

# Upstream

B<sub>2</sub>+

UPPER INTERMEDIATE

**Student's Book**

Virginia Evans - Bob Obee



**Express Publishing**

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Grammar	Listening	Speaking	Writing
articles; determiners; too/enough; partitives; countable/uncountable nouns	multiple choice; note-taking	expressing preferences; comparing/contrasting; making suggestions; responding positively/negatively; making assumptions; saying goodbye	letters/emails (1) - informal - semi-formal - formal
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modal verbs; word formation: derivatives	matching speakers to statements; multiple choice	interrupting; encouraging; persuading/ agreeing/disagreeing; complaining; criticising; apologizing; asking for opinion; complimenting; thanking	- stories (1)
past forms; past modals; word formation: verb suffixes	multiple choice; note-taking	asking for confirmation/responding positively/negatively; expressing uncertainty; surprise; disbelief; sympathy; expressions related to luck; narrating personal experiences	- stories (2)
the passive; the causative; word formation: -ing/-ed endings	matching speakers to statements; multiple choice	congratulating; consoling; expressing and justifying opinions/agreeing/ disagreeing; giving opposing views; reacting	- stating opinions (letters/emails-articles-compositions)
future forms; conditionals; mixed conditionals; wishes; word formation: prefixes	multiple choice; note-taking	asking indirect questions; expressing ignorance/uncertainty; expressing concern; introducing a topic; asking about feelings; expressing fear/anxiety/hope/negative feelings; expressing frustration	- reviews
defining/non-defining relative clauses; clauses of concession/ purpose/result; question tags	matching speakers to statements; multiple choice	giving advice; rejecting/accepting advice	- revision & extension

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#### UNIT 1

#### Crossing barriers

#### UNIT 2

#### Moods & Feelings

Wow...



# Module 1

## Units 1-2

### Before you start ...

- What does the title of the module mean to you?
- How do you communicate with people?
- How is your mood affected by everyday situations?

### Listen, read and talk about ...

- means of communication
- ways to communicate
- gestures
- moods & emotions
- character qualities
- physical sensations
- expressing feelings

### Learn how to ...

- make suggestions
- make assumptions
- compare photographs
- express preference
- express extreme feelings
- ask about feelings

### Phrasal verbs

related to:

- communication
- feelings

### Practise ...

- articles & determiners
- *too/enough*
- partitives
- countable/uncountable nouns
- present simple/present continuous
- stative verbs
- *used to/be/get used to*

### Write ...

- informal/semi-formal/ formal letters/emails
- transactional letters/ emails



# Crossing Barriers



## Lead-in

- 1 Look at the map. What do you think the highlighted regions have in common: culture – religion – language – other?
- 2 a. Listen and fill in the missing words/phrases.
  - A lot of **1**  are in English.
  - **2**  and government negotiations are usually conducted in English.
  - Many countries make a lot of money from British **3** .
  - Most of the world's best known **4**  come from the USA or the UK.
  - The USA exports **5**  to the whole world.
- b. Match the sentences in Ex. 2a to the topics below. Can you think of other factors which have encouraged the use of English around the world?
  - the media ☐ • tourism ☐ • the Internet ☐
  - international trade ☐ • world politics ☐
- 3 a. Which of the following do you consider to be the most useful while studying English? Rank them, then compare your list to your partner's.
  - dictionaries • songs • travel • pen friends
  - reading magazines/books • radio programmes
  - watching films • watching the news
  - attending lessons

- b. Make a list of five things you have had difficulty with in learning or communicating in English. Discuss them with your partner and comment on each other's problems. Use the useful language below.

### Making Suggestions

- Why don't you ...?
- If I were you, I would ...
- What about ...?
- You should/ought to/might want to think about ...
- Have you thought about ...?

### Responding Positively

- That's a good idea.
- OK. Why not?
- I think you're right.
- I never thought of that.

### Responding Negatively

- It's no good.
- I don't know ...
- I'm not really into ...
- I don't know what good it would do ...

A: *I've got a problem with phrasal verbs.*

B: *Why don't you use a dictionary?*

A: *I don't know what good it would do.*

- 4 **THINK!** Paraphrase the quotations below. Which one do you agree with? Why?

'If we all spoke the same language, there would be fewer conflicts and wars.'

'Every time a language dies, the world loses a piece of its ability to survive.'

- 5 **THINK!** In your opinion, will English be more widely spoken in the future? Why (not)? Can you think of any aspects of life where English is or will be the only language used?

- 1 a. Do you ever need to surf the Internet for study/work purposes? Which language do you tend to use?
- b. Look at the following sentences and decide whether you think they are true or false.
- 1 Approximately 75% of web pages on the Internet are in English.
  - 2 5% of the world's population speak English well.
  - 3 Chinese languages are more widely spoken than English.
  - 4 Most people prefer to use English when shopping online.

Now read quickly through lines 10-25 of the article to check your answers.

- c. In pairs, look at the title of the article and the introduction to the text. Discuss what you think the text might be about.

## STRATEGY POINT

- Read the text through and think of what kind of information is missing.
- Read the list of missing sentences. Cross out the one used in the example.
- Fit the sentences into the gaps.
- Remember to look for clues such as reference words (it, that, he)
- Check your answers and read the text through to see if it makes sense. Remember that there is one sentence you do not need to use.

- 2 Read the article and choose the most suitable sentence (A-G) for each gap (1-6). There is one extra sentence which is not needed. Which words helped you decide?

- A They may also have to change their way of doing business to suit certain customers.
- B The reason for this is that, quite simply, the quality is not good enough for professional use.
- C One reason for this is that both Europe and Asia have become growth areas for the Web.
- D But one thing which is certain is that a growth in the use of the Internet is **guaranteed**.
- E They are more likely to have the flexibility to be able to adapt quickly to changes.
- F What is more, the number of **proficient** speakers of the language is only slightly higher.
- G Most companies cannot afford to translate their sites into English.

