxious. Any advice?  
 Write your email (140-190 words).

### 2 Read the model. Which rubric from Ex. 1 does it answer?



### 3 Read the model again.

- a) Replace the phrases in bold with other phrases from the useful language box.**  
**b) What is Ricky's advice? What will the expected results be? Complete the table.**

Advice	Results

### 4 Write your letter of advice for rubric A (140-190 words).

- Letters/Emails inviting/accepting – refusing invitations

**Letters/Emails inviting/accepting – refusing invitations** consist of four paragraphs. See how the paragraph plans differ.

INVITING	ACCEPTING	REFUSING
<b>Para 1:</b> opening remarks	<b>Para 1:</b> opening remarks, thanks for invitation	<b>Para 1:</b> opening remarks, thanks for invitation
<b>Paras 2,3:</b> details about the event (place, time, guests, food, decorations, etc)	<b>Paras 2,3:</b> accept invitation, make comments about the event, ask questions, offer to help, etc	<b>Paras 2,3:</b> refuse invitation, giving reasons
<b>Para 4:</b> closing remarks (ask person to let you know if he/she can come, express hope to see them, etc)	<b>Para 4:</b> closing remarks, thank person again	<b>Para 4:</b> closing remarks, thank person again

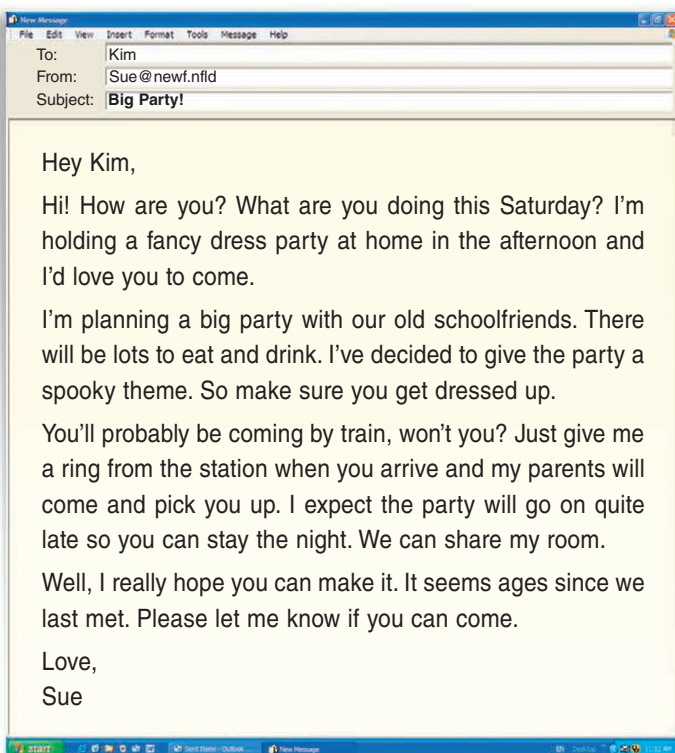
**5 Read the extracts. Which type of letter is each from?**

**A** Hi! How are you? Are you doing anything this weekend? We've decided to hold a party and we'd love it if you could come.

**B** Thanks a lot for the invitation. Unfortunately, I won't be able to make it.

**C** Thanks for the invitation to the party. Sounds like a great idea. I'd love to come and meet all your friends.

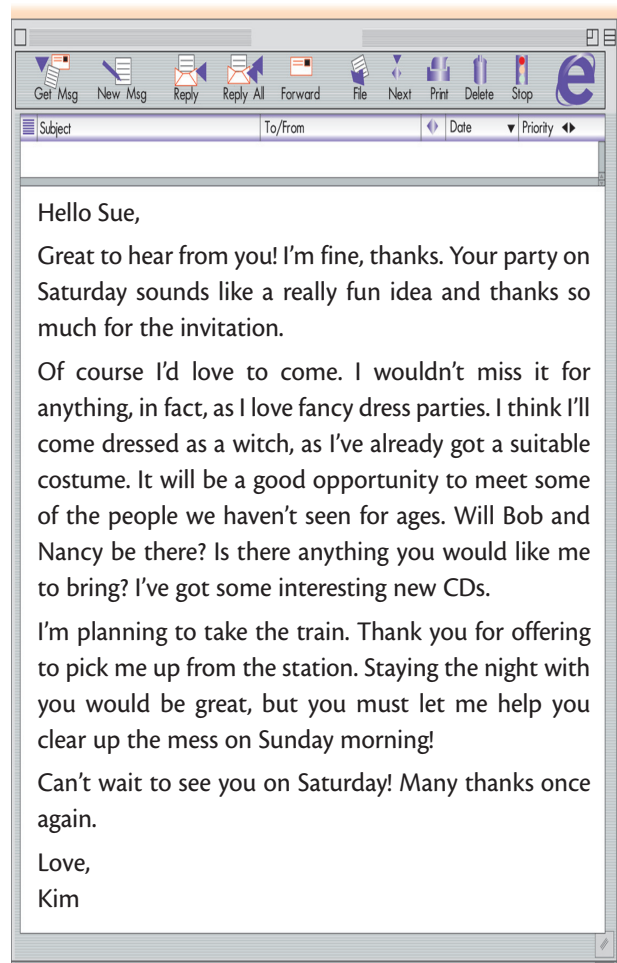
**6 a) Read the email. What type of email is it?**



