

**OLA**  
**ACADEMIC**  
**ENGLISH:**  
**B1 ACTIVITIES**

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Dear OLA student,

We have recently compiled an assortment of handouts, along with the course book Skillful 2: Reading and Writing -Student's Book, which will help you to successfully complete the OLA Inglese 1 course.

The handouts have been carefully organised into a booklet which includes six sections, as described below:

### Section A: Listening

This section will enhance your listening skills by understanding and identifying the main ideas and key words in a short spoken text.

### Section B: Text Cohesion and Analysis of Spoken Discourse

This area will assist you in recognizing the similarities of vocabulary and cohesion in theme between two different text types - one in a narrative form and one in a dialogue form.

### Section C: Graph Analysis

This section will guide you in understanding and analyzing different formats of graphs and their related texts, while acquiring the academic language of this text type.

### Section D: Language Use in Context

This category will improve your ability to correctly use specific English language forms or English grammar within a narrative text.

### Section E: Sentence Transformation

This area is also used to help you in obtaining control and understanding of English grammatical structures by rephrasing and reformulating information.

### Section F: Text Completion

This final section will develop your writing skills by completing a letter/email/text with missing words. The missing words will include vocabulary, grammatical or thematic items related to the text type.

We sincerely hope that you find this OLA course booklet to be an instrumental tool in your OLA Inglese 1 learning experience.

The OLA Team

## ***SECTION A - LISTENING***

**LISTENING PRACTICE 1**

You will hear a radio interview with a man called Robin Marshall, who has written a book about Argentina.

For each question, put a tick (✓) in the correct box.

- |  |   |
|--|---|
| 1) What was Robin's job in Argentina?                      | A. <input type="checkbox"/> Translator.<br>B. <input type="checkbox"/> Tour guide.<br>C. <input type="checkbox"/> Travelling salesman.  |
| 2) On Robin's last trip to Argentina, the weather was      | A. <input type="checkbox"/> colder than he expected.<br>B. <input type="checkbox"/> suitable for what he planned.<br>C. <input type="checkbox"/> different from the forecasts he heard.                 |
| 3) What did Robin buy from the market he visited?          | A. <input type="checkbox"/> A picture.<br>B. <input type="checkbox"/> A chair.<br>C. <input type="checkbox"/> A record.   |
| 4) How did Robin feel during the dance performance he saw? | A. <input type="checkbox"/> He wanted to get up and dance.<br>B. <input type="checkbox"/> He wished he had continued his dance classes.<br>C. <input type="checkbox"/> He was sad he didn't dance well. |
| 5) What did Robin do while he stayed in the village?       | A. <input type="checkbox"/> He went on a bus tour.<br>B. <input type="checkbox"/> He went into the forest.<br>C. <input type="checkbox"/> He went on a river tour.                                      |
| 6) What did Robin like about his favourite place?          | A. <input type="checkbox"/> The wild life.<br>B. <input type="checkbox"/> The views.<br>C. <input type="checkbox"/> The peace.  |

Source: Cambridge English: Preliminary English Test 7

**LISTENING PRACTICE 2**

You will hear a radio presenter talking about a museum where you can see a new film.

For each question, fill in the missing information in the numbered space.

**FILM AT THE SCIENCE MUSEUM****The film**

Country it is about: (1) \_\_\_\_\_

Day it is on: Sunday

Time last performance starts: (2) \_\_\_\_\_

**Other things to do at the museum**

- use the (3) \_\_\_\_\_ in the basement

- see a model (4) \_\_\_\_\_ on the first floor

- try the café on the (5) \_\_\_\_\_ floor

**How to get free tickets for the film**

- send an email before 12 o'clock on (6) \_\_\_\_\_

Source: Cambridge English: Preliminary English Test 7

### LISTENING PRACTICE 3

You will hear a radio interview with a man called Harry Park, who is talking about the adventure travel company he runs.

For each question, put a tick (✓) in the correct box.

- |   |  |
|---|--|
| 1) Harry first became interested in adventure travel because his father | A. <input type="checkbox"/> gave him adventure stories to read.<br>B. <input type="checkbox"/> worked in a travel company.<br>C. <input type="checkbox"/> talked a lot about the places he'd been to.            |
| 2) Harry decided to start an adventure travel company because he        | A. <input type="checkbox"/> wanted to share his experience with others.<br>B. <input type="checkbox"/> thought he could make a lot of money.<br>C. <input type="checkbox"/> hoped to do more travelling himself. |
| 3) Who suggested the name for Harry's company?                          | A. <input type="checkbox"/> A friend.<br>B. <input type="checkbox"/> A customer.<br>C. <input type="checkbox"/> His wife.  |
| 4) When Harry visits a place, he tries to                               | A. <input type="checkbox"/> give the local people jobs.<br>B. <input type="checkbox"/> take modern equipment.<br>C. <input type="checkbox"/> avoid damaging the area.  |
| 5) What does Harry say about doing dangerous things?                    | A. <input type="checkbox"/> It's part of his job.<br>B. <input type="checkbox"/> It's frightening.<br>C. <input type="checkbox"/> It's enjoyable.  |
| 6) What is Harry's favourite place?                                     | A. <input type="checkbox"/> A mountain.<br>B. <input type="checkbox"/> A building.<br>C. <input type="checkbox"/> A river.   |

Source: Cambridge English: Preliminary English Test 7

**LISTENING PRACTICE 4**

You will hear a man telling some young people about a four-week study programme in a college. For each question, fill in the missing information in the numbered space.

**STUDY PROGRAMME**

Courses available on:	- English Literature - 18 <sup>th</sup> century (1) _____ - Modern Architecture
Dates for all courses:	- start date: 14 <sup>th</sup> June - end date: (2) _____ - classes: every day except (3) _____
Course fees:	£425 each
Reduced prices for (4) _____	
Included in price:	- accommodation and food - use of the library - social activities - books
Not included in price:	- extra (5) _____ - transport
Available from collage secretary:	- registration form - a copy of the (6) _____ for your course.

*Source: Cambridge English: Preliminary English Test 7*



**LISTENING PRACTICE 5**

You will hear part of a radio interview with a woman called Linda Brown, who is talking about working in a cake shop when she was a student.

For each question, put a tick (✓) in the correct box.

- |  |  |
|--|--|
| 1) Linda worked in cake shop because               | A. <input type="checkbox"/> her parents didn't give her enough money.<br>B. <input type="checkbox"/> she wanted to give her parents some money.<br>C. <input type="checkbox"/> she needed to buy things for college. |
| 2) Linda liked her first boss because he           | A. <input type="checkbox"/> paid her well.<br>B. <input type="checkbox"/> was kind to her.<br>C. <input type="checkbox"/> sent her on a training course.   |
| 3) What did Linda enjoy about working in the shop? | A. <input type="checkbox"/> Eating the cakes.<br>B. <input type="checkbox"/> The smell of baking.<br>C. <input type="checkbox"/> The clean workplace.  |
| 4) In the shop, Linda helped with                  | A. <input type="checkbox"/> baking bread.<br>B. <input type="checkbox"/> displaying cakes.<br>C. <input type="checkbox"/> making sandwiches.   |
| 5) Linda says that the full-time shop assistants   | A. <input type="checkbox"/> were friendly to her.<br>B. <input type="checkbox"/> hadn't got the same skills as her.<br>C. <input type="checkbox"/> didn't work as hard as her.                                       |
| 6) What does Linda say about serving customers?    | A. <input type="checkbox"/> She didn't like dealing with complaints.<br>B. <input type="checkbox"/> She liked giving them advice.<br>C. <input type="checkbox"/> She enjoyed the busy part of the day.               |

Source: Cambridge English: Preliminary English Test 7

**LISTENING PRACTICE 6**

You will hear some recorded information about a museum.

For each question, fill in the missing information in the numbered space.

**CENTRAL MUSEUM**

The museum gardens were first created in the year (1) \_\_\_\_\_

There are exhibitions of English furniture and (2) \_\_\_\_\_ art.

In the museum shop, visitors can buy (3) \_\_\_\_\_, cards and books.

Cars can be parked at the (4) \_\_\_\_\_ near the museum.

Regular buses to the museum leave from both the city centre and the (5) \_\_\_\_\_.

Call 451858 to find out more about (6) \_\_\_\_\_ visits or room hire.

Source: Cambridge English: Preliminary English Test 7

**LISTENING PRACTICE 7**

You will hear an interview with a woman called Lucy Rainbow, who is talking about her job as a painter. For each question, put a tick (✓) in the correct box.

- |  |  |
|--|--|
| 1) What does Lucy usually paint?                 | A. <input type="checkbox"/> Scenery for stage plays.<br>B. <input type="checkbox"/> Pictures of pop stars.<br>C. <input type="checkbox"/> The walls in people's homes.                               |
| 2) Lucy chose her present job because            | A. <input type="checkbox"/> she enjoys working by herself.<br>B. <input type="checkbox"/> she couldn't get a job in advertising.<br>C. <input type="checkbox"/> she thought it would be interesting. |
| 3) What does Lucy find difficult about her work? | A. <input type="checkbox"/> She sometimes misses lunch.<br>B. <input type="checkbox"/> Some days are too busy.<br>C. <input type="checkbox"/> She always has too much work to do.                    |
| 4) How many hours a day does Lucy usually work?  | A. <input type="checkbox"/> Seven.<br>B. <input type="checkbox"/> Eight.<br>C. <input type="checkbox"/> Eleven.  |
| 5) How does Lucy travel to work?                 | A. <input type="checkbox"/> On foot.<br>B. <input type="checkbox"/> By car.<br>C. <input type="checkbox"/> By public transport.  |
| 6) What does Lucy do in her free time nowadays?  | A. <input type="checkbox"/> She studies.<br>B. <input type="checkbox"/> She visits an art gallery.<br>C. <input type="checkbox"/> She plays tennis.  |

Source: <https://easywayalmeria.es>

**LISTENING PRACTICE 8**

You will hear a radio announcement about a new magazine. For each question, fill in the missing information in the numbered space.

**NEW MAGAZINE**

The name of the magazine is (1) \_\_\_\_\_

**First issue of the magazine**

- healthy recipes using (2) \_\_\_\_\_
- a DVD about making (3) \_\_\_\_\_ for summer

**Second issue of the magazine**

- recipes using (4) \_\_\_\_\_ for children
- special recipes to use for (5) \_\_\_\_\_ for adults

The first issue of the magazine costs (6) \_\_\_\_\_

Source: <https://easywayalmeria.es>

**LISTENING PRACTICE 9**

You will hear an interview with a man called Tim Jones, who organises an international summer course for young musicians.

For each question, put a tick (✓) in the correct box.

- |   |  |
|---|--|
| 1) What does Tim enjoy most about his job?                    | A. <input type="checkbox"/> Sorting out all the details.<br>B. <input type="checkbox"/> Getting to know the musicians.<br>C. <input type="checkbox"/> Listening to lots of good music.                   |
| 2) Young musicians who want to do the course                  | A. <input type="checkbox"/> need to fill in an online form.<br>B. <input type="checkbox"/> have to perform to a very high level.<br>C. <input type="checkbox"/> must be able to speak English very well. |
| 3) Tim says that the teachers on the course                   | A. <input type="checkbox"/> usually enjoy themselves.<br>B. <input type="checkbox"/> are always complaining.<br>C. <input type="checkbox"/> are extremely well-paid.                                     |
| 4) Tim likes to hold the course in a place which              | A. <input type="checkbox"/> is specially designed for musicians.<br>B. <input type="checkbox"/> is convenient for public transport.<br>C. <input type="checkbox"/> is a long way from a big city.        |
| 5) What does Tim say about musical instrument?                | A. <input type="checkbox"/> Students cannot bring expensive ones.<br>B. <input type="checkbox"/> Students sometimes lose them.<br>C. <input type="checkbox"/> Students keep them in a special place.     |
| 6) What does Tim say about the concert tour after the course? | A. <input type="checkbox"/> It has to make a lot of money.<br>B. <input type="checkbox"/> It needs to be carefully planned.<br>C. <input type="checkbox"/> It's difficult to sell tickets.               |

Source: <https://www.cambridgeenglish.org>

**LISTENING PRACTICE 10**

You will hear an announcement about a train trip through a desert.

For each question, fill in the missing information in the numbered space.

**DESERT TRAIN TRIP**

The time the trip takes is (1) \_\_\_\_\_ .

In the past, Oldsville had an important (2) \_\_\_\_\_ industry.

Passengers can see pretty (3) \_\_\_\_\_ close to the train.

There are some attractive (4) \_\_\_\_\_ to see under an old bridge.

In a small store on the train, (5) \_\_\_\_\_ are on sale.

Today, refreshments will be for sale in a (6) \_\_\_\_\_ instead of from a machine.

Source: <https://www.cambridgeenglish.org>

**LISTENING PRACTICE 11**

You will hear an interview with a woman called Marta Stanston, who runs a mobile restaurant that she sets up in different places.

For each question, put a tick (✓) in the correct box.

- |  |  |
|--|--|
| 1) What did Marta dislike about her first job?                             | A. <input type="checkbox"/> It was really badly paid.<br>B. <input type="checkbox"/> The boss didn't listen to her.<br>C. <input type="checkbox"/> She found the staff unfriendly.   |
| 2) At first, what did Marta find most surprising about mobile restaurants? | A. <input type="checkbox"/> They are only advertised online.<br>B. <input type="checkbox"/> Food never gets thrown away.<br>C. <input type="checkbox"/> Menus can be easily changed.   |
| 3) For Marta, the best thing about mobile restaurants was                  | A. <input type="checkbox"/> knowing she would have customers.<br>B. <input type="checkbox"/> being able to work outdoors.<br>C. <input type="checkbox"/> finding that waiters weren't needed.                                  |
| 4) Marta had difficulty serving food on a beach because of                 | A. <input type="checkbox"/> the sun.<br>B. <input type="checkbox"/> the rain.<br>C. <input type="checkbox"/> the wind.   |
| 5) Marta tries to avoid serving meals in her home because                  | A. <input type="checkbox"/> she doesn't have enough furniture.<br>B. <input type="checkbox"/> the neighbours have complained.<br>C. <input type="checkbox"/> there is a lack of space.   |
| 6) What worries Marta about the future?                                    | A. <input type="checkbox"/> Mobile restaurants going out of fashion.<br>B. <input type="checkbox"/> The wrong people opening restaurants like hers.<br>C. <input type="checkbox"/> Health inspectors coming to her restaurant. |

Source: <https://www.academia.edu>

**LISTENING PRACTICE 12**

You will hear an announcement about an outdoor cinema.

For each question, fill in the missing information in the numbered space.

**OUTDOOR CINEMA**

The cinema is surrounded by (1) \_\_\_\_\_ and there are beautiful views.

It's possible to watch the (2) \_\_\_\_\_ during the film.

Cinema visitors are advised to take a (3) \_\_\_\_\_ with them to sit on.

The cinema is (4) \_\_\_\_\_ kilometres from the city if you go on foot.

It's a good idea to have a (5) \_\_\_\_\_ when the film is over.

Cinema tickets can be bought on line at [www.](http://www.)(6) \_\_\_\_\_ org.

Source: <https://www.academia.edu>

**LISTENING PRACTICE 13**

You will hear an interview with a young man called Jack Salter, who has won a photography competition. For each question, put a tick (✓) in the correct box.

- |  |   |
|--|---|
| 1) Why did Jack take photographs of street signs?                    | A. <input type="checkbox"/> His mother suggested it.<br>B. <input type="checkbox"/> The colours were exciting.<br>C. <input type="checkbox"/> He liked their different shapes.                            |
| 2) Why did Jack go into his yard to take his winning photo?          | A. <input type="checkbox"/> He wanted to be out in the sunshine.<br>B. <input type="checkbox"/> He was looking for shots of flowers.<br>C. <input type="checkbox"/> He was trying out some new equipment. |
| 3) When Jack first looked at his winning photo, he felt              | A. <input type="checkbox"/> proud of how good it was.<br>B. <input type="checkbox"/> worried about the background.<br>C. <input type="checkbox"/> unsure how clear the detail was.                        |
| 4) Jack was surprised by the other photos in the competition because | A. <input type="checkbox"/> the quality was so high.<br>B. <input type="checkbox"/> the styles were so similar.<br>C. <input type="checkbox"/> the subjects were so unusual.                              |
| 5) Since winning the competition, Jack now hopes to                  | A. <input type="checkbox"/> take more photos of people.<br>B. <input type="checkbox"/> travel to different countries.<br>C. <input type="checkbox"/> get ideas from other photographers.                  |
| 6) Jack advises other young people interested in photography to      | A. <input type="checkbox"/> have the same attitude as him.<br>B. <input type="checkbox"/> photograph the same things as him.<br>C. <input type="checkbox"/> get the same type of camera as him.           |

Source: <https://www.academia.edu>

**LISTENING PRACTICE 14**

You will hear some information about a student running club. For each question, fill in the missing information in the numbered space.

**STUDENT RUNNING CLUB**

The club meets at the (1) \_\_\_\_\_ in the town.  
Last year's members will be sent a registration form by (2) \_\_\_\_\_.  
Members who pay \$5 receive a special (3) \_\_\_\_\_ that shows the club's name.  
All runners will get a (4) \_\_\_\_\_ as a free gift.  
You know the runner's level of experience by the colour of their (5) \_\_\_\_\_.  
Contact Carol (6) \_\_\_\_\_ on 8302195.

