

Upstream

ADVANCED

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C1

Student's Book



Express Publishing

Contents

Language Focus

Reading

Module 1	UNIT 1 Something to shout about (pp. 7-26) Ambition, success, achievement, happiness	Celebrations; career success; collocations; words often confused; idioms; fixed phrases with <i>on</i> ; phrasal verbs; Communication: giving and responding to news	Multiple choice (part 1); multiple choice (part 3)
	UNIT 2 Escape Artists (pp. 27-46) Travel, entertainment, leisure, relaxing	Pastimes and hobbies; leisure activities; adjectives; collocations; idioms; fixed phrases with <i>at</i> ; phrasal verbs; Communication: making and responding to suggestions; interrupting	Multiple choice (part 3); gapped text (part 2)
Progress Check Module 1 (pp. 47-50)			
Module 2	UNIT 3 People Power (pp. 53-72) People, families, appearances	Family; characteristics; words often confused; collocations; idioms; fixed phrases with <i>of</i> ; phrasal verbs Communication: apologising	Multiple choice (part 3); multiple matching (part 4)
	UNIT 4 Growing Concerns (pp. 73-92) Social problems, civil liberties, unemployment, poverty, international issues, environmental problems	Crime and the law; punishment; charity; social issues; workers in the legal system; phrasal verbs; idioms; fixed phrases with <i>against</i> ; Communication: discussing problems and offering solutions	Multiple choice (part 1); gapped text (part 2)
Progress Check Module 2 (pp. 93-96)			
Module 3	UNIT 5 Our Changing World (pp. 99-118) Technology, computers, space travel, technology in everyday life	Science and technology; computers; collocations; phrasal verbs; idioms; fixed phrases with <i>in</i> ; Communication: sharing opinions	Multiple choice (part 3); multiple matching (part 4)
	UNIT 6 A Job Well Done (pp. 119-138) Work, the workplace, business, professions	Jobs, work and workplaces; collocations; idioms; fixed phrases with <i>on</i> ; phrasal verbs; Communication: polite requests	Multiple choice (part 1); gapped text (part 2)
Progress Check Module 3 (pp. 139-142)			
Module 4	UNIT 7 Fit for Life (pp. 145-164) Health, fitness, medicine, sport & exercise	The human body; problems; treatments; sports; playing areas; collocations; idioms; fixed phrases with <i>under</i> ; phrasal verbs; Communication: making appointments	Multiple matching (part 4); multiple choice (part 3)
	UNIT 8 Live and Learn (pp. 165-184) School, education, university life, educational issues	School, college, university; study methods; subjects; learning; collocations; idioms; fixed phrases with <i>by</i> ; phrasal verbs; Communication: describing similarities/differences	Multiple choice (part 3); gapped text (part 2)
Progress Check Module 4 (pp. 185-188)			
Module 5	UNIT 9 The Image Business (pp. 191-210) The fashion industry, image, the visual arts	Image; looks; films; collocations; idioms; fixed phrases with <i>down</i> ; phrasal verbs; Communication: expressing surprise; calling 999	Gapped text (part 2); multiple choice (part 1)
	UNIT 10 Shop Around (pp. 211-234) Shopping, the economy, advertising, money	Shopping; money; advertising; collocations; idioms; fixed phrases with <i>carry</i> ; phrasal verbs; Communication: placing/confirming an order; making/answering a complaint	Gapped text (part 2); multiple choice (part 3)
Progress Check Module 5 (pp. 235-238)			
Grammar Reference (p. 239) Irregular Verbs (p. 249) Appendix 1 – Phrasal Verbs (p. 250) Appendix 2 – Linking Words/Phrases (p. 251)			

Use of English

Listening

Speaking

Writing

Grammar: gerund / infinitive; exam practice: parts 1, 3, 4	Exam practice: parts 2, 4	Exam practice: part 2; useful language: comparing and speculating; peer assessment	Formal and Informal letters (1)
Grammar: the present; stative verbs; exam practice: parts 2, 3, 4, 5	Exam practice: parts 1, 4	Exam practice: parts 3, 4; useful language; peer assessment	Reviews
Grammar: the past; used to and would; exam practice: parts 1, 2, 3, 4, 5	Exam practice: parts 2, 3	Exam practice: part 2; useful language; comparing and speculating; peer assessment	Articles
Grammar: the passive; the causative; exam practice: parts 1, 2, 3, 5	Exam practice: parts 1, 2, 4	Exam practice: parts 3, 4; useful language; evaluating; peer assessment	Reports and Proposals
Grammar: the future; exam practice: parts 2, 3, 4, 5	Exam practice: parts 3, 4	Exam practice: part 2; useful language; comparing and assessing; peer assessment	Contributions to Longer Pieces
Grammar: conditionals and wishes; exam practice: parts 1, 2, 3, 4, 5	Exam practice: parts 1, 2	Exam practice: parts 3, 4; useful language: discussing, evaluating and selecting; peer assessment	Set Texts
Grammar: inversion; modal verbs; exam practice: parts 1, 2, 3, 5	Exam practice: parts 2, 3, 4	Exam practice: part 2; useful language: describing, speculating and eliminating; peer assessment	Formal and Informal letters (2)
Grammar: relatives; exam practice: parts 2, 3, 4, 5	Exam practice: parts 1, 3	Exam practice: parts 3, 4; useful language; discussing, hypothesising and selecting; peer assessment	Information Sheets
Grammar: reported speech and reporting verbs; exam practice: parts 1, 2, 3, 4, 5	Exam practice: parts 2, 4	Exam practice: parts 3, 4; discussing, evaluating and selecting; peer assessment	Competition Entries
Grammar: articles and punctuation; exam practice: parts 1, 2, 3, 4, 5	Exam practice: parts 1, 3	Exam practice: parts 3, 4; useful language; discussing, evaluating and selecting; peer assessment	Review of Basic Writing Tasks

Introduction

Upstream Advanced C1 is a complete course for students preparing for the Cambridge Certificate in Advanced English examination or other examinations of similar level. All four language skills are covered thoroughly and systematically through original, engaging material. Students acquire full familiarity with task formats thanks to clearly labelled exercises and sections; their skills are further developed through guidelines found in 'Strategy Point' boxes. Additional projects encourage extra-curricular work and motivate students to read and write in English for pleasure.

Unit Structure

Lead-in

In this section students are introduced to the theme and ideas of each unit. Through the use of pictures, lexical prompts and specially designed listening activities, students are given the vocabulary and notions which help them discuss issues related to the theme before progressing to the rest of the unit. Lead-in sections end with famous quotations which further encourage class discussion.

Reading

Each unit features two reading sections, each one comprising a different kind of reading comprehension task. With the help of pre-reading and post-reading activities, students master a large number of reading comprehension techniques. The reading passages are rich in valuable vocabulary, which is exploited in accompanying exercises. A great deal of attention has been paid to the themes and content of the passages, ensuring that they are engaging, informative and motivating.

Language Focus

This section familiarises students with large amounts of topic-related vocabulary through a variety of exercises and tasks. The vocabulary is activated in accompanying speaking tasks, where students use the new language in specially structured activities. Idioms, fixed phrases and phrasal verbs are also covered in this section.

Listening & Speaking

Various kinds of contextualised listening activities build up the students' listening skills in this section. At the same time, they are introduced to vocabulary and ideas which they need to use in the speaking task which follows each listening activity. Students are trained to comfortably sustain a monologue, as well as to interact with others in tasks involving comparing and contrasting, making assumptions, guessing and speculating, evaluating, suggesting alternatives etc.

English in Use

This section focuses on the use of lexicogrammatical patterns in standard written English. Word formation exercises, grammar activation tasks, cloze passages and various other activities allow students to practise structures in a thorough and systematic manner.

Writing

This section is dedicated to developing students' all-important writing skills. A plethora of writing tasks is covered (writing articles, reports, reviews, memos, proposals, letters etc). Before they write, students practise their writing techniques in specially designed exercises, focusing on rubric interpretation, planning, beginnings and endings, paragraph structure and content, recognising the target reader, style, achieving the appropriate level of formality etc. In this sense, Upstream Advanced C1 offers a complete writing book within a coursebook.

Easy to use

Upstream Advanced C1 is a clearly structured, easily accessible book. The colour-coded sections and clearly labelled tasks make it easy for the teacher to focus on what they judge to be the needs of a particular group of students. When doing homework or revising, students find using the course equally easy thanks to its layout and structure.

Covering everyone's learning needs

Prospective language examination takers are not the only ones who will benefit from using Upstream Advanced C1. Language skills which are much sought-after by professionals, university students and non-native speakers living and working in English-speaking countries are also covered.

Stimulating and thought-provoking

The reading texts, listening passages, tasks and activities found in the course go well beyond teaching the language; discussion in the classroom is encouraged by the range of topics covered, which are there to involve the students and help them think, talk and generally use English creatively.

Components

Student's Book
Teacher's Book
Workbook (Student's)
Class Audio CDs
Test Booklet

Something to Shout About



A



C



B



D

Lead-in

- 1 a. Look at the pictures showing people expressing joy on different occasions. What has happened to make them feel happy?
- b. Now, in pairs, discuss success. Think about:
 - its importance in our lives
 - the happiness it brings
 - problems it causes

- 2 a. Listen to some people talking about what they believe to be the secret of success and complete the gaps using 1 to 3 words.

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

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

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

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

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

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

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

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

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

Henry David Thoreau (American poet & philosopher)

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

Mickey Rooney (American comedian)

Reading – Part 1

1 You are going to read three short extracts which are all linked to the theme of 'success'.

a. Read quickly through the three texts. In pairs, match the three extracts with the text types below.

- Extract from a sports science article
Extract
- Advice leaflet
Extract
- Extract from an autobiography
Extract

b. In what way is each extract related to the theme of 'success'? Make notes.

Extract A
 Extract B
 Extract C

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

STRATEGY POINT

- In Part 1 of the Reading paper you will have to read three short texts which are all linked to the same theme.
- Each text approaches the theme in a different way. This may be a different text type (article, novel, leaflet, etc.), a different style of writing (formal, informal, official, etc.) or a different angle on the same topic.
- Look at the title of each extract and quickly read through all three texts.
- Go back to the first text and read through the questions and the four answer options.
- Read through the text again carefully and choose an answer to each question.
- Move on to the second and third texts and repeat the process.
- If you have time, check through your answers once more.



Reading **praise** of me and my writing, I could feel within myself an **inflation of self-esteem** similar to my feelings as a child when I won school prizes or had poems published in the newspapers, and I thought as I walked along Thames Street, Oamaru, North Otago, New Zealand, the South Pacific, the Earth, the World, the Universe, 'Everyone everywhere will know how clever I am!' 5

Now as I walked along Charing Cross Road I thought to myself, I wonder if these people know it is I whose photo was in the paper today, it is my writing they were praising, my book described in headlines? I'd glance at the **literary types** in Charing Cross Road and I'd think, 'If only they knew! I know I don't dine in fancy restaurants nor am I mentioned in the 'About Town' notes of the Evening News and the Evening Standard ('promising novelist seen ... etc'), but I'm in London, I'm here, I'm secret, and I'm in the reviews and **some have compared me to Virginia Woolf!**' 10 15

- 1 How does the writer feel about herself?
- A She feels more confident than when she was a child.
 - B She is proud and excited about her achievements.
 - C She thinks she is very clever.
 - D She is sad because she is a long way from home.