**b) Which paragraph**

- gives details about food, drink, theme?
- invites the person, giving details about place and time?
- asks the person to let the writer know if she can come?
- invites the person to stay the night?

**7 Read the email. Which language does the writer use to accept the invitation?**

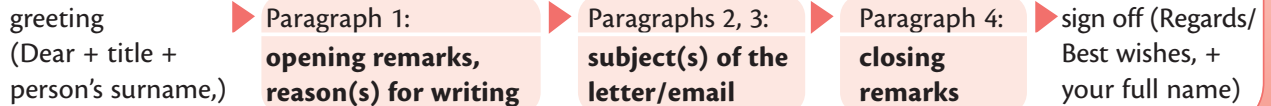




- Semi-formal letters/emails

**Semi-formal letters/emails** are sent to people you don't know well or when you want to sound more polite and respectful. For this reason they are written in a polite tone (see p. 22). They can be letters/emails asking for/giving advice, asking for/giving information, explaining arrangements, expressing thanks, etc.

### General Outline for semi-formal letters/emails



### 1 Match the beginnings to the endings. What type of letter/ email is each?

#### Beginnings

1 Dear Mrs Morgan,  
I am writing on behalf of the students of Class 2B to thank you for coming to our school to give the talk on Internet safety.

2 Dear Mr Gray,  
Regarding your school's forthcoming exchange trip to our town this summer, I would like to provide you with some details in order to help you begin planning the trip.

3 Dear Mr Smith,  
As you may already know, your son Adam's friends are planning a surprise party for his 16th birthday. Therefore, I would like to invite both you and your wife to the party which will be held on Saturday, 5th June from 8pm.

#### Endings

A I hope that you are both able to come. I can be contacted at the email address above.  
Best wishes,  
John Sparks

B Once again, thank you very much for taking the time to come and talk to us.  
Regards,  
Jane Thompson

C Please feel free to contact me via phone or email if you have any other questions or concerns. My class is really looking forward to your visit!  
Regards,  
Andrew Jacobs

### 2 Match the semi-formal sentences to the informal ones.

- A I am writing in the hope that you can help me.  
B Please could you give me some information about suitable hotels in the area?  
C I would like to thank you for your kindness during my stay.  
D It would be a good idea if you did some extra Maths classes.  
E I am sorry that I will be unable to come.  
F I hope you will find this information useful.

	INFORMAL	SEMI-FORMAL
1 Asking for information	Do you know where I can find some good hotels?	B <i>Please could you give me some information about suitable hotels in the area?</i>
2 Offering advice	Why don't you do some extra Maths classes?	
3 Thanking	Thanks for being so kind to me when I stayed with you.	
4 Refusing an invitation	What a pity that I can't come!	
5 Asking for advice	I thought I'd drop you a line to ask you for some help.	
6 Giving information	Hope this was what you wanted to know.	

**3 Replace the phrases in bold with phrases in the list.**

- Thank you for agreeing to
- realise • short notice • help us
- Mr Evans • would like
- would you be able to
- welcome • serve refreshments

Dear **1) Graham,**

**2) Thanks for saying that you will 3) give us a hand** at the school prize-giving evening on Thursday. I **4) know** that it's **5) only a few days away.**

You asked me what I **6) want** you to do on the night. Well, **7) can you 8) say hello to** people at the door and help to **9) give out drinks** at the end?

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....

