

Virginia Evans – Jenny Dooley

Wishes

★ LEVEL B2.2

Student's Book



Express Publishing

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Progress Check 1

Progress Checks can be found at the end of each module

1 Fill in: volumes, shook, sense, concentrated, stare, hold, rules, blame, sighed, weave.

- I don't think I can make of what he says.
- It's rude to at people.
- He on his studies and got his degree in Medicine.
- Intonation and rhythm of speech speak if you know how to interpret them.
- Could you please the line?
- He his head in disbelief when he heard the news.
- She with relief when she found her missing keys.
- Some people think that don't apply to them.
- It's very dangerous to from one lane of traffic to another.
- Don't others when it's your fault.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

2 Fill in: facial, build, non-verbal, talented, keep, gain, speed, spirits, road, youth.

- | | |
|-----------------------|----------------------|
| 1 communication | 6 expressions |
| 2 in touch | 7 artists |
| 3 limit | 8 a reputation |
| 4 accidents | 9 popularity |
| 5 club | 10 be in high |

(Points: $\frac{\quad}{10 \times 1 \quad 10}$)

3 Choose the correct preposition.

- Never put the blame **in/on** others.
- His hard work is the key **for/to** his success.
- We saw them **off/down** at the station.
- She was always running **out/down** other people's ideas.
- Are you aware **of/for** the consequences?

(Points: $\frac{\quad}{5 \times 2 \quad 10}$)

4 Choose the correct word.

- He gets paid more **than/from** his father.
- The sooner you finish, the **best/better** it'll be.
- Do you fancy **come/coming** with us?
- He can't run any **fast/faster** than that.
- This is the **more/most** complicated situation ever.

- She was **such/so** tired she decided to have an early night.
- I'd rather **stay/to stay** in tonight.
- Take your credit card with you in case you **will need/need** extra money.
- The road was closed **due to/because** heavy rain.
- I'd prefer **travelling/to travel** by car.

(Points: $\frac{\quad}{10 \times 2 \quad 20}$)

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

- The match was cancelled because it was snowing heavily.
due The match was snow.
- Buy some juice because John might come round later.
case Buy some juice round later.
- She gets less money than her brother.
earns Her brother her.
- This is the best she can do.
any She can't this.
- We didn't expect they would charge us that much.
more We we expected.

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

6 Complete the gaps with the words derived from the words in capitals.

- She did her best to make a good on everyone. **IMPRESS**
- He's very to criticism and gets upset easily. **SENSE**
- Her has increased since she won the competition. **POPULAR**
- They were deep in when I entered the room. **CONVERSE**
- The audience reacted to his moving speech. **EMOTION**

(Points: $\frac{\quad}{5 \times 4 \quad 20}$)

(My score: $\frac{\quad}{100}$)

Now I can ...

- talk about how people/animals communicate
- express preferences
- talk about gestures, emotions and languages
- describe a person's character
- talk and write about a festival I attended
- talk about qualities drivers should have
- write informal/semi-formal/formal letters/emails

... in English

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.**

Reading - Part 1

- 3 **Read the article. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.**

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 speak 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.

USE OF ENGLISH

- Multiple Choice Cloze

5 For questions 1-12, 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) **public** 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 3) But scientists have been baffled by what causes 4) behaviour in humans. What is it that causes fear to 5) 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 6) by looking at faces. What this new study has 7) is that the position of the body is also very important.

To test their theory, the scientists showed pictures of people 8) in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects 9) at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very 10) 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 11) in our behaviour has helped humans to 12) in dangerous situations throughout our evolution.

- | | | | | |
|----|-------------|----------------|-------------|--------------|
| 0 | A filled | B jammed | C packed | D public |
| 1 | A irritable | B nervous | C impatient | D doubtful |
| 2 | A replies | B explanations | C answers | D responses |
| 3 | A proceed | B go | C come | D follow |
| 4 | A same | B equal | C like | D similar |
| 5 | A spread | B expand | C widen | D open |
| 6 | A naturally | B clearly | C simply | D plainly |
| 7 | A founded | B realised | C exposed | D discovered |
| 8 | A forming | B having | C standing | D taking |
| 9 | A glared | B noticed | C looked | D watched |
| 10 | A hard | B strong | C tough | D strict |
| 11 | A effect | B development | C result | D conclusion |
| 12 | A remain | B keep | C survive | D live |

- Comparisons

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

- Doctors should be paid (much) money than footballers.
- It is (hard) to forget than to forgive.
- Happy people tend to be (self-centred) than unhappy ones.
- Painting is (relaxing) than listening to music.
- Rich people are (happy) than poor people.

