

SKILL OF WRITING

ELEMENTARY

# Pen to Paper

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# Contents

Introduction to the teacher	page 4
Structures used in each unit	page 6
1 Everyone likes him!	page 8
<i>Describing a person</i>	
2 Is it near the sea?	page 12
<i>Describing a place</i>	
3 He never gets up early	page 16
<i>Describing activities</i>	
4 Come to my party!	page 20
<i>Giving instructions</i>	
5 Are you a new student?	page 24
<i>Writing a dialogue</i>	
6 Don't leave anything behind!	page 28
<i>Persuading people to do things</i>	
7 West Africa welcomes the Pope	page 32
<i>Writing a report</i>	
8 A day out	page 36
<i>Writing an account</i>	
9 I prefer Biology to Maths	page 40
<i>Discussing things</i>	
10 The Secret of Five Chimneys	page 44
<i>Writing a review</i>	
11 We must get this story!	page 48
<i>Working with information</i>	
12 Eighteen is too young to vote!	page 52
<i>Giving opinions</i>	
Consolidation	page 56
Answers to closed exercises	page 63

# Introduction to the teacher

*Pen to Paper* is the first book in the Skill of Writing series. It is primarily intended for teenagers and young adults, but has also proved successful with older students. *Pen to Paper* is a supplementary book designed for students with one year's (60–90 hours) English competence. Its main objective is to develop the writing skills but, as a structurally graded book, it also consolidates students' growing knowledge of English and develops a wider range of vocabulary. Teachers can use the book at intervals throughout the year, either in the order of units given, or as the topics, structures or vocabulary presented here integrate successfully with the mainstream course. The book consists of twelve units, each with a minimum of two hours' work, and a Consolidation Section which usually offers a further task for homework.

## Structures

*Pen to Paper* is structurally graded and is based on Stages One and Two of *English Grammatical Structure* by Alexander, Stannard Allen, Close and O'Neill (Longman 1975). The structures are introduced progressively, reinforcing those commonly found in the first and second years of a general English course, and they are practised within the