Source: <https://www.academia.edu>

**LISTENING PRACTICE 15**

You will hear an interview with a woman called Amy Rowntree, who works as a fashion designer. For each question, put a tick (✓) in the correct box.

- |  |   |
|--|---|
| 1) Amy decided to become a fashion designer while      | A. <input type="checkbox"/> she was still at school.<br>B. <input type="checkbox"/> she was working in a shop.<br>C. <input type="checkbox"/> she was helping run a fashion show.   |
| 2) Amy says the most important skill for a designer is | A. <input type="checkbox"/> remaining patient in difficult situations.<br>B. <input type="checkbox"/> knowing about different materials.<br>C. <input type="checkbox"/> understanding how clothes are made.                   |
| 3) What does Amy particularly like about her work?     | A. <input type="checkbox"/> Being able to sell her designs.<br>B. <input type="checkbox"/> Seeing her clothes on display.<br>C. <input type="checkbox"/> Having her name recognised.  |
| 4) How does Amy feel about today's fashion?            | A. <input type="checkbox"/> She would like clothes to be more practical.<br>B. <input type="checkbox"/> She feels clothes should be more attractive.<br>C. <input type="checkbox"/> She's pleased sports clothes are popular. |
| 5) What helps Amy find new ideas for designs?          | A. <input type="checkbox"/> Seeing things around her.<br>B. <input type="checkbox"/> Going to visit museums.<br>C. <input type="checkbox"/> Looking at photos of clothes.   |
| 6) What project is Amy working on at the moment?       | A. <input type="checkbox"/> A collection of clothes for a film.<br>B. <input type="checkbox"/> A fashion show in New York.<br>C. <input type="checkbox"/> A new range for a London store.                                     |

Source: <https://www.clgranada.com>

**LISTENING PRACTICE 16**

You will hear a student called Steve talking about working in a forest in New Zealand. For each question, fill in the missing information in the numbered space.

**WORKING IN A FOREST IN NEW ZEALAND**

- Steve had accommodation in a shared (1) \_\_\_\_\_ .
- Steve says it was important to have good (2) \_\_\_\_\_ at the end of each day.
- Steve worked with a team that made a (3) \_\_\_\_\_ through the forest.
- Steve also collected information needed for a (4) \_\_\_\_\_ of the forest area.
- In the morning Steve was surprised to hear the sound of (5) \_\_\_\_\_ in the forest.
- When he did the trip, Steve only had to pay for his (6) \_\_\_\_\_ .

Source: <https://www.clgranada.com>

***SECTION B - TEXT COHESION AND ANALYSIS OF  
SPOKEN DISCOURSE***

## MATCHING PRACTICE 1

Match the student profiles (1-5) to the most probable dialogue (A-F). Be careful, there is one extra dialogue.

- |   |          |
|---|----------|
| 1. Maria is a student in Political Science. She enjoys writing short stories and is also one of the writers in the university's monthly newsletter.   | 1. _____ |
| 2. George is enrolled in a degree course in Nursing. He likes to give his friends and family a lot of advice on how to keep fit and healthy.  | 2. _____ |
| 3. Barbara is attending a degree course in Dramatic Arts. She also has a part-time job as a waitress in a local pub which is next to the university bookshop.                               | 3. _____ |
| 4. Elizabeth is a French Language and Literature student and she would like to work as a translator when she graduates. She has many friends in Paris and usually spends her summers there. | 4. _____ |
| 5. Henry is a third year student in Computer Science. In his free time he likes playing the clarinet and listening to jazz music.   | 5. _____ |

A. Good afternoon. Can I help you?

Yes, I'd like to purchase the book "Shakespeare At The Theatre". Have you got it?  
I think so. Let me take a look on the shelves.

B. Are you doing any volunteer work this semester?

No, I haven't got any time. I'm so busy with my final year thesis.  
I know. This degree course is very difficult and you have to study a lot.

C. So, what's "Pot au feu"? I can never understand the menus in these foreign restaurants.

Oh, that's beef stew with mixed vegetables.  
Thank you! I think I'll order that dish.

D. Did you manage to earn some extra money for the concert tickets?

Yes, I did actually. My grandmother's laptop got a virus and I spent all of Sunday fixing it. She paid me well.  
Great! Now we can go to the concert together.

E. Why did you choose this degree course?

Because I want to be a news reporter and I love to know about international affairs.  
Oh, I wish you all the best in your future career.

F. Is it true that you should drink at least two liters of water per day?

Yes, that's right. Water doesn't contain any vitamins but it's very good for your body and especially your skin.  
I guess I better try to drink more water then.



## MATCHING PRACTICE 2

Match the student profiles (1-5) to the most probable dialogue (A-F). Be careful, there is one extra dialogue.

- |  |          |
|--|----------|
| 1. Jenny is a second year student in Social and Economic Studies. In her free time, she likes playing the piano and listening to classical music.      | 1. _____ |
| 2. John is enrolled in a degree course in Chemistry. He also has a part-time job in a local restaurant as a waiter.                                    | 2. _____ |
| 3. Fiona is a student in Social Services. She enjoys working with children with special needs and is part of the annual summer camp committee.         | 3. _____ |
| 4. Diana is enrolled in the degree course in Nutritional Science. She always gives advice about the health benefits of food to her friends.            | 4. _____ |
| 5. Hillary is a Foreign Language student and would like to work abroad after she graduates. At the moment, she's studying Spanish, Italian and French. | 5. _____ |

- A. What's the most difficult course you're taking?  
Phonology. I just can't remember what all those symbols mean.  
I know, but it's compulsory, so keep studying. Next semester you can take Second Language Acquisition, which is much more interesting.
- B. Is it true that red wine is good for you?  
Well, yes. Red wine, in moderation of course, reduces the risk of heart diseases.  
Wow, that's very interesting.
- C. What made you choose this degree course?  
Well, my family has an art gallery, so it was quite obvious.  
Yes, and studying Art History is always so fascinating.
- D. What courses will you be taking next semester?  
I haven't decided yet, but perhaps Economics and Statistics. What about you?  
Probably the same as you. By the way, there is a concert this evening at the Rendano. Shall we go together?
- E. So, are you still doing volunteer work?  
Yes, I help a young girl who has Down Syndrome with her homework and I also counsel her parents.  
That's so nice. And it must be useful to practice what you are studying.
- F. Why didn't you come camping with us last weekend?  
I couldn't because I had to work on Saturday and on Sunday I studied for my Organic Chemistry exam.  
That's too bad. It was great fun!

### MATCHING PRACTICE 3

#### Best and Most Popular University Majors

Have you chosen your university major yet? We're highlighting the most popular university majors for 2011, as well as online education options for each.

In order, the most popular university majors in the US are the following. Match up each major (**1-10**) with its correct description (**a-j**) at the bottom.

1. **Biology or biotechnology majors** \_\_\_\_\_
2. **Business majors** \_\_\_\_\_
3. **Communication or Journalism majors** \_\_\_\_\_
4. **Computer Science or Computer Technology majors** \_\_\_\_\_
5. **Criminal Justice majors** \_\_\_\_\_
6. **Elementary Education or Education/Teaching majors** \_\_\_\_\_
7. **Marketing or Internet Marketing majors** \_\_\_\_\_
8. **Nursing/BSN majors** \_\_\_\_\_
9. **Psychology or Counseling majors** \_\_\_\_\_
10. **Political Science and Sociology majors** \_\_\_\_\_

**a.** generally take course work in: programming, databases, networking, operating systems, information technology, and a wide variety of digital topics such as gaming and mobile.

**b.** usually study genetic engineering, stem cell treatment, personalized medicine, regenerative medicine, and artificial photosynthesis as well as other related science subjects including general chemistry and physics.

**c.** usually receive undergraduate classes in a wide range of disciplines including: marketing, management, accounting, finance, and information systems.

**d.** usually study public relations, marketing, advertising, English, writing, communications, print media, and electronic media.

**e.** coursework includes: pharmacology, chemistry, anatomy, ethics, and health care policy.

**f.** are related degrees that usually center around courses such as: career counseling, mental health, school counseling, and young-adult psychology.

**g.** usually study teaching children with special needs, reading and literacy education, and psychology.

**h.** take a broad base of courses including: psychology, sociology, cyber crime, legal studies, and forensic sciences.






**i.** study general education topics as well as: history, government, human studies, and social work.

**j.** take general business classes and specific classes such as: communication, digital communication, public relations, marketing, management, and advertising.

*Source: Adapted from <https://collegestats.org/2010/01/which-college-majors-pay-the-most-25-excellent-studies-and-rankings/>*

## MATCHING PRACTICE 4

The people below all want to visit an interesting city and further below there are descriptions of eight cities. Decide which city (A-H) would be most suitable for each of the following people (1-5).

	1. _____ Ryana has just finished her business degree. She would like to relax in a clean, quiet city which has a long history.
	2. _____ Kevin has just finished his economics degree. He would like to visit a city that has a big business centre and also offers traditional goods for the tourist to buy.
	3. _____ Mandy and her seventy-year-old aunt share an interest in painting and buying valuable, old objects. They would like to go to a city where they can shop easily and look at art.
	4. _____ Dhillon is studying international business. He would like to go to a city where the inhabitants come from many different countries, which will give him the opportunity to try a variety of food.
	5. _____ Jenny and Mavis want to escape from modern life and go somewhere more traditional. They would like to go on some long trips outside the city as well.

## Cities to Visit

### A. Kadia

This busy city has developed beside the main river which divides the central commercial district into two parts. Although you will find the main offices of many international companies, you can still ride on a water taxi and visit the side streets which sell colourful locally-made clothes and crafts.

### C. Nolen

This is a cultural centre with 33 museums and galleries, many attached to colleges and universities. It is not a historical city but it contains some interesting buildings, including the Post Office, which has a silver roof. It has noisy markets selling everything from antiques to plants.

### E. Haristor

The famous city has been on the same site for over a thousand years. Old and new exist together and there isn't the fast pace of most cities. The streets are wide and well-kept with plenty of trees. Search carefully and you will find some outdoor markets and food stalls in this peaceful environment.

### G. Foforon

There are plenty of tours to take from the city and visitors can go to mountains, farms and villages. This small city has changed little over time and its streets and markets are still crowded and noisy.

### B. Drummore

This is one of the world's cleanest and most modern cities. There are lots of top-class hotels offering a range of international dishes. It is sunny all year round. Traffic is not a problem on the roads in and around the city, but travel is limited outside the main city area as it is mainly desert.

### D. Polatika

The streets of the city are full both day and night. It is built on a river and the best way to see it is on a tourist boat which passes the beautiful old buildings. The city is starting to grow and has just opened its first department stores.

### F. Lotten

This is a regional centre for trade and tourism and is completely 'up-to-date'. People who live in this city come from many different parts of the world and so there is an excellent choice of restaurants. There is a wonderful transport system, and modern department stores.






### H. Quinter

There is a lot of modern painting and sculpture in this relatively new city where many nationalities have come together. The galleries are well hidden though, and not easy to get to by public transport. This is mainly used for getting people in and out of the business centre, where there are many office blocks.

Source: [www.coursehero.com](http://www.coursehero.com)

## MATCHING PRACTICE 5

The people below are all looking for a college course and further below there are descriptions of eight colleges and the courses they offer. Decide which college (A-H) would be most suitable for each of the following people (1-5).

	1. _____ Anna is 18 and she wants to do computer studies so that she can work in an office. She would like to study in London but is worried about finding accommodation.
	2. _____ Peter is 19 and wants to be a sports teacher. He is very good at sport, especially running. He wants to go to a college outside London.
	3. _____ Maria used to teach in a secondary school but now wants to teach at primary level. She wants to do a part-time course in London.
	4. _____ Stephen works in the computer industry and wants to go back to college for a year to do a diploma in advanced computer studies. He lives in London and wants to study there.
	5. _____ Ali wants to do computer studies in London. He would like to do a full-time course which includes some time working in industry. In his spare time he plays football.

## Courses to Choose from

**A. Hillman College** is a London college with up-to-date facilities. We offer both primary and secondary full-time teacher training courses. This year there will be special two-year courses available on maths and computers in the primary classroom. All students are expected to spend two terms working in local schools.

**C. Kemp College** offers a wide range of both full-time and part-time diploma courses in arts and science subjects, lasting from one to three years. The college is about two hours away from London by train. It has a new library and good student accommodation. Grants are available for students wanting to return to studying.

**E. Pemberley College** in central London offers full-time courses in science and computer studies. Our four-year courses allow you to spend a term every year getting work experience in different firms. There are good social and sports facilities. No college accommodation is available at present.

**G. Dene College** was built in 1990 in an attractive part of north London. Spaces are still available on our popular part-time course in primary teaching for teachers who want to retrain. Beginning in October we will also have new four-year courses in law, economics, mathematics and sports science.

**B. Kirby College** has over 50 years' experience of teacher training. We offer both full-time and part-time courses for all levels of teaching. Large college in countryside, with excellent sports facilities, especially for football and athletics. There is a new course this year called 'Computers in the Classroom'.

**D. MacKintosh College** offers a range of courses from modern languages to computer studies, in a quiet and pleasant part of London. All students are offered accommodation in college flats and we have excellent sports facilities. Full-time and part-time courses of either three or four years are available.

**F. Treeholme College.** If you want to be a teacher, join one of our courses. Places are available on our full-time courses in science and maths this October. Ours is a small teacher training department in a large London college, so we can offer good facilities such as a good computer centre.

**H. Westgate College** in south London has a range of courses, from maths and physics to computer studies and sports science. We offer both lower and advanced diplomas. All our courses are from one to three years in length and are particularly suitable for people with some work experience.

Source: [www.eslcafe.ru](http://www.eslcafe.ru)

## MATCHING PRACTICE 6

Read the descriptions of eight websites. Decide which website would be the most suitable for each person. For each gap (1-5), select the best website (A-H).

1. ( ) Jamie is interested in becoming a mechanic, and wants to know whether he'll need to take any exams to get a job, or whether he can simply find work at a garage after leaving school.
2. ( ) Paul is tired of doing his homework and wants to read for fun. However, he doesn't know what books to read as there seem to be so many to choose from!
3. ( ) Annie is seventeen years old and has to write a geography report for school on where our power comes from. She wants real life examples to make her report really good.
4. ( ) Cathy's brother always used to check her homework before she gave it to her teacher, but now he has gone to university, so she has nobody to help her.
5. ( ) Miriam has enjoyed finding out about different religions at school and would like to discuss the topic with people from other schools, or even other countries.

### A - Clever Boots

Clever Boots is an educational and entertaining website that aims to tell people how things work. From how your body works to how the earth is formed, you'll find it here. There are helpful videos, diagrams and photos which help you understand, and there are links to other websites, such as industries and environmental agencies, so you can study a topic in as much detail as you like.

### B - Reviewer

Kids aged between ten and fifteen choose and review their favourite works of fiction. There are reviews of over 5000 books, from teen horror to romance. The 'Like this?... Then try this...' button makes it easy for kids to find more books they would enjoy. Kids can post their own opinions about the books they have read and compare their thoughts to others.

### C - Babble

Babble is a social site where teens can catch up with friends and meet new people online. When you enter the site you arrive at the Babble School. You can then click on different classrooms in the hotel and select your age group. Join discussions on a range of hot topics, from business, industry, biological research or your opinions of classic literature. You can also create private 'classrooms' where only your classmates are allowed. You can even change furniture and colours in your classroom!

### D - Know it All

All the available official past papers from different examination boards are here on one site, allowing you to get really prepared. There are papers on all subjects and at a wide range of levels. Answers are provided for essay questions, although they can be difficult to follow. There is advice about how to read questions correctly and suggestions about different ways to study.

### E - Master It

Whatever your dream in life, Master It can help you achieve it. Master It tells you the qualifications you need and the exams you have to pass in order to get different jobs. It tells you whether you need a university degree or technical college qualification, or whether you can walk into the job after leaving school. Read about people who did the course and find out how challenging it is. The site can even tell you the closest locations of schools offering courses.

### F - Teen Teach

If you want to know whether you've got your homework right before handing it in, Teen Teach can help. Other teenagers will look at your work, point out mistakes and give you suggestions on how you can improve it. Be careful, though. Anybody can give their opinion on your homework. It doesn't mean that their ideas are good ones!

### G - Book Fair

Book Fair is a great way for school and college students to find the best books for their courses at the best price. Read about which books students found most helpful, and which ones weren't. Write your own opinions too. There are links to online bookshops where you can buy books at the cheapest prices, and you can also buy second hand from other site users. If you've finished with a book, sell it on here.

### H - Wilson

Wilson is a cartoon dog who is interested in a lot of things. Follow Wilson as he explores his cartoon world and finds out about the things in it. There is information about wildlife, health, history, religion and countries of the world. Although the site is fun and entertaining, the information is rather simple and lacks detail. The more intelligent users may even find a few errors in the contents!