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

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

- Key word transformations

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

- Bill earns more money than Ann.
as Ann doesn't Bill.
- If you practise, you'll get better.
the The more will get.
- We finished in half the time she took.
twice It took her it took us to finish.
- This is the fastest she can run.
any She can't this.
- He didn't expect it to cost so much.
paid He he expected.

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?

e.g. *I think you are extremely hard-working.*

- 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 hear 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 reason/purpose/cause & effect

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

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**? Are you shy when you meet someone for the first time? If so, then don't worry. **1)** show that very few people are **2)** gifted when it comes to making friends. So for those of us who have a problem, here is a quick and simple **3)** of what the experts have to say.

First of all, don't forget to smile. Smiling makes everyone appear more **4)** It also helps the other person to relax. First **5)** are important, so try to remember the name of the person you have just met and use it in your **6)** Doing this sends a signal that you want to get to know the person. Above all, experts stress the **7)** 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 **8)** will increase. A lot of people experience **9)** anxiety when meeting new people. Try following these **10)** tips and don't forget that the other person probably wants to make friends just as much as you do!

- FRIEND
- STUDY NATURE
- SUM
- 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

Listening Part 1

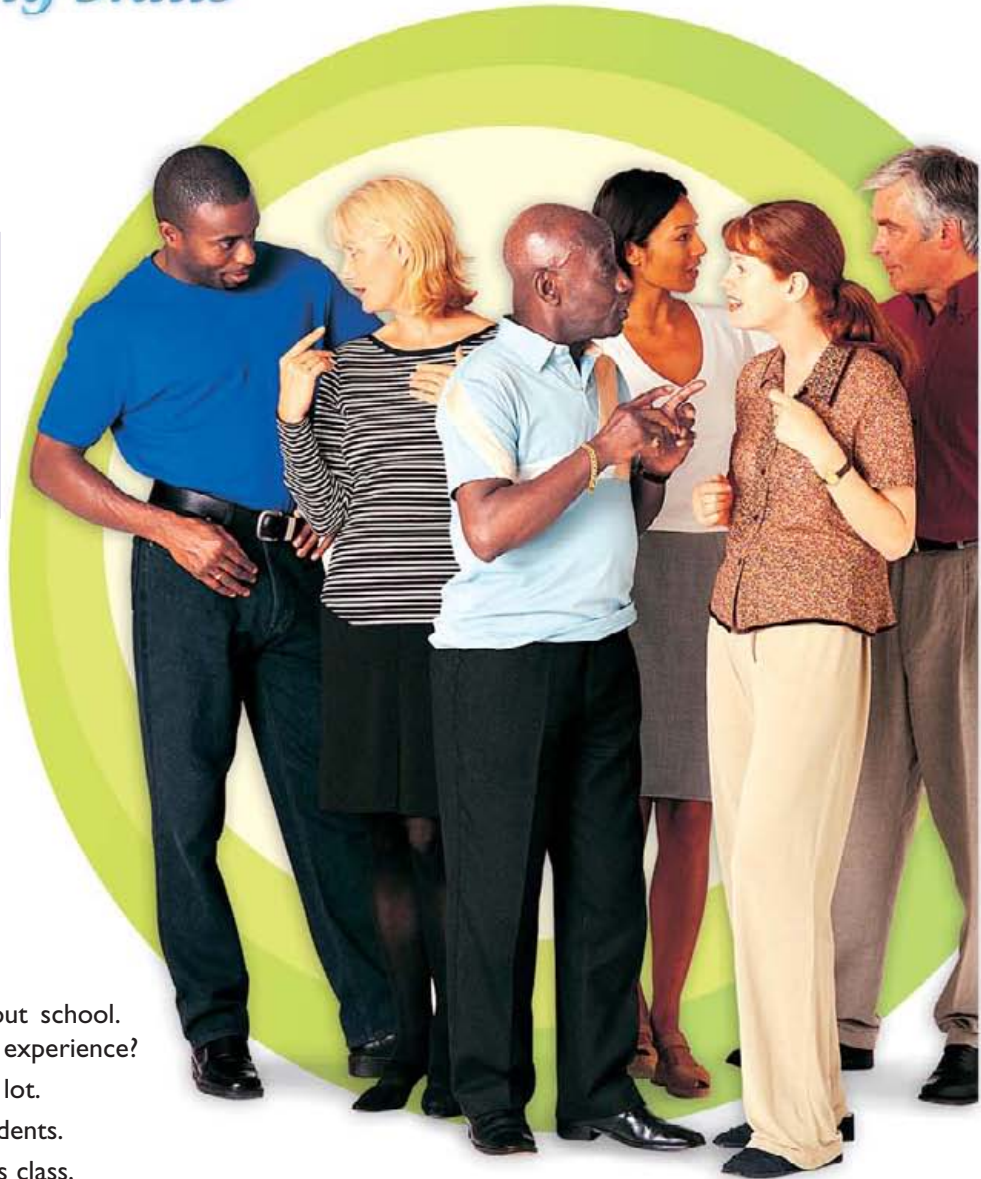
Study Skills

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).

- 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



Listening Part 2

- 2  You hear a radio interview with Hannah, the editor of a lifestyle magazine, 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.




Listening Part 3

- 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-F) the type of change that each person made. Use the letters only once. There is one extra letter which you do not need to use.