- 2 Huge success
- A is something the writer is used to.
 - B has brought the writer fame and wealth.
 - C is something the writer would rather keep secret.
 - D is a new experience for the writer.

B

The research scientist, Coyle, set out to study and document the top cyclist's remarkable physical abilities, but in the course of his study, Lance Armstrong was diagnosed with cancer and underwent surgery and chemotherapy. Remarkably, Armstrong showed no ill effects from the cancer upon his recovery. It has been suggested that Armstrong lost weight from the cancer, making him a leaner (and better) cyclist. But Armstrong's weight eight months after his chemotherapy was the same as before his cancer treatment, according to Coyle. 5

However, surviving cancer almost certainly made Armstrong a stronger athlete mentally. Sports scientists agree that Armstrong is one of the most **disciplined** and focused athletes in the world. 'He is on top of the cycling world **because of the combination and interaction** of his genetic endowment, years of incredible training, competitive experience, and **obsessive drive** to achieve and **persevere**,' said Phillip B. Sparling, a professor of applied physiology at the Georgia Institute of Technology in Atlanta. It's a combination that's made Armstrong a rarity among men, but still just a man. 'Most athletes are happy to perpetuate the myth of the superhuman,' Coyle said. 'But now that Lance is retiring, **I think he'd be the first one to admit** that he's not superhuman at all.' 10 15

C

The self-help techniques below are a guide to more successful and effective study.

- Take responsibility for your own work and studies. Identify your **areas of weakness**, as well as your strong points. Be an active participant in the classroom and ask your teacher questions. It is a rare teacher who will be **unwilling to offer help** and guidance. 5
- Your class attendance should be **as regular as clockwork**. Teachers and examiners formulate text questions based on material and examples covered in class as well as on the set texts for any given term or course. 10
- A **pro-active** approach will help you to prepare for any potential problems and it will also give you more confidence in your own abilities. So ... get ahead in the course; try to read up and prepare some of the material in your text book before it is covered in class. Anticipate what your teacher's next step will be. 15
- Don't be afraid to ask questions. Not only will you increase your own knowledge but you may well benefit other students who are also having difficult with the same point. 20
- If you feel it is necessary, visit your teacher outside class time. He or she will be pleased to see that you are interested. 25

5

10

15

20

25



- 5 If you do not attend classes regularly
- A you will miss material which may be included in a test.
 - B you will not be able to ask questions
 - C your teacher will not be willing to help you.
 - D you will not be able to identify your weak points.
- 6 The writer advises a 'pro-active approach' (line 14) because
- A it will please your teacher.
 - B you will be able to anticipate possible difficulties.
 - C it will benefit your fellow-students.
 - D you will be able to cover more material.



Vocabulary Practice

3

- a. Match the verbs with the nouns to form common verb-noun collocations.

A

B

- | | |
|--------------|------------------------|
| 1 undergo | a somebody confidence |
| 2 offer | b ill effects |
| 3 anticipate | c responsibility |
| 4 lose | d somebody with cancer |
| 5 give | e weight |
| 6 perpetuate | f guidance |
| 7 take | g a question |
| 8 diagnose | h surgery |
| 9 show | i somebody's next step |
| 10 formulate | j the myth |

- b. Explain the highlighted words/phrases in the texts.



Text Analysis

4

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



Discussion

5

- a. **THINK!** What do you think is the key to becoming a successful athlete like the cyclist, Lance Armstrong? In pairs make a list, then present it to the class.
- b. Tell your partner about someone you know who has become successful, saying what qualities and circumstances have helped him/her.



- 3 The writer thinks it is surprising that Armstrong
- A didn't die from cancer.
 - B didn't suffer any damage to his athletic abilities after his illness.
 - C lost weight during his illness.
 - D regained the weight he had lost during his illness.
- 4 Armstrong became a faster and better cyclist after his illness
- A because he had acquired a tougher mental attitude.
 - B because he weighed less.
 - C because he had recovered from cancer.
 - D because he had both experience and natural ability.

Let's Celebrate!

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

(A) ROBERTSON Elaine (nee Marshall) and Mark are pleased to announce the arrival of their daughter Ellen Rachel, on 1st April, 2003, a welcome sister for Matthew, Hannah and Daniel.

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



(D) MY SINCERE GRATITUDE FOR 31 YEARS OF LOYAL SERVICE – IAIN HOLDEN, PRESIDENT



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

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

(H) PEACOCK – HOOD It is with much happiness the engagement is announced between Mr Brian Peacock and Miss Barbara Hood.

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

- 2 a. Listen to two people talking. What special occasion is being described? How does the girl feel about the celebration she went to?
- b. In pairs, discuss the best celebration you have ever attended. Think about:
- the reason for the celebration
 - how many people attended
 - where it was celebrated
 - what kind of food was served
 - kinds of entertainment
 - how long it lasted

Getting to the Top

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

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

→ Career Success

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



background

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

people skills

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

other personal qualities

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

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

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

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

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

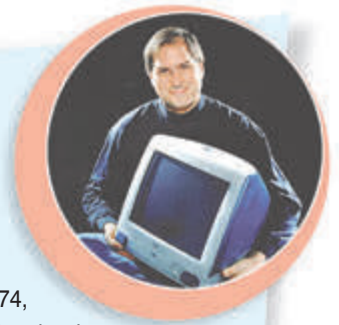
Steven Paul Jobs was born in California, USA, on 24 February, 1955. In 1974 he dropped out of college to work as a video game designer. His aim was to save enough money to go to India and experience Buddhism.

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

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

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

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



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

→ Words often Confused

- 5 Underline the correct word.

- 1 The idea for a computerised house had first been considered as far **beyond/before/behind/back** as the late 50s.
- 2 For the **purpose/object/aim/intention** of managing your finances, hiring an accountant is money well-spent.
- 3 Situated **direct/precise/right/exact** beside the lake, the villa has gone on sale for £750,000.
- 4 The in-house regulations **happen/occur/apply/agree** to all employees, regardless of status.
- 5 A job advertisement for a programmer **gripped/caught/seized/struck** his eye, and he decided to apply.
- 6 For a 10-year-old car, it is in excellent **state/form/presentation/condition**.

Collocations

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

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

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

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

Fixed Phrases (phrases with on)

- 7 a. Match the fixed phrases with their meanings.

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

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

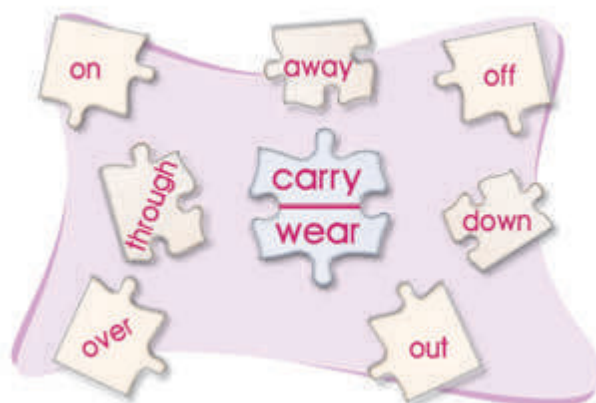
- I don't think there is a vacancy in the company at the moment, but you could ring my boss *on the off-chance*.
- I think I'll take Sarah to a fancy restaurant for her birthday., let's have a surprise party at home.
- Chris owns a line of successful boutiques in the UK and believe it or not, she manages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

Phrasal Verbs



Appendix 1

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



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

Idioms

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

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

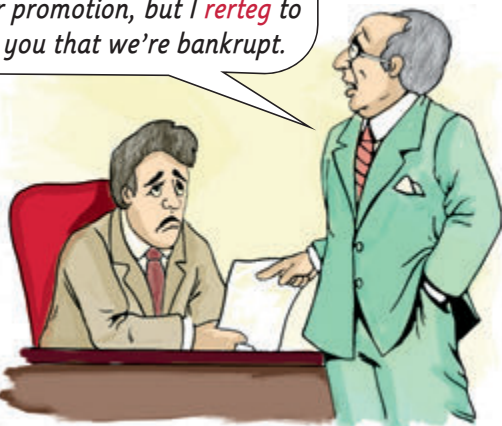
b. Now, rewrite the sentences below using one of the idioms from Ex. 9a.

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

Communication: Giving and Responding to News

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

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



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

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

- | | | | |
|---|-------------------|-----------|--------------------------|
| A | Promotion | Extract 1 | <input type="checkbox"/> |
| B | Marriage | Extract 2 | <input type="checkbox"/> |
| C | Multiple births | Extract 3 | <input type="checkbox"/> |
| D | Postponing a date | Extract 4 | <input type="checkbox"/> |

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

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

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

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

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

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

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

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

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

Listening – Part 4

Multiple Matching Task

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

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

STRATEGY POINT

- Take advantage of the time you have to look at the questions before you have to listen to the recording. This will help you predict the themes of the listening extracts.
- Both Tasks 1 and 2 are based on the same extracts. Concentrate on Task 1 in the first listening and on Task 2 in the second listening.
- There are three items in each task that don't match with any of the extracts.

Task 1

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

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

Task 2

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

- | | |
|---------------------------|-------------------------|
| A Getting a job | 6 <input type="text"/> |
| B Publishing a book | |
| C Watching a play | 7 <input type="text"/> |
| D Passing an exam | |
| E Watching a prize-giving | 8 <input type="text"/> |
| F Having a baby | 9 <input type="text"/> |
| G Finishing university | |
| H Climbing a mountain | 10 <input type="text"/> |

- c. In pairs, think of other situations where the remaining people in Task 1 could feel the same way.

Listening – Part 2

- 2 a. You will hear a radio news report about 'Google', a popular Internet search engine. Before you listen, look at questions 1-8 and in pairs try to predict what kind of information might be needed to complete the gaps.

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

STRATEGY POINT

- This part is a monologue.
- You will need between 1 and 3 words for each gap.
- Your answers must fit grammatically with the rest of the sentence.
- Read through the exercise before you listen. The sentence stems contain information that you will hear in the listening text, but the information is worded differently. To fill in the gaps correctly, be alert for information contained in the stems, but in a paraphrased form.

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

Two students from Stanford University 2 Google.

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

Google is now the official 4 engine for the world's top service provider, America Online.

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

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

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

'Google' is a variant spelling of 'googol', a term invented by a mathematician's 8 more than sixty years ago.

- c. Have you ever used Google? What do you think of it? Tell your partner.
- d. What other famous and very successful products do you know of? Why do you think they're successful? Discuss in pairs.