- you have any questions or concerns • don't hesitate
- Best wishes • really grateful that you are able to • telephone me

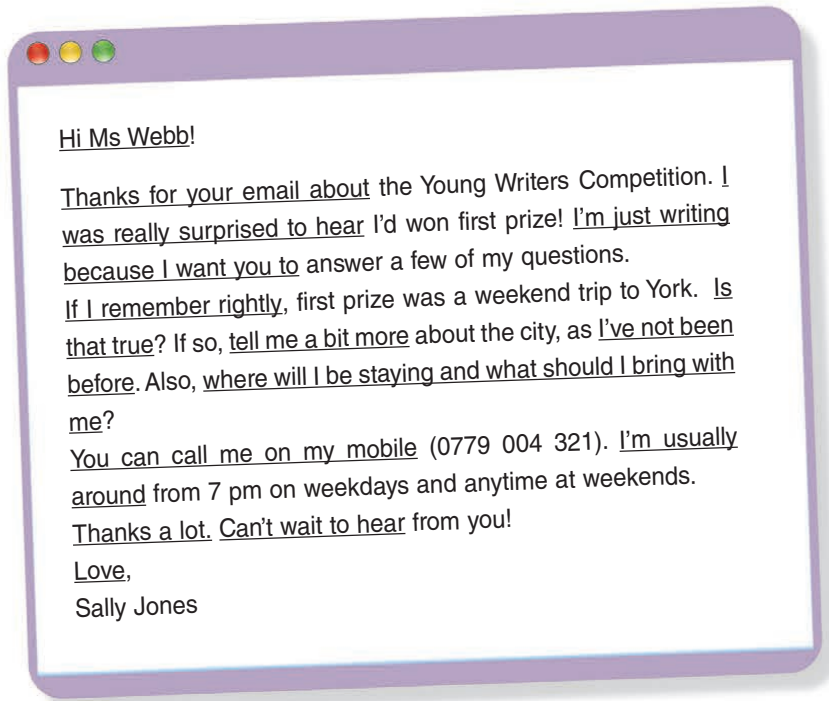
Once again, I am **10) so glad that you can** help. Please **11) feel free to 12) give me a ring** if **13) there's anything you want to know.**

**14) Lots of love,**  
Susan King

- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....

**4 Replace the underlined phrases with the ones below to make the email more polite. What is each paragraph about?**

- I'm writing in the hope that you may be able to • As I remember
- Thank you once again • Dear Ms Webb • I was wondering if you could provide me with a little more information
- Best wishes • I am usually available • It was a great surprise to learn • this will be my first visit • I look forward to hearing
- could you advise me on where I will be staying and what I should bring with me • Thank you for your email regarding
- You can contact me by telephone
- Could you please confirm that this is the case



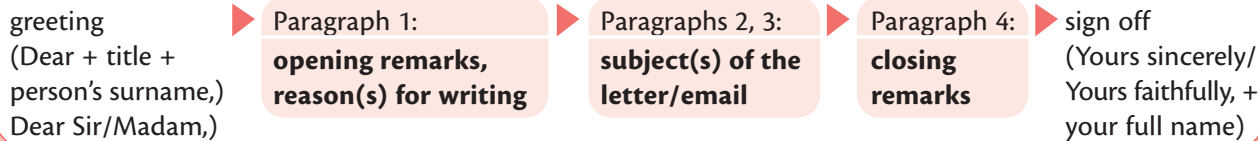
**5 a) Read the rubric. Answer the questions.**

You have just spent a month in England doing an English course at a language school. You stayed with a lady called Mrs Grigson while you were there. Write a letter to Mrs Grigson thanking her for your enjoyable stay and asking her to send you a diary you left in your room by accident. Write your letter (140-190 words).

- 1 Who is going to read your letter?
- 2 Why are you writing it?
- 3 How many main body paragraphs should you include in your letter?
- 4 Which of the following should you mention? In which paragraph?
  - what you particularly enjoyed about your stay with Mrs Grigson
  - what you thought of your English course
  - your reason for writing
  - that you left your diary and would like Mrs Grigson to send it to you
  - that you hope to stay in touch
  - what you are doing tomorrow.
- 5 How will you start/end your letter?

**b) Now write your letter (140-190 words).**

### General Outline for formal letters/emails



- Formal letters/emails

**Formal letters/emails** are sent to people in an official position or people you don't know well (*e.g. Director of Studies, Personnel Manager etc.*) They are written in a formal style with a polite, impersonal tone (see p. 22). They are normally written to apply for a job/course, make a complaint, give/request official information, etc. When we know the name of the person we are writing to, we begin with **Dear + person's surname**, and we sign off with **Yours sincerely, + our full name**. When we don't know the name of the person, we start with **Dear Sir/Madam**, and we sign off with **Yours faithfully, + our full name**.