Source: <https://www.examenglish.com>

## MATCHING PRACTICE 7

*The people below are all looking for a place to stay while they are on holiday in Torquay, a busy town in the south of England. Read about eight types of accommodation. Decide which accommodation(A-H) would be most suitable for each person(1-5).*

1. ( ) Debbie is a teacher. She is married with three children. She would like to go somewhere where her children have plenty to do. She'd also like to go out to a restaurant one evening alone with her husband.
2. ( ) Frances doesn't have anyone to go on holiday with, so she'd like to meet people while she's on holiday. She likes art and dislikes crowds.
3. ( ) Ben and his friends enjoy water sports. They want to find a place to stay near the beach. They don't have much money, so they'd prefer to cook for themselves to keep costs down.
4. ( ) Dan is planning to spend his holiday with his wife, his parents and his sister's family. They would like peace and quiet, so they don't want to be near lots of other noisy families.
5. ( ) Kerry is getting married soon, so she and her girlfriends want to spend a weekend by the sea. They plan to stay out late and get up late. They want a convenient location as they don't have their own transport.

### A - Peace Haven

Located right on the sea front, our hostel is popular with surfers. Plenty of parking and storage for equipment. Drying room and laundry. Prepare your own meals in our large kitchen, or eat out at one of the many seafood restaurants nearby. Accommodation is in shared male and female dormitories.

### B - Palm Court

Just a five minute walk from the beach, Palm Court Caravan Park is perfect for families. Kids will love the adventure playground and heated pool with its slides and wave machine. Entertainers perform twice a week. For parents, there's a hot tub and bar. A babysitting service is also available in the evenings.

### C - Diana and Arturo's

Get creative in our quiet guest house in the hills. Enjoy sea views without the crowds. Diana teaches courses in sculpture, and Arturo runs painting classes. Come for one night or stay for a month! Guests who stay here say they love meeting new people and enjoying our huge evening meals on the terrace. Over 16s only.

### D - Dolphin Hotel

Its central location makes Dolphin Hotel a great place to stay if you want to experience the best of Torquay. The harbour, with its bars, nightclubs and restaurants, is on our doorstep. The shops and train station are just around the corner. Our bar is open from 7pm and we serve breakfast until midday – perfect if you've had a late night!

### E - Holly Tree Farm

Experience country living at Holly Tree farm. We have five cottages to rent, each with between 3 and 5 beds. Rent one or two cottages, or rent all five if you have a large party (of up to 21 people). Children will enjoy feeding the lambs and chickens. Please note, this is a working farm, and entry to some areas is not allowed.

### F - Surf World

At Surf World, we have everything you need for a fun-packed holiday for all the family. You won't even have to leave our gates to try amazing new sports, like canoeing, archery and windsurfing. On wet days, come to the Fun Centre and enjoy indoor activities like art, music, drama and dance. Accommodation in woodland cabins of 2-8 people.

### G - Green Cross

Green Cross is a 400-year old cottage in the hills. The beautiful cottage has a large garden with a play area, barbecue and sea views. Accommodation includes one double bedroom and a twin room. There is a village pub and shop less than a mile away. Perfect for families who want a bit of peace and quiet.

### H - The Art House

The Art House is a bit different! All eight double rooms are furnished in the different artistic styles. The Art Deco room, for example, is decorated with theatrical glass furniture, mirrors and fur, while the 1960s room is fun and colourful, and has pop art on the walls. The Art House offers bed and breakfast accommodation on the edge of town, walking distance from the beach.

Source: <https://www.examenglish.com>

## MATCHING PRACTICE 8

The people described below all want to attend a course. Read the descriptions of eight courses. Decide which course (A-H) would be the most suitable for each person. For each gap(1-5), select the best course.

1. ( ) Harriet is 71, and is interested in painting and drawing. She would like to go somewhere in the summer where she can learn new tips and paint attractive scenery.
2. ( ) Belinda works for a large Art Company and she feels she needs to improve her computer skills. She already has a basic understanding of some common computer programmes, but she wants to learn how to organise her work and store information.
3. ( ) Jenny is interested in a career in design, and wants to learn how to create art and change photographs using special computer programmes. She wants a course that will fit into her normal school day.
4. ( ) George is unable to travel because he has difficulty walking, but he wants to learn more about the wildlife and scenery in different parts of the world.
5. ( ) Chris wants a change in career, so he's looking for a full-time course in which he can learn everything there is to know about photography and how to use computers to change and sell his work.

**A - Form and Colour** - This is year-long course which is perfect for people who want to learn about how to use a camera and who want to take it up as a profession. Students will learn how to use light and shade, colour and different shapes. The course will also teach students to change their work using computer technology. Tips will be given on how best to get started in the profession.

**B - Practice makes Perfect** - Learn about how to use computer software to make your work life easier. This course is designed for people who use computers regularly as part of their career, but who feel they are unable to make the most of the technology. Learn about new software for storing documents and photographs and keeping records. This evening class runs for ten weeks from September to December.

**C - Armchair Explorer** - This is a series of daytime lectures by people who have lived and worked in wild places. Each of the six talks will focus on a different continent. Lecturers will show photographs of the animals and plants, and explain why they are only found in one area. Lecturers will include Leo Holland, a scientist from the Antarctic project, and Milly Oliphant, who researches birds in the Amazon rainforest. Tea and biscuits provided.

**D - Art Starter** - Are you interested in a career in art? If so, this full-time, eight-week course will be perfect for you. Learn about different methods used by artists, including painting, drawing, photography and computer design. Artists will create work for an exhibition which will be displayed in the Town Hall for one month in September. Top businessmen and women from the design industry will be invited to attend the exhibition, so this could be a great start to your career!

**E - Wild Design** - Whether you want a career in art, or you just want to enjoy your hobby, this holiday course is for you. Wild Design is a two-week summer course situated on the wild coast of South Wales. We teach all kinds of art, including photography and painting, and the wild sea, beautiful flowers and great wildlife will definitely give you lots of creative ideas. Even if you already have a good understanding of art, you are sure to learn something new from our team of professional tutors.

**F - Explore your Imagination** - Do you want to show your friends a photograph of you beside the Egyptian pyramids or in the jungles of Borneo? Well now you can tell your friends that you have travelled the world without actually leaving the country! Join this evening class and learn how to use the latest technology and software to change photographs to a professional standard. You will also learn how to make your own computer designs using the computer programmes used by professionals.

**G - Technology for You** - Do you feel as if everyone is using a computer except you? Join in this five-day course and learn the basics. You'll learn how to store your personal files, send emails and use simple programmes to write and print letters. In the afternoons you will have the choice of either learning how to make Birthday Cards and other designs on a computer, or you can join our 'Basic computers for Work' class.

**H - Wildlife Photographer** - Travel to a different wild place every week and learn how to take photographs of animals, plants and scenery. Our expert teachers will advise you on how to take the best pictures. This course will run for six weeks on Saturdays. Students should already have a good understanding of photography and their own equipment. The class is suitable for everyone, as there is very little walking involved.

Source: <https://www.examenglish.com>

## MATCHING PRACTICE 9

Below are some articles from eight different magazines. Choose one magazine (A-H) for each person (1-5) that best matches their interests.

1. ( ) Sarah is a keen walker. She lives in an area which is very flat and when she goes on holiday she likes to walk in the hills. She is looking for new places to go.
2. ( ) Jane is keen on music. She likes reading about the personal life of famous people to find out what they are really like.
3. ( ) Peter is going to France next week on business and has a free weekend which he plans to spend in Paris. He would like to find out what is happening there for fun and entertainment.
4. ( ) Paul likes visiting other countries. He is also interested in history and likes reading about famous explorers from the past.
5. ( ) Mary likes clothes but hasn't got much money so she is looking for ways of dressing smartly without spending too much.

A. **Maria Maria**

She conquered the world of opera with the most extraordinary voice of the century -- and died miserable and alone. Michael Tonner looks at Maria Callas, the woman behind the opera singer.

**Business In Paris**

John Felbrick goes to Paris to see what facilities it offers for business people planning meetings.

B. **Don't Go** into the hills unprepared. If you're a hill walker, we have advice for you on what to take and what to do if something goes wrong.

**We Show** pictures of Linda Evangelista, the supermodel from Toronto, wearing next season's clothes for the woman with unlimited money.

C. **Here And There**

Our guide to what is happening in London, and this month we'll also tell you what's on in Paris, Rome, and Madrid.

**Explore Africa**

Last year Jane Merton joined a trip across Africa, exploring the most cut-off parts of the continent. Read what she has to say.

D. **Festivals**

This is the season for street festivals. We've travelled to three of the big ones in South America and bring you pictures and information.

**How I Got There**

Georgina Fay tells us how she became a famous clothes designer overnight.

E. **Read** about Neil Ashdown's recent walk along one of Britain's oldest paths. It passes through some of the most beautiful hill country.

**Enter** our competition and win a week for two in THAILAND.

F. **In The Freezer**

We talk to the two men who have just completed a walk across the Antarctic.

**Tighten That Belt**

Well-known fashion designer, Virginia McBride, who now lives in Paris, tells us how to make our old clothes look fashionable.

G. **Wake Up The Children**

Penelope Fine's well-known children's stories are going to be on Sunday morning Children's TV. We have a wonderful talk with this famous author.

**Flatlands**

It may not look like promising walking country -- it hardly rises above sea level, but we can show you some amazing walks.

H. **My Interview With Pavarotti**

David Beech talks to the famous singer about his future tour to the Far East.

**New Light**

Julian Smith talks to the granddaughter of one of the men who reached the North Pole for the first time in 1909. She tells us about his interesting life.

Source: <http://esl-bits.net>



## MATCHING PRACTICE 10

Read the following eight book reviews. The people below are all looking for a book to buy. Decide which book (A-H) would be the most suitable for the following people (1-5).

1. (\_\_\_) Ali enjoys reading crime stories which are carefully written so that they hold his interest right to the end. He enjoys trying to guess who the criminal really is while he's reading.
2. (\_\_\_) Monica is a history teacher in London. She enjoys reading about the history of people in other parts of the world and how events changed their lives.
3. (\_\_\_) Silvia likes reading true stories which people have written about themselves. She's particularly interested in people who have had unusual or difficult lives.
4. (\_\_\_) Daniel is a computer salesman who spends a lot of time travelling abroad on planes. He enjoys detective stories which he can read easily as he gets interrupted a lot.
5. (\_\_\_) Takumi doesn't have much free time so he reads short stories which he can finish quickly. He likes reading stories about ordinary people and the things that happen to them in today's world.

### A - London Alive

This author of many famous novels has now turned to writing short stories with great success. The stories tell of Londoners' daily lives and happen in eighteen different places -- for example, one story takes place at a table in a café, another in the back of a taxi and another in a hospital.

### B - Burnham's Great Days

Joseph Burnham is one of Britain's best-loved painters these days, but I was surprised and interested to read that during his lifetime it was not always so. Art historian Peter Harvey looks at how Burnham's work attracted interest at first but then became less popular.

### C - The Missing Photograph

Another story about the well-known policeman, Inspector Manning. It is written in the same simple but successful way as the other Manning stories -- I found it a bit disappointing as I guessed who the criminal was halfway through!

### D - Gone West

A serious look at one of the least-known regions of the United States. The author describes the empty villages which thousands left when they were persuaded by the railway companies to go West in search of new lives. The author manages to provide many interesting details about their history.

### E - The Letter

The murder of a television star appears to be the work of thieves who are quickly caught. But they escape from prison and a young lawyer says she knows who the real criminals are. Written with intelligence, this story is so fast-moving that it demands the reader's complete attention.

### F - Let Me Tell You...

The twenty stories in this collection describe the lives of different people who were born in London in 1825. Each story tells the life history of a different person. Although they are not true, they gave me a real feeling for what life used to be like for the ordinary person.

### G - The Last Journey

John Reynolds' final trip to the African Congo two years ago unfortunately ended in his death. For the first time since then, we hear about where he went and what happened to him from the journalist Tim Holden, who has followed Reynolds' route.

### H - Free at Last

Matthew Hunt, who spent half his life in jail for a crime he did not do, has written the moving story of his lengthy fight to be set free. Now out of prison, he has taken the advice of a judge to describe his experiences in a book.

Source: <https://www.helpforenglish.cz>

## MATCHING PRACTICE 11

The following people all want to go on a day trip. Below you can see details of places to visit. Decide which place (A-H) would be the most suitable for each person(1-5).

1. ( ) Marco studies physics and is interested in anything to do with science. He'd like to visit somewhere to see some examples of early mechanical engines.
2. ( ) Gemma wants to take her 5-year-old to see some animals. She'd also like to look around some shops to buy something for her mother's birthday.
3. ( ) Ingrid's eldest daughter is learning about English history and would like to go somewhere to bring this subject to life. Ingrid is really interested in flowers.
4. ( ) Trevor is an artist and enjoys drawing wildlife. He recently visited a zoo and drew large animals and would like to try sketching something smaller.
5. ( ) Sarah and her husband would like to spend the day outdoors. They don't like going on rides but are both interested in history and how people used to live.

### Places To Go This Summer

See what's on in the West Midlands this summer:

#### A - Stratford Butterfly Farm

The biggest butterfly farm in Europe. Whatever the weather come and see these beautiful creatures as they would live in their natural environment. Walk around a tropical rainforest as butterflies fly freely around you. See them as they come into the world in the Caterpillar Room. And don't miss Insect City where you can view huge spiders and our very own scorpion colony!

#### B - National Sea-Life Centre

You wouldn't expect to bump into a hammerhead shark whilst visiting Brum city centre. But yes, it's true, The National Sea Life Centre in Birmingham is the only aquarium in the UK where you can see this creature along with our Sea Dragons from Australia and baby stingrays from the Amazon. We guarantee an experience you'll never forget.

#### C - Coventry Transport Museum

Coventry Transport Museum hosts the world's largest transport collection. A day out here will give you the chance to see some of the earliest motor cars as well as more modern vehicles like the De Lorean 'back from the future' car. You can also design your own car and experience what breaking the sound barrier at 763 miles an hour feels like.

#### D - Warwick Castle

Regarded by many as Britain's greatest Medieval Castle. Visit exhibitions, climb the castle towers, relax as you walk around the gardens, designed and created in 1753 by Capability Brown. Experience the preparations for battle in the Kingmaker exhibition or witness a Victorian Royal Weekend. And if your interest is more in the darker side of the Castle's history, visit The Castle Dungeon.

#### E - ThinkTank

At Thinktank you will find four floors of hands-on exhibits and historical collections that will amaze and inspire you, showing you the science of the world all around us from the past, the present and the future. From galleries and exhibitions to an exciting programme of events and activities, there is something for everyone to enjoy, whether your interest is steam engines, looking into deepest space or seeing how doctors perform life-saving surgery.

#### F - Drayton Manner

One of the UK's most popular attractions. The park is home to some of the scariest rides you'll find like Stormforce 10 and Apocalypse, which has been voted the UK's most frightening ride. You'll also find an indoor and outdoor play area and of course, Drayton Manor Zoo with over one hundred different species, including twelve rare breeds from across the world. .

#### G - Hatton Country World

If you're keen on seeing unique crafts and craft work side-by-side with antique shops and a traditional butchers shop, Hatton Country World is the place for you. As well as these wonderful shops you'll be able to enjoy the Farm Park with many farm animals to help keep the kids entertained.

#### H - Black Country Museum

It's been called Britain's friendliest open-air museum. Come to Black Country Museum and discover an old-fashioned village by the canal. Look around original old-fashioned shops and houses, see what it's like down a mine and take a ride on a tramcar.

Source: <https://www.flo-joe.co.uk>

## ***SECTION C - GRAPH ANALYSIS***

## CITIES OF THE WORLD

### Reading City Life

1. What things are important to you in a city? Put the following in order 1 to 5 (1 is the most important).

☐ climate   ☐ transport   ☐ education   ☐ safety   ☐ recreation

2. Which city in the world would you most like to live in? Give reasons.

3. **Read Study Skill** Scan the article *The world's best city* to find the information.

1. the name of the group that did the survey
2. the number of cities in the survey
3. the 'best' and 'worst' cities
4. the top Asian cities

4. Look at the article again to complete the table *Top Ten Cities*.

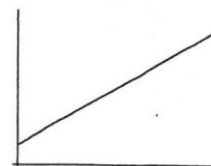
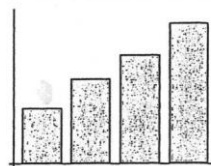
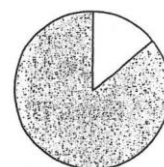
5. Read the article. Answer the questions.

1. Where are the famous cities like Paris, London, and New York in the table? What reasons does the writer give?
2. How do some African cities do? What reasons does the writer give?
3. Why do you think Japanese cities have high scores?
4. What do you think of surveys like this? Do you believe the results? Why/why not?

### STUDY SKILL Looking at data

We often show data (or statistics) in tables, pie or bar charts, graphs, etc.

Year	Population
1970	12.3m
1980	12.7m
1990	12.9m
2000	13.3m
2010	13.6m



Study the information in visuals to help you understand a text.

### The world's best city

Which is the best city in the world to live and work in? Every year the Economist Intelligence Unit asks this question. It uses factors such as climate, transport, education, safety, and recreational facilities for around 127 world cities. They give scores for each, and then rank the cities in order – from the 'best' to the 'worst'.

This year all of the top ten cities came from either Canada, Australia, or Western Europe. Vancouver, Canada has the highest score, which means it is the most 'liveable' city. Two other Canadian cities, Toronto (9<sup>th</sup> place) and Calgary (10<sup>th</sup> place), were also in the top ten. In second place was Melbourne, Australia followed by Vienna (Austria), Geneva (Switzerland), and Perth (Australia).