Speaking – Part 2: Compare & Speculate

➔ Achievements

Student A

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



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

Student A

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

Useful language:

Comparing

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

Speculating

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

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

Assess your classmates in terms of:

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

➔ Everyday English

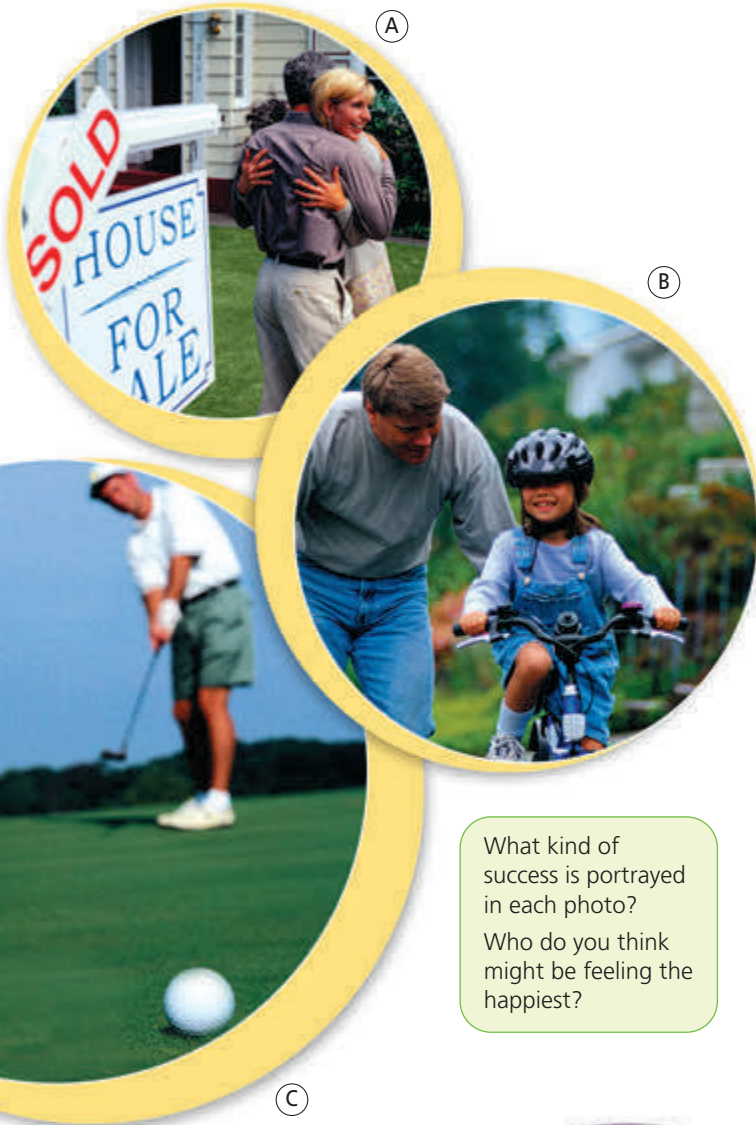
- Responding to news

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

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

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

B: *Typical!*



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

Student B

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

➔ Celebrations

Student B

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

Reading – Part 3

- 1** You are going to read an article about happiness. Before you read, in pairs discuss the following.
- 1 Are the people of your generation generally happier or unhappier than your parents' generation?
 - 2 Look at the title and introduction to the article. What do you think the writer's answer to his question will be? Read through quickly and check.

STRATEGY POINT

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

Remember:

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

- 2** For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

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

Life's good!

Why do we feel so bad?

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

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

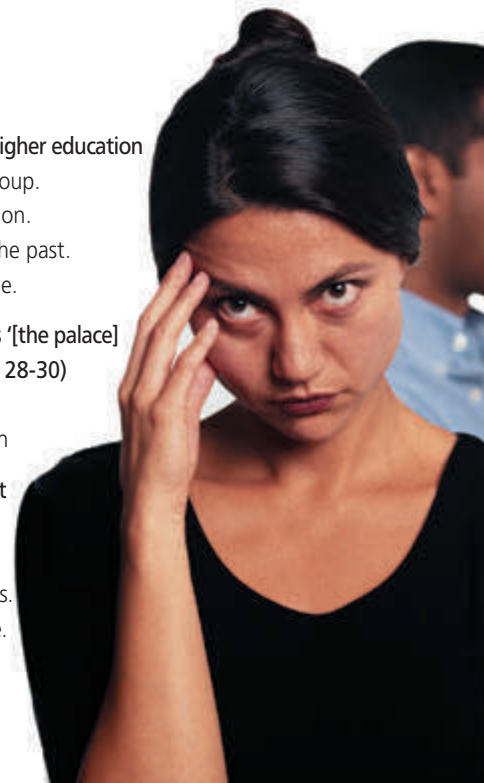
No? The organisers of National Smile Week will be down in the mouth. 5 All their efforts to perk us up for at least seven days have run, it seems, into the sand of our collective scepticism. Four out of ten of us think life has become worse in the past five years. Two million of us are on anti-depressants; only a minority of us think 'people can be trusted most of the time'. Mix in some road/air/office/phone rage, a rise in reported **incivility** 10 and a good dose of political apathy and the gloom looks even starker. We're a wretched lot.

All this when average house prices have just blasted through the £100,000 mark, when life expectancy continues to lengthen, mortality rates are dropping and more than a third of young people enjoy what was once 15 the elite privilege of higher education. We are healthy, wealthy and wise. Yet we've never felt so bad.

If we seem like a nation of **ingrates**, it may be because all the goodies that are supposed to make us happy don't do it for us any more – even if we have yet to wake up to the fact. So, your house is worth half a million. 20 Karl Marx, who for all his faults knew a bit about capitalism, captured the

- 2 Which of the following is implied in the second paragraph?
 - A People are getting stingier.
 - B People are getting less polite.
 - C People are arguing more about politics.
 - D People are working longer hours.
- 3 In the third paragraph the writer says that higher education
 - A is only available to a small, privileged group.
 - B is available to the whole of the population.
 - C is available to far more people than in the past.
 - D should only be available to young people.
- 4 What is the writer referring to when he says '[the palace] can be beamed into our living rooms'? (ll. 28-30)

A advertising	C politics
B over-work	D depression
- 5 An increase in earnings fails to make most people happier because
 - A their expenses are incredibly high.
 - B they realise that's not where happiness lies.
 - C there is always someone who earns more.
 - D they don't have financial problems.



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

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

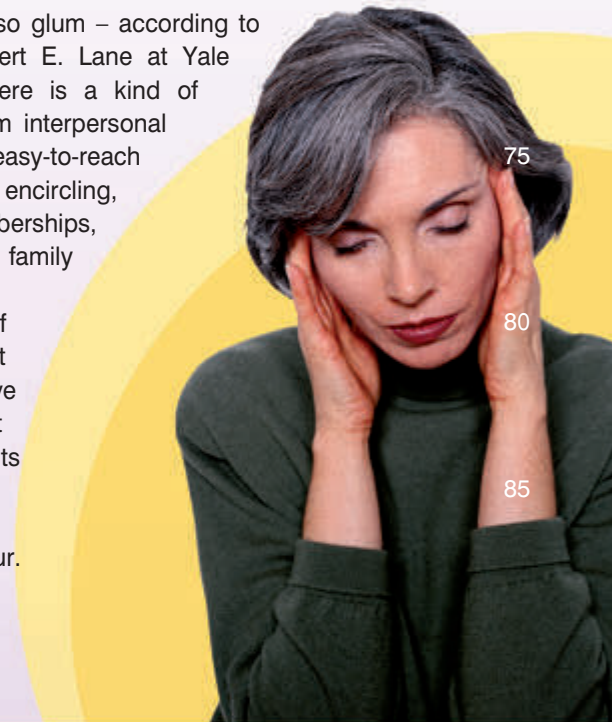
But what about health? Surely the virtual elimination of most fatal diseases, rising life expectancy and falling mortality should be cheering us up? Not a bit of it. All that happens is that our expectations rise just as or even more quickly. Objectively, our health is better on almost every count, but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

Like the answer to many great problems, however,

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

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

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



- 6 According to the writer, improvements in health care
- made no difference to the public's mood.
 - alleviated some health worries.
 - directly led to increased anxiety.
 - only caused complex legal issues.
- 7 On average, people in their early thirties
- have more friends.
 - have happier marriages.
 - are better-educated.
 - face more problems.

Vocabulary Practice

- 3
- Find at least **three** words or phrases which are synonyms for the word 'miserable'.
 - Explain the highlighted words.

Text Analysis

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

Discussion

- 5
- The author believes that friends make you happy. How far do you agree with this? Discuss in pairs giving reasons.
 - Read lines 7 to 10. (*Four out ... time*). These statements are based on the results of a survey conducted to see how happy people in Britain are. What do you think the findings of a similar survey would be in your country? Discuss in groups.
 - THINK!** Make a list of the five most important things which make you feel happy. Compare your list to your partner's. Which three are the most popular among the class?

Gerund/Infinitive



Grammar Reference

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

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

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

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

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

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

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

I strongly disapprove of teenagers returning home after 12.

3 a. Match these phrasal verbs with their meanings.

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

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

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

- 2 I ignored the street noise and continued studying.
- 3 Let's think of all the places where you might have left it.
- 4 She couldn't go on holiday with her parents so they bought her a car instead.
- 5 I really need you to support me at the meeting.
- 6 I stopped trying to get my husband to do housework years ago.

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

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

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

- respect • focus • gain • improve
- imagine • concentrate

to success

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

Use of English – Part 1

6 You will read a text on unusual ways to celebrate birthdays.**a.** Read the article quickly and answer these questions.

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

b. Now read the article again and for questions 1-12, decide which answer (A, B, C or D) best fits each gap.

STRATEGY POINT

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

Something Different?



Looking for an unforgettable way to celebrate that special occasion? Well, the **0)** of options open to today's youngster – or even 'oldster' for that matter, is a far cry from the traditional party or restaurant visit. No longer is it **1)** sufficient to invite your friends round, buy some food and **2)** a baker to produce a cake. No, today's birthday boy or girl is looking for something out of the ordinary, ranging from the **3)** expensive to the downright dangerous. Anything **4)** , as long as it is unusual and impressive.

Top of this year's popular extravaganzas are as follows: taking some friends rally driving, for helicopter lessons, on a plane trip, parachuting and hot air ballooning. Then, there is **5)** group bungee jumping or taking your buddies on a stomach-churning, white water rafting **6)** down rapids.

The desire for adventurous celebration is not restricted to the **7)** I recently met an octogenarian who celebrated **8)** the milestone of eighty by having a flying lesson.

Of course, if you have the money, the world is your oyster. A well-heeled relation of mine flew fifty of his friends to a Caribbean island to mark the passing of his half century. Unfortunately, I was only a **9)** relation!

Undoubtedly, the more traditional forms of celebration do continue to **10)** the less extravagant or less adventurous among us. However, with my own half century **11)** on the horizon, I wouldn't say no to a weekend in Paris and a meal at the Eiffel Tower. I can **12)** dream. Perhaps by the time I'm eighty I'll be able to afford it.