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

Listening Part 4

- 4  You will hear a radio report 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

Speaking Part 1 (3 minutes)

- What do you like doing in your spare time?
- Do you enjoy travelling?
- What kind of holiday appeals to you?
- What are you planning to do next weekend?

Speaking Part 2 (4 minutes)

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?

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



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?

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

Topic Vocabulary

anniversary

- way of saying 'thank you'
- look back on the past and remember things 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

Unit 1.9

Writing: Letters/Emails



- **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:

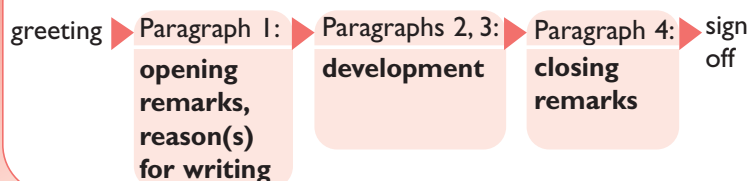
Dear Sir/Madam,/Dear Mr/Mrs/ Ms Smith,

- 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.

- 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. *'You are working abroad as a tour guide. Write a letter to your English pen-friend, describing the job saying what you like and what you don't like about it.'*

¹ situation, ² type of writing task, ³ reader - style, ⁴ 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 (120-180 words).
- B** You have seen the following advertisement in an international magazine. Write your email applying for the job (120-180 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

- 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 (120-180 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 (120-180 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,

We are 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.

We 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:

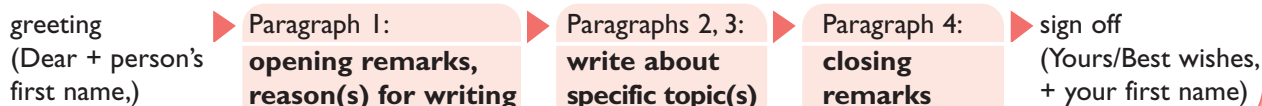
- **questions/wishes** about recent events, the person's health, etc.
- a **thank you** to the person for their last letter.
- **comments** about their news.
- an **apology** for a delay in writing/replying.
- the **reasons** why you are writing.

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



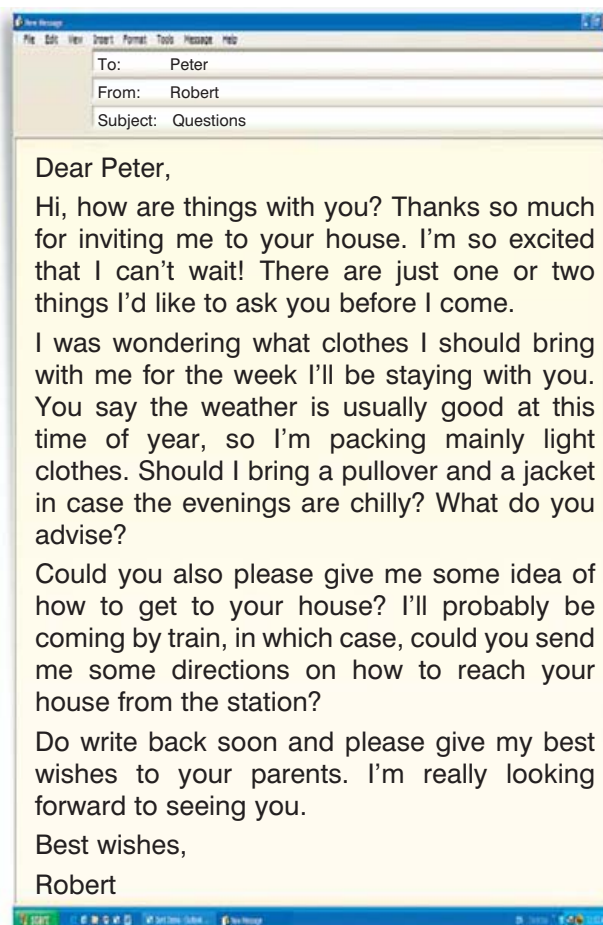
3 Read the following sentences. Mark them as O (opening remarks) or C (closing remarks). What point does each include?