# A Multilingu@ Internet?

*As both Asian and European markets use the Internet more and more to conduct business, there will be an increasing need for more language choices for the different markets.*

What do you think is the world's most widely spoken language? Most people are under the impression that it is English as this is the language that is used most frequently on the Internet. If this were true, it would, of course, bring 5 enormous **benefits** for both worldwide communications and understanding, although it could also become a threat to cultural diversity. And English certainly does seem to be everywhere, from films to pop music and TV, and from business to science and other **fields**.

- 10 It comes as quite a surprise then that even though around 75% of the pages on the Web are in English, this is the mother tongue of only 5% of the world's population. **[1]** This means that a relatively small number of the world's population could communicate well in English. Also, 15 the numbers of people who can speak English is nowhere near as high as it is for other languages such as Chinese or Spanish.

- So with more and more people **accessing** the Internet nowadays, including many businesses wanting to **conduct** e- 20 business, the position of English is beginning to change. **[2]** As businesses in these regions increase their use of the Internet it has become apparent to many of them that people would rather buy things online if they can order in their own language. It has also been pointed out that many 25 people see the use of English as a threat to cultural diversity.

As a result, companies wanting to reach world markets are now beginning to realise they will have to translate their websites for their various customers. However, creating a multilingual website is not an easy task. Companies wishing 30 to translate their sites for different markets face both





technical and linguistic difficulties. And unfortunately, they are problems with no easy solutions.

For one thing, companies are unable to use the automated translation systems which already exist in the market.

[3] This has left businesses all over the world facing a huge challenge with virtually no real information about how to do it.

And translating websites is only the first step that companies will have to deal with. There are also likely to be customers with questions or problems that they will need to discuss in their own language. Another thing companies will need to do is **adapt** their advertising materials so as not to offend different cultures. [4] In Japan, for example, they do not tend to give their credit card details over the Web. There are also all sorts of legal issues to take into consideration. 45

Such vast changes will not happen overnight. In the first place it is impossible to say exactly how many texts there are on the Web as the number is changing all the time. [5] Companies doing e-business simply need time to translate their sites into the various languages necessary to do business. 50 Meanwhile, more and more material in different languages is being added to the Web at an ever-increasing **pace**.

While all this is happening, small **local companies** doing e-business only in the language of their target market and who are also aware of the cultural aspects of that market, 55 will certainly be at an advantage. [6] The problems of language and culture could well limit larger companies from **expanding** and so offer more opportunities to smaller businesses in poorer areas of the world.

#### 4 Match the words. Make sentences using them.

A	B
mother	use
cultural	tongue
credit card	diversity
access	markets
professional	the Internet
world	details

*My mother tongue is Polish.*

#### ➡ Text Analysis

#### 5 Here are some phrases from the text you have just read. Choose the correct meaning of each phrase.

- ... a threat to cultural diversity (lines 6-7)
  - cultural variety might be attacked
  - cultural variety might disappear
- ... become growth areas ... (sentence C)
  - are increasing in size
  - are increasing their business activities
- ... a huge challenge (line 36)
  - having to translate sites into different languages
  - having to improve the quality of existing systems
- ... translating websites is only the first step (line 38)
  - there will be further problems to face
  - websites need to be translated first
- ... change their way of doing business (sentence A)
  - companies will need to change the products they sell
  - companies will need to change their approach to business
- ... could well limit larger companies ... (line 57)
  - larger companies will be limited by smaller companies
  - larger companies will be at a disadvantage

#### ➡ Discussion

#### 6 Now scan the text, underline and note down the reasons why websites will need to become multilingual in the near future. Then, in pairs, discuss any other reasons you can think of for developing multilingual websites.

#### ➡ Vocabulary Practice

#### 3 In pairs, look at the words in bold in the text and try to explain them.

#### 7 **THINK!** In pairs, discuss the following questions.

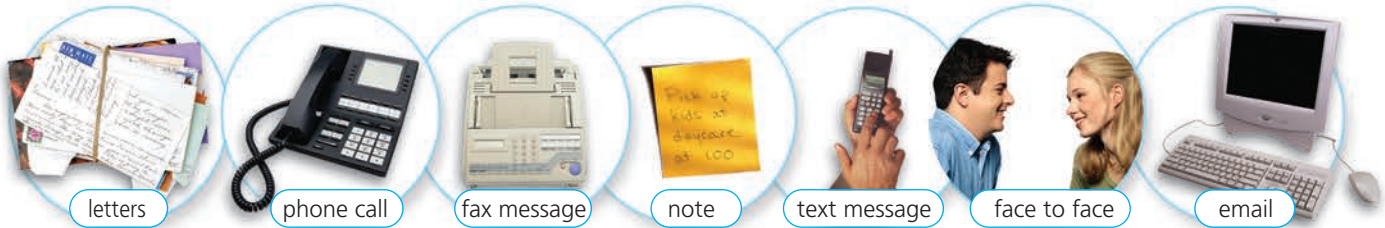
- How might a multilingual Internet help you in your studies/work?
- Can you think of any drawbacks to such a system?

## Means of Communication

1 a. Look at the pictures. Which verbs in the list collocate with each means of communication?

• make • answer • address • communicate • write • send • receive • talk

*write/send/receive/answer/address letters*



b. What do you normally use these different means of communication to do? Discuss with a partner.

- apply for a job • book a table at a restaurant
- introduce somebody to somebody else
- make an official complaint • ask a favour
- invite someone to a party • set up a meeting
- get somebody's attention

A: *I normally write a letter or an email to apply for a job.*

B: *Me too, but people can also send an application by fax.*

c. What other means of communication can you think of?

d. Which means are: *personal/impersonal, efficient/inefficient, economical/costly, formal/informal, reliable/unreliable, complicated/easy*? Give reasons.

*I think sending a fax is efficient because you can send a copy of different documents fast.*

b. Use the phrases in the box to say what the situation is in each picture (A-G).

### Useful language: Making Assumptions

- Judging from ... he may/could/might be ...
- I can't tell for sure / be certain, but it looks as if she ...
- She must be ...
- I don't think he could be ... because ...
- She can't possibly be ... because ...