At the bottom of the list were the cities with the most difficult or dangerous living conditions. The city with the lowest score was Port Moresby, Papua New Guinea in 127<sup>th</sup> place. Just above were Karachi, Pakistan, and Dhaka, Bangladesh. Some African cities, such as Lagos, Nigeria also did badly. This could be because of climate, or the political situation in these countries.

In the middle of the list came big cosmopolitan cities with their transport and crime problems. These included Paris (32<sup>nd</sup>), London (44<sup>th</sup>), and New York (52<sup>nd</sup>). The Japanese cities of Osaka and Tokyo did better, however. These cities (both 21<sup>st</sup>) also had the biggest scores in Asia.

### TOP TEN CITIES

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 *Adelaide*
- 7 *Sydney*
- 8 *Zurich*
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

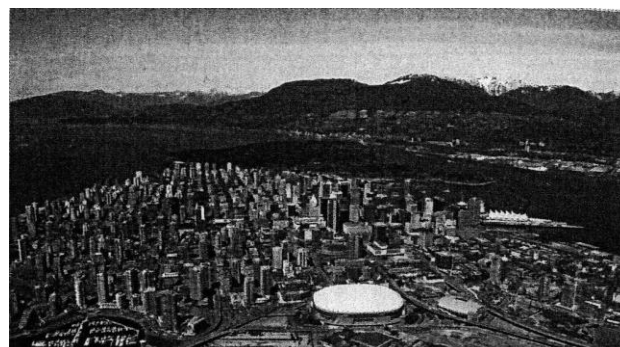
Source: New Headway, Academic Skills: Reading, Writing, and Study Skills, Student's Book

**6. Read Study Skill** Look at the webpage *Welcome to Vancouver*. Scan the text and visuals to answer the questions.

1. What ocean is the city on?
2. What is the temperature in the summer?
3. Is there snow in winter?
4. Which month is the wettest?
5. What is the total population?
6. What is the second language of the city after English?
7. How did the city get its name?
8. Where can you get a good view of the city?

**STUDY SKILL Getting facts from a text**

Remember – use headings in a text and the titles of visuals. They can help you find the information you want quickly.



## Welcome to Vancouver – Canada's Coolest City!

### Location

Vancouver is located in the south-west corner of Canada, just north of the border with the United States. Vancouver is a busy port and tourist centre. It is situated on a peninsula and is surrounded by the Pacific Ocean on three sides. On the other side of the city are mountains, which rise to over 1500 metres.

### Population

According to the 2001 census, the population of Vancouver City is about 540,000. However, there are more than two million people living in the region. The population is ethnically very mixed. The largest ethnic group is Chinese, although there are many Indians, Vietnamese, and Filipinos. Nearly a quarter of the population say that Chinese is their mother tongue. Only about a half of the population speak English as their mother tongue.

### History

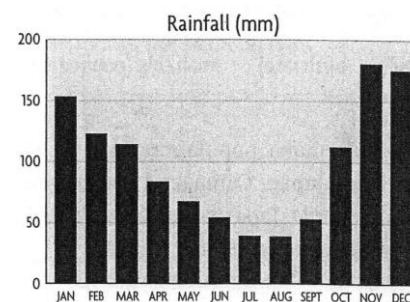
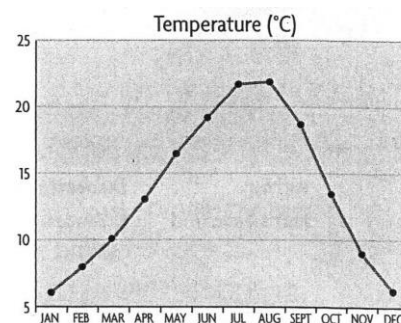
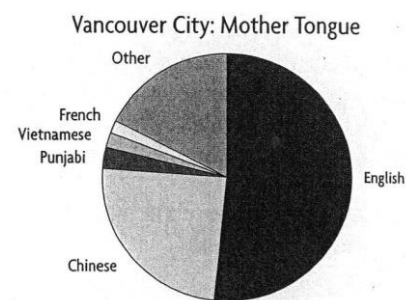
Vancouver was founded as a small settlement called Granville in the 1870s. It was a small trading port for wood. In 1886 the city was renamed after a British naval captain, George Vancouver.

### Climate

It has one of the mildest climates in Canada. The summers are usually sunny and dry. The hottest months are July and August. However, the temperature rarely goes above 22°C. The winter is mild. It is also the wettest season. There is some snow in the winter, but usually just on the mountains near the city.

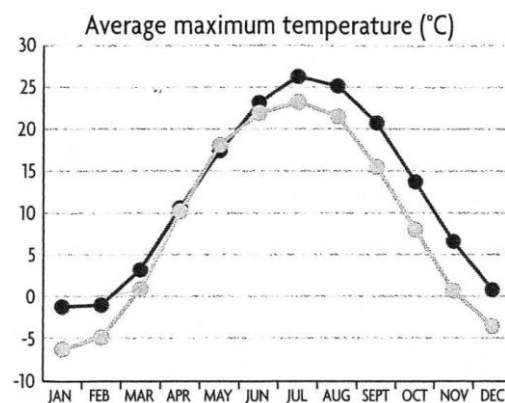
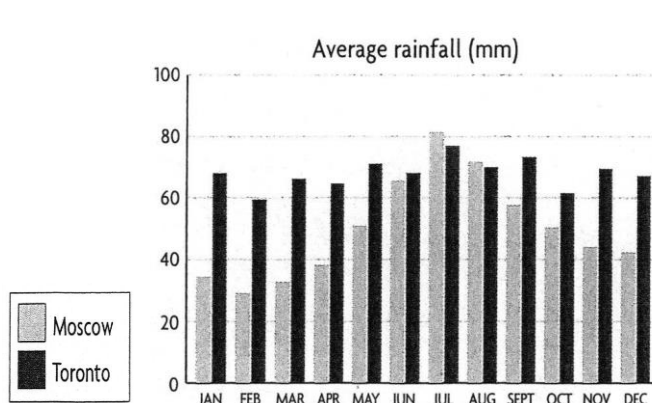
### Things to see

Vancouver is famous for its scenery. It has more than 180 parks, including the famous Stanley Park. Near the city are forests and snow-capped mountains. Sports include skiing, hiking, cycling, and boating. The most interesting sights include Gastown (the historic area of Vancouver), Chinatown, English Bay, Vancouver Harbour, and Robson Street, which is the main shopping street for high fashion. You can also take a trip to Granville Island, where you can buy paintings from artists' studios. To get a great panoramic view of Vancouver, visitors should go to the Lookout – a viewing platform at the top of the Harbour Centre Tower.



## WRITING Comparing data

1. Look at the data about Toronto and Moscow. Say if the sentences are true (T) or false (F).



- Toronto is wetter than Moscow in the winter.
- Moscow is drier than Toronto in the spring.
- August is the wettest month in Moscow.
- February is the driest month in Toronto.
- Moscow is hotter than Toronto in the summer.
- Moscow is colder than Toronto in the winter.
- June is the hottest month in Moscow.
- January and February are the coldest months in Toronto.

2. Underline the comparative and superlative adjectives in the sentences in exercise 1.

3. Read the rules. Write the comparative and superlative form of the adjectives in the box.

wet	beautiful	dry	cold	hot	friendly
popular	mild	difficult	cool	big	nice
low					
<u>adjective</u>	<u>comparative</u>		<u>superlative</u>		
wet	wetter		the wettest		
beautiful	more beautiful		the most beautiful		

4. Look at the population statistics for three countries in Asia. Complete the paragraph. Use the statistics from the table and the adjectives in the box.

high/low (birth rate)	small/big (population)
-----------------------	------------------------

### RULES Comparatives and Superlatives

Study the spelling rules for comparatives and superlatives:

- adjectives of one syllable, for example *high*, add **-er** and **-est**
- adjectives ending in **-e**, for example *nice*, add only **-r** and **-st**
- some adjectives, for example *big*, double the last letter
- adjectives ending in **-y**, for example *dry*, change **-y** to **-i**

Remember – long adjectives do not follow these rules. They use **more** and **most**, and **less** and **least**. For example:

*Tokyo is **more expensive** than Paris.*

***The most interesting** sights include Gastown, Chinatown, ...*

	births (per 1000 population)	total population
Japan	9.37	127,463,611
China	13.25	1,313,973,713
South Korea	10	48,846,823

The table shows population statistics for three Asian countries: Japan, China, and South Korea. China has the (1) \_\_\_\_\_ population, over 1.3 billion people. Japan's population is about (2) \_\_\_\_\_ million. This is less than South Korea's population, which is just under (3) \_\_\_\_\_ million. South Korea has the (4) \_\_\_\_\_ population of these three countries. The country with the (5) \_\_\_\_\_ birth rate is China. There are (6) \_\_\_\_\_ births per million population. Japan has the (7) \_\_\_\_\_ birth rate, (8) \_\_\_\_\_ births per 1000. South Korea's birth rate is a little (9) \_\_\_\_\_ than Japan's, but (10) \_\_\_\_\_ than China's.

Source: New Headway, Academic Skills: Reading, Writing, and Study Skills, Student's Book

## TRENDS

1. Discuss the questions with a partner.

1. Name some of the sectors of employment. *agriculture, ...*
2. Which sectors employ the most people in your country?
3. Has the number of employees in the different sectors changed in recent years?
4. Which sector would you like to work in?

2. **Read Study Skill** Survey the text *Work trends* on the next page. Which graph is ...

1. a line graph?
2. a bar graph?
3. a pie chart?

3. Skim the title, and graphics. Answer the questions.

1. What do the graphics show?
2. How are they different?
3. What do you notice about the number of people employed in agriculture and services in 2005?
4. In which sector did the number of jobs rise between 1995 and 2005?
5. How has the number of people working in IT changed?

### STUDY SKILL

#### Understanding visual information: graphics

Academic texts often contain statistics in the form of graphs or charts.

- **Line graphs** show specific trends in data, often on a time line.
- **Bar charts** illustrate comparisons in trends.
- **Pie charts** compare percentages of a whole piece of data.

Referring to these as you read helps you understand the text.

- Skim the titles of the graphics to get a general idea.
- Look at the graphics and ask yourself some general questions, e.g. What is the overall picture? Are there any unexpected points?
- As you read the text, refer to the appropriate graphics.

4. Read the text and look at the graphics. Answer the questions.

1. Why has there been a decrease in the number of jobs in the textile industry?
2. What has happened to the number of jobs in the industrial sector?
3. What two things do you learn about employment trends in South-East Asia?
4. What happened to employment in IT between 1994 and 2006?
5. How have developments in ICTs affected the way work is done?

5. Underline the correct words in *italics* to complete the sentences, using information from the text and figures 1-3.

1. There were *almost as many/not nearly as many* people working in industry as in agriculture in 2005.
2. Between 1995 and 2005 there was a *slight/substantial* decrease in jobs in industry.
3. In 2006 there were *considerably/marginally* more jobs in IT than in 1994.
4. *Five per cent/A tenth* of all jobs will be in ICTs in the future.
5. Economists predict there will be *an increase/a decrease* in the number of people working in industry in the future.

## Work trends

The type of work which people do is constantly changing as man develops and modifies his way of living. One hundred years ago, the vast majority of people worked in agriculture, but now less than half the world's population do so. In fact, in only ten years major changes have been seen in the percentage of the workforce employed in various sectors.

Figure 1 shows the overall distribution of jobs in the three major sectors in 2005: agriculture, industry, and services. It can be seen that almost the same percentage of people worked in services as in agriculture, whereas only around 20% were employed in industry. In the ten years leading up to 2005, substantial changes in employment took place, reflecting changes in technology and lifestyle.

As Figure 2 illustrates, a significant change took place in the agricultural sector. In 1995 43% of the world's workforce was employed in agriculture; by 2005 this number had fallen to 40%. The largest decline was in South-East Asia and the Pacific, where the figures dropped by 12%.

Similarly, in industry the workforce fell by two per cent globally. Manufacturing was the largest sub-sector of industry to be affected. However, these figures represent only an overall picture, as some countries saw industrial employment actually rise by one per cent. This was particularly noticeable in certain South-East Asian countries, where low wages and fast industrialization have enabled countries like China to become world leaders in manufacturing. In other sub-sectors of industry such as textiles, the global workforce dropped from 14.5 million in 1990 to 13 million in 2000, as increasing automation reduced the number of employees needed.

However, one sector saw an increase. The service sector employed 34% of the workforce in 1995, but by 2005 this had risen to 40%. This extremely varied sector includes the retail trade, tourist-related services such as hotels and restaurants, as well as transport, communications, finance, property, research and development, education, and health care. The largest developments were seen in the new Information and Communications Technologies (ICTs), which have grown rapidly since the 1990s. The developments in ICTs have had a huge impact on jobs in all sectors, as computer technology has radically affected the way in which work is done. The means of production, distribution, and communication have all been transformed. The number of jobs in IT as a percentage of all jobs in the service sector is represented in Figure 3.

Although there was a slight drop in the numbers of jobs in IT in the mid-1990s due to a recession, the overall trend was upward. As technology spreads across the world, this rise in jobs will continue. It is estimated that one in twenty new jobs will be in ICTs in the future.

Economists predict that these overall tendencies will continue. There will be a further increase in service-sector employment, and in particular in ICTs, but health care and education will also benefit from more jobs. At the same time, fewer people will be employed in industry and agriculture.

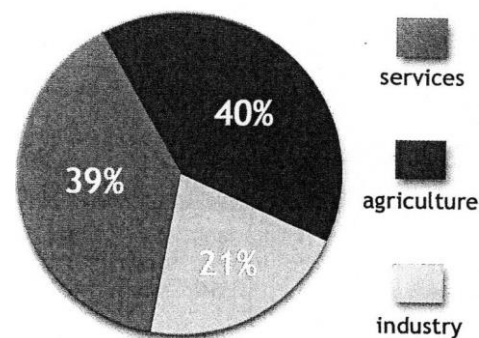


Figure 1 Percentage of the global workforce in the major sectors in 2005

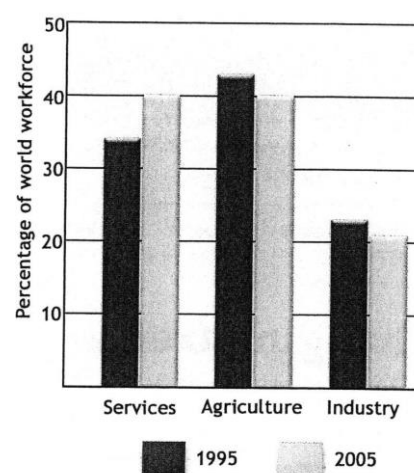


Figure 2 Sectors of global employment in 1995 and 2005

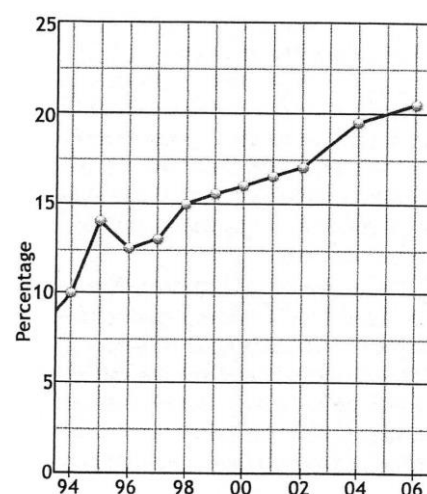


Figure 3 Percentage of IT jobs in the service sector between 1994 and 2006





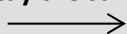
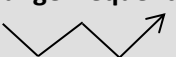
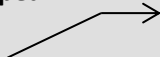
## Language for describing graphs, charts and statistics

1. Match a type of graph 1-3 with a description a-c.

1. <input type="checkbox"/> The bar chart shows/illustrates	a. the percentage of graduates working in different sectors.
2. <input type="checkbox"/> The line graph shows/illustrates	b. the number of graduates who work in IT in different countries of the world.
3. <input type="checkbox"/> The pie chart compares	c. the number of students in New Zealand between 1990 and 2005.

2. Write the words from the box in the table.

go up	soar	plummet	decline	increase
rocket	level out	stabilize	fluctuate	go down
grow	plunge	reach a peak	decrease	

rise 	fall 	stay the same 	change frequently 	peak 

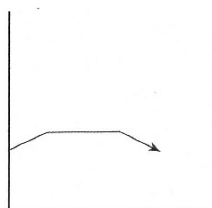
3. Complete the table with the adjective + noun phrase.

verb + adverb	adjective + noun
rose dramatically	<i>a dramatic rise</i>
fell substantially	
increased considerably	
dropped slightly	
decreased noticeably	
grew marginally	
declined steadily	

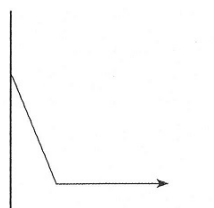
4. Which adjectives and adverbs in exercise 3 describe a large change and which describe a small change?

*substantially/substantial = a large change*

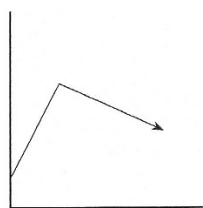
5. Correct the wrong information in the description of each graph.



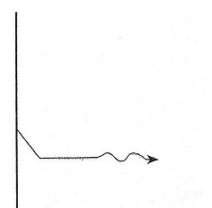
1. The numbers grew slowly and after levelling out, they dropped ~~dramatically~~ *slightly*.