- Applying for a job

### 1 Read the rubric. Then read the letter. What is each paragraph about?

You have seen the following job advertisement in the *Evening News*. Write a letter applying for the job (140–190 words).

### LOOKING FOR A SUMMER JOB?

Are you good with computers?  
Do you speak good English?  
Are you polite and reliable?  
Our local community centre is looking for teenagers to help children aged 7 to 10 who will be practising in the computer lab after their computing lesson. The ideal candidate must be able to answer simple questions and willing to demonstrate how to use the computer. This position is on a part-time basis (11 am to 1pm, Monday to Friday).

*If you're interested, write to Mr Cyril Jones at Best Computers, 6 Hadley Way, Sevenoaks, Kent, TN20 1XX*

Dear Mr Jones,

I am writing with reference to your advertisement in the *Evening News* on 3rd April for teenagers to help children in the computer lab. I would be really interested in applying for the job.

I am 17 years old and am currently completing my final year of sixth form. I will be starting my university studies in September in Computer Programming. I am a native speaker of English, but I am also fluent in Italian and am presently learning Spanish.

Furthermore, I am very keen on computers. I have participated over the past year in our school's programme tutoring pupils and helping my teachers with our lab. Therefore, I would welcome the opportunity to help children with something I am familiar with.

I attach my CV and a reference letter from my Computing teacher. If you feel that my qualifications meet your requirements, I will be happy to hear from you. I would be available for an interview at any time.

Yours sincerely,  
Jessica Jameson

**Introduction**  
**Para 1**  
.....  
.....

**Main Body**  
**Para 2**  
.....  
.....

**Para 3**  
.....  
.....

**Conclusion**  
**Para 4**  
.....  
.....

### 2 Read the letter again and find formal expressions to match the informal ones.

#### Informal style

- about your advert ...
- I fancy the idea of ...
- right now ...
- my Italian is also pretty good ...
- I am mad about ...
- it would be really great ...
- I know about ...
- I'm sending you ...
- If you think I'm right for the job ...
- I can come in for a chat ...

#### Formal style

- *with reference to your advertisement ...*
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



**3 Read the rubric. Underline the key words. What is your letter going to be about?**

You would like to attend a summer course to improve your English. Write a letter applying for a place on the course (140–190 words).

**Read the model letter. Match the headings to the paragraphs.**

- A** qualifications
- B** opening remarks/reason(s) for writing
- C** documents enclosed, closing remarks
- D** experience/reason for wanting to attend the course

Dear Sir/Madam,

I am writing regarding your advertisement in the September issue of 'Sporting News' for English-speaking ski instructors in Italy during the winter holiday season. I really fancy doing this kind of work.

I am 18 years old and completed my secondary schooling this summer with satisfactory grades. I shall be commencing university in October, studying Sport and Physical Education. But that's not all. I also got my CSIA Level 1 ski instructors' certificate in Canada last winter, when I attended a five-week course there. This means that I won't have any problem teaching skiing from beginner to early intermediate levels. I am a native English speaker and also have reasonably fluent Italian.

Your advertisement states that instructors would be teaching school groups. I feel that I would be suitable, since I regularly supervised excursions with younger classes during my last year at secondary school. Therefore, I think that this experience will come in very handy when it comes to teaching kids.

Please find enclosed my CV and a letter of reference from the Canadian ski school. I hope you get in touch soon.

Yours faithfully,  
Arnold Thompson

**5 Read the rubrics. Answer the questions. Choose one task and write your letter/email. Use the useful language.**

**A** Write a letter of application for a place at Sheffield University to do a course in Information Technology (140–190 words).

**B** You have seen the following advertisement in the Cambridge Evening News:

Small book shop specialising in foreign languages seeks reliable and friendly assistant to work over July/August. No sales experience needed, but good organisational skills are required. Apply by email to John Wheatcroft at [jwcroft@flbooks.co.uk](mailto:jwcroft@flbooks.co.uk).

Write your letter (140–190 words).

- 1 Who is going to read your letter/email?
- 2 Do you know the person you are writing to?
- 3 Why are you writing the letter/email?
- 4 How will you start/end your letter/email?