*Judging from their happy faces, the people might be clapping their hands because they are enjoying a performance.*

## Aspects of Language

3 a. Fill in: **first, accent, native, body, language, tongue, speech, talk.**

- 1 You can understand a lot about how a person is feeling by examining his ..... **language**.
- 2 Jack speaks four languages, but his ..... **language** is English.
- 3 Jane speaks French so well you'd think she was a ..... **speaker**.
- 4 It's difficult to understand someone who has a strong **regional** .....
- 5 The **official** ..... of The Netherlands is Dutch.
- 6 German is his **mother** ..... although he also speaks excellent French.
- 7 We made some **small** ..... about the weather and then went on to talk about the contract.
- 8 I didn't mean to offend you – it was just a **figure** of .....

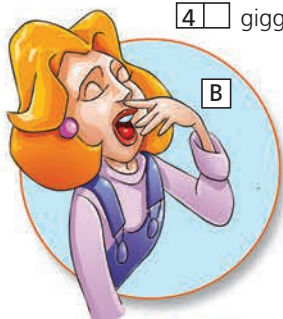
b. Use four of the phrases from above to tell your partner about yourself.

*My mother tongue is Portuguese.*

## Ways to Communicate

2 a. Match the pictures to the verbs.

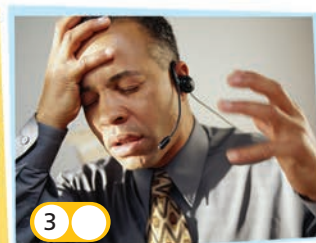
- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> yell    | 5 <input type="checkbox"/> yawn    |
| 2 <input type="checkbox"/> weep    | 6 <input type="checkbox"/> clap    |
| 3 <input type="checkbox"/> whisper | 7 <input type="checkbox"/> whistle |
| 4 <input type="checkbox"/> giggle  |                                    |





## → Gestures

- 4 a. Match the gestures (1-6) to the phrases (a-f). Do they mean the same in your country?



- a Hurry up!  
b I don't believe it!  
c I'm not sure.  
d I've got no idea!  
e Nice to meet you.  
f Don't worry.

- b. Which person is *calm*? *impatient*? *uncertain*? *pleased*? *disappointed*? Why are the people feeling like this?

*The man in picture 1 seems to be impatient because he has been held up in traffic.*

## → Words often confused

- 5 Choose the correct word to complete the sentences. Which sentence matches the picture?

- They look so alike it's difficult to (**say/tell/speak/talk**) the difference between them.
- Come on, (**say/tell/talk/speak**) your mind. I want your honest opinion.
- It's a surprise, so don't (**say/tell/speak/talk**) a word.
- He's such a chatterbox! He (**says/tells/speaks/talks**) non-stop.
- She's terribly bossy. She loves (**saying/telling/speaking/talking**) people what to do.
- I'm meeting Jim tonight to (**say/tell/speak/talk**) business.



## → Idioms and Fixed Phrases

- 6 Fill the gaps with **touch**, **hold** or **contact**, then explain the phrases in bold.

- I haven't been in a classroom for years, so I'm a **little out of touch** with recent methodology.
- I need to **get** ..... of Laurie and tell her that tonight's class is cancelled.
- Let's promise to write or call at least once a month so we don't **lose** ..... with each other.
- The harbour master **lost** ..... with the ship.
- Please ..... **the line** while I check to see if the doctor is in his office.
- Journalists often **come into** ..... with famous people as part of their job.

## → Prepositions

Appendix 1

- 7 a. Fill in the gaps with the correct prepositions.

1 to hear **from** sb (sb's news); 2 to bump **into** sb; 3 to wave ..... sb; 4 connect ..... sb; 5 to glare ..... sb; 6 to smile ..... sb; 7 to chat ..... sb; 8 to shout ..... sb; 9 to whisper ..... sb; 10 to write a letter ..... sb; 11 to wink ..... sb; 12 to shake hands ..... sb; 13 to make an appointment ..... sb; 14 to communicate ..... sb; 15 to have a meeting ..... sb

- b. Now make a chain story using items from Ex. 7a.

S1: I wanted to write a letter to my friend Jonathan the other day since I hadn't **heard from** him for a long time.

S2: So I went outside to buy some envelopes, and I **bumped into** my neighbour Mrs West. etc

## → Phrasal Verbs

Appendix 2

- 8 Use the verbs below in their correct form to complete the paragraph.

• run • cut • switch • get • hang (x2) • call • put

I tried to call him on his mobile several times, but he had 1) ..... it off, so I tried his office. His secretary told me to hold the line and she would try to 2) ..... me through. I had been 3) ..... on for about five minutes, when my card 4) ..... out and I got 5) ..... off. I went to a public phone box and tried again, but this time I just couldn't 6) ..... through to his company at all. I had given up, when my mobile phone rang. It was him! "Mark," I said, "at last." "Sorry, Fred," he said - "can I 7) ..... you back in five minutes?" Before I could say anything he just 8) ..... up. I'm still waiting to talk to him.

## Listening

- 1** a. Before you listen, read questions 1-8 and underline the key words in each. Then think about:

- how many people you will hear
- what kind of language you expect to hear
- what else you expect to hear

- b.** Now listen and, for questions 1-8, choose the best answer (A, B or C). What key phrases helped you answer each question?

### STRATEGY POINT

- It is very important to read the questions before you listen. They contain valuable information about the situation, and also about what you should be listening for.
- Your understanding of the following things will be tested in this part:
  - general topic
  - speaker's feelings/emotions
  - speaker's attitude/opinion
  - speaker's purpose
- Listen once and note down any answers you can. Listen again and complete the answers.