2. Prices fell substantially and then fluctuated.



3. After a slow rise, there was a steady decline.

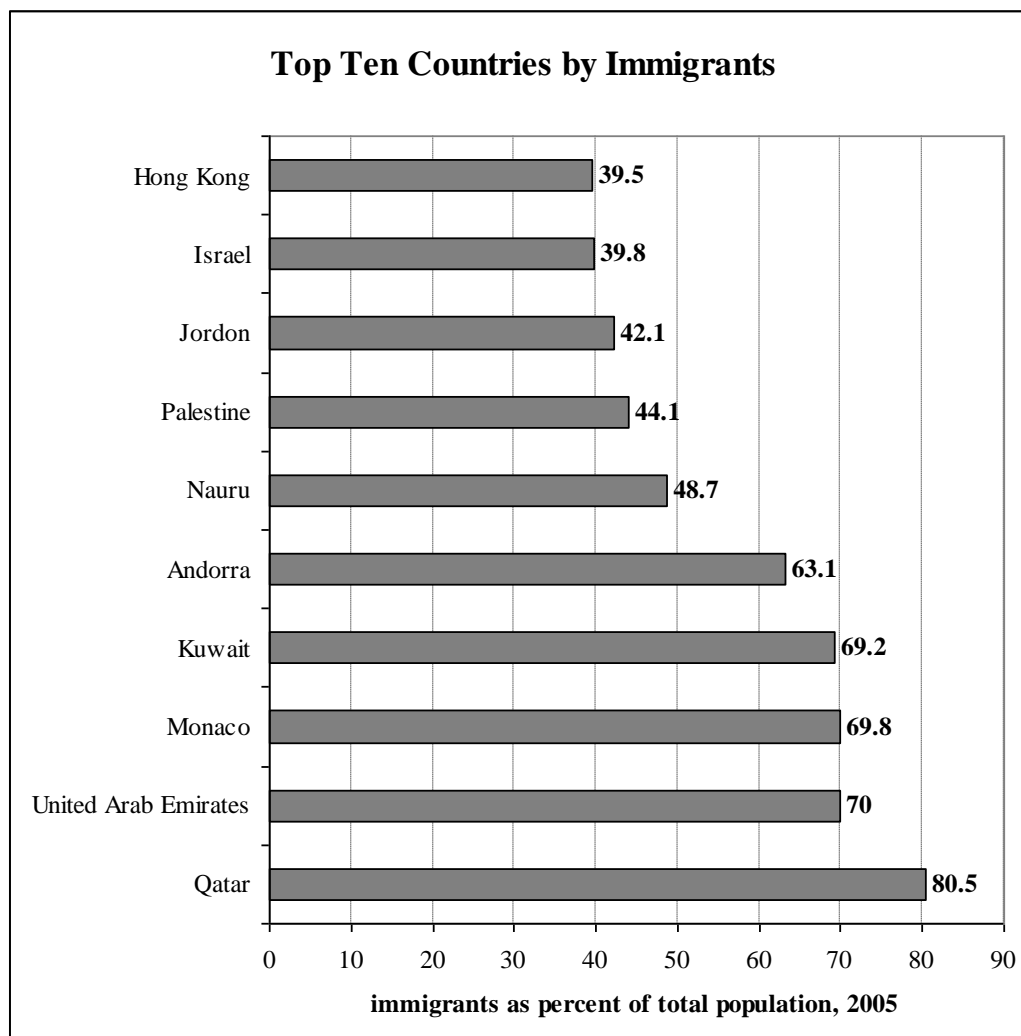


4. The value dropped and then levelled off for a while before ~~soaring~~ again.

## GRAPH PRACTICE 1

Read over the text and graph carefully and write true (T) or false (F) for the following statements below.

According to the 2006 United Nations *Human Development Report*, immigrants make up 13.0% of the total population of the United States, which make the United States rank thirty-eighth of the 60 countries surveyed. Qatar ranks first, with immigrants comprising 80.5% of the total population.



Source: United Nations

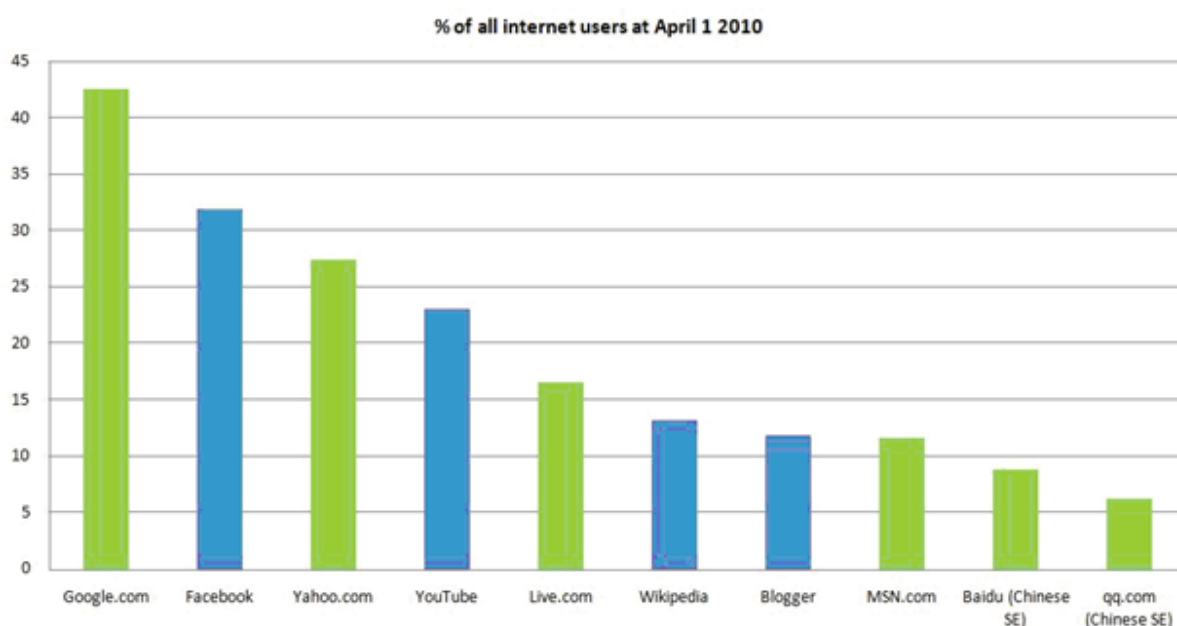
1. Monaco has a higher percentage of immigrants than Palestine. 1. \_\_\_\_\_
2. This graph refers to the year 2004. 2. \_\_\_\_\_
3. Qatar has the highest percentage of immigrants. 3. \_\_\_\_\_
4. Jordan and Nauru have the same percentage of immigrants. 4. \_\_\_\_\_
5. This type of graph is called a bar graph. 5. \_\_\_\_\_
6. The United Arab Emirates is the second top country by immigrants. 6. \_\_\_\_\_
7. In 2005 more than half of the population in Kuwait were immigrants. 7. \_\_\_\_\_
8. This graph was completed by the United Nations. 8. \_\_\_\_\_
9. The country with the lowest percentage of immigrants is the USA. 9. \_\_\_\_\_
10. Immigrants are 39.5% of Hong Kong's population. 10. \_\_\_\_\_

## GRAPH PRACTICE 2

Read over the text and graph carefully and write true (T), false (F) or not given (NG) for the following statements below.

This graph shows the 10 most popular websites at the start of this month. The graph measures the percent of all internet users who visited each of these sites on a given day. The sites are all social media or search engines available on the internet. On this ranking the BBC is in position 45 and CNN is in position 60, which each get around 2% of internet visitors. This graph shows how powerful Facebook is with 32% of internet visitors or YouTube with 23%.

### Most popular 10 websites



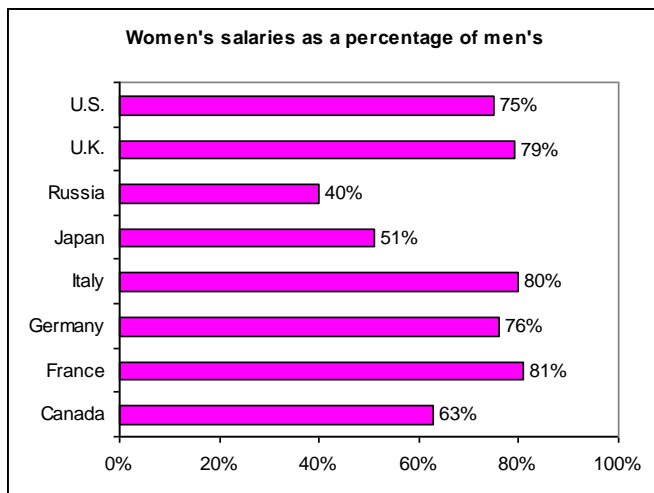
1. The most common internet search engine is Yahoo.com. 1. \_\_\_\_\_
2. YouTube has more internet visitors than Twitter. 2. \_\_\_\_\_
3. Google.com has slightly over 45% of all internet visitors. 3. \_\_\_\_\_
4. MSN.com is as popular to internet users as Live.com. 4. \_\_\_\_\_
5. This graph refers to the 1st April, 2010. 5. \_\_\_\_\_
6. The social media website, YouTube, shows precisely 23% of the internet population. 6. \_\_\_\_\_
7. The percentage of internet visitors is lower for qq.com than Baidu. 7. \_\_\_\_\_
8. The source of this graph is www.usacensus.com. 8. \_\_\_\_\_
9. The fifth highest percentage of internet users is from Wikipedia. 9. \_\_\_\_\_
10. Number 45 of internet's most popular websites is the BBC. 10. \_\_\_\_\_
11. This type of graph is called a bar chart. 11. \_\_\_\_\_
12. The most widespread social media website among Italians is Facebook. 12. \_\_\_\_\_

### GRAPH PRACTICE 3

Read over the text and graph carefully and write true (T), false (F) or not given (NG) for the following statements below.

#### Women in the work force

Though more women work outside the home than ever before, they continue to lag behind men in wages. On average, they earn just one half to three quarters of a man's pay.



Source: U.N.

Labour-force participation rate		
COUNTRY	% OF WOMEN	% OF MEN
Canada	58	87
France	57	83
Germany	62	87
Italy	37	79
Japan	50	84
Russia	72	82
U.K.	71	91
U.S.	68	81

Source: "Where Women Stand"

Number of women per 100 men, by work sector					
COUNTRY	ADMINISTRATIVE MANAGERIAL*	CLERICAL	SALES	SERVICE	PROFESSIONAL TECHNICAL**
Canada	68	399	80	133	127
France	10	180	94	219	71
Japan	9	150	62	118	72
U.K.	49	318	181	195	78
U.S.	67	392	100	150	103

\* Includes chief executives, senior government administrators and legislators.  
 \*\* Includes teachers, nurses and artists.

Source: "Where Women Stand"

- In general, the labour-force participation rate is less for women than for men. 1. \_\_\_\_\_
- Italy has the highest gap between genders in the labour force participation rate. 2. \_\_\_\_\_
- This graph refers to a five year period from 1990 to 1995. 3. \_\_\_\_\_
- A woman earns a little over half of a man's salary in Japan. 4. \_\_\_\_\_
- The highest number of women teachers, nurses and artists is in Canada. 5. \_\_\_\_\_
- In all countries listed, women work the least in sales. 6. \_\_\_\_\_
- The lowest paying jobs for women are usually in the service industry. 7. \_\_\_\_\_
- More than 50% of women have a job in France. 8. \_\_\_\_\_
- Italian women earn the highest percentage of men's salaries. 9. \_\_\_\_\_
- For every 100 men working in the U.S. service industry, there are 150 women. 10. \_\_\_\_\_
- The U.K. has the lowest number of women in administrative and managerial positions. 11. \_\_\_\_\_
- The majority of women in Russia are clerical workers. 12. \_\_\_\_\_
- There are 38% of unemployed women in Germany. 13. \_\_\_\_\_

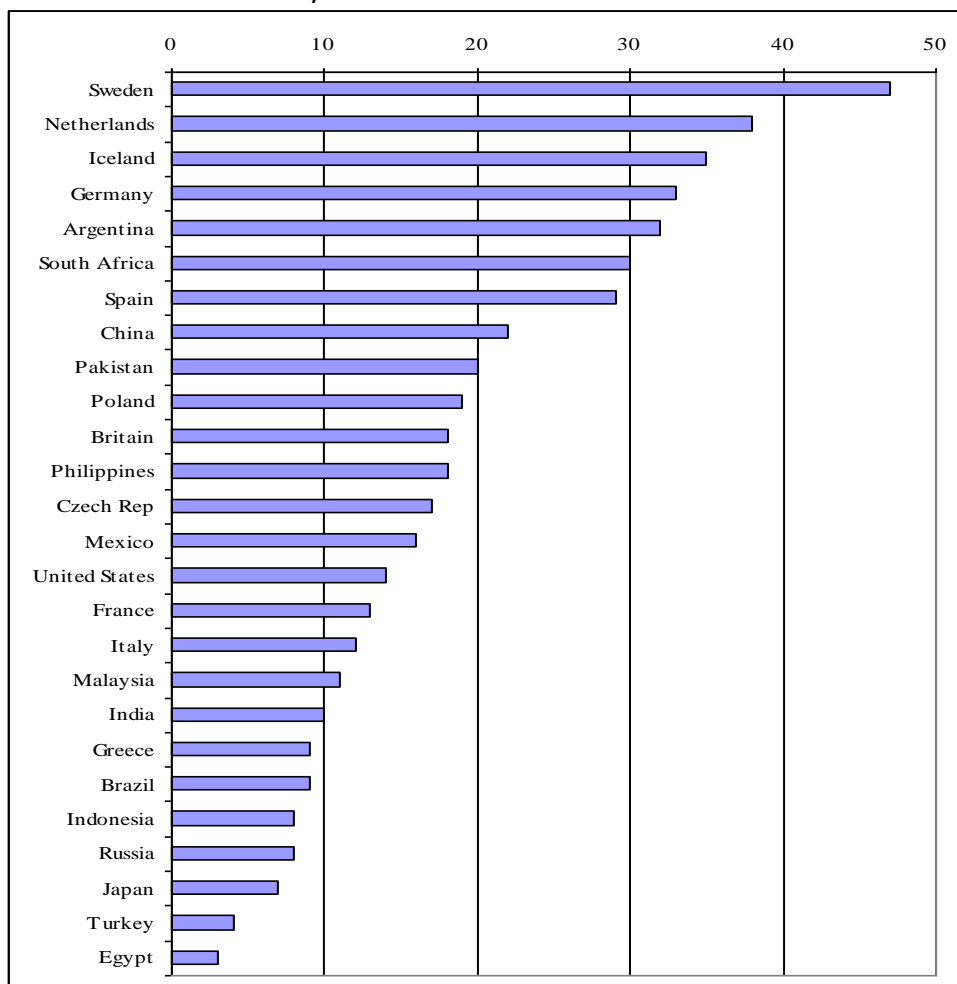
## GRAPH PRACTICE 4

Read over the text and graph carefully and write true (T), false (F) or not given (NG) for the following statements below.

### Women in parliament

The ranks of women have risen slightly over the past year, according to the Inter-Parliamentary Union's latest survey. Although one in seven of the world's parliamentarians is a woman, wide differences persist across countries. Nordic countries boast the biggest female representation, of around 40%, while Arab states average only 6%. Pakistan's parliament is one-fifth female; America's is 14%.

**Seats held as % of total\*, March 2003**



Source: Inter-Parliamentary Union (IPU)

\*Lower or single house

1. Spain has a higher percentage of women in parliament than Italy. 1. \_\_\_\_\_
2. This is an example of a line graph. 2. \_\_\_\_\_
3. In general, the ranks of men in parliament has remained stable over the last year. 3. \_\_\_\_\_
4. The Netherlands has the lowest percentage of females in parliament. 4. \_\_\_\_\_
5. Worldwide, there are 2 parliamentary women for every 14 men. 5. \_\_\_\_\_
6. The IPU predicts a dramatic increase of parliamentary women in the next five years. 6. \_\_\_\_\_
7. If there are 200 parliamentary men in Pakistan, there are 40 parliamentary women. 7. \_\_\_\_\_
8. The United States has a lower percentage of men in parliament than Sweden. 8. \_\_\_\_\_
9. Canada has a ratio of one woman to every seven men holding a parliamentary seat. 9. \_\_\_\_\_
10. Since last year, there has been an enormous increase of women in parliament. 10. \_\_\_\_\_
11. Italian women hold 25% of the total seats in parliament. 11. \_\_\_\_\_
12. Women do not hold 50% or more of parliament seats in any country listed. 12. \_\_\_\_\_
13. This research was carried out by the Inter-Parliamentary Union. 13. \_\_\_\_\_

## ***SECTION D - LANGUAGE USE IN CONTEXT***

## LANGUAGE IN CONTEXT PRACTICE 1

Read the text and choose the correct word **A, B, C or D** for each space.

### Dolphins in Wales

I fell in love with the Welsh landscape after (1)\_\_\_\_\_ a television programme about dolphins off the west coast. I decided to (2)\_\_\_\_\_ a holiday there. The programme (3)\_\_\_\_\_ the best place to see them was Cardigan Bay and the best (4)\_\_\_\_\_ was late afternoon.