**Useful language for letters/emails of application (for a course)**

**Opening remarks:** I would like to apply for admission to the .../I would like to be considered for ..., etc

**Closing remarks:** I would appreciate a reply at your earliest convenience./I look forward to meeting/hearing from you./I enclose further details of my.../I hope that you will consider me for ..., etc

**Useful language for letters/emails of application (for a job)**

**Opening remarks:** I am writing with regard to .../I am writing to apply for the ... which I saw advertised in ..., etc

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

**Introduction**

Dear Sir/Madam,

**1** I am writing in connection with the foreign students' programme you run during the summer season. I would like to apply for a place in order to improve my English.

**2** I am 18 years old and I have just finished high school. I was an excellent student with grade As in all my subjects. The extra-curricular activities I took part in included sports as well as volunteer work. I am fluent in French but my English is, I am afraid, intermediate level.

**3** My good grades allowed me to get a scholarship to attend a highly respected university overseas, but I really need to improve my English in order to be able to cope with the demands of my subjects. Therefore, I would be grateful if you could send me further information on your programmes and consider me for a place.

**4** I have enclosed my CV as well as reference letters from my teachers. I look forward to hearing from you at your earliest convenience. Please do not hesitate to contact me if you need further information.

Yours faithfully,  
Pedro Torretti

**Main Body**

**Conclusion**

**4 The following letter is in the wrong style. Rewrite the underlined phrases to make it sound more formal.**

# Unit 1.14

## Writing : Formal letters/emails II

- Letters/Emails making a complaint

The purpose of a **letter/email of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written in a dignified style. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong tone.

e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.*

**STRONG** - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.*

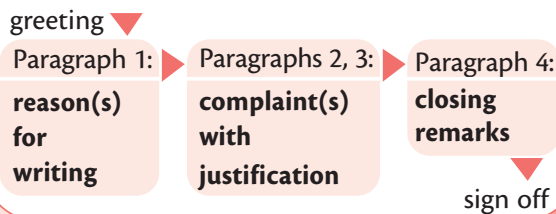
Linking words are used to give reason(s) for a complaint. e.g. **Even though** *the control switch is at its highest setting, the freezer does not keep food frozen.*

A suggestion or request (which can be mild or strong) is included in the conclusion.

e.g. **MILD** - *I hope this matter will be resolved.*

**STRONG** - *I insist that you replace the item at once.*

### General Outline for letters/emails of complaint



### Useful language for letters/emails of complaint

#### Opening remarks:

- **(Mild)** 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
- **(Strong)** I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about ..., etc

#### Closing remarks:

- **(Mild)** 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
- **(Strong)** 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

1 I hope you will replace the item in question or compensate me in some way for the problems I have experienced. Thanking you in advance for your cooperation.

2 I am writing to draw your attention to the quality of service in your hotel where I was not only disappointed by the staff's attitude, but also by the standard of accommodation offered.

3 I want to express my extreme dissatisfaction with your company. I ordered a DVD from you six months ago and, despite numerous conversations with unhelpful staff, I have still not received my DVD.

4 There is no way that I will be using your appalling services again and I demand that you return all of my money immediately or I shall be forced to take legal action.

### 2 Read the letter of complaint below. Is it strong or mild?

Dear Sir or Madam,

I am writing on behalf of the pupils at Faraday Secondary School to express my strong dissatisfaction about the way your company organised our 'School Fest' on Sunday, 2nd March.

Firstly, you had promised top quality, state-of-the-art sound systems but, in contrast, the equipment that was brought was outdated and inadequate to the task. A further complaint has to be made about the music. We had asked for contemporary hip hop, rap and rock music but all the DJ played was 80s music, which was hopelessly inappropriate.

Your company had also promised full catering which would include at least three types of hot meals, side dishes and a wide variety of soft drinks. Instead, all we got was fast food (hot dogs and hamburgers) and cola drinks. To top everything, although we had agreed on a reasonable price, we received a very high bill because, as you said, the party lasted longer than expected.

We consider your company to be totally unreliable and incompetent. We expect a full apology for the service received as well as a 50% discount on the amount we had agreed on. Otherwise, we will be forced to take further action. We expect to hear from you promptly.