- 1** You'll hear a person talking about the organisation she works for. What service is she talking about?
- A medicine for the blind  
B school for the blind  
C books for the blind
- 2** You hear a conversation in an office. Why has the man gone there?
- A to repair something  
B to phone somebody  
C to check the line
- 3** You want to get connected to the Internet, and you call a helpline. What do you have to do?
- A Press '1'  
B Press '2'  
C Press '3'
- 4** At the airport, you hear a man leaving a message on someone's answerphone. What does he want the person to do tomorrow?
- A collect the car from a garage  
B meet him at the airport  
C fix the car's brakes

- 5** You are listening to a radio interview. How does the man being interviewed feel?
- A angry  
B embarrassed  
C uninterested
- 6** You are listening to a news programme. What is the report about?
- A a new mobile phone company  
B a new way to send text messages  
C a new way to communicate quickly
- 7** You hear a couple talking in a café. How does the man feel about what the woman is showing him?
- A He is convinced he needs it.  
B He doesn't understand it.  
C He thinks it's too expensive.
- 8** You are listening to someone talking to a group of people. What is the man's purpose?
- A to persuade people to buy a product  
B to reassure people that a product is safe  
C to stop people from buying a product

- 2** a. You will listen to a report about the decline in the use of public phone boxes in the UK. Before you listen, discuss the following questions.
- 1** Do you use public phone boxes? In what situations?
- 2** Paraphrase the sentences outside the boxes in Ex. 2b.
- 3** Look again at the incomplete sentences in Ex. 2b. With a partner, try to guess what kind of information is missing. For which item(s) is the missing information a *number*? For which is it a *colour*?

### STRATEGY POINT

- Read through the ten items before you listen and try to guess what kind of information is missing.
- Bear in mind that the information you need to fill in the boxes will be heard 'word for word', but its context outside the boxes will be paraphrased in the recording.
- You will need between one and three words for each gap.
- Make sure that your answers fit grammatically.

- b.** Now listen to the recording. For questions 1-10, complete the sentences with one to three words.

- c. Look at the tapescript and underline the words/phrases that refer to the items in bold in Ex. 2b.



The **money** BT makes from public telephones has decreased **1** \_\_\_\_\_.

After the invention of the telephone, it took only **2** \_\_\_\_\_ for the first phone box to **appear**.

The first public phones were **installed** in

**3** \_\_\_\_\_.

The phone box **was initially referred to as a**

"public **4** \_\_\_\_\_."

When they finally appeared on the streets, they were found in **5** \_\_\_\_\_ kiosks.

Giles Gilbert Scott **wanted to create** a phone box that was part of the British **6** \_\_\_\_\_, just like the post box.

He **intended** phoneboxes to be coloured

**7** \_\_\_\_\_.

Not only did telephone kiosks **not disappear** during the late 80s, but their number was **8** \_\_\_\_\_.

BT has already **installed**

**9** \_\_\_\_\_ Internet kiosks.

Collectors can **buy** a traditional British phone box for

**10** \_\_\_\_\_.

- d. British phone boxes are considered a symbol of British culture. What everyday objects are considered a symbol of the culture of your country?

## Speaking

### Means of Communication

Student A

- 3** a. Look at the two photographs showing different means of communication. Compare the two photographs, saying which you think is most efficient.

#### Useful language: Comparing

- The main/greatest/most important/most significant difference between the photographs is that ...
- The most striking/obvious similarity is that ...
- In the first photograph, ... whereas/while/but in the second one ...

#### Which means of communication is most efficient?



Student B

- b. Which of these means do you mostly use to communicate with your family/friends?

#### Useful language: Expressing preference

- I'd much rather ... than ...
- I don't like the idea of ..., so I would prefer to ...
- I'm not so keen on ..., so I would choose to ...

### Happiness

Student B

- c. Look at the two pictures below of people showing their happiness. Compare the two photographs, saying which of the two kinds of happiness is more important to you.

Which of the two kinds of happiness is more important to you?



Student A

- d. What other situations make you feel this way?

- 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

- Goodbye

- 5** In pairs, guess and say what the other speaker says.

- a Thanks, I will. A: Enjoy your holiday.
- b You too. B: Thanks, I will.
- c Sure, call me whenever.
- d See you there.

- 1 a. Look at the poster below. What does it advertise? Have you ever attended such a performance?
- b. Read the title and the introduction to the text. What are you going to read? What do you think a sign language theatre interpreter does?
- c. In pairs, think of three questions you would like to ask about a theatre interpreter. Read the text quickly and see if your questions were answered.
- 2 Read the text. For questions 1-6, choose the most appropriate answer (A, B, C or D). What type of text is it?

### STRATEGY POINT

- Read the text quickly to get a general idea of what it is about.
- Look at the first part of the question, and underline key words. Don't read the options A-D yet. Find the part of the text the question refers to.
- Go through the choices and underline the key words.
- Choose the answer that best fits. Keep in mind that the information may be rephrased.
- Even if you think you know the correct answer, always check that the others are not appropriate.
- Check your answer against the text.

# Theatre for the Deaf

There was a time when deaf people couldn't experience the joy of a theatrical performance. This is all changing, thanks to Sign Language theatre interpreters.

Deaf people should enjoy a play as much as the hearing **audience**. This is the thinking behind the Americans with Disabilities Act, which requires that theatres become accessible to deaf people. Theatre producers, on the other hand, are beginning to realise that such a feature makes their product attractive to a wider audience – with considerable financial rewards.

Interpreted theatre usually takes place at two or three performances in a theatre season. Preference for tickets is given to the deaf and their guests, but tickets are also sold to hearing people who are interested in seeing theatre interpreters at work.

It is a colossal project for the interpreters. Ian Cox works for SeeTheatre, a Chicago-based association of interpreters. He says, "for about a month we work with the support of a Sign Language consultant to

translate and **rehearse** an entire play. The workload is immense. Consider that each actor in the play has about four weeks to rehearse his or her lines; we have to learn the whole play in as much time. And, when interpreting musicals, where timing, rhythm and harmonies must be practised, the workload doubles."

The most important technical aspect of theatre interpretation for the deaf is the location of the interpreter. Placement strategies can be categorised into three styles: '**placed**', where interpreters are located outside the acting space and do not move; '**zoned**', where interpreters are within the acting space, but usually move only during a change of scene or act; and, finally, '**shadowed**', where interpreters move freely within the acting space, shadowing the movement of the actors for whom they are interpreting.