- 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.

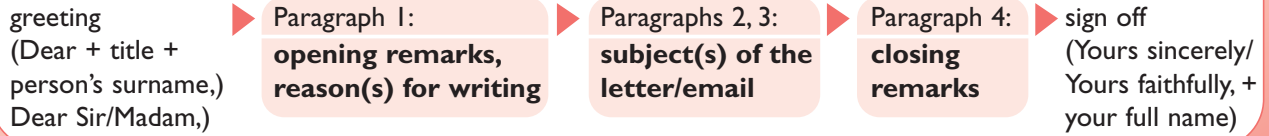
4 Read the rubrics. What points will the main body paragraphs include?

- 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 (120-180 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 (120-180 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 (120-180 words).

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



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 (120-180 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

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 (120-180 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,

Introduction
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.

Main Body
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.

Conclusion
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

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

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 (120-180 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.

Write your letter (120-180 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 education and qualifications to date./I hope that you will consider me for entry into ..., etc

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

Opening remarks: I am writing with regard to your advertisement for .../I am writing to apply for the post/job/position of (sales assistant) 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

- 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.*

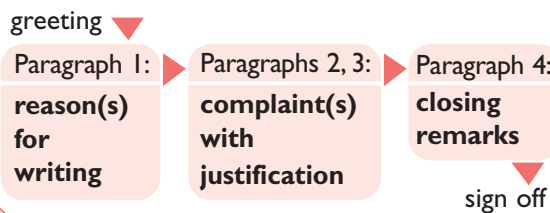
Linking words are used to give reason(s) for a complaint. e.g. **Even though** the control switch is at its highest setting, the freezer does not keep food frozen.

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 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?

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 80's 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,

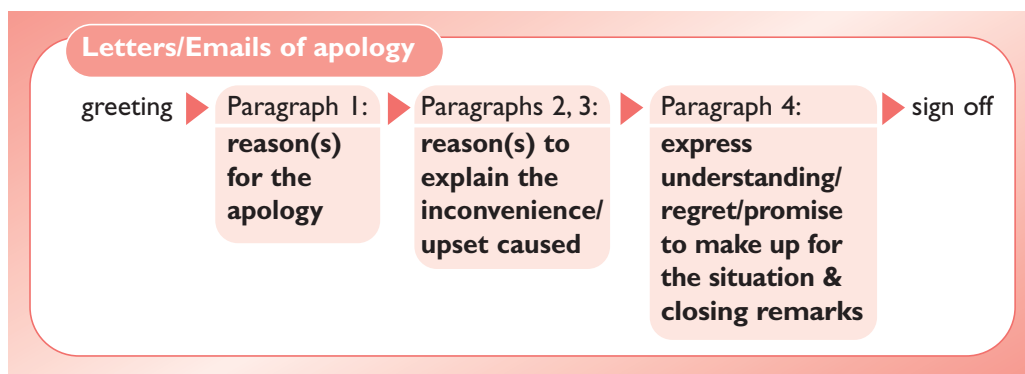
Kyle Leek

- 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

- 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 to the shop manager giving the reasons for your dissatisfaction (120-180 words).

B You have borrowed some money from a friend and failed to return it by the agreed date. Write an email to your friend, apologising for your behaviour and explaining the reasons for the delay (120-180 words).