- | | | | |
|-----------------|-------------|----------------|--------------|
| 0 A scale | B degree | C range | D variance |
| 1 A hoped | B decided | C marked | D considered |
| 2 A make | B get | C let | D want |
| 3 A perfectly | B dearly | C outrageously | D explicitly |
| 4 A goes | B comes | C wins | D takes |
| 5 A ever | B always | C more | D instead |
| 6 A travel | B voyage | C ride | D crossing |
| 7 A adolescents | B teenagers | C youth | D young |
| 8 A attaining | B arriving | C getting | D reaching |
| 9 A distant | B remote | C faraway | D slight |
| 10 A pacify | B distract | C absorb | D satisfy |
| 11 A appearing | B looming | C darkening | D showing |
| 12 A however | B but | C nevertheless | D anyway |

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

- | | | |
|-----------------------|----------------------|--------------------------|
| 1 very different from | 4 an important event | 7 approaching |
| 2 unusual | 5 there is no limit | 8 I would like |
| 3 frightening | 6 wealthy | 9 it's impossible for me |

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

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

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



Use of English – Part 3

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

A Chinese wedding

Traditionally a Chinese wedding 0) *originated* with an elaborate marriage 1) The most important people in this process were the bride and groom's parents – not the young people themselves. When the boy's parents had identified a 2) bride for their son, they sent a go-between to the girl's house with presents for her parents. If the offer was 3) to the girl's parents, they sent back a special chart with the date and hour that their daughter was 4) This document would then be placed on the ancestral altar for three days. In the 5) of any inauspicious omens, such as quarrels, accidents or 6) in the family, the chart was then given to an astrology expert, to discover whether the 7) bride would make a good wife for their son. Should the expert look 8) on the girl's horoscope, then a 9) of the whole process took place with the boy's horoscope. Only after this, would a personal, face-to-face 10) of the two young people be made.

- ORIGIN**
- PROPOSE**
- SUIT**
- ACCEPT**
- BEAR**
- ABSENT**
- ILL**
- PROSPECT**
- FAVOUR**
- REPEAT**
- INTRODUCE**

Word Formation

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

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

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

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

STRATEGY POINT

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

➔ Gapped sentences

11 In this section of the Use of English paper you have to look at sets of three sentences. In each set of sentences you must use the same word in exactly the same form to fill all three gaps.

- a. Look at the three sentences below and choose the correct option in each sentence. There may be more than one correct option.
- 1 She only earns a low wage and has trouble *having/making/reaching* ends meet.
 - 2 All these bright lights and the loud noise are *making/turning/causing* my head spin.
 - 3 Are you *having/baking/making* another chocolate cake?
- b. Which is the only word which can fit in all three sentences?



Use of English – Part 4

12 For questions 1-5, think of one word which can be used appropriately in all three sentences.

- 1 I can't talk now, I'm trying to *do* my homework.
Will you *do* me a favour?
You'd better help little Anne to *do* up her shoe laces.
- 2 You can on Joe to help you out if you're in trouble.
When I can't sleep, I always sheep and that puts me to sleep straight away.
You escaped from the accident with only a few bruises; I think you should yourself lucky!
- 3 The weather is almost tropical in the south of the country.
Andrew seems very cold and hard, but deep he's a real softy!
The butler went to the cellar to fetch a bottle of wine.
- 4 On a roundabout you must give to drivers approaching from the right.
The only to find out the truth is to ask him directly.
Colin stopped to make some photocopies on his to the meeting.
- 5 The cat didn't appear to any ill effects after its swim in the bath!
A tour guide will us round the important sites of the city.
This rain doesn't any signs of stopping, does it?
- 6 What's the of hanging the clothes out to dry now that it's raining?
I think a little fresh air will do you if you have a headache.
This time Harry is leaving for; he's handed in his notice.

STRATEGY POINT

- Read through all three sentences quickly to identify what part of speech is required.
- Remember that in each set of three sentences the missing word will always be the same part of speech (adjective, verb, noun, etc.).
- Now read each sentence again very carefully.
- Make a note of any words which you think might fit each gap. The missing word could be part of a collocation, set phrase, phrasal verb, etc.
- You may have several possibilities for each gap.
- Check the words you have noted against each gap until you find one which fits all three sentences.
- When you think you have found the correct word, read each sentence through again very carefully with your chosen word in each gap. The missing word must fit the gap in each of the three sentences grammatically. Is it the right part of speech? Is it part of a collocation or phrasal verb, etc.? It must also fit in terms of meaning. Do each of the three sentences make sense?

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

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

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

A letter should contain:

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

➔ Vocabulary

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

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

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

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

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

➔ Understanding the Rubric

Part One of the CAE Writing paper is a compulsory writing task which is based on reading input. It is important that you follow the instructions carefully and use the information you are given. You must write between 180 and 220 words.

2 a. Read the rubric and reading input below, paying careful attention to the underlined words and phrases.

Your English class recently read the article below, taken from an international students' magazine. Many members of your class felt that the comments in the article did not apply to your country. Your teacher has asked you to write to the editor of the magazine, explaining why you feel the article is not representative of your country.

Write your **letter** in 180-220 words.

Everything's just perfect, thanks!

According to the results of our recent survey, people the world over are happy with their lives.

- 9 out of 10 people said they were happy with the level of education available to them.
- Over three quarters of those who responded are happy with their jobs.
- The majority of people are happy with city life.
- Although they would not say no to more money, most people claim that they have enough to live comfortably.
- Public transport is, people say, excellent.

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

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

➔ Analysing the Model

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

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

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

Dear Sir/Madam,

I am writing **1)** the article entitled 'Everything's just perfect, thanks!' which recently appeared in your magazine. My fellow students and I wish to express our disagreement with the views contained in the article.

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

4), it certainly is not true that most people are happy with public transport. **5)**, one of the most commonly heard complaints is that there are insufficient buses and trains. It is a well-known fact that our public transport system is seriously under-funded and our roads are heavily congested. And, as far as city life is concerned, a significant percentage would move if they had the opportunity.

6), we feel it is unrealistic of you to claim that most people have enough money to live on. Were this so, widespread poverty would not be an issue.

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

Yours faithfully,

Mark Wiseman

Mark Wiseman

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

Formal and Informal Style

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

Formal style includes:

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

Informal style includes:

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

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

A

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

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

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

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

Topic and Supporting Sentences

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

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

B

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

C

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

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

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

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

- indication of progress
- incentive to study
- qualifications

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

- stress
- crime
- financial difficulties

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

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

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

- useful experience
- great atmosphere
- fresh approach

Beginnings and Endings

FORMAL LETTERS

Remember that formal letters begin and end with either:

Dear Sir/Madam, → Yours faithfully, or

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

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

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

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

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

- A summary of the main body
- A reiteration of the reason for writing
- A reassurance
- A reference to future action
- An expression of gratitude

INFORMAL LETTERS

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

Dear John, → Lots of love, Susan

Dear Margaret → Take care and write soon, Bill.

Informal letters can begin with the reason for writing, e.g. *I thought I would write to let you know about this fantastic new course that's being offered.*

Alternatively, they can begin with an informal greeting,

e.g. *How are you doing?*

The closing comment depends on the content of the letter – e.g. *Write soon and let me know what you think./Why don't you give it a try?/etc*

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

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

A Dear Mr Wooster,

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

B Dear Mark,

I am writing to let you know about a marvellous opportunity that I have heard about and that I think is exactly what you're looking for.

C Dear Sir/Madam,

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

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

Say hello to everyone for me,
Lots of love,

Jill

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

Yours faithfully,

Kate Lowe
Kate Lowe

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

Yours sincerely,

Graham Wiseman
Graham Wiseman

Discuss & Write

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

- A ● You recently read the article below in a magazine.
● You feel very strongly about the content of the article and have decided to write to the editor of the magazine which published the article.

Write your **letter** in 180-220 words.

IT'S A STUDENT'S LIFE

by *English in Action* writer, James Faraday

They live off other people's money. They don't even know the meaning of the word 'work'. And they contribute nothing at all to society. Who am I talking about? Students, of course.

As far as I'm concerned, today's students are lazy, unproductive individuals who do nothing but sit around all day listening to CDs and spending their parents' hard-earned money. Then, when that's all gone, they turn to the taxpayer to support them in their lives of luxury.

I wouldn't mind, but they dare to complain that they are overworked and that they suffer from stress. All I can say is that they are going to have a shock when they finally enter the real world. Then they'll realise what work and stress really mean.



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

Write your **e-mail** in 180-220 words.

- 1 What do you have to write?
- 2 Who is/are the target readers?
- 3 How formal does your writing need to be?

- 4 How will you begin and end your letter?
- 5 What information will you include in the main body?
- 6 Think of appropriate topic sentences for your main body paragraphs. How will you support your topic sentences?

10 Portfolio: Using the information you have learned in this unit, write one of the tasks you discussed above.

Escape Artists



Lead-in

- 1 a. What does the title of the unit mean? In what sense is each picture an escape? What might the people be escaping from?
- b. Do you ever feel the need to escape from one or more of the following? How do you do it? Discuss in pairs.
- city/village life • family/friends • routine
 - school/work • the weather

- 2 a. Complete the questionnaire below and compare your answers to your partner's, adding details.

1 What is an ideal night out for you? (Tick more than one item if you wish.)

<input type="checkbox"/> Dinner at a restaurant	<input type="checkbox"/> Clubbing
<input type="checkbox"/> Live concert	<input type="checkbox"/> Theatre
<input type="checkbox"/> Other	

2 When you stay in for the evening, how do you relax? (Tick more than one item if you wish.)

<input type="checkbox"/> TV	<input type="checkbox"/> Cooking	<input type="checkbox"/> Radio
<input type="checkbox"/> Video games	<input type="checkbox"/> Internet	<input type="checkbox"/> Reading
<input type="checkbox"/> Other		

3 On average, how much do you spend on entertainment per month?

<input type="checkbox"/> than £20	<input type="checkbox"/> £20-£50
<input type="checkbox"/> £51-£100	<input type="checkbox"/> more than £100

My ideal night out would begin with dinner at a restaurant, then...

- b. Listen to a radio report about how people in the UK responded to the questionnaire in Ex. 2a and complete the sentences.

- 1 People aged prefer clubbing.
- 2 The theatre was more popular with
- 3 When staying at home, over per cent of people said they usually
- 4 The average person spends about per month on entertainment.

- c. What do you think the results of a similar survey would be in your country? Discuss in pairs.

- 3 Have you ever been on any of the following types of holiday?

- adventure • backpacking • camping • cruise
- hiking • package • pony-trekking • sailing
- sightseeing • skiing • touring

With a partner, discuss:

- What might be the good and bad points of the above types of holiday?
- In what ways can holidays exhaust rather than refresh us?
- What items are essential for going on holiday?