- 1 Why do hearing people go to see interpreted performances?
  - A They are the most popular performances of the season.
  - B They are even better than standard performances.
  - C They give a better understanding of the play.
  - D They offer a chance to admire the work of interpreters.
- 2 The workload of theatre interpreters is so great because they have to
  - A learn the lines of all the actors.
  - B interpret in front of a consultant.
  - C go to many of the rehearsals.
  - D work in all parts of the production.

The 'placed' style of interpreting in the theatre is by far the most common. The interpreters are side-by-side and face the audience (although some interpreters interact with each other as appropriate). The location of the interpreter is generally in one of three places: **stage right** or **stage left**, or on the **floor of the house**.

The 'zoned' style of interpreter placement is a happy medium between the 'placed' and 'shadowed' styles. Here, interpreters are placed side-by-side within the acting space. Usually, they change position on stage from **scene** to scene - or from **act** to act - in order to be within the same 'zone' as the majority of the action. Zone placement makes it easier for the deaf patron to see the interpreters and actors at the same time.

The 'shadowed' style of interpreting is the most inclusive style of interpreting for the theatre. It involves placing the interpreters directly within the action - nearly making them 'sign language actors'. The interpreters are 'blocked' into each scene, and literally shadow the actors. The advantage of this is clear: the interpreter is in such close proximity to the actor that the deaf patron need not make a decision about whom to watch - he or she can watch both at the same time. In the best of cases, the deaf patron mentally blends the interpreter with the actor, and forgets that the actor does not sign.

Theatre interpreters for the deaf are dedicated professionals who take great pride in their work. "Theatre," says Ian, "is the art of communicating beautiful ideas in interesting ways. Interpreted theatre, therefore, is an art in itself. Thankfully, instead of seeing us as 'additions', producers nowadays think of interpreters for the deaf as a new avenue to creativity."

- 3 Why does the writer refer to the 'zoned' style as 'a happy medium'?
  - A It combines elements from the two other styles.
  - B It is mostly used in light-hearted plays.
  - C It allows the interpreters to mix with the actors.
  - D It makes the interpreter's job easier.
- 4 What does the word 'this' in line 74 refer to?
  - A the advantages of the 'shadowed' style
  - B the position of the interpreters
  - C the action in a performance
  - D the placement of the actors
- 5 What does Ian say about theatre producers in the last paragraph?
  - A They appreciate the work of interpreters.
  - B They think interpreters are expensive.
  - C They see interpreters as a necessary evil.
  - D They don't respect interpreters.
- 6 What is the writer's purpose in the text?
  - A To inspire interest in the topic.
  - B To advertise interpreted theatre.
  - C To show the variety in modern theatre.
  - D To criticise the attitude of theatre directors.

## Vocabulary Practice

- 3 Explain the theatre-related words in bold.

## Text Analysis

- 4 Look at the following phrases from the text and explain the underlined parts in your own words.
  - 1 ... with considerable financial rewards. (lines 10-11)
  - 2 ... placed side-by-side within the acting space. (lines 60-61)
  - 3 ... the deaf patron mentally blends the interpreter with the actor ... (lines 78-79)

## Discussion

- 5
  - a. Underline the parts of the article where Ian Cox speaks. What do you think the reporter asked him? What questions would you have asked him?
  - b. **THINK!** In what other situations are interpreters for the deaf used? Discuss in pairs.
  - c. **ICT** Are there similar theatres in your country? Collect information. Present it to the class.

## Articles

Grammar Reference

### 1 Write **the** or **a** where necessary.

- At – noon, **a** group of workers were sitting at **the** edge of ..... cornfield where they were having ..... lunch.
- Sometimes you can see ..... sea from my bedroom window, but ..... atmosphere has to be very clear.
- He owns ..... house by ..... Thames, which he bought three years ago for £300,000. Rumour has it that ..... house is haunted.
- According to some doctors, ..... people living in ..... damp climates are twice as likely to develop ..... arthritis as ..... people living in ..... warmer climates.
- For ..... very long time ..... people believed that ..... Earth was ..... centre of ..... universe.

**Note:** Queen Elizabeth **BUT** the Queen

## Determiners

Grammar Reference

### 2 a. Put the determiners in the box under the appropriate heading. Some determiners can be used with more than one class of noun.

- every • a few • a/an • many • each • either
- less • any • both • fewer • enough • other
- much • neither • little • several • a little • all
- some • another

Singular Nouns	Plural Nouns	Uncountable Nouns
e.g. <i>message, call</i> <i>every, .....</i>	e.g. <i>voices, phones</i> <i>many, .....</i>	e.g. <i>information, proof</i> <i>any, .....</i>

### b. Rewrite each sentence using a different determiner without changing the meaning of the original sentence.

- All messages have to be recorded.  
*Every message has to be recorded.*
- Both girls seem unhappy.
- Not as many students came this time.
- Quite a few people called earlier.
- I'll need some time to check my messages.
- Each room has a phone.
- Someone else asked for you after you left.

## Too / Enough

Grammar Reference

### 3 Complete the sentences in two ways using your own words. Use **too** or **enough**.

- I can't eat this food; *it's too salty. / it's not warm enough.*
- I can't carry these suitcases by myself; .....
- I'll never be able to buy my own yacht; .....
- She won't pass the exam; .....

## Partitives / Countable and Uncountable Nouns

Grammar Reference

### 4 a. Match the partitives on the left with the uncountable nouns you could use them with. Then make sentences.

a piece of	sugar
a sum of	advice
a teaspoon of	money
a clap of	rain
a jar of	sunshine
a drop of	thunder
a ray of	honey

*Let me give you a piece of advice: don't lend him the money, because he won't return it.*

### b. Consulting a dictionary, say what the difference between the words in each pair is, then make sentences illustrating the difference.

- hair / hairs
- work / works
- damage / damages
- people / peoples
- wood / woods
- content / contents

- 'Hair' is what covers the top of your head, 'hairs' are the separate, countable strands growing from the skin.
  - I had my hair cut yesterday.
  - I found two hairs in my soup.

## Word formation: forming abstract nouns

### 5 Use the endings below to form nouns from the verbs given.

- -ance • -ence • -ion • -ation

- create *creation*
- offend .....
- form .....
- defend .....
- allow .....
- inspect .....
- resist .....
- prefer .....
- interpret .....
- inform .....