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!



dog and bone

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 **3)** years, the residents of London's East End have developed a whole dialect, called Cockney rhyming slang **4)** 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', **5)** instance, means 'look', but Londoners don't say 'let's have a butcher's hook', they say 'let's have a butcher's'. **6)** this reason, it can be very hard for outsiders to work **7)** what a particular phrase means!



bread and honey

East Enders have been using their rhyming slang **8)** around the mid-19th century. Some people believe that it was simply a linguistic accident, whereas others think that locals, especially villains, used **9)** as a secret code to confuse police and eavesdroppers*. **10)** days, some Cockney rhyming slang phrases are even used by people in the rest of Britain, **11)** 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 **12)** 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!



apples and pears

*people who listen secretly to what others are saying



boat race



plates of meat



jam jar

2 Read the text again and complete the gaps 1-12 with the correct word, then compare with your partner. Listen and check.

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

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

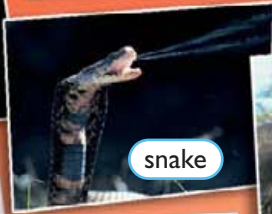
- 1 Well, look who it is! I don't it!
- 2 Your secret's safe with me. I won't say a
- 3 The exam went well. It was
- 4 What has Adam done to his? It looks awful!
- 5 Tim looks very smart in his new

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

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) entertain 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 3) 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!

SIGHT Many animals 4) wide use of body language in order to get their message 5) 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 6), bees perform a complicated dance to communicate the direction and distance of a food 7), while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH It's not just humans that 8) 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 9) one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND We've all enjoyed waking 10) 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 11) hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 12) 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 1-12.

- | | | | |
|---------------|-----------|--------------|-------------|
| 0 A present | B perform | C enjoy | D entertain |
| 1 A processes | B schemes | C routes | D means |
| 2 A free | B release | C transfer | D supply |
| 3 A down | B over | C away | D up |
| 4 A make | B put | C have | D do |
| 5 A around | B across | C up | D forward |
| 6 A style | B form | C method | D way |
| 7 A means | B origin | C place | D source |
| 8 A shake | B shrug | C clench | D tap |
| 9 A at | B towards | C over | D against |
| 10 A by | B away | C over | D up |
| 11 A over | B for | C throughout | D during |
| 12 A minutes | B moments | C points | D stages |

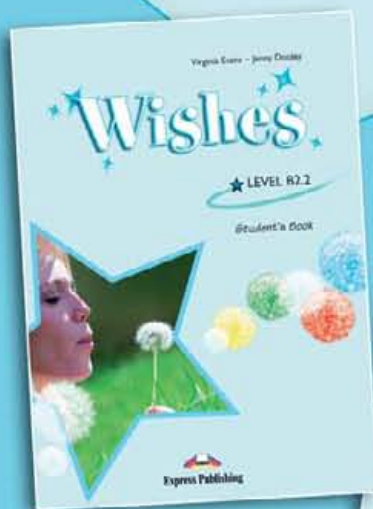
3 Listen and read the text. Tell your partner five things from the text that you found particularly interesting.

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

Wishes

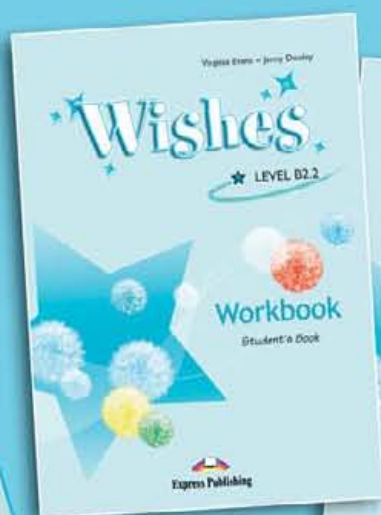
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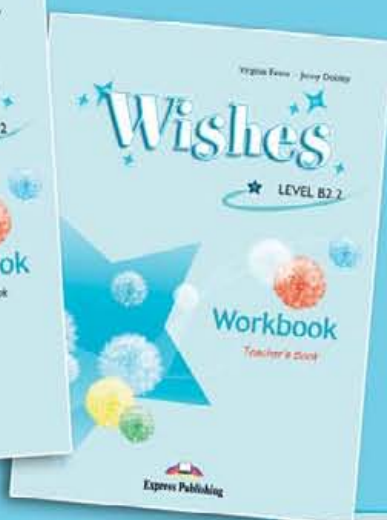
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