Yours faithfully,  
Kyle Leek

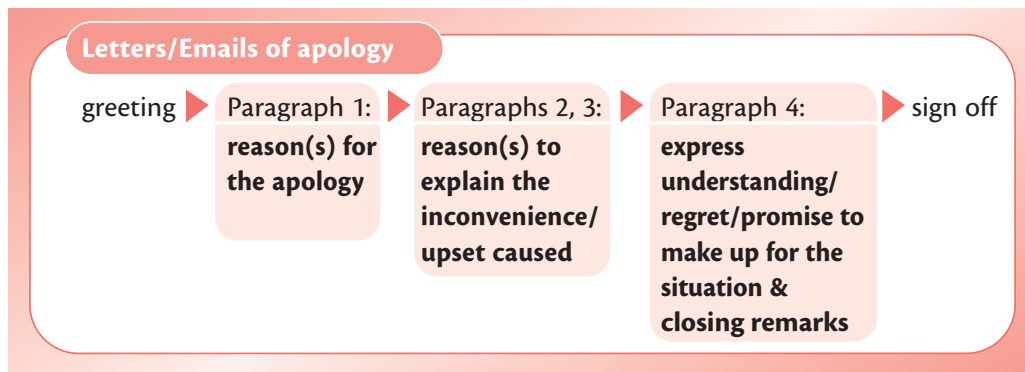
### 3 Replace the underlined phrases in the letter with the ones given below. How does the tone change?

- surprise
- we did not really like
- I trust I will not have to take this matter further
- rather disorganised and inefficient
- not working very well

### 1 Read the following extracts and say which of them are beginnings (B) and which are endings (E). What tone has the writer used in each?

- Letters/Emails making an apology

**Letters/Emails of apology** are written when someone has made a mistake, has failed to perform a duty or he/she is not able to fulfil a promise. They can be formal, semi-formal or informal, depending on the person the apology is addressed to.



**4 Read the letters of apology (A and B) and fill in the gaps with one of the phrases below. Then, make the plan for each model.**

- apologise/say how sorry I am
- are aware/know
- it was impossible for me to/there was no way I could
- displeased/cross
- by way of an apology / to make up for things
- fantastic / excellent
- in a terrific rush / under great pressure
- why don't you let me / perhaps I could

**A** Dear Great Aunt Sally,  
I'm writing to **1)** ..... for missing your 85th birthday party last Sunday, and I hope you are not too **2)** .....  
Unfortunately, **3)** ..... come. As you **4)** ..... , I have been studying very hard for my end-of-school exams this year. I had been intending to come to your party, but I was due to have a Maths exam the following day. It wasn't until Sunday morning that I realised I would have to continue studying all day in order to pass the exam, which meant working **5)** ..... until late that evening. I'm sorry I didn't let you know sooner, but the amount of revision I had to do was completely unexpected!  
Anyway, **6)** ....., **7)** ..... take you out for tea next weekend. We could go to that **8)** ..... tea shop you like by the river. My exams are over now so you can be sure I'll be there this time!  
Lots of love,  
Hayley

**B** Dear Chloe,  
I'm writing to **1)** ..... for losing the book you lent me to read on my journey home from your house.  
It was such a(n) **2)** ..... read that I didn't even notice that my train had reached my station. I was so engrossed that I almost missed my stop. Unfortunately, I ended up **3)** ..... to get off the train which meant that I left the book behind by accident. I'm afraid **4)** ..... get it back, even though I checked with the lost property office.  
I **5)** ..... that you must be **6)** ..... with me for losing something that you'd trusted me to take care of. Next time you're in London, **7)** ..... take you to Waterstone's bookshop in Piccadilly? It's London's largest bookshop – with six floors full of books. You're bound to find something you like. I'll treat you to whatever book you like, **8)** ..... Really sorry, once again!  
Love,  
Gilbert

**5 Underline the key words in the rubrics below. Choose one rubric and write your letter/email.**

**A** You recently bought 3 DVDs from a shop, all of which were faulty. When you went back to the shop to get a refund, the assistant was very rude to you and accused you of damaging the DVDs. Write a letter (140–190 words) to the shop manager giving the reasons for your dissatisfaction.

**B** You have borrowed some money from a friend and failed to return it by the agreed date. Write an email (140–190 words) to your friend, apologising for your behaviour and explaining the reasons for the delay.