The first evening I expected a long wait, (5)\_\_\_\_\_ I sat on a bench with some fish and chips. (6)\_\_\_\_\_ other people were there and after a few minutes we heard a child's voice cry out, 'There!' The dolphins had arrived and they were playing and (7)\_\_\_\_\_ fun. It was wonderful to see them as they (8)\_\_\_\_\_ always be – free.

I also (9)\_\_\_\_\_ out that this area has beautiful beaches and fantastic castles to explore. It was the first time I had (10)\_\_\_\_\_ in Wales and I knew it would not be the last.

I have returned (11)\_\_\_\_\_ the same place several times.

	A	B	C	D
1	watching	looking	appearing	hearing
2	tour	pass	spend	stay
3	told	said	talked	spoke
4	period	hour	part	time
5	so	since	but	because
6	Lots	All	Many	Much
7	feeling	getting	enjoying	having
8	ought	should	have	could
9	looked	realized	found	learnt
10	been	visited	come	gone
11	to	for	at	on

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 2

Read the text and choose the correct word **A, B, C or D** for each space.

### The Namibia Challenge in Africa

The Namibia Challenge is a seven-day race (1)\_\_\_\_\_ by Raleigh International, a company established in 1985. It is a competition for people (2)\_\_\_\_\_ want to learn teamwork and communication skills. It (3)\_\_\_\_\_ place in the Namib desert in Africa, where teams spend a week pushing themselves to their limit and (4)\_\_\_\_\_ useful skills. As a final challenge, participants (5)\_\_\_\_\_ to climb Mount Brandberg, Namibia's highest mountain.

Paul Webster, a university student, is willing to (6)\_\_\_\_\_ his experiences with other students. 'The Namibia Challenge is especially useful if, (7)\_\_\_\_\_ me, you haven't had (8)\_\_\_\_\_ experience of working in a team,' he says. '(9)\_\_\_\_\_ the end of it, we were all trying to help each other in the team. It is also a great opportunity to (10)\_\_\_\_\_ people of many different nationalities in a very special environment. I am (11)\_\_\_\_\_ of going back to Namibia if I can.'

	A	B	C	D
1	prepared	organized	produced	made
2	what	which	who	whose
3	takes	gets	holds	has
4	following	developing	growing	becoming
5	may	got	have	must
6	inform	let	talk	share
7	against	except	for	like
8	much	lot	many	few
9	In	By	Since	From
10	introduce	meet	know	greet
11	thinking	planning	deciding	considering

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)



### LANGUAGE IN CONTEXT PRACTICE 3

Read the text and choose the correct word **A, B, C or D** for each space.

#### Beatrice Wright, a Storyteller

Beatrice is a retired librarian and a (1)\_\_\_\_\_ of The Storytellers, a group of people who (2)\_\_\_\_\_ into schools to read with children. The Storytellers are volunteers, so they are not (3)\_\_\_\_\_ for their work. There are now almost 3,000 storytellers of all (4)\_\_\_\_\_ across Great Britain, from young students to people in their seventies. (5)\_\_\_\_\_ qualifications at all are needed to be a storyteller, but all storytellers (6)\_\_\_\_\_ be patient and kind.

Beatrice applied to (7)\_\_\_\_\_ a storyteller when she saw an advertisement on TV. She had never (8)\_\_\_\_\_ of The Storytellers before. She says, 'Many children do not have books at home and this (9)\_\_\_\_\_ it harder for them to do well at school. They are delighted when they get all my attention. People should not do this sort of work (10)\_\_\_\_\_ they really like children.' I look forward to it so much that I really (11)\_\_\_\_\_ the children during the holidays.'

	A	B	C	D
1	partner	member	part	person
2	appear	attend	visit	go
3	charged	paid	owed	fined
4	ages	years	times	dates
5	None	Nothing	No	Any
6	ought	need	must	have
7	train	turn	work	become
8	heard	told	informed	listened
9	means	makes	does	gets
10	if	though	unless	even
11	lose	lack	leave	miss

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 4

Read the text and choose the correct word **A, B, C or D** for each space.

### From Schoolboy to Clown

Gareth Ellis is the youngest of Alan and Kath's sons. His two older brothers have already (1)\_\_\_\_\_ their parents' home. (2)\_\_\_\_\_ he is only twelve, Gareth is sure that he will be a clown. When Gareth was three, his parents (3)\_\_\_\_\_ him to see Zippo's circus and he (4)\_\_\_\_\_ remembers that visit today. All Gareth (5)\_\_\_\_\_ for as birthday presents was to go back to Zippo's, his father (6)\_\_\_\_\_.

Then, in 1996, Alan (7)\_\_\_\_\_ his job, so, together with Kath, they decided to try and find full-time jobs in a circus (8)\_\_\_\_\_ Gareth would have a chance to learn clown skills. (9)\_\_\_\_\_ of them got jobs with the Moscow State Circus. Alan (10)\_\_\_\_\_ a lights operator and Kath was in the box office. After two years there, the director of Zippo's offered them jobs and training for Gareth.

One day Gareth (11)\_\_\_\_\_ to be the best clown in the world.

	A	B	C	D
1	retired	left	gone	moved
2	However	Although	Even	So
3	went	travelled	carried	took
4	since	already	still	yet
5	demanded	requested	asked	wanted
6	says	speaks	informs	tells
7	missed	lost	gave	threw
8	when	where	which	who
9	Any	Some	Either	Both
10	became	turned	worked	applied
11	believes	hopes	thinks	dreams

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 5

Read the text and choose the correct word **A, B, C or D** for each space.

### Lucky Escape

After having saved (1) \_\_\_\_\_ years the Clarke family were finally in a position to see their dream come true. They (2) \_\_\_\_\_ ready to travel from Scotland to start a new life (3) \_\_\_\_\_ America. The (4) \_\_\_\_\_ family were very excited about their (5) \_\_\_\_\_ by ship across the Atlantic. However, just days before their departure, one of their sons was bitten by a dog. Their plans fell through when they were told they (6) \_\_\_\_\_ not be able to travel because of the possibility (7) \_\_\_\_\_ boy could have rabies.

The family was devastated and the father went to the docks to watch the ship that he had hoped would (8) \_\_\_\_\_ them to their new life. As he stood on the harbour thinking about his son, he watched the ship and wondered (9) \_\_\_\_\_ the family would ever get to make the journey.

However, soon (10) \_\_\_\_\_ this disappointment the father discovered how fortunate the family had been. The son did not have rabies and a few days later the news came (11) \_\_\_\_\_ the ship the Clarke family should have been on had sunk. The Titanic had gone down with hundreds of people losing their lives.

	A	B	C	D
1	long	for	with	since
2	was	been	were	had
3	on	at	in	to
4	total	whole	all	altogether
5	trip	going	travel	journey
6	could	had	would	should
7	some	one	a	the
8	move	take	show	have
9	why	how	if	because
10	since	when	until	after
11	that	which	where	how

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT 6

Read the text and choose the correct word **A, B, C or D** for each space.

### Beatrix Potter (1866 – 1943)

Beatrix Potter was born (1)\_\_\_\_\_ London. When she was young, she spent her holidays in the area of England (2)\_\_\_\_\_ *The Lake District*. Her family stayed at Wray Caste next to *Windermere*, (3)\_\_\_\_\_ of the lakes. Later they had several houses (4)\_\_\_\_\_ great gardens. Beatrix loved life in *The Lakes* (5)\_\_\_\_\_ always drew pictures of the animals she saw. She was also very good (6)\_\_\_\_\_ writing stories. A friend told her (7)\_\_\_\_\_ she should make the stories into books. Her first book *The Tale of Peter Rabbit* went on sale in 1901. With the money she earned from (8)\_\_\_\_\_, she bought a farmhouse in *The Lake District*. She got married when she (9)\_\_\_\_\_ forty-seven years old. After that, she spent (10)\_\_\_\_\_ time working as a sheep farmer than writing books.

	A	B	C	D
1	of	in	to	from
2	called	calls	call	calling
3	any	one	some	many
4	with	to	across	for
5	for	so	and	then
6	in	by	on	at
7	that	those	which	what
8	these	them	this	those
9	were	has	had	was
10	much	most	more	many

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 7

Read the text and choose the correct word **A, B, C or D** for each space.

### London Parks

London is famous (1)\_\_\_\_\_ its parks and gardens. Some of them belong to the Crown (2)\_\_\_\_\_ they are all open to the public and the entrance is free of charge. In St James's Park you can watch and (3)\_\_\_\_\_ swans, ducks, geese and other water birds. Hyde Park (4)\_\_\_\_\_ to be a hunting ground and is still popular with horse riders.

Those (5)\_\_\_\_\_ like a good argument should go to the Speakers' Corner to listen to individuals (6)\_\_\_\_\_ their speeches on various subjects. Regent's Park now houses London Zoo and an open-air theatre where Shakespeare's plays are staged (7)\_\_\_\_\_ summer. Not (8)\_\_\_\_\_ the parks are in the city centre. Greenwich and Richmond are located in the suburbs. All these areas of green give the city dwellers an excellent (9)\_\_\_\_\_ to enjoy some peace and quiet (10)\_\_\_\_\_ from traffic and crowded streets.

	A	B	C	D
1	by	for	from	with
2	because of	unlike	despite	but
3	feed	eat	breed	lead
4	should	ought	used	have
5	who	whose	which	whom
6	doing	giving	taking	talking
7	to	at	in	on
8	each	whole	every	all
9	chance	knowledge	account	source
10	apart	about	away	around

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 8

Read the text and choose the correct word **A, B, C or D** for each space.

### Different Religions

From our earliest days, many people (1)\_\_\_\_\_ believed in a power or powers greater than themselves. This belief is known as religion. In ancient times, it was a way to (2)\_\_\_\_\_ sense of the mysteries of the (3)\_\_\_\_\_ world; evil spirits were thought to be responsible (4)\_\_\_\_\_ bad weather and disease, for instance. Ancient peoples felt that they had a measure of control over (5)\_\_\_\_\_ lives when they made offerings and prayed to friendly spirits, whom they believed could help them win battles or 6)\_\_\_\_\_ better crops.

Even today, when people know the scientific explanations for such things as thunder or the eruption of volcanoes, (7)\_\_\_\_\_ look to religion to explain some of the other hard-to-understand things (8)\_\_\_\_\_ we experience as humans – things like the purpose of life or the reasons for tragedies. (9)\_\_\_\_\_ most religions spring from the same basic human need to (10)\_\_\_\_\_ in a great power or powers, the ideas, practices, and traditions that religions involve can be very different.

	A	B	C	D
1	will	are	have	has
2	make	do	take	give
3	customary	essential	typical	natural
4	of	for	by	in
5	theirs	they	them	their
6	breed	gain	rise	grow
7	many	lots	plenty	much
8	which	what	why	when
9	During	Although	Despite	However
10	consider	admit	accept	believe

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 9

Read the text and choose the correct word **A, B, C or D** for each space.

### Elephants

When you think about the (1)\_\_\_\_\_ of an elephant do you think of their amazing trunks, beautiful ivory tusks, their large flapping ears, or just their immense size? As you (2)\_\_\_\_\_ already know, elephants are the largest land animals in the world today. (3)\_\_\_\_\_ part of their anatomy is helpful to the elephant to survive in their environment. But it is the elephant's trunk that is the (4)\_\_\_\_\_ important to them.

(5)\_\_\_\_\_ their trunk has over 40,000 muscles, it allows the elephant to move their trunk in many different positions, and gives them the ability to grasp and to (6)\_\_\_\_\_ up objects. Their trunks are also very strong. In (7)\_\_\_\_\_, they could uproot large trees from the ground if they needed to. The elephants also use their trunks to communicate (8)\_\_\_\_\_, and for their sense of smell. Even though an elephant has a total of 24 sharp teeth, they only (9)\_\_\_\_\_ to use two or three of these teeth (10)\_\_\_\_\_ the same time.

	A	B	C	D
1	marks	points	features	articles
2	need	have	may	ought
3	none	both	each	all
4	best	most	more	worst
5	Despite	But	So	Because
6	pick	go	raise	grow
7	order	fact	advance	case
8	to	with	for	from
9	make	do	set	put
10	at	on	in	by

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)

## LANGUAGE IN CONTEXT PRACTICE 10

Read the text and choose the correct word **A, B, C or D** for each space.

### Where Were LEGO Bricks Invented?

In 1932, a carpenter named Ole Kirk Kristiansen started a company in Billund, Denmark, that (1)\_\_\_\_\_ wood stepladders, ironing boards, and toys. He named the company LEGO, a word (2)\_\_\_\_\_ by combining the first two letters of leg and *godt*, the Danish word (3)\_\_\_\_\_ "play well". Soon, Kristiansen (4)\_\_\_\_\_ making only high-quality toys out of wood.

After World War II, LEGO started producing plastic toys. In 1949, the company launched Automatic Binding Bricks, (5)\_\_\_\_\_ first interlocking construction blocks. In the 1950s, the name was changed to LEGO bricks, and the company came out with the LEGO System of Play, (6)\_\_\_\_\_ included 28 sets and 8 vehicles. It (7)\_\_\_\_\_ began selling the toys (8)\_\_\_\_\_ of Denmark for the first time. In 1958, LEGO received a patent for the modern bricks (9)\_\_\_\_\_ famous today. The new bricks not only had studs on top, but tubes inside that lock onto the studs of (10)\_\_\_\_\_ bricks and held them securely together.

	A	B	C	D
1	did	turned	reached	made
2	formed	organised	sorted	regulated
3	from	for	to	after
4	were	was	are	is
5	it	his	her	its
6	which	who	whom	whose
7	too	either	also	above
8	outside	apart	away	outdoors
9	so	such	many	few
10	next	another	other	others

Source: [www.macmillianenglish.com](http://www.macmillianenglish.com)



## RELATIVE PRONOUNS

When we want to combine two separate pieces of information about somebody, something or somewhere in one sentence, we often use RELATIVE PRONOUNS.

Look at these sentences:

*Everard, **who** was a relative of the Earl of Devon, adopted him.*

*He went to live at Powderham Castle, **which** is the historic home of the Earls of Devon.*

*He felt the vibrations from the bombs **that** the Germans were dropping on Exeter.*

*Lady Devon also lives at Powderham, **where** Timothy was given a family funeral.*

We use **who** for people (and sometimes animals, especially if they are pets), **which** for things and **where** for places.

We can use **that** instead of **who** or **which**, as long as there is no comma before the RELATIVE PRONOUN.

Sometimes the information includes a possessive element:

***Timothy's** early life was spent at sea.*

*Timothy was thought to be the oldest resident in Britain.*

In these cases, we use the POSSESSIVE RELATIVE **whose**:

*Timothy, **whose** early life was spent at sea, was thought to be the oldest resident in Britain.*

**Practice:** Insert the correct relative pronoun **who**, **which**, **that**, **where** or **whose** to complete the sentences.

1. John Brown's second wife, \_\_\_ *who* \_\_\_ was called Mary Anne Day, was only 16 when she married him.
2. Martin Luther King, \_\_\_\_\_ birthday is now a national holiday in the USA, was shot dead in Memphis, Tennessee.
3. Aeschylus was killed when an eagle, \_\_\_\_\_ was flying above him, dropped a tortoise on his head.
4. Eleusis, \_\_\_\_\_ Aeschylus was born, is a town near Athens.
5. Attila, \_\_\_\_\_ was king of the Huns, died in 453 AD.
6. The British naval officer \_\_\_\_\_ found Timothy was called John Courtenay Everard.
7. Powderham Castle, \_\_\_\_\_ Timothy lived, belongs to the Earl of Devon.
8. Slavery, \_\_\_\_\_ was abolished in 1865, was one of the causes of the American civil war.
9. John Brown, \_\_\_\_\_ business ventures were not successful, accumulated a lot of debts.
10. The speech \_\_\_\_\_ Martin Luther King made in Washington is very famous.

*Source: ingleseb1.pbworks.com*

***SECTION E – LANGUAGE USE:***  
***SENTENCE TRANSFORMATION***

## SENTENCE TRANSFORMATION PRACTICE 1

Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.

For example,

The old swimming pool wasn't as big as the new one.

⇒ The new swimming pool is bigger than the old one.

1. The new pool is closed on Monday mornings.

⇒ The new pool isn't \_\_\_\_\_ on Monday mornings.

2. Young children are not allowed to go in the deep end.

⇒ Young children must \_\_\_\_\_ in the deep end.

3. This is the first time I've been to the new pool.

⇒ I \_\_\_\_\_ to the new pool before.

4. I went to the old pool every week.

⇒ I used \_\_\_\_\_ to the old pool every week.

5. My old swimming costume isn't big enough for me.

⇒ My old swimming costume is too \_\_\_\_\_ for me.

6. I borrowed a swimming costume from my friend.

⇒ My friend \_\_\_\_\_ a swimming costume.

7. We stayed in the pool for three hours.

⇒ We \_\_\_\_\_ three hours in the pool.

8. We have a new swimming pool in our town.

⇒ There \_\_\_\_\_ a new swimming pool in our town.

9. The new pool opened two days ago.

⇒ The new pool has been open \_\_\_\_\_ days.

Source: <https://www.clgranada.com>

## SENTENCE TRANSFORMATION PRACTICE 2

Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.