- 4 **THINK!** Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

'Some people, for the sake of getting a living, forget to live.'
Margaret Fuller (US journalist & essayist)

'A perpetual holiday is a good working definition of hell.'
George Bernard Shaw (Irish dramatist and writer)

Reading – Part 3

- 1 a. You will read an extract from an article on J.R.R. Tolkien's *The Lord of the Rings*. What do you know about *The Lord of the Rings*? Have you read the book or seen any of the films? What did you think of them? Discuss in pairs.
- b. Before you read, look at the title and the introduction to the article. Which of the following statements do you expect the writer to agree with? Discuss in pairs.
- 1 Many academics think *The Lord of the Rings* is an overrated novel.
 - 2 *The Lord of the Rings* is more realistic than other fantasy novels.
 - 3 The reason why the book is so successful is hard to explain.
 - 4 The book's style is very unusual for a 20th century novel.
- c. Now read the article to check your answers.
- d. Read the passage and for questions 1-7, choose the answer (A, B, C, or D) which you think fits best according to the text.

The Book of the Century

A classic of our times or an escapist yarn? Although its popularity is unparalleled, some intellectuals dismiss *The Lord of the Rings* as boyish fantasy. Andrew O'Hehir defends Tolkien's 'true myth' as a modern masterpiece, and attempts to discover the secret of its success.

In January 1997, reporter Susan Jeffreys of the London *Sunday Times* informed a colleague that J.R.R. Tolkien's epic fantasy *The Lord of the Rings* had been voted the greatest book of the 20th century in a readers' poll conducted by Britain's Channel 4 and the Waterstone's bookstore chain. Her colleague responded: 'What? Has it? Oh dear. Dear oh dear oh dear.'

Attitudes in America are arguably more relaxed about this kind of thing. No one from the American educated classes expressed much dismay when a 1999 poll of American online bookshop Amazon.com customers chose *The Lord of the Rings* as the greatest book not merely of the century but of the millennium. Tolkien's book is so deeply ingrained in popular culture, after all, that a great many of today's American academics and journalists probably still have those dog-eared paperbacks they read avidly in eighth grade with their hallucinatory mid-1970s cover art, stashed somewhere in the attic.

Furthermore, members of the U.S. intelligentsia fully expect to have their tastes ignored, if not openly derided, by the public at large. To some American intellectuals it seems gratifying, even touching, that so many millions of readers will happily devour a work as complicated as *The Lord of the Rings*. Whatever one may make of it, it's a more challenging read than *Gone With the Wind* (runner-up in the Amazon survey), not to mention *Harry Potter and the Sorcerer's Stone* (fifth place).

Hugely ambitious in scope, *The Lord of the Rings* occupies an uncomfortable position in 20th century literature. Tolkien's epic poses a stern challenge to modern literature and its defenders. (Tolkien on his critics: 'Some who have read the book, or at any rate have reviewed it, have found it boring, absurd, or contemptible; and I have no cause to complain, since I have similar opinions of their works, or of the kinds of writing that they evidently prefer.') Yet *The Lord of the Rings* has enjoyed massive and enduring popularity. It would seem that Tolkien's work supplied something that was missing among the formal innovations of 20th century fiction, something for which readers were ravenous. But what was it, and why was it important?

Answering this question properly would probably require a book rather than an article. But it seems that the crux of the matter lies in Tolkien's wholehearted rejection of modernity and modernism. This is what so powerfully attracts some readers, and just as powerfully repels others. In his book *J.R.R. Tolkien: Author of the Century*, T.A. Shippey expands on this notion by arguing that Tolkien saw his realm of Middle-earth not as fiction or invention, but as the recovery of something genuine that had become buried beneath fragments of fairy tale and nursery rhyme.

'However fanciful Tolkien's creation of Middle-earth was,' Shippey writes, 'he did not think that he was entirely making it up. He was 'reconstructing', he was harmonising contradictions in his source-texts, sometimes he was supplying entirely new concepts (like hobbits), but he was also reaching back to an imaginative world which he believed had once really existed, at least in a collective imagination.'

The book is also deeply grounded in Tolkien's linguistic expertise – he invented whole languages for his characters. Sometimes he became so absorbed in the creation of languages, in fact, that he put the story itself aside for months or years at a time, believing he could not continue until some quandary or inconsistency in his invented realm had been resolved. But Tolkien's immense intellect and erudition is not the source of his success; without his storytelling gift, *The Lord of the Rings* would be little more than a curiosity. And this gift seems to stem straight from his refusal to break from classical and traditional forms.

Tolkien himself often spoke of his work as something 'found' or 'discovered', something whose existence was independent of him. It's wise to tread lightly in this sort of interpretation, but it seems clear that he believed his work to be something given, something revealed, which contained a kind of truth beyond measure. As a result, his details have the weight of reality, linguistic and otherwise, and because of this his great sweep of story feels real as well; you might say that his imaginary castles are built with a certain amount of genuine stone. Other writers' fantasy worlds are made up. Tolkien's is inherited.



- When *The Lord of the Rings* was voted the greatest book of the 20th century,
 - many Americans were annoyed.
 - some people didn't believe it.
 - some people found the fact shocking.
 - American academics disagreed.
- It is implied in the second paragraph that *The Lord of the Rings*
 - is more popular in the States than in the UK.
 - is taught in many schools throughout the world.
 - is mainly appreciated by academics and journalists.
 - is mostly read by school children.
- What do we learn about *Gone With the Wind*?
 - It was once more popular than *The Lord of the Rings*.
 - It is seen as more challenging than *The Lord of the Rings*.
 - It was voted one place behind *The Lord of the Rings*.
 - It is more touching than *The Lord of the Rings*.

- What was Tolkien's reaction to criticism of *The Lord of the Rings*?
 - He felt it was unjustified.
 - He wasn't bothered by it.
 - He couldn't understand it.
 - He partly agreed with it.
- According to Shippey, Tolkien believed that the world he described
 - was full of unresolved contradictions.
 - was completely accurate, historically.
 - was imaginative but not pure fantasy.
 - was as incredible as his sources.
- Making up languages for *The Lord of the Rings*
 - helped Tolkien to take the story forward.
 - was more interesting to Tolkien than writing the story.
 - was sometimes rather frustrating for Tolkien.
 - resulted in lengthy interruptions to Tolkien's writing.
- According to the writer of the article, the details in Tolkien's work
 - are sometimes rather difficult to follow.
 - make the story seem more realistic.
 - include some modern elements.
 - can be interpreted in many different ways.

➔ Vocabulary Practice

- Explain the highlighted words in the text.

➔ Text Analysis

- What does the writer mean by the underlined parts?
 - Tolkien's book is so deeply ingrained in popular culture ... (ll. 11-12)
 - ... so many millions of readers will happily devour a work as complicated as ... (ll. 18-20)
 - The book is also deeply grounded in Tolkien's linguistic expertise ... (l. 49)
 - It's wise to tread lightly in this sort of interpretation ... (ll. 59-60)
- Read the first paragraph again and in pairs, act out the dialogue between Susan Jeffreys and her colleague.

➔ Discussion

- THINK!** What works of fiction have you read recently? What did you like or dislike about them? Discuss in pairs.

Language Focus

Escape



1 a. Underline the correct word in the sentences. What kind of 'escape' are they related to?

going	
• on a fishing trip	• to the cinema
• on a picnic	• to a rock concert
• hiking	• on a cruise
• to a museum/gallery	• to a fitness centre

- After I was assigned my own personal (**instructor, advisor, tutor**), he showed me around the gym and explained how the equipment worked.
- The fishing (**tent, hostel, lodge**) was conveniently located within walking distance of a well-stocked lake.
- We enjoyed a lovely packed lunch in the refreshing (**isolation, barrenness, solitude**) of the fragrant wood.
- The group opened their concert with a rousing (**rendition, edition, translation**) of the hit song that had made them famous.
- The film was a real (**cliff-hanger, blockbuster, box office hit**) – it had the audience gasping in suspense till the very end.
- After his 10-mile (**pilgrimage, trek, voyage**) over rough terrain, John was glad to see the inn come into view.
- The (**dean, curator, prefect**) showed the visitors the new exhibits that had been donated to the permanent collection.
- We stood on the (**platform, deck, stage**) of the liner as it pulled away from the pier.

b. How would you feel? Read the examples, then use the language box to discuss in pairs the activities in Ex. 1a.

Expressing Feelings

Positive

- I'd be really pleased/excited/delighted.
- I'd be over the moon!
- I'd be on top of the world!
- I'd be extremely thrilled!

Negative

- I'd be really frightened/bored/disappointed.
- I'd be scared to death.
- I'd be bored stiff.
- I'd be absolutely terrified.

A: How would you feel if your best friend said he had tickets for a sold-out rock concert?

B: Fantastic. I'd be really excited!

A: Would you like to see a film that was said to be 'the scariest film of all time'?

B: No way! I'd be absolutely terrified.

Weekend Pleasures

2 a. Tick (✓) the boxes to form phrases. Can you think of one more phrase to go under each heading?

book	do	have	take	
				time to relax
				it easy
				an on-line crossword
				a soothing bath
				tickets for a match
				an extravagant dinner
				a party
				close friends over
				a table for two
				a weekend break

b. Discuss your weekend plans with your partner.

A: What have you planned for the weekend?

B: I'm not sure, but on Friday night I thought I might ...

Pastimes

3 a. Underline the word which best completes each sentence. To what pastime is each group of words related? Can you add one more word?

- After missing an easy shot, the player threw her (**net/ racket/court/umpire**) angrily on the ground.
- He spends hours in his (**camera/darkroom/lens/tripod**) every evening developing rolls of film.
- Place your foot in the (**saddle/stirrup/bit/bridle**) and swing your other leg over the horse's back.
- Because of her fear of heights and the swinging motion of the seats, Linda has never been persuaded to get on a (**carousel/roller coaster/big wheel/water slide**).
- My grandmother is a fanatic about her favourite (**documentary/chat show/soap opera/cartoon**); she laughs and cries with the actors as though they were real people.
- Be sure you drain the spinach in the (**whisk/grater/ saucepan/colander**) before you spread it over the sheets of pastry.

- b. What do you like doing in your free time? Use phrases from the language box to discuss in pairs, as in the example.

Preferences

Positive

- To tell you the truth, I think I **prefer** stamp collecting to gardening.
- Personally, I **like** reading **better than** watching TV.
- On balance, I'd **prefer to** listen to some good music **rather than** play the piano.
- Given the choice, I'd **sooner** watch a video **than** go to the cinema.

Negative

- I **don't like** skating at all. I **like** skiing **far better**.
- Television **doesn't** really hold **my interest**. I'd much rather go to the theatre.
- I'm **afraid** pottery **isn't my cup of tea**. I **prefer** sculpting.
- I **don't think** I'd fancy that. However, embroidery **might be nice**.

A: What do you like doing in your spare time?

B: Personally, I like ... What about you?

A: I don't think I'd fancy that. However, ... etc.