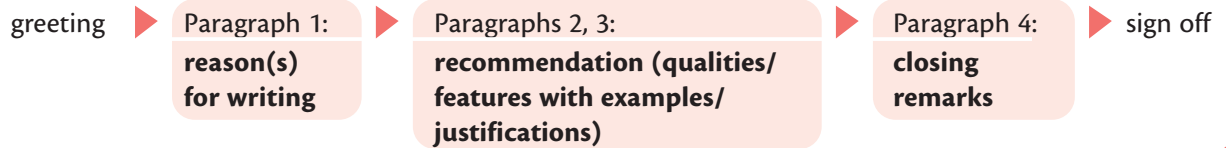


## Writing : Letters/Emails of recommendation

- Letters/Emails of recommendation

**Letters/Emails of recommendation** are written to recommend a person for a post, a place for an event to be held, etc. These letters/emails usually contain descriptive techniques e.g. if you recommend a person, you need to make reference to qualities related to the topic and give examples or justifications. These types of writing can be formal or semi-formal depending on who the letter/email is addressed to.

### General Outline for letters/emails of recommendation



**1** Read the rubrics and underline the key words. What is the topic of each?

**A** You see this announcement in the school newspaper.  
Which is your favourite book? Why do you like it? Write us a review nominating your favourite book.  
Write your review (140-190 words).

**B** The local youth centre has asked its members to nominate people for the 'Teenage Personality of the Year' award. Write your letter to the youth centre recommending someone and giving reasons for your recommendation (140-190 words).

**C** The school committee has asked pupils to recommend a place to hold an end-of-term party. Write a letter recommending a place, saying why it would be a suitable venue for the party (140-190 words).

**2** Read the model. Which rubric from Ex. 1 does it match?

Dear Sir/Madam,  
As you are aware, the pupils of Fairview School plan to hold an end-of-term party next month. I am writing on their behalf to suggest a possible venue.  
The size of the location is obviously a main priority, as approximately 150 people are expected to attend. The Beaufort Hotel's function room appears to be a good option, since it is extremely spacious, holding up to 200 people. In addition, the huge dance floor would ensure sufficient room for sound equipment and dancing.  
Another important factor is the catering. The hotel can provide light refreshments at a reasonable cost, which would be convenient. All things considered, I wish to recommend the Beaufort Hotel as a suitable location for our party. I would appreciate it if you could inform us of your decision on the matter as soon as possible.  
Yours faithfully,  
Eleanor Wright

**3** What features make this place special? How does the writer justify her opinion? Complete the table.

features	justifications

**4** Read Jim Harris's notes. Use them to write your letter for rubric B.

- I am a member of the youth centre and writing to nominate Charles Adams for the Teenage Personality of the Year Award
- caring, kind and hardworking person – cares for the elderly and the environment – organised neighbourhood clean-up and recycling day – is a volunteer at the local old people's home – dedicates his weekends and free time to helping people in his neighbourhood and caring for the environment
- very interested in local affairs – recently attended an evening course in community volunteering – takes active interest in environmental issues at school – introduced and organised School Recycling Scheme
- is an example to the teenagers of our community – deserves to win the award

• Discuss & Write

**5** Read the following rubrics (A-C). What type of task is each one? What style are they to be written in? In an appropriate style, choose a task and write your answers. You do not have to include addresses.

**A** An elderly neighbour is visiting her sister for a few weeks. You have offered to take care of her house while she is away. Write a letter giving news of what you have been doing and ask if there is anything else she would like you to do (140-190 words).

**B** As president of your school committee, you have been asked to write to Peter Selby, a well-known environmentalist, asking him to give a talk at your school. Write a letter inviting him, suggesting what environmental problems he might include in his talk, and asking if he would need any special equipment (140-190 words).

**C** You have received this email from your English pen-friend Rebecca.

**From:** Rebecca  
**Subject:** Studies

I'm thinking of giving up college to study drama full-time. My parents don't agree with me.  
Any advice?

Write your email (140-190 words).

**6** When you have finished your work, exchange with a partner. Evaluate his/her piece of writing. Think about the following:

- Has all the information asked for in the rubric been included?
- Is the letter/email easy to understand? Does it flow?
- Are the paragraphs clear and in the correct order?
- Are the beginnings and endings in the correct tone/style for the intended reader?
- Does the letter/email contain any information that isn't necessary?
- Is the style the same throughout the letter/email?
- Has a variety of vocabulary been used instead of repeating the same vocabulary?
- Are there any errors in spelling or grammar?

# Cockney Rhyming Slang

- 1** Look at the pictures and the phrases under each. How can they be related? Read the text to find out.

If someone said to you, "My loaf of bread hurts because I've **0**) *been* on the dog and bone all day," chances are you would think **1**) . . . . . were crazy! But if you said this exact same thing to a Cockney, or someone from the East End of London, he would simply tell you to take an aspirin!