### English in Use – Key word transformations

- 6** Complete the sentences using the word given. Use between two and five words.

#### STRATEGY POINT

Read the whole sentence, then look at the key word. Think of the structure tested (e.g. passive, reported, etc). Use the given word to complete the second sentence. Use between two to five words in each gap.

- 1 I would prefer it if nobody answered my phone for me.  
**want** I don't .....  
.....  
my phone for me.
- 2 She forgot everything I told her.  
**anything** She .....  
.....  
I told her.
- 3 I didn't know anyone at the conference.  
**nobody** There was .....  
.....  
at the conference.
- 4 Mark asked me the price of a fax machine.  
**much** Mark asked me .....  
.....  
to buy a fax machine.
- 5 The operator asked him if he wanted any more information.  
**else** The operator asked him if .....  
.....  
he wanted to ask.
- 6 I'm sure Steve didn't mean to upset you.  
**intention** I'm sure Steve .....  
..... you.
- 7 Everyone thinks Ann will get a promotion soon.  
**expected** Ann .....  
.....  
a promotion soon.
- 8 He has a good relationship with his parents.  
**gets** He .....  
.....  
with his parents.

### English in Use – Open cloze

- 7** Fill each gap with **one** word.

#### STRATEGY POINT

- Read the text quickly once, without paying attention to the gaps.
- Read again carefully, trying to fill each gap. The missing words can be: adverbs, auxiliary verbs, prepositions, pronouns, conjunctions, etc. If you can't find the answer for a gap, move on to the next one and return later.
- When you've finished, read the text again to see if your answers are grammatically correct and make sense in the sentence and the text.

## Text messages

Can you remember where you **0were when the first text message **1**) ..... sent in the UK? You can't? I'm not surprised. Nor can anyone else. But it's an unpredictable world, and nothing has been less predicted **2**) ..... the rise of text messaging. It came from nowhere to become the fastest growing phenomenon **3**) ..... recent times.**

Over 2 million text messages are sent **4**) ..... hour in the UK. The mobile phone industry claims that 95% of them arrive within 10 seconds 'in normal circumstances'. Texting **5**) ..... opened up an entirely new area of communication that didn't exist before – brief messages for which **6**) ..... is a huge demand but which don't need the fuss of a written letter.

Texting has become a means for parents to maintain contact with **7**) ..... children, for grandparents to bond with grandchildren, for television to interact with the audience. It is a marketing tool for companies which, for the first time, can build up profiles of individual users and target them with special offers.

Texting has not been successful simply because it enables you to communicate with others by phone without speaking, but because it is brief and no one expects **8**) ..... of the usual formalities. Its simplicity may ensure its long life.



## REASON FOR WRITING

Letters/Emails are written for a variety of reasons. These include:

- giving information • requesting information • making complaints
- making corrections • making suggestions • asking for permission
- giving advice, etc.

Two or more of these reasons for writing could appear in the same letter/emails. (e.g. Write a letter thanking someone ... explaining that you have decided to ... and asking for their advice on ...)

## STYLE

The style of writing in your letter/emails can be formal, semi-formal or informal, depending on the rubric and the target reader. You should make sure that you keep the same style throughout your letter/emails.

## LAYOUT

All letters/emails should include the following:

- An appropriate greeting (e.g. *Dear John, Dear Sir, etc.*), followed by an introduction with your opening remarks (e.g. *How are you, etc.*) and your reason for writing (e.g. *I thought I would write and tell you about my holidays, etc.*)
- A main body which contains the information requested by the rubric.
- A conclusion where you can summarise the main points and/or make reference to future action. You should include your closing remarks (e.g. *Write back soon, etc.*), followed by an appropriate ending (e.g. *Yours faithfully, John Smith, etc.*)



## Understanding the Rubric

1

Read the rubric below and underline the key information. Then answer the questions that follow.



This is part of a letter you have received from your English-speaking friend Dan.

... and I know that I really need to speak English better. The problem is, I haven't got time for extra lessons or regular study sessions. What else can I do to improve my English? Please write and tell me what you suggest.  
Thanks, Dan

Write your **email** (140-190 words).

- 1 What do you have to write?
- 2 Who is the target reader?
- 3 Does the style need to be formal or informal?
- 4 What is your reason for writing?
- 5 Which of the following could you include in the email? Tick (✓).
  - ☐ read books and magazines in English
  - ☐ write letters/emails in English
  - ☐ travel to an English-speaking country
  - ☐ watch films in English without subtitles
  - ☐ practise conversation with a friend
  - ☐ have private lessons
  - ☐ register in a language school
- 6 Can you think of other ways to improve your English?
- 7 For the points you ticked, suggest how you could arrange them into paragraphs. How many main body paragraphs will you need?
- 8 How could you end your letter?



## Informal Style

We usually write informal letters/emails to friends and relatives we know well, or to people of our own age. Characteristics of informal style include:

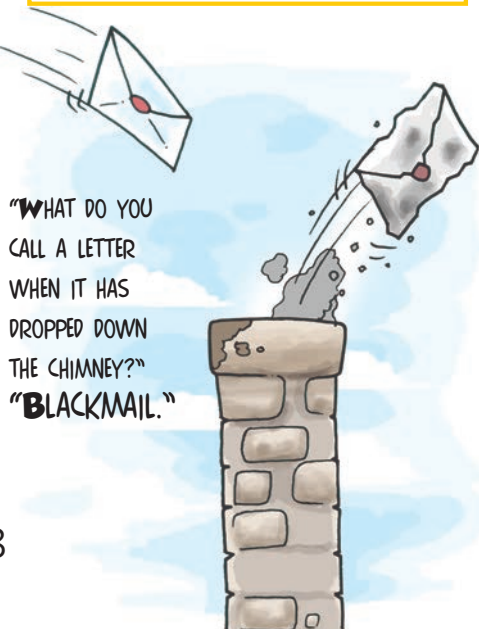
- Short forms (e.g. *I'm, you're, it's, we'll, etc.*)
- Simple/colloquial vocabulary (e.g. *really great, fun, you'd better, etc.*)
- Use of the active, rather than the passive voice (e.g. *'we should do something' instead of 'something should be done', etc.*)
- Informal beginnings and endings (e.g. *Hi, how are you doing?, I'd better run, I'll see you on Saturday, etc.*)



## Analysing an Informal Email

2

- a. Work in pairs. Read models A and B opposite, and say which one is appropriate. Think about whether:
  - the paragraphs are clearly organised
  - the writer follows the instructions in the rubric
  - the style is appropriate for the target reader



Dear Dan,

## MODEL A

Hi – how are you? I'm good but I have exams this week at school. I write to answer your letter in which you ask for my advice.