Build Up your Word Power

- 4 The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

silent < audible < raucous < deafening

mild < chilly < wintry < freezing

agreeable < disconcerting < distressing < harrowing

undemanding < challenging < daunting < gruelling

- The sound of the fisherman's voice was barely *audible* over the roar of the waterfall.
 - The couple's laughter destroyed the romantic atmosphere of the elegant restaurant.
 - The studio was as the young artist worked at her sculpture.
 - The roar of applause at the end of the concert was
- The film is full of violence – I found that seeing it was such a experience that I came out of the cinema feeling completely drained.
 - To my relief, the long train journey was more than I had expected.
 - It was slightly to see that everyone else at the party was younger than me.
 - It was really to see the terrible poverty endured by people living in the shanty town.

- It's quite a(n) book, not quite relaxing enough for bedtime reading.
 - After the seven-hour climb, the mountaineers were absolutely exhausted.
 - If you're not up to strenuous sports, try a(n) activity like gentle walking.
 - To reach safety, the survivors were faced with the prospect of a fifty-mile trek through uncharted jungle.
- The temperatures of the lake make it unsuitable for snorkelling without a wetsuit.
 - Although it was slightly, we enjoyed our sleigh-ride enormously.
 - The conditions made the race track very wet and slippery.
 - If the weather remains, I'm going to plant my garden at the end of the week.

5

- a. Study the theory box. Then fill in the gaps with an appropriate adverb from the theory box.

Most adjectives can be made more emphatic by using adverbs with them, e.g. *really/very* good, *absolutely/ totally* amazing. Some adverbs collocate with both gradable and non-gradable adjectives, e.g. *really* good/amazing. However, not all adverbs and adjectives collocate, e.g. *very/really* interesting, Not ~~*totally* interesting.~~

- | | |
|----------------------|------------------------|
| 1 fantastic | 6 disappointing |
| 2 unparalleled | 7 brilliant |
| 3 absurd | 8 commercialised |
| 4 intelligent | 9 intense |
| 5 exhilarating | 10 soothing |

- b. In pairs, use phrases from Ex. 5a to ask and answer questions about the best and worst CDs you have ever heard/books you have ever read, etc.

A: Have you heard the new Eminem CD?

B: Do you mean '8-Mile Rd'?

Yes, and it's absolutely fantastic!

Collocations

6 a. Match the pairs of adjectives to the nouns.

A		B	
1	pristine/littered	a	traffic
2	temperate/extreme	b	regulations
3	delicate/fragrant	c	climate
4	gnarled/blackened	d	branches
5	sparkling/winding	e	coastline
6	heavy/slow-moving	f	blossoms
7	fanciful/literal	g	stream
8	unjustified/strict	h	interpretation

b. Now use **one** adjective from each set to complete the sentences below.

- The blossoms filled the air with a delightful perfumed scent.
- The traffic was further hampered by large crowds of sightseers.
- Only by enforcing regulations was it possible to keep the forest safe from carelessly caused fires.
- The coastline is off-limits to boaters and fishermen.
- Critics were not impressed with the reviewer's interpretation of such a serious book.
- Bright green moss hung in sheets from the branches of the old apple tree.
- The sun shone brightly on the stream that ran parallel to the road.
- The climate of the Arctic has little to offer tourists in search of a suntan.

Idioms

7 a. Match items from columns A and B to make idioms. Then use some of them, in their correct form, to complete the sentences.

A		B	
1	bring the	a	of one's seat
2	read somebody	b	the lines
3	face the	c	house down
4	let one's	d	beaten track
5	off the	e	shoestring budget
6	on a	f	music
7	on the	g	house
8	on the edge	h	like a book
9	paint the	i	hair down
10	read between	j	town red

- Travellers differ from tourists in that they prefer getting to holidaying at popular holiday spots.

- The most amazing thing about this year's Oscar winning film is that it was made
- Don't believe everything you see in travel brochures; before you make your final decision.
- I know she doesn't really want to come out dancing with us. I can
- I can't believe I got the promotion! Let's go out and
- To make up for the poor service, the restaurant owner told us our drinks were

b. Look at the cartoon below. Complete the caption with one of the idioms from Ex. 7a. Can you explain what it means?



c. Sketch a picture for another one of the idioms from Ex. 7a. Show it to the class and see if they can guess which idiom you have drawn.

Fixed Phrases (phrases with *at*)

8 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

- at least • at large • at last • at present
- at a loss • at times • at odds with
- at a standstill • at a glance • at a loose end

- The trip wasn't all bad. The good thing was that we got to visit plenty of interesting ruins. At least
- I'm very busy at work right now, but when things relax a bit I'm going to go on a cruise.
- Dave is quarrelling with John over what CDs to bring to the graduation party.
- Although I love getting lost in a good novel, now and then I just like to sit and listen to classical music.

- 5 In the end, I found my passport tucked away in the zipped compartment of my suitcase.
- 6 From the sly look on the taxi driver's face I knew immediately that he couldn't be trusted.
- 7 The 5 o'clock news reported that the escaped prisoner was still on the loose.
- 8 Due to the bazaar in the city centre, traffic was stopped for two hours.
- 9 I'm really not sure what to do with myself now that the Christmas holidays are here.
- 10 Steven invited some friends over and was totally confused as to what to offer them to eat.



Phrasal Verbs



Appendix 1

- 9 a. Match the phrasal verbs in the sentences with their meanings from the list below. Which phrasal verb matches the picture?

- save • bear • erect, pitch • embark
- cause as an expense • criticise • cause sb pain
- replace • postpone • continue, develop



- 1 We **put up** our tent before it got too dark to see what we were doing.
- 2 We **put off** our picnic, hoping the next day would be less overcast.
- 3 After what you **put her through**, I'd be surprised if she ever went out with you again!
- 4 Stop **putting** the travel agent **down**, it wasn't her fault we missed our flight.
- 5 I know you love cooking, but I don't know how you **put up with** the mess afterwards.
- 6 He managed to **put aside** enough money to buy a car.
- 7 It's great that I've got the Internet, but my computer **set me back** a month's pay.
- 8 If drowsiness **sets in**, stop taking the medication immediately.
- 9 Could you please **put the CDs back** in the same order that you found them?
- 10 If we **set off** at dawn, we should arrive at the island by noon.

- b. In pairs, make sentences of your own using any four of the phrasal verbs in Ex. 9a.



Communication: Making and Responding to Suggestions

- 10 a. Study the language box. Which sentences are formal? Which are informal?

Making Suggestions <ul style="list-style-type: none"> • I think we should ... • Would you be interested in ... ? • I thought perhaps you might like to ... ? • I was thinking it would be nice ... • It would be a nice change if ... • So, what do you think? • What about ... ? • Maybe we could ... ? • How about ? 	Responding Positively <ul style="list-style-type: none"> • You're probably right. • Sounds perfect. • That's a great idea. • That would be lovely.
	Responding Negatively <ul style="list-style-type: none"> • I don't think that ... • Well, I don't know. • I'm not sure that's such a good choice. • Perhaps it would be better if ... • No, I'm afraid that wouldn't be appropriate.

- b. Study the example, then, in pairs, use phrases from Ex. 10a to act out similar dialogues on the following situations.

A: *I think we should go and see the film about ... I love films that ...*

B: *Perhaps it would be better if ... because ...*

- 1 Your best friend and you have just finished with your final exams and want to do something special to celebrate. Discuss where you might go.
- 2 Your boss is retiring after 30 years with the same company. You and your colleague are in charge of the party. Discuss where to have the party and what might be an appropriate gift.



Interrupting

- 11 Study the table, then in pairs act out short exchanges, as in the example.

Student A, start telling your partner about a film, a book, a play, a CD, an excursion, an activity, etc.

Student B interrupt, using language from the table. After a few exchanges, swap roles.

Informal	Formal
<ul style="list-style-type: none"> • Just a second ... • Yes, but ... • Hold on a minute ... • Sorry, but ... • Wait a second ... 	<ul style="list-style-type: none"> • If I could just say something ... • Could I just cut in here ... • Excuse me, but ... • I'm sorry to interrupt, but ...

A: *Let's go see the new Oliver Stone film, it's ...*

B: *Just a second, isn't that supposed to be very violent?*

Listening – Part 1

- 1 a. You will hear three different extracts. Look at questions 1-6 below and make a note of what you think each extract will be about.

Extract One
 Extract Two
 Extract Three

- b. Now listen to the extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

STRATEGY POINT

- In the first part of the Listening test you will hear three short unrelated extracts (the extracts are not connected – each one is on a different topic). You will hear each extract twice.
- Quickly read through the questions before the listening test begins. This is very important, as it will give you an idea of what the listening text is about and help you to predict possible answers.
- Complete the answers you can on the first listening and use the second listening to complete the remainder of the questions and check your answers.

Extract One

You hear two people discussing a new restaurant.

- 1 What does the man think about the award which the restaurant has won?
 A He thinks it is well-merited.
 B He thinks that the restaurant does not deserve the award.
 C He thinks that only the chef should have won an award.
- 2 Which of the following left the worst impression on the man?
 A The food B The service C The decor

Extract Two

You hear part of an interview with an occupational therapist.

- 3 What does the woman say about autism?
 A It is a condition which affects a person's ability to relate to their environment.
 B Only young boys develop autism.
 C People suffering from autism are a danger to others.
- 4 What does the woman's job involve?
 A She studies brain functions and communication skills.
 B She provides practical solutions for children with a particular mental disability.
 C She helps problem children to reduce aggression towards their family.

Extract Three

You hear two teachers discussing a new creative writing course.

- 5 Why does Ella believe that using drama in the classroom is useful?
 A It allows students to develop their sense of identity.
 B It raises students' awareness of scientific issues.
 C It develops writing skills more fully.
- 6 What does Ella say is the main advantage of teaching science-fiction material?
 A It teaches students about important scientific concepts.
 B It helps students to generate more ideas.
 C It encourages students to do further reading.

Listening – Part 4

- 2 a. Look at the following quotation. How far do you agree with it? Discuss in pairs.

'If a man never relaxed, he would go mad without knowing it.'

Herodotus (Ancient Greek historian)

- b. Now listen to five people talking about their favourite ways of relaxing and do the following two tasks.

Task 1

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

A A computer programmer	1	<input type="text"/>
B An airline pilot	2	<input type="text"/>
C A navy officer	3	<input type="text"/>
D A student	4	<input type="text"/>
E A businessman	5	<input type="text"/>
F A chef		
G A musician		
H A factory worker		

Task 2

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

A Watching a video	6	<input type="text"/>
B Eating out	7	<input type="text"/>
C Shopping	8	<input type="text"/>
D Listening to music	9	<input type="text"/>
E Cycling	10	<input type="text"/>
F Going to the cinema		
G Playing the piano		
H Cooking		

- c. Do you enjoy any of the activities in Task 2? Are there any you don't enjoy? Tell your partner.

Speaking – Part 3

Negotiating / Reaching agreement

Students A & B

3 Look at these pictures showing ways in which people relax. Talk to each other about how each of the activities shown help people relax. Then decide which one would be most suitable for a student.

STRATEGY POINT
Do not worry if you can't reach an agreement with your partner, but make sure that you demonstrate your ability to explain and discuss your opinions.



How does each of the activities help people relax?
Which one would be most suitable for a student?

Useful language: Expressing your thoughts

- In my view/opinion ...
- I'm inclined to believe that ...
- What I think is ...
- My opinion/view is that ...

Useful language: Inviting a response

- What do you think?
- What's your feeling?
- What are your thoughts?
- What's your reaction?

Useful language: Agreeing/Disagreeing

- I'm inclined to agree with you.
- I think so, too.
- That's exactly what I think.
- I'm afraid I disagree/have to differ/don't go along with that.
- I see what you mean, but I still think ...

Speaking – Part 4

Students A & B

4 Discuss the following questions together.

STRATEGY POINT

- Make sure you expand your answers (brief 'yes-no' answers tell the examiners nothing about your ability).
- Support your statements with reasons and examples.
- Talk about your own experiences whenever they are relevant.
- The examiners are not assessing your ideas or your beliefs, but your command of English. Don't be afraid to say what you think.

- 1 What is your favourite way to relax?
- 2 How difficult is it to find time for yourself?
- 3 Some people say that a change is as good as a rest. How far do you agree?
- 4 Is it always a good thing to be able to forget your problems?
- 5 How do you think entertainment will change over the next 50 years?

5 Listen to two candidates doing the speaking tasks in Exs. 3 & 4 and compare their performance to that of your classmates.

Assess your classmates in terms of:

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

Everyday English

• Responding to news

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

- | | |
|------------------------|-------------------|
| a Once in a blue moon. | d Every so often. |
| b Every now and then. | e Hardly ever. |
| c Once in a while. | |

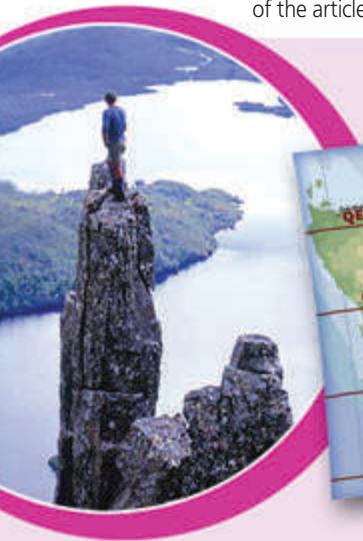
A: *Does he ever wash his car?*
B: *Once in a blue moon.*

Reading – Part 2

1 a. You will read an extract from an article about a hiking holiday in Tasmania. Before you read, discuss the following questions with a partner.

- 1 Where is Tasmania? What sort of scenery do you expect the writer to see?
- 2 Why would somebody choose to travel to a remote and lonely place?
- 3 Look at the title and introduction to the article. What do you think the focus of the article will be? Read quickly and check.

b. Read the article. Six paragraphs have been removed. Choose from the paragraphs (A-G) the one which fits each gap (1-6). There is one extra paragraph you do not need to use.



Lonely Enough for You?

A hiker's paradise and there's nobody around to spoil it. Tony Perrottet loses himself in Tasmania.

'If this isn't lonely enough for you,' a grizzled Tasmanian sheep farmer told me, pointing out towards some desolate and windswept alpine scrub, 'try the Twisted Lakes. You can have as much solitude as you want round there,' he chortled.

1

A few days later, when I made it to Cradle Mountain, I could see what the farmer meant. Tasmania was at its most benign – brilliantly sunny, which apparently occurs here only one day in every 10. I'd left the main walking trail just a few hundred yards behind, and there I was, the only living soul in a pristine moorland, gazing into a startling emptiness.

2

I stooped at a rivulet to take a drink – safe as Evian – then stripped off my clothes and threw myself naked into a chilly lake. Nobody was going to disturb me here in my own private valley ... not today, not tomorrow, maybe not even for another month. There are few places on earth where you can keep your own company so easily as Tasmania – although when I first arrived in Cradle Mountain, I didn't actually feel that alone. I'd spent the night before at a chalet-style lodge with a gaggle of raucous Aussies on summer holidays, while Eagles songs played over and over on a perpetual loop.

3

A park ranger, identifiable by a badge with a pink Tasmanian devil on it, pointed out the route to the Twisted Lakes: 'Just chuck a left at Hanson's Peak, mate. Not a soul up there.' 'Chucking a left' took me over a mountain ridge and into the void. Up above, bare granite peaks protruded like decaying teeth. Clusters of tiny scarlet flowers swayed in the bush. At one turn, I nearly tripped

over a wombat. This shy, muscular, almost spherical creature scratched itself awake and lumbered off like a miniature tank, smashing branches as it went. As the sun climbed, bathing the landscape in a dreamy warmth, the trail wound upwards onto a highland plateau. That's when I found the Twisted Lakes – a trio of moss-fringed tarns looking as deliberately arranged as a Japanese garden. As I took my skinny dip, I realised why Tasmania is considered a hiker's paradise by Australians. In the rest of the country you often have to travel for days to notice a change in landscape. It was early afternoon when the trail emerged on the flanks of Little Horn, the lower peak of Cradle Mountain. I had the choice of turning back or continuing in a wide loop around Dove Lake, which sparkled like black opal far below. Well, I thought cockily, how hard could it get?

4

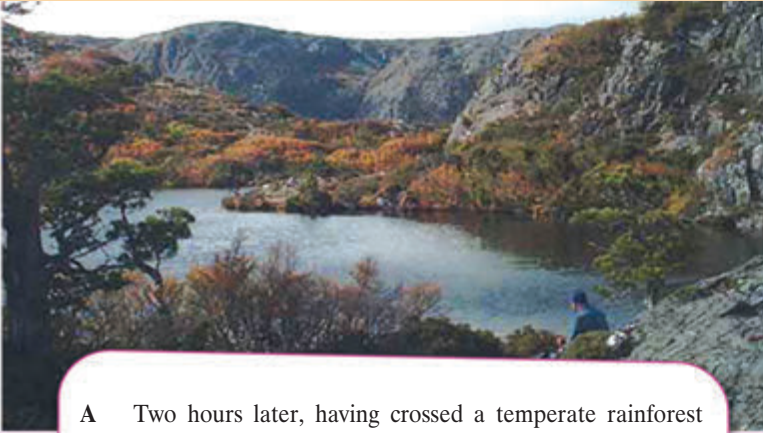
Finally, I recognised the path – heading down, down, straight down a blunt outcrop of stone called Bald Rock. I vaguely remembered the park ranger warning me about this. ('She's a tricky one,' he'd smirked. 'Take her slow.') From up above, the rock looked like a giant, slippery slide.

5

'We did this exact same hike last year,' the boyfriend confided merrily. 'Started out perfect, just like today. By noon it was snowing.' At this, the pair of them bounded down the rock face like mountain goats. 'Don't worry, you dingos,' the girlfriend shouted back, 'it's not as bad as it looks.' Of course, they were right. If you took it slowly, Bald Rock was a piece of cake. And at the bottom lay my reward, a lake of Olympic-pool proportions just begging for the ultimate mountain swim.

6

'Survive that lot, cobber?' he asked cheerily. 'No worries, mate,' I said, getting into the Tassie rhythm. 'If that's not lonely enough for you,' he said, 'try the southwestern forests ...' I cut him off as fast as I could: 'No, no, that was plenty lonely enough' – and roared back to the busy alpine lodge for a little raucous banter by the fireside and a few Eagles songs.



- A** Two hours later, having crossed a temperate rainforest whose giant ferns looked like something from *Journey to the Centre of the Earth*, I stumbled back to my car. It was nearly dark, and most visitors had left. But lounging beside his Land Cruiser was my old mate the park ranger, just making sure that the stragglers returned safely from the wilderness.
- B** To my relief, a team of four Aussie bushwalkers suddenly appeared on the trail and joined me in contemplation of the view. It was easy to identify the couple from Tasmania – they were the ones who, even on this hot and cloudless summer’s day, carried full rain gear and thermal underwear in their packs.
- C** When I woke up the next morning, the countryside was swathed in a chilly, pea-soup mist. But by the time I’d finished breakfast, the sky had transformed into a dome of cloudless blue – an invitation to explore.
- D** But then the landscape changed again. The soil became drier, the sun brighter, the heat **blistering**. My water was running low. The trek was starting to feel like an out-take from *Beau Geste*. And was I even going the right way?
- E** I could taste the isolation in the air. The Tasmanian wind, having drifted thousands of miles across the Indian Ocean, is the purest on the planet. Alpine lakes glittered like dark pearls in the sun. Mountain ridges continued into the horizon, row after row, ad infinitum.
- F** I wasn’t sure if this was a recommendation or a warning. In Australia’s enormous island state, solitary bushwalkers still occasionally disappear never to be seen again. The farmer was talking about Cradle Mountain-Lake, St Clair National Park, more than 1,200 square km of mountain wilderness on the rim of Tasmania’s **savage** central highlands. I resolved to go.
- G** But there, wild mountain vistas are broken at every turn by delicate natural set pieces. All around me the gnarled bushes were like bonsai; the granite around them glistened almost white, as if sandblasted clean. And not a soul in sight.

STRATEGY POINT

- Quickly read through the gapped text to get a general idea of what it is about.
- Read through the gapped text again, focusing on one gap at a time. Look carefully at the paragraphs that come before and after each gap.
- Read the jumbled paragraphs. Try to find the one that fits the gap. Look for discourse markers (reference words, time words, linkers) as well as for general cohesion and coherence.
- When you decide on a paragraph, quickly read the part of the text from the paragraph before it to the end of the paragraph after it to check that it fits.
- You can always move on and return to a gap later.
- Be prepared to change your answers if necessary.
- Remember that there is one paragraph that will not fit in the text at all.

- 2** Look at the text again. Underline the parts of the text that helped you decide on the missing paragraphs. Then compare with a partner.

➔ Vocabulary Practice

- 3** a. Explain the highlighted words in the text.
- b. What are the highlighted words used to describe in the text? In pairs, decide what else they can be used to describe. Choose from the following.
- dog • summer day • landscape • hillside
 - news • floor • afternoon • feet

➔ Text Analysis

- 4** a. What does the writer mean by the underlined phrases in the text? Discuss in pairs.
- b. Find at least five words or phrases in the passage connected with the idea of being alone.

➔ Discussion

- 5** a. **THINK!** Would you enjoy such a holiday? Why/Why not? Discuss in pairs.
- b. Read again and act out dialogues between
- the writer and the park ranger.
 - the writer and the other hikers.
- c. In pairs, make a brochure advertising Tasmania.



Use of English

Present tenses



Grammar Reference

- 1 a. Read the following and comment on the use of the present tenses in the underlined parts. One has been done for you.

- 1 I think Jason is in the garden. He is building a shed.
Present continuous because the action is taking place at the time the sentence is spoken.
- 2 Steve jogs around the lake every evening.
- 3 In northwest Scotland summer temperatures rarely rise above 16°C.
- 4 The villain jumps from behind the curtain and attacks Bond with a knife.
- 5 I'm meeting Mr Houghton at six o'clock.
- 6 His flight takes off at 11.45.
- 7 You're always complaining!
- 8 Tourism is increasing in this area.
- 9 He has just finished work on his new book.
- 10 I have been to America twice.
- 11 Her eyes are red because she's been crying.
- 12 She's been studying non-stop for eight hours.