Translated **2**) . . . . . ordinary English, then, this sentence means "My head hurts because I've been on the telephone all day." This is because 'head' rhymes with 'bread' and 'bone' rhymes with 'phone'. Over the years, the residents of London's East End have developed a whole dialect, called Cockney rhyming slang **3**) . . . . . this way. For example, 'mince pies' are 'eyes', 'boat race' is 'face' and 'apples and pears' are 'stairs'. However, people often don't bother saying the rhyming word. 'Butcher's hook', for instance, means 'look', but Londoners don't say 'let's have a butcher's hook', they say 'let's have a butcher's'. **4**) . . . . . this reason, it can be very hard for outsiders to work **5**) . . . . . what a particular phrase means!

East Enders have been using their rhyming slang **6**) . . . . . around the mid-19th century. Some people believe that it was simply a linguistic accident, whereas others think that locals, especially villains, used it as a secret code to confuse police and eavesdroppers\*. **7**) . . . . . days, some Cockney rhyming slang phrases are even used by people in the rest of Britain, such as 'use your loaf', meaning 'use your common sense' (loaf of bread: head). New phrases sometimes appear too, like 'wind and kite' (web site) or words **8**) . . . . . rhyme with celebrities or famous people. So, whatever the origins of Cockney rhyming slang, one thing is for sure - it's still very much alive today!

\*people who listen secretly to what others are saying

dog and bone



bread and honey



apples and pears



jam jar



boat race



plates of meat

- 2** Read the text again and complete the gaps 1-8 with the correct word, then compare with your partner. Listen and check. What is the author's purpose?

- 3** In pairs, ask and answer questions based on the text.

- 4** Look at the table, then complete the examples with appropriate Cockney expressions.

Cockney	Meaning
Adam and Eve	believe
Barnet Fair	hair
dicky bird	word
easy-peasy lemon squeezy	easy
whistle and flute	suit

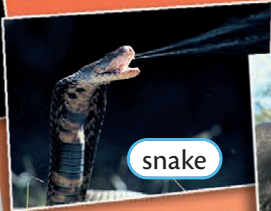
- Well, look who it is! I don't . . . . . it!
- Your secret's safe with me. I won't say a . . . . .
- The exam went well. It was . . . . .
- What has Adam done to his . . . . .? It looks awful!
- Tim looks very smart in his new . . . . .!

- 5** What slang do you use in your country? Compare it to Cockney rhyming slang.





blowfish



snake



elephants



horses

1 Look at the animals in the pictures. Which seems to be on the attack? trying to scare something away? affectionate? playing? What helped you decide?

## Animal Talk

Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to 0) ... D... themselves or visitors at the zoo! They are actually very important 1) ..... of communication. So, how exactly do animals use the different senses in order to speak to one another?

**SMELL** The sense of smell is the most basic way in which even the simplest of creatures (including the single-celled amoeba!) communicate. Many animals, including humans, 2) ..... scents to attract others to them for reproduction, to keep away predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

**TOUCH** It's not just humans that 5) ..... hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings 6) ..... one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

**SIGHT** Many animals 3) ..... wide use of body language in order to get their message across. A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same way, bees perform a complicated dance to communicate the direction and distance of a food 4) ....., while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

**SOUND** We've all enjoyed waking up to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes 7) ..... hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 8) ..... of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

2 Read the article and choose the correct word (A, B, C or D) to complete the gaps 1-8.

- |               |           |              |  |
|---------------|-----------|--------------|--|
| 0 A present   | B perform | C enjoy      | <input checked="" type="radio"/> D entertain |
| 1 A processes | B schemes | C routes     | D means                                      |
| 2 A free      | B release | C transfer   | D supply                                     |
| 3 A make      | B put     | C have       | D do   |
| 4 A means     | B origin  | C place      | D source                                     |
| 5 A shake     | B shrug   | C clench     | D tap  |
| 6 A at        | B towards | C over       | D against                                    |
| 7 A over      | B for     | C throughout | D during                                     |
| 8 A minutes   | B moments | C points     | D stages                                     |

What type of text is it?

3 **THINK!** Listen and read the text. Tell your partner five things from the text that you found particularly interesting.

### Project!

**ICT** Choose an animal and find information on the ways it communicates. You can visit this website:

[http://en.wikipedia.org/wiki/Animal\\_communication](http://en.wikipedia.org/wiki/Animal_communication)

Write a short text about it. Present it to the class.