There are a range of options you could choose from. But before I begin with those, I like to say it's a shame you can't take extra lessons. I had extra lessons when I wanted to improve my French and that it helped a lot, but that was also because of my teacher. She was the best! Anyway, you could listen to the English music more often.

Of course you shouldn't spend hours to listen to music. That's just a waste of time! Listening to songs in English is a good way to learn new vocabulary, and it's fun too! Furthermore, if I was you I'd read more in English. You can also have conversations with a friend in English, and then correct each other's mistakes. Be serious, though. I did it once and we just ended up laughing the whole time!

I recommend that you accept these advices on the matter.

Yours sincerely,  
Pam

Dear Dan,

## MODEL B

Thanks for your last email. I think it's great you want to brush up on your English and of course I'm only too glad to help. Here are a few things you can try.

First of all, it would be a good idea to start reading more in English. You probably won't have time to read novels but there are plenty of magazines that also help you improve your English. As you are so fond of nature, why don't you take out a subscription to *National Geographic*? You'll be amazed at how fast you pick things up when you actually like the subject.

Another suggestion is to watch films on DVD without the subtitles. That way you force yourself to listen to the language very carefully. For a film lover like you, that'll be learning while really having fun!

The best advice I can give you, though, is to get more English speaking pen-friends and email friends. That method really worked for me when I wanted to improve my Italian. Not only will you learn a lot of new phrases, but you'll also practise the language actively yourself.

I hope these ideas will help. And remember, practice makes perfect, so don't give up too easily! Write and let me know how you get on.

Yours,  
Pam

b. In pairs, answer the following questions about model A.

- 1 What irrelevant information has the writer included in the main body?
- 2 Has the writer used the correct style? Give examples.
- 3 How could the paragraphs have been better organised?
- 4 What do you think the target reader's reaction will be? Why?
- 5 Correct the grammatical mistakes.

c. Read model B and answer the questions.

- 1 What style has the writer used? Give examples. Think about:  
• short forms • colloquial language • phrasal verbs
- 2 Has the writer organised the points clearly into paragraphs? What is the topic of each paragraph?
- 3 Underline the topic sentences. Replace them with other appropriate ones.



## Giving Advice

Sometimes we need to give advice in letters. Depending on how formal the writing is, we can use the following phrases:

### For giving advice

- Why not ...?
- Why don't you ...?
- You should ...
- It would be a good idea to / if ...
- Have you thought about / considered ...?
- If I were you, I would ...
- I think the best thing would be to / if ...
- One/Another suggestion is to ...
- The best advice I can give you is to ...

### For showing the result

- This will/would mean that ...
- Then,/That way, ...
- If you do this, ...
- By doing this, ...
- The result of this would be ...  
e.g. *Why not phone Mary and tell her how you feel? That way, at least you will be dealing with the problem.*

3

a. Look at model B. Which phrases have been used to give advice?

# Writing: Letters/Emails (1)

- b. Imagine that you have to write a letter giving advice to a friend. Match your friend's problems (1-4) to your suggestions (A-D).

1 I can't seem to lose any weight.

2 I've never got enough money.

3 I'm so behind with my school work.

4 My cousin isn't speaking to me.

A Invite her out for a coffee

B Speak to your teachers

C Get a part-time job

D Join a gym

- c. Now use the phrases from the theory box to make sentences giving advice. For each piece of advice, say what the result would be.

*Why not join a gym? This would mean that you would lose weight and get fit at the same time.*

## Opening/Closing Remarks

When writing an informal letter/email you can use:

- **Opening remarks**
  - a a thank you to the person for their last letter/email
  - b questions/wishes about recent events, the person's health, comments about their news, etc
  - c an apology for the delay in writing/replying
  - d the reason why you are writing
- **Closing remarks**
  - e the reason why you must end the letter/email
  - f greetings to the person's family/friends
  - g wishes/a promise (e.g. to write again soon)
  - h a request to the person to reply soon/ an invitation to visit, etc

- 4 a. Match the sentences (1-8) to the points in the box above (a-h).

- 1 ☐ I'll write again when I've got more time.
- 2 ☐ Well, I'd better sign off now because I'm supposed to be meeting my friends at the cinema in half an hour.
- 3 ☐ Write and tell me how you got on at the party.
- 4 ☐ I hope you're well and truly over your cold by now.
- 5 ☐ I thought I'd take a few minutes to write to you with the information you asked for.
- 6 ☐ Say hello to your sister for me.
- 7 ☐ Sorry it's taken me so long to get back to you but I've been very busy with exams.
- 8 ☐ Thanks a lot for your lovely letter, which arrived last week.

- b. Look back at model B in Ex. 2 and replace the opening and closing remarks with others from above.

## Semi-formal Style

We write semi-formal letters/emails to people that we do not know very well. They are usually more polite than informal letters/emails and are written in a neutral style. It is important, when writing this type of letter/email, to make sure that our writing is neither too formal nor too informal.

- 5 a. Look at these two extracts from letters of invitation and say whether each one is informal or semi-formal. Then fill in the gaps with the words/phrases given.

- contact me for further details
- really cool
- an excellent opportunity
- drop me a line
- promise me
- hope to see you

A

It'll be 1) ..... if you can make it. Just think how great it will be to see all those old faces again! 2) ..... if you think there's a chance you'll come and I'll give you all the details. But 3) ..... you'll think seriously about it!!