- b. Write three sentences talking about irritating habits of people you know.
- c. Write three sentences about things which are changing in your town or country.

- 2 With which tenses are the following time expressions normally used? Categorise them, then make sentences to show their function. (Some time expressions are used with more than one tense.)

- usually • at present • nowadays • every other week • already • since
- how long • lately • so far • regularly • for • just • right now

Present Simple

Present Continuous

usually

Present Perfect

Present Perfect Continuous

Fran usually goes to work by bus.

- 4 Complete the chart to show the difference in meaning when the verbs in bold are used in their stative and continuous forms.

	Stative
0	<i>I expect everyone to comply with these rules.</i>
1
2
3
4
5

	Continuous
	Maria is expecting twins.
	I'm having a wonderful time!
	The vet was feeling the dog's stomach for any lumps.
	The chef is tasting the soup.
	I'm seeing my lawyer tomorrow.
	Can you keep the noise down? I'm thinking!

- 3 a. Look at the headlines. In pairs, make sentences using present tenses that could form part of the text of the article that follows each headline.

BETTER SPORTS FACILITIES

Things are improving for sports fans! The number of basketball courts in the city has doubled in the past year, and three swimming pools are under construction.

ONGOING CHANGE IN LEISURE PATTERNS

TEN MOST POPULAR HOLIDAY DESTINATIONS

ENTERTAINMENT STUDY COMPLETED AFTER 5 YEARS

HOTEL STANDARDS UNDER INVESTIGATION

FREQUENCY OF AIRPORT DELAYS UNACCEPTABLE

MORE FOREIGN FOOD FANS

- b. Read your sentences aloud. The rest of the class should decide the type of publication your sentences belong to.

Use of English – Part 2

5 For questions 1-15, read the text below and think of the word which best fits each gap. Use only one word in each gap.

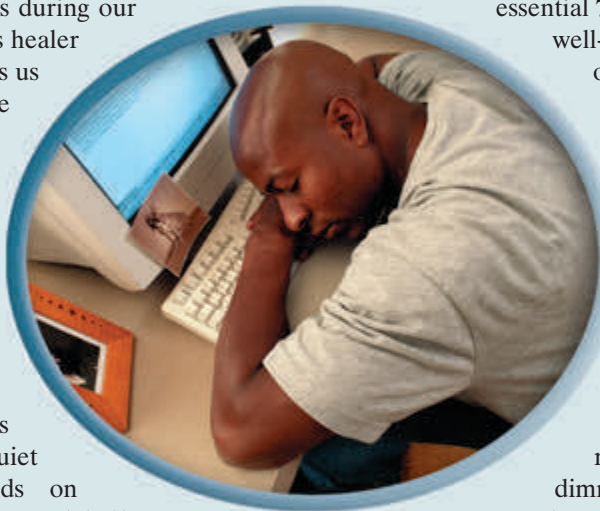
STRATEGY POINT

Part 2 of CAE Paper 3 focuses on sentence structure. The words you need to fill in can be articles, prepositions, auxiliary verbs, modals, participles, pronouns, relative pronouns, question words and other structural items (e.g. so, too, more, etc).

- Read through the text quickly, ignoring the gaps, to get a general idea of what it is about.
- Read thoroughly. Look at the words, structures, expressions and punctuation on either side of each gap and try to guess the missing item.
- When finished, read through the text again and look for any items that don't fit. They will be easy to correct once most of the text is complete.

The Value of Sleep

Our ultimate escape 0) *from* whatever life has thrown 1) us during our waking day is sleep. Nature's healer lowers our eyelids and covers us 2) the comforting blanket of unconsciousness. Every night we are given a period in 3) our bodies and minds can recuperate and prepare us for the trials 4) demands of the following day. As we all know, our subconscious controls 5) quiet periods, taking our minds on journeys consisting of events and half-remembered thoughts from our conscious hours. Our journeys 6) usually fragmented patterns of sensations and pictures, sometimes pleasant, sometimes harrowing.



These periods of unconsciousness and dreams are essential 7) our health and well-being but an increasing number of people today suffer 8) an inability to enjoy this necessary form of escape. Insomnia affects a high proportion of us and this frustrating, debilitating malady 9) have dire results. The insomniac wades 10) his waking hours in a fog. Creative thought can 11) deadened, reflexes slowed and sensations dimmed. If 12) inability to sleep lasts for more than a week 13) two, what is known 14) chronic insomnia sets in, sometimes causing severe depression and leaving the sufferer unable 15) cope with daily life.

➔ Dependent prepositions

- 6 a. Look again at the text in Ex. 5 and find verbs which are used with dependent prepositions. Underline the verbs and their prepositions (e.g. *cover with*).
- b. Fill in the gaps using *in, for, to, on, of, with or over*.
- 1 to have confidence sth; 2 to blame someone sth; 3 to depend someone; 4 to convince someone sth; 5 to be critical someone; 6 to puzzle sth; 7 to plead someone; 8 to be allergic sth; 9 to criticise someone sth; 10 to base sth sth; 11 to take pride sth; 12 to arrest someone sth; 13 to confide someone
- c. Now make sentences with six of the items above to show their meaning.

Key word transformations

7 a. Look at the sentences below and complete the gaps with one or two words. Use the synonyms in brackets to help you.

- 1 He admitted stealing the watch. (confessed that he had stolen)
- 2 That he is not English is no consequence to us. (doesn't matter)
- 3 The company had huge debts and was the brink of collapse. (about to)
- 4 Miss Collins is charge of the children's games and activities. (is responsible for)
- 5 The mountain is estimated be 2000 ft high. (people think it is)
- 6 the long run, I think you've made the best decision. (over a long period of time)
- 7 Gerry works a teacher at the local secondary school. (is a teacher)
- 8 I have no intention going back to that shop. (definitely do not intend to)

b. Now rewrite these sentences. All the phrases used are from Ex. 7a above.

- 1 People think that this oak tree is at least 700 years old.
estimated
This oak tree at least 700 years old.
- 2 We certainly do not intend to renew Mr Carlton's contract.
intention
We have Mr Carlton's contract.
- 3 Who is responsible for the finances?
charge
Who is the finances?
- 4 Miss White's family background doesn't matter to us.
consequence
Miss White's family background to us.
- 5 Jennifer is a doctor at the Regent Hospital.
works
Jennifer at the Regent Hospital.
- 6 The company is about to meet with disaster.
brink
The company disaster.
- 7 I think that over a long period of time the advertising campaign will succeed.
term
I think that the advertising campaign will succeed.
- 8 Nick confessed that he was a bit nervous.
admitted
Nick a bit nervous.

Use of English – Part 5

8 For questions 1-8, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words.

STRATEGY POINT

- Read the first sentence through carefully.
- Look at the word in bold.
- Read the second sentence.
- Examine the words which come immediately before and after the gap. You must use these plus the key word to find the missing phrase.
- Try to identify what the missing phrase is – a collocation, a phrasal verb, a verb with a dependent preposition, a verb followed by a gerund, etc.
- Write your answer.
- Read through the completed sentence. Does the missing phrase fit grammatically and in terms of meaning?
- If you have written less than three words or more than six words then your answer is incorrect.

- 0 Frank finds it difficult to drive at night.
difficulty
Frank *has difficulty driving* at night.
- 1 Large areas of the country have been affected badly by famine. **grip**
Large areas of the country are famine.
- 2 Simon said he knew nothing about the missing wallet.
knowledge
Simon the missing wallet.
- 3 Danny is very proud of his football skills.
pride
Danny his football skills.
- 4 How can you tolerate that terrible noise?
put
How do you manage that terrible noise?
- 5 He spent a lot of time and energy on improving the computer program.
lengths
He the computer program.
- 6 Mary would only speak to the hotel manager.
on
Mary to the hotel manager.
- 7 On the whole, I think his story is not true.
inclined
I his story is not true.
- 8 Sally doesn't let her dog sleep on the sofa.
not
Sally's dog sleep on the sofa.

Use of English – Part 3

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

STRATEGY POINT

- Do you need to make more than one change to the base word? For example:
happy ☹ happily ☹ unhappily
doubt ☹ doubtless ☹ doubtlessly
- Is the word in the singular or the plural?
- Is the word positive or negative? You may need to add dis-, un-, im-, in-, etc.

- 2 He's doing very at college.
The new Science Museum is worth a visit.
It was after midnight when we finally got home.
adverb / noun / verb
- 3 He has a wonderful picture of life in nineteenth century France.
The press have him as a very evil character.
The children have both had their faces – Kim is a cat and Bobbie is a clown.
adverb / noun / verb

11 Now complete the gaps in Ex. 10 above.

Memo

To all colleagues:

This is the formal 0) **announcement** of our company's Christmas party, which will take place on Wednesday, 16 December, 6 pm. I am pleased to inform everyone that the party is free for all 1) After considering two 2) for possible venues, we have decided to hold the party at Grange House Restaurant in Little Hampton. Some members of staff have questioned the 3) of Grange House as it is an out-of-town restaurant, but we believe that the 4) cuisine will more than make up for any 5) in getting there. The management regrets that it cannot bear the expense of 6) guests; if you wish to bring friends or family, you will need to purchase extra 7) However, we do not have an 8) supply of tickets so please contact Felicity Kay to check 9) Although there are no dress 10) at Grange House, we would request that you dress smartly.

ANNOUNCE

**EMPLOY
SUGGEST**

SUIT

**EXCEPTION
CONVENIENT**

ADD

**INVITE
LIMIT**

**AVAILABLE
RESTRICT**

Use of English – Part 4

12 For questions 1-5, think of one word which can be used appropriately in all three sentences.

- 0 Travelling abroad will really **widen** your horizons.
The council are going to **widen** the road at this point.
We believe that the new legislation will simply **widen** the gap between rich and poor.
- 1 You should up to Jacob and not let him bully you like that.
It's about time you learned to on your own two feet!
I can't listening to this terrible music any longer!
- 2 You don't have to pay for these drinks; they're on the
Joey and his cousin get on like a on fire.
Stanislav Kinsky's solo performance brought the down.
- 3 You're a junior secretary and it's certainly not your to tell the senior manager what to do.
You shouldn't have lied to him in the first ; now you're going to be in trouble.
The pieces of this mysterious puzzle are all beginning to fall into
- 4 Patsy's hair is so that she has difficulty styling it.
He's always borrowing money and living off other people; he's got it down to a art.
It's such a day that I thought we could go for a picnic by the river.
- 5 I won't up with this outrageous behaviour a moment longer.
Will you those glasses down on the table?
You really your foot in it, saying that all accountants are boring; he is an accountant!



Gapped sentences

10 Which part of speech is needed in each of the groups of sentences below? Circle the correct part of speech.

- 1 I need to order a spare for my motorbike.
It's all of her plan to surprise Jerry.
Billy has the main in this year's school play.
adverb / noun / verb

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