1. The Regent Cinema is near my house.

⇒ The Regent Cinema is not \_\_\_\_\_ my house.

2. The cinema has seven screens.

⇒ There \_\_\_\_\_ seven screens in the cinema.

3. I go there every Saturday with my friends.

⇒ I go there \_\_\_\_\_ Saturdays with my friends.

4. We pay £7.00 each for the tickets.

⇒ The tickets \_\_\_\_\_ £7.00 each.

5. Last week my brother said he wanted to come with us.

⇒ Last week my brother said, “ \_\_\_\_\_ to come with you.”

6. My sister is too young to come with us.

⇒ My sister is not \_\_\_\_\_ too come with us.

7. The film was so long that I fell asleep.

⇒ It was such a \_\_\_\_\_ that I fell asleep.

8. I found the film boring.

⇒ I was \_\_\_\_\_ by the film.

9. The title of the film was *The Last Man*.

⇒ The film was \_\_\_\_\_ *The Last Man*.

10. My brother said it was the worst film he had ever seen.

⇒ My brother said, ‘ \_\_\_\_\_ the worst film I have ever seen’.

11. ‘We’re all going to the cinema’, they said.

⇒ They said they \_\_\_\_\_ to the cinema.

Source: Objective PET, Student’s Book

### SENTENCE TRANSFORMATION PRACTICE 3

*Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.*

1. 'I won't go with you', she said.

⇒ She said she \_\_\_\_\_ with them.

2. The restaurant is usually so crowded because it's so good.

⇒ It's usually crowded because it's \_\_\_\_\_ good restaurant.

3. It's less crowded on weekdays.

⇒ It isn't \_\_\_\_\_ on weekdays.

4. Before choosing our food, we asked the waiter's advice.

⇒ We asked the waiter's advice, then \_\_\_\_\_ our food.

5. The waiter recommended a fish dish.

⇒ The waiter said, 'If I \_\_\_\_\_ you, I'd have the fish dish'.

6. The service charge wasn't included in the bill.

⇒ The bill \_\_\_\_\_ the service charge.

*Source: Objective PET, Student's Book*

### SENTENCE TRANSFORMATION PRACTICE 4

*Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.*

1. Whose tools are these?

⇒ Who do these tools \_\_\_\_\_ ?

2. How much is the new hammer?

⇒ How much \_\_\_\_\_ hammer cost?

3. You could return it to the shop.

⇒ Why \_\_\_\_\_ return it to the shop?

*Source: Objective PET, Student's Book*

## SENTENCE TRANSFORMATION PRACTICE 5

*Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.*

1. Climbing equipment is more expensive in Wales than in England.

⇒ Climbing equipment is \_\_\_\_\_ than in Wales.

2. There isn't any time to pack the bags now.

⇒ We don't \_\_\_\_\_ to pack the bags now.

3. You ought to be very careful in this part.

⇒ You \_\_\_\_\_ very careful in this part.

4. They opened this new path up the mountain last month.

⇒ This path up the mountain \_\_\_\_\_ last month.

*Source: Objective PET, Student's Book*

## SENTENCE TRANSFORMATION PRACTICE 6

*Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.*

1. You can't smoke in our office.

⇒ Smoking \_\_\_\_\_ in our office.

2. Judy said the telephones were always engaged.

⇒ Judy said, 'The telephones \_\_\_\_\_ engaged'.

3. We use the cheapest paper in the city.

⇒ We use \_\_\_\_\_ expensive paper in the city.

4. The manager checks the accounts every week.

⇒ The accounts \_\_\_\_\_ by the manager every week.

*Source: Objective PET, Student's Book*

## SENTENCE TRANSFORMATION PRACTICE 7

*Read the first sentence and then complete the second sentence so that it means the same as the first, using **no more than three words**.*

1. There are only a few flowers in the garden at this time of the year.

⇒ There \_\_\_\_\_ flowers in the garden at this time of the year.

2. The garden hasn't been tidied for a month.

⇒ The garden hasn't been tidied \_\_\_\_\_ last month.

3. You should cut the grass today.

⇒ If I were you \_\_\_\_\_ cut the grass today.

4. You need experience to plan a new garden.

⇒ You have \_\_\_\_\_ experience to plan a new garden.

5. Your garden won't look nice if you don't work on it.

⇒ Your garden won't look nice \_\_\_\_\_ work on it.

*Source: Objective PET, Student's Book*

***SECTION F - GUIDED WRITING:***  
***TEXT COMPLETION***



## WRITING A host family

1. Imagine you are going abroad to do a short course and are going to live with a host family. What information would you give them and what information would you want? Think about:

dates	food	personal information	transport	computer access	hobbies
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2. Burcu Sancak, a Turkish student, is writing to her host family. Read her email. Tick (✓) the items from exercise 1 that she mentions.

	<b>Accommodation message</b>	
<b>From:</b>	Burcu Sancak [bsancak@mailnet.com.tr]	<b>Sent:</b> 16 July 2011
<b>To:</b>	Mr and Mrs Baker	
<b>Subject:</b>	Accommodation	
<p>Dear Mr and Mrs Baker,</p> <p>I'm very happy to accept your offer of accommodation. I'm really excited about coming to London for the first time to do an English course.</p> <p>I am in my last year of school and next year I want to go to university to study English Language and Literature. At the moment I am preparing for my final exams, so I'm working very hard. When I'm not so busy, I spend a lot of time reading, but I also enjoy sports. I play basketball for my school team once a week. I also enjoy swimming. Is there a sports club with a swimming pool near your house?</p> <p>As I mentioned in my last email, my course starts on 24<sup>th</sup> July but I'm coming two days earlier and my plane arrives at Heathrow on the 22<sup>nd</sup> at 14.25. Could you tell me the best way of getting from the airport to your house?</p> <p>I hope to hear from you soon and I'm really looking forward to seeing you in London.</p> <p>Best wishes, Burcu Sancak</p>		

3. **Read Study Skill** Read Burcu's email again. There are 12 mistakes (capital letters, full stops, question marks, and spelling). Find and correct them.

### Writing an informal email

4. Imagine you are going to stay with a family for a short course. Write them an email. Write about 100 words.

- Say you accept their offer of a room.
- Tell them about your studies and your hobbies.
- Give them information about your arrival.
- Ask for information you would like.

Check your work carefully. Give it to another student to check again.

### STUDY SKILL Checking your writing

Every time you write, remember to check your work for:

- capital letters at the beginning of sentences and for proper nouns (names of people, cities, and countries)
- full stops at the end of sentences
- question marks at the end of questions
- spelling mistakes. Use a dictionary or computer spellchecker to check your spelling. Keep a record of any words you misspell. Learn the correct spelling.

## The Different Parts of a Letter

### GREETING

Hello

Hi

Dear Bob

Hiya

### OPENING PHRASE

How are you?

How's life/the family?

How are things?

Hope you're OK/well.

Thanks for your .....

Sorry to hear about .....

Just a short note/letter to tell you about .....

Just a few words about ..... to ask

you to/for .....

to say ..... I'm just writing to ..... about

### ENDING

Hope to see you soon.

I'm looking forward to hearing from you.

Thanks again .....

### SIGNING OFF

Write soon!

Take care

Bye for now

Best wishes

Love

Hugs

### A. Choose the correct word.

(1)Hi/Good morning Pete,

Just a quick (2)word/letter to say (3)thank/thanks you for the invitation. Of course

(4)I like/I'd like a chauffeur to come for me.

(5)I'm looking/seeing forward to your party.

(6)Best/Hugs wishes,

Kate

### B. Complete the following letter.

(1)\_\_\_\_\_ William,

How are you? I'm (2)\_\_\_\_\_ even if I had (3)\_\_\_\_\_ terrible headache this morning! Anyway I (4)\_\_\_\_\_ just writing to say (5)\_\_\_\_\_ for the party

(6)\_\_\_\_\_ night. The music was (7)\_\_\_\_\_ and the (8)\_\_\_\_\_ were really friendly.

Hope to see (9)\_\_\_\_\_ soon.

(10)\_\_\_\_\_,

Kate

## WRITING Formal letters and emails

1. Work with a partner. When do we write formal letters and emails?

*applying for a job, ...*

2. **Read Study Skill** Write formal greetings and endings for people 1-7.

### STUDY SKILL Greetings and endings

Look at the ways of beginning and ending formal letters (and emails) in British English.

- a. Greeting *Dear* (title and family name),  
Ending *Yours sincerely,*  
b. Greeting *Dear Sir/Madam,*  
Ending *Yours faithfully,*

Dear Sir

Hi Zara!

Dear Madam

Hello Tom!

Dear Dr Patel

1. Miss Nancy Allen *Dear Miss Allen ... Yours sincerely, ...*

2. The Manager, Human Resources

3. Mrs Helen Thomson

4. Mr Peter Ericson

5. Chairman, Department of Modern Languages

6. Dr Saeed Darwish

7. Ms Yoshiko Yamamoto

3. You are writing to Global Institute to request some information.

Complete the email message using words in the box. **Read Study Skill**

have	hearing	would	information	sincerely	interested
please	know	studying	old	diploma	Dear

**From:** \_\_\_\_\_  
**Date:** Wed. 27 Apr. 20:07:36 +0100 (BST)  
**To:** "Global Institute" <globalinstitute@gi.net>  
**Subject:** Information

(1) \_\_\_\_\_ Mrs Fernandez,

I am (2) \_\_\_\_\_ in (3) \_\_\_\_\_ English language and accounting at Global Institute. Could you (4) \_\_\_\_\_ send me (5) \_\_\_\_\_ about these courses? I (6) \_\_\_\_\_ also like to (7) \_\_\_\_\_ the starting dates of the next courses.

I am 21 years (8) \_\_\_\_\_ and I am a manager in a hotel. I (9) \_\_\_\_\_ a school leaving certificate and a (10) \_\_\_\_\_ in hotel management.

I look forward to (11) \_\_\_\_\_ from you.

Yours (12) \_\_\_\_\_,

### STUDY SKILL Words and phrases

#### Language for letters and emails

Learn words and phrases to use in formal letters or emails.

#### ■ To ask for information/details/a form, etc.

*I'm interested in ... (studying/applying for) ...*

*I am writing to ask for ...*

*Could I have ...?*

*I would like to have/know ...*

*Could you please send me/attach (details of/information about) ...?*

#### ■ To give personal details

*At the moment I am (studying/working) ...*

*I have a (degree/certificate/diploma) in ...*

#### ■ To close the letter/email

*Thank you for ... (your help/time).*

*I look forward to (hearing/receiving/meeting) ...*

**Yours faithfully**

**Yours sincerely**

**Bye!**

## WRITING

1. Skim emails A and B. Which is formal? Which is informal?

<p><b>A:</b> Dear Nancy,</p> <p>Thanks for the invitation to your wedding. Congratulations to you both! (1)<b>I'd love to come.</b> How exciting! I've already booked flights – (2)<b>see attachment.</b> (3)<b>It'd be great if you could send me the email address of the hotel you're booking me into.</b></p> <p>(4)<b>I'm really looking forward to seeing you again.</b></p> <p>(5)<b>Best wishes</b> (and to Mark, too),</p> <p>Laura</p>	<p><b>B:</b> Dear Dr Bryan,</p> <p>I have great pleasure in accepting your kind invitation to the 3<sup>rd</sup> International Conference for Teachers of English Language and Literature to be held in Istanbul from 5<sup>th</sup> to 8<sup>th</sup> October. Please find attached my arrival and departure details as requested.</p> <p>It would be greatly appreciated if you could send me the contact details (email and telephone/fax) for the Istanbul City Hotel.</p> <p>I look forward to meeting you and your colleagues in October.</p> <p>Yours sincerely, Dr Laura Khuffash Birzeit University</p>
--	--

2. Look at the expressions in bold in email A. Find matching expressions in email B.

*I'd love to come.* = *I have great pleasure in accepting ...*

3. Match formal phrases 1-6 with endings a-f to make full sentences.

There may be more than one possible answer. **Read Study Skill**

- |  |   |
|--|---|
| 1. <input type="checkbox"/> I am writing         | a. in attaching your programme.                               |
| 2. <input type="checkbox"/> I have pleasure      | b. to suggest changes.  |
| 3. <input type="checkbox"/> Please find attached | c. to meeting you next month.                                 |
| 4. <input type="checkbox"/> I look forward       | d. your itinerary and hotel reservations.                     |
| 5. <input type="checkbox"/> I would like         | e. to welcome you to our town.                                |
| 6. <input type="checkbox"/> Please feel free     | f. to inform you that the conference dates have been changed. |

4. Work with a partner. Brainstorm things to do and see in your town.

5. An important lecturer is coming to visit to give a series of two-hour seminars at your college/university. Prepare a three-day programme to include hotel details, lectures (titles, venue, days and times), cultural and other free-time activities.

### STUDY SKILL Using formal expressions

When you write emails for academic or professional purposes, it is important to use a more formal tone. You can do this by learning fixed expressions by heart.

For example:

**I have great pleasure in** + -ing

**I am writing** + infinitive

**I would like** + infinitive

**Please feel free** + infinitive

**I look forward to** + ing

**Please find attached/enclosed** + noun

### Writing a formal email

6. Write an email to your visitor (75-100 words) using some of the words and phrases in exercise 3. Include these points:

- Address your visitor.
- Tell him/her why you are writing.
- Give details of attachments (itinerary – dates and times of arrival and departure, lecture times and locations, accommodation).
- Briefly summarize the programme. Give an example of optional cultural and free-time activities. Tell the visitor that any suggestions for changes are welcome.
- Close the email appropriately.

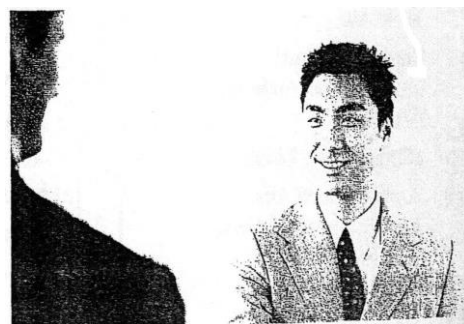
Day 1

10.00 – 12.00, 'Technology of the future'

– Lecture Theatre 2

12.30 Lunch

3.00 Visit to the National Museum



## TEXT COMPLETION PRACTICE 1

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

(1)\_\_\_\_\_ John and Ann, 1. \_\_\_\_\_

Thanks a lot for a (2)\_\_\_\_\_ weekend. We really enjoyed 2. \_\_\_\_\_

ourselves. Bill and I were talking (3)\_\_\_\_\_ the holidays. 3. \_\_\_\_\_

We thought it might be nice to (4)\_\_\_\_\_ camping in 4. \_\_\_\_\_

Scotland for a couple (5)\_\_\_\_\_ weeks. 5. \_\_\_\_\_

Are you (6)\_\_\_\_\_? Let me know if you are, 6. \_\_\_\_\_

and we (7)\_\_\_\_\_ talk about dates. 7. \_\_\_\_\_

See you (8)\_\_\_\_\_, I hope. Thanks again. 8. \_\_\_\_\_

Love,

Alice

PS Did I leave a pair of (9)\_\_\_\_\_ behind in the bedroom? 9. \_\_\_\_\_

If so, do you think (10)\_\_\_\_\_ could send them on? 10. \_\_\_\_\_

## TEXT COMPLETION PRACTICE 2

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

Dear Samantha,

How are you? I (1)\_\_\_\_\_ you're fine! I'm writing because 1.\_\_\_\_\_

there's only a week to go before I visit (2)\_\_\_\_\_. Maybe you 2.\_\_\_\_\_

can give (3)\_\_\_\_\_ some advice so that I can get prepared. 3.\_\_\_\_\_

First, what sort of present should I (4)\_\_\_\_\_ your parents? 4.\_\_\_\_\_

I'd also like to buy you a (5)\_\_\_\_\_, but I don't know what 5.\_\_\_\_\_

kind of books you like (6)\_\_\_\_\_. Second, what kind of clothes 6.\_\_\_\_\_

should I bring? Are we (7)\_\_\_\_\_ anywhere special, such as 7.\_\_\_\_\_

a birthday party or bar?

As I have my Maths lesson in 10 minutes. I have to go (8)\_\_\_\_\_. 8.\_\_\_\_\_

Please write back soon and (9)\_\_\_\_\_ me know. 9.\_\_\_\_\_

I'm really (10)\_\_\_\_\_ forward to this trip. 10.\_\_\_\_\_

Kisses,

Katherine

### TEXT COMPLETION PRACTICE 3

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

Dear Ms. Jones,

I am (1)\_\_\_\_\_ to apply for the position of assistant Media 1.\_\_\_\_\_

Relations Manager. I have recently graduated (2)\_\_\_\_\_ May 2.\_\_\_\_\_

of this year. My focus of study has been in media (3)\_\_\_\_\_ 3.\_\_\_\_\_

finance, and I have held various (4)\_\_\_\_\_ in these areas 4.\_\_\_\_\_

during my studies at (5)\_\_\_\_\_. I have also completed an 5.\_\_\_\_\_

internship as (6)\_\_\_\_\_ assistant journalist with the ABC 6.\_\_\_\_\_

Company during this (7)\_\_\_\_\_ summer. 7.\_\_\_\_\_

I look (8)\_\_\_\_\_ to the opportunity to work with your company. 8.\_\_\_\_\_

Thank you for your (9)\_\_\_\_\_ and consideration. 9.\_\_\_\_\_

Yours (10)\_\_\_\_\_, 10.\_\_\_\_\_

Greta Wollenburg

## TEXT COMPLETION PRACTICE 4

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

Dear Sir or (1)\_\_\_\_,

1.\_\_\_\_\_

I recently learned of the Master's Degree in Marketing

at your university and I would like to (2)\_\_\_\_\_ for admission.