B

We would all very much like to see you there. It is 4) ..... for us all to meet up again after so long. Please 5) ..... if you are planning to attend. We 6) ..... there.

- b. Who do you think each of the letters is addressed to? Choose from the following:

- a bank manager
- a close friend
- a former colleague
- a person you've never met

- c. Look through the following and say whether or not each one is appropriate for the letter extract B comes from. Give reasons.

- 1 Hi! Remember me? How are you doing?
- 2 I don't know if you will remember me but I was ...
- 3 We're planning a bit of a get-together and ...
- 4 We are in the process of organising a reunion.
- 5 All the action's going to be in the Civic Hall on ...
- 6 The reunion will be held in the Civic Hall on ...
- 7 Music has been organised and invitations have been sent out to ...
- 8 We've managed to get Paul Benyon to be the DJ for the night and we've invited loads of ...



- 6 Match the sentences (1-6) to the types of letter they are taken from (a-d). Which of them are *semi-formal* and which are *informal*? Who do you think the target readers are?

- 1 ☐ Well, anyway, my new mobile is fantastic and I wish I'd bought it sooner.
- 2 ☐ If it's not too much trouble, would you mind sending me a copy of the local bus timetable?
- 3 ☐ It sounds as if you might benefit from getting some more exercise.
- 4 ☐ Thanks a million for the CD that you sent – it's just perfect!
- 5 ☐ It looks like I might be going to France after all!
- 6 ☐ I really appreciate all the trouble you went to in order to make my stay more comfortable.

- a Letter giving information  
b Letter of request  
c Letter giving advice  
d Letter of thanks

## Useful Language

- 7 a. Read the semi-formal sentences below and match them to the informal ones in the table, as in the example.

- A It would be a good idea if you phoned the secretary and asked her.
- B Please accept my apologies for the damage to your jacket.
- C I'm afraid I won't be able to come on Thursday night.
- D Would it be all right if I stayed at your house next Friday night?
- E Thank you very much for all your help at the reception.
- F Please let me know if there are any changes to next week's programme.
- G I was dissatisfied with the food.
- H I think you might be mistaken about the price.

	INFORMAL	SEMI-FORMAL
1 asking for information	Please fill me in about any changes to next week's programme.	F Please let me know if there are any changes to next week's programme.
2 asking for permission	Can I stay at your house next Friday night?	.....
3 expressing a complaint	I didn't like the food.	.....
4 correcting information	You're wrong about the price.	.....
5 making a suggestion	Why not phone the secretary and ask her?	.....
6 refusing an invitation	I'm sorry, but I can't come on Thursday night.	.....
7 thanking someone	Thanks a million for all your help at the reception.	.....
8 apologising	I'm really sorry about the damage to your jacket.	.....

- b. Use the phrases above to write informal and semi-formal sentences of your own for each type of letter (1-8).

Informal: Please fill me in about next Tuesday's meeting.

Semi-formal: Please let me know about next Tuesday's meeting.

## Formal Style

We usually write formal letters/emails to people we have not met. Characteristics of formal style include:

- Long forms (e.g. *I am, you are, it is, we will, etc*)
- More sophisticated vocabulary (e.g. *remarkable, very enjoyable, I would advise you to ... etc*)
- Use of the passive, rather than the active voice (e.g. *'something should be done'* instead of *'we should do something'*, etc)
- Formal beginnings and endings (e.g. *Dear Sir/Madam, I look forward to hearing from you, Yours faithfully, etc*)

- 8 a. Read the extracts below and say which is formal, which is semi-formal and which is informal. Then, for each one, discuss the reason for writing and the target reader. Underline the words and phrases that helped you find the answers.

A ... The main reason I'm writing is because I want to ask a favour. Can I borrow your guitar for a couple of days (if I promise to take very, very good care of it)? You see, we're having a bit of a get-together on the thirteenth and a few of us thought it would be a laugh if we brought our guitars along. Trouble is, mine's broken. Of course, if you need it yourself ...

**B** ... We really appreciate the effort that you put into the party and I'm sure that the success of the evening was largely thanks to you. I think everybody enjoyed themselves and it was a great opportunity for us all to meet up. So, thank you again for ...

**C** ... Not only did we have to wait twenty minutes to be seated but we were also told that the only table available was in the smoking section. As I had specifically booked a table in the non-smoking section, I found this to be totally unacceptable. In addition to this, we were ...

## ➔ Paraphrasing

**b.** Rewrite the following extract using more formal language. You can use the prompts to help you. Compare with a partner.

- suggest that • (to) help us
- not only ... but (he) also
- has experience in this type of thing
- confident that • willing
- in addition to • has offered (to)
- join us • finish the work
- very quickly

... Tell you what, why don't we ask Marco if he'll give us a hand? He's got a car and he's done stuff like this before. I'm sure he'll be only too happy to help (especially if we offer him some money for petrol!). Apart from Marco, my brother says he'll come along. With four of us, we'll get the job done in no time...

## Discuss & Write

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

**A** This is part of a letter from your Canadian pen-friend, Tony.

I am very unhappy both with my home life and my school life. What can I do? Please advise.  
Tony

Write your **letter** (140-190 words).

**B** This is part of a letter from your Australian pen-friend, Anna.

What have you been doing lately? What are your plans for the near future? Write back and let me know.  
Yours,  
Anna

Write your **letter** (140-190 words).

**C** This is part of an email from the mother of your English pen-friend Bob, Mrs Barton.

It was great having you to stay. I hope you enjoyed being here as much as we enjoyed having you. How are you getting along with your studies? Did your stay with us help you with your English?  
Take care,  
Mrs Barton

Write your **email** (140-190 words).

- 1 What type of letter/email do you have to write?
- 2 Who is the target reader?
- 3 What information should you include in your opening paragraph?
- 4 Does the style need to be formal, informal or semi-formal?
- 5 What will you include in your main body paragraphs?
- 6 How will you begin and end your letter/email?

**10 Portfolio:** Using the information you have learned in this unit, write one of the tasks above. You should write between 140 and 190 words.

Dear Tony,

Hope you are well. We miss you a lot. Please sign off your computer and come downstairs for lunch.

Mum