2.\_\_\_\_\_

I plan to (3)\_\_\_\_\_ my degree in Business Administration

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

at the end of this academic year and then I would like

to continue my (4)\_\_\_\_\_ in your postgraduate program

4.\_\_\_\_\_

in order to gain applied knowledge and experience.

I would be (5)\_\_\_\_\_ if you could send me some information

5.\_\_\_\_\_

about this program. In particular, I (6)\_\_\_\_\_ like to know about

6.\_\_\_\_\_

the curriculum, how long it lasts, what the schedule would be,

the admission requirements, (7)\_\_\_\_\_ the tuition costs.

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

I look forward to (8)\_\_\_\_\_ from you in the near future.

8.\_\_\_\_\_

(9)\_\_\_\_\_ you very much in advance for your support.

9.\_\_\_\_\_

Yours (10)\_\_\_\_\_,

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

Clive Anderson



## TEXT COMPLETION PRACTICE 5

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

### Latest Developments in the Field of Computer Technology

Developments in computing (1)\_\_\_\_\_ driving the transformation of 1. \_\_\_\_\_  
entire systems of production, management, and governance.

Someone affirms that we must ensure that these developments  
benefit all society, not just the wealthy or those participating  
(2)\_\_\_\_\_ the “new economy”. 2. \_\_\_\_\_

(3)\_\_\_\_\_ computers are in virtually everything we touch, all day 3. \_\_\_\_\_  
long. We still have an image of computers as being rectangular  
objects either on a desk, (4)\_\_\_\_\_ in our pockets; but computers are 4. \_\_\_\_\_  
in our cars, they’re in our thermostats, they are in our refrigerators.

In (5)\_\_\_\_\_ , increasingly computers are no longer objects at all, 5. \_\_\_\_\_  
and this is (6)\_\_\_\_\_ to impact our lives all day long. 6. \_\_\_\_\_

Some of the exciting developments have to do (7)\_\_\_\_\_ the Internet 7. \_\_\_\_\_  
of things. We have a tendency to think of the Internet as some kind  
of ether that floats around us. But quite recently researchers have  
made enormous discoveries in creating a way for all objects to  
communicate; (8)\_\_\_\_\_ , your phone might communicate to your 8. \_\_\_\_\_  
refrigerator, which might communicate to the light bulb.

In fact, in a near (9)\_\_\_\_\_ , the light bulb 9. \_\_\_\_\_  
(10)\_\_\_\_\_ itself become a computer, projecting information instead 10. \_\_\_\_\_  
of light.

Source: <https://www.weforum.org>

## TEXT COMPLETION PRACTICE 6

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

### Could Plant-Based Plastics Help Against Waste Pollution?

We know that plastic waste is (1)\_\_\_\_\_ big problem 1. \_\_\_\_\_

(2)\_\_\_\_\_ the planet - our oceans are invaded with it and we're 2. \_\_\_\_\_

rapidly running out of landfill sites. Only 9% (3)\_\_\_\_\_ recycled. 3. \_\_\_\_\_

Burning plastic contributes to greenhouse gas emissions (4)\_\_\_\_\_ 4. \_\_\_\_\_

global warming. So, could plant-based alternatives and better

recycling provide an answer? Plastic is versatile, (5)\_\_\_\_\_ for many 5. \_\_\_\_\_

items there are no commercially suitable biodegradable alternatives.

The single-use drinking straw is an (6)\_\_\_\_\_ and takeaway coffee 6. \_\_\_\_\_

cups are another. In the UK alone (7)\_\_\_\_\_ 2.5 billion of them are 7. \_\_\_\_\_

thrown every year, many people think that they are recyclable when

they're not.

One company trying to change this is Biome Bioplastics, which has

(8)\_\_\_\_\_ a fully compostable and recyclable cup using natural 8. \_\_\_\_\_

(9)\_\_\_\_\_ such as potato starch, corn starch, and cellulose, the main 9. \_\_\_\_\_

constituent of plant cell walls. The company has created a plant-

based plastic - called bioplastic - that is fully biodegradable and also

disposable either in a paper recycling (10)\_\_\_\_\_ food waste bin. 10. \_\_\_\_\_

Source: <https://www.bbc.com/news/business>

## TEXT COMPLETION PRACTICE 7

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

### The Miracle of Silicon Valley

It is (1)\_\_\_\_\_ made of silicon and it is not a river valley, but Silicon 1. \_\_\_\_\_  
Valley is probably the (2)\_\_\_\_\_ famous valley in the world. 2. \_\_\_\_\_  
(3)\_\_\_\_\_ it is not the place where the first computer was built (that 3. \_\_\_\_\_  
was Manchester, England), Silicon Valley, was the birthplace of the  
modern computer industry and of Hippies culture. It was in the  
nineteen-sixties that American "youth culture" really began. At the  
time, there (4)\_\_\_\_\_ really two different forms of youth culture: the 4. \_\_\_\_\_  
"Beach Boy" culture on the one hand, and the anti-establishment  
hippies and radical students (5)\_\_\_\_\_ the other hand. For the Beach 5. \_\_\_\_\_  
Boys, a US band of that period, that meant southern California,  
where (6)\_\_\_\_\_ could sing about surfing and cars; for the Hippies 6. \_\_\_\_\_  
and radicals, it meant San Francisco, "flower power" and  
revolutionary new ideas. The campuses (7)\_\_\_\_\_ Berkeley and 7. \_\_\_\_\_  
Stanford, near San Francisco, were hot-beds of new ideas, new  
technology, new culture, (8)\_\_\_\_\_ new ways of living. 8. \_\_\_\_\_  
Then, in 1976, an electronics student called Steve Jobs started a  
small computer company in (9)\_\_\_\_\_ garage; he gave it the name 9. \_\_\_\_\_  
*Apple*. Very soon, (10)\_\_\_\_\_ companies, like Seagate and Google 10. \_\_\_\_\_  
appeared. "Silicon Valley" had arrived.

Source: <https://linguapress.com>

## TEXT COMPLETION PRACTICE 8

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

### EU Votes for Universal Phone Charger

Have (1)\_\_\_\_\_ ever wondered why every smartphone manufacturer 1. \_\_\_\_\_  
makes a charger for (2)\_\_\_\_\_ phone that is different 2. \_\_\_\_\_  
(3)\_\_\_\_\_ the rest? Lawmakers at the European Union 3. \_\_\_\_\_  
(4)\_\_\_\_\_ also been focussing on the same mystery. The EU has 4. \_\_\_\_\_  
decided that all smartphone (5)\_\_\_\_\_ will soon have to make the 5. \_\_\_\_\_  
plug adaptor that connects to the electricity supply the same.  
The variety in designs of current adaptors is (6)\_\_\_\_\_ for the 6. \_\_\_\_\_  
environment. Every time someone buys a new phone, they (7)\_\_\_\_\_ 7. \_\_\_\_\_  
throw away their old charger and pay for another one that fits their  
new (8)\_\_\_\_\_. The current incompatibility of chargers 8. \_\_\_\_\_  
(9)\_\_\_\_\_ mobile phones, smart phones, tablets, digital cameras and 9. \_\_\_\_\_  
music players is a nightmare and a real inconvenience for  
consumers. Manufacturers have until 2017 (10)\_\_\_\_\_ comply with 10. \_\_\_\_\_  
the new directive.

Source: <https://breakingnewsenglish.com>

## TEXT COMPLETION PRACTICE 9

Complete the following email by writing **an appropriate word** in each gap on the right-hand margin.

### World Wide Web Inventor Worried About Its Future

The man (1)\_\_\_\_\_ created the World Wide Web, Sir Tim 1. \_\_\_\_\_  
Berners-Lee, has warned of the dangers of the Internet. He  
described his three main worries. The first problem is fake  
news: websites and companies (2)\_\_\_\_\_ creating fake 2. \_\_\_\_\_  
news just to make money, or to try and change people's  
political opinions. The second problem is political  
advertising: in fact, adverts are (3)\_\_\_\_\_ to stop voters 3. \_\_\_\_\_  
from voting or to make them click on fake news stories.  
The final concern is the misuse of (4)\_\_\_\_\_ data by 4. \_\_\_\_\_  
governments: people are killed in (5)\_\_\_\_\_ countries 5. \_\_\_\_\_  
because of the websites (6)\_\_\_\_\_ visit. Berners-Lee 6. \_\_\_\_\_  
(7)\_\_\_\_\_ the web in 1989 and had imagined the web as 7. \_\_\_\_\_  
(8)\_\_\_\_\_ open platform that would allow everyone, 8. \_\_\_\_\_  
everywhere to share information, access opportunities and  
collaborate across geographic and cultural boundaries.  
There were complex problems, indeed, and the solutions  
were not simple. What we still need is a fair level of data  
control back in the hands of people. Governments  
(9)\_\_\_\_\_ not be allowed to look 9. \_\_\_\_\_  
(10)\_\_\_\_\_ our online data and we should fight against fake 10. \_\_\_\_\_  
news and misinformation.

Source: <https://breakingnewsenglish.com>

# **ANSWER KEY**

## **Section A: LISTENING PRACTICE**

### **LISTENING 1**

1. C
2. B
3. A
4. A
5. C
6. C

### **LISTENING 2**

1. Greenland
2. 5/five o'clock/pm
3. computer(s)
4. space ship
5. top/highest
6. Friday

### **LISTENING 3**

1. C
2. A
3. B
4. C
5. A
6. B

### **LISTENING 4**

1. artist
2. 12<sup>th</sup> July
3. Fridays
4. groups
5. lessons
6. timetable

### **LISTENING 5**

1. A
2. B
3. B
4. C
5. B
6. C

### **LISTENING 6**

1. 1921
2. Japan(ese)
3. gift(s)
4. hotel
5. (rail/train/railway) station
6. group(s)

### **LISTENING 7**

1. A
2. C
3. B
4. C
5. C
6. A

### **LISTENING 8**

1. Good Living
2. fish
3. salad(s)
4. rice
5. parties/party
6. (£) 2.49

### **LISTENING 9**

1. C
2. A
3. A
4. B
5. C
6. B

### **LISTENING 10**

1. 1 HOUR 30
2. oil
3. plants
4. (large) (colorful) rocks
5. souvenirs
6. basket

### **LISTENING 11**

1. B
2. A
3. C
4. C
5. C
6. B

### **LISTENING 12**

1. hills
2. sunset
3. cushion
4. 5/five
5. picnic
6. CITYENTS

### **LISTENING 13**

1. B
2. C
3. C
4. A
5. B
6. A

### **LISTENING 14**

1. football stadium
2. email
3. sports bag
4. water bottle
5. shirt(s)
6. BEATON

### **LISTENING 15**

1. B
2. C
3. C
4. B
5. A
6. A

### **LISTENING 16**

1. tent
2. meals
3. path
4. map
5. rabbits
6. flight

## **Section B: MATCHING PRACTICE**

### **MATCHING 1**

1. E      2. F      3. A      4. C      5. D

### **MATCHING 2**

1. D      2. F      3. E      4. B      5. A

### **MATCHING 3**

1. B      2. C      3. D      4. A      5. H      6. G      7. J      8. E      9. F      10. I

### **MATCHING 4**

1. E      2. A      3. C      4. F      5. G

### **MATCHING 5**

1. D      2. B      3. G      4. H      5. E

### **MATCHING 6**

1. E      2. B      3. A      4. F      5. C

### **MATCHING 7**

1. B      2. C      3. A      4. E      5. D

### **MATCHING 8**

1. E      2. B      3. F      4. C      5. A

### **MATCHING 9**

1. E      2. A      3. C      4. H      5. F

### **MATCHING 10**

1. E      2. D      3. H      4. C      5. A

### **MATCHING 11**

1. E      2. G      3. D      4. A      5. H

### Section C: GRAPH PRACTICE

#### **WRITING – COMPARING DATA 1**

1. T      2. T      3. F      4. T      5. F      6. T      7. F      8. T

#### **GRAPH 1**

1. T      2. F      3. T      4. F      5. T      6. T      7. T      8. T      9. F      10. T

#### **GRAPH 2**

1. F      2. NG      3. F      4. F      5. T      6. T      7. T      8. NG      9. F      10. T  
11. T      12. NG

#### **GRAPH 3**

1. T      2. T      3. NG      4. T      5. T      6. F      7. NG      8. T      9. F      10. T  
11. F      12. NG      13. T

#### **GRAPH 4**

1. T      2. F      3. NG      4. F      5. T      6. NG      7. T      8. F      9. NG      10. F  
11. F      12. T      13. T



## **Section D: LANGUAGE IN CONTEXT PRACTICE**

### **LANGUAGE IN CONTEXT 1**

1. A    2. C    3. B    4. D    5. A    6. C    7. D    8. B    9. C    10. A    11. A

### **LANGUAGE IN CONTEXT 2**

1. B    2. C    3. A    4. B    5. C    6. D    7. D    8. A    9. B    10. B    11. A

### **LANGUAGE IN CONTEXT 3**

1. B    2. D    3. B    4. A    5. C    6. C    7. D    8. A    9. B    10. C    11. D

### **LANGUAGE IN CONTEXT 4**

1. B    2. B    3. D    4. C    5. C    6. A    7. B    8. B    9. D    10. A    11. B

### **LANGUAGE IN CONTEXT 5**

1. B    2. C    3. C    4. B    5. D    6. C    7. D    8. B    9. C    10. D    11. A

### **LANGUAGE IN CONTEXT 6**

1. B    2. A    3. B    4. A    5. C    6. D    7. A    8. C    9. D    10. C

### **LANGUAGE IN CONTEXT 7**

1. B    2. D    3. A    4. C    5. A    6. B    7. C    8. D    9. A    10. C

### **LANGUAGE IN CONTEXT 8**

1. C    2. A    3. D    4. B    5. D    6. D    7. A    8. A    9. B    10. D

### **LANGUAGE IN CONTEXT 9**

1. C    2. C    3. C    4. B    5. D    6. A    7. B    8. B    9. D    10. A

### **LANGUAGE IN CONTEXT 10**

1. D    2. A    3. B    4. B    5. D    6. A    7. C    8. A    9. A    10. C

## **RELATIVE PRONOUNS:**

1. who	2. whose	3. which	4. where	5. who
6. that/who	7. where	8. which	9. whose	10. that/which

## **Section E: SENTENCE TRANSFORMATION PRACTICE**

### **SENTENCE TRASFORMATION 1**

1. open
2. not go
3. have never been
4. to go
5. small
6. lent me
7. spent
8. is
9. for two

### **SENTENCE TRASFORMATION 2**

1. far from
2. are
3. on
4. cost/are
5. I want
6. old enough
7. long film
8. bored
9. called
10. It is
11. were all going

### **SENTENCE TRASFORMATION 3**

1. would not go
2. such a
3. so/very crowded
4. we chose
5. were
6. did not include

### **SENTENCE TRASFORMATION 4**

1. belong to
2. does the new
3. don't you

### **SENTENCE TRASFORMATION 5**

1. cheaper in England
2. have time
3. should be
4. was opened

### **SENTENCE TRASFORMATION 6**

1. is not allowed
2. are always
3. the least
4. are checked

### **SENTENCE TRASFORMATION 7**

1. aren't many
2. since
3. I would
4. to have
5. unless you

## **Section F: TEXT COMPLETION PRACTICE**

### **TEXT COMPLETION 1**

1. Dear
2. lovely/nice/fantastic/wonderful
3. about
4. go
5. of
6. interested/free
7. can/will
8. soon
9. shoes/socks/jeans/glasses/slippers
10. you

### **TEXT COMPLETION 3**

1. writing
2. in
3. and
4. talks/conferences/workshops
5. university/college
6. an
7. past/last
8. forward
9. time
10. sincerely

### **TEXT COMPLETION 5**

1. are
2. in
3. Today/Nowadays/Currently
4. or
5. fact
6. going
7. with
8. so
9. future
10. will

### **TEXT COMPLETION 7**

1. not
2. most
3. Although
4. were
5. on

### **TEXT COMPLETION 2**

1. hope
2. you
3. me
4. buy/bring/give
5. present/gift/book
6. reading
7. going
8. now
9. let
10. looking

### **TEXT COMPLETION 4**

1. Madam
2. apply
3. get/take/obtain/gain
4. studies
5. grateful/pleased
6. would
7. and
8. hearing
9. Thank
10. faithfully

### **TEXT COMPLETION 6**

1. a
2. for
3. is
4. and
5. but
6. example
7. around/about
8. developed/invented/created
9. materials
10. or

### **TEXT COMPLETION 8**

1. you
2. its
3. from
4. have
5. companies/developers/manufacturers/producers

6. they
7. in
8. and
9. his
10. more/other/new

6. dangerous/threatening/unsafe/harmful
7. usually/generally
8. device/mobile/phone
9. for
10. to

#### **TEXT COMPLETION 9**

1. who/that
2. are
3. used/employed
4. personal/sensitive
5. some
6. they
7. invented/developed
8. an
9. should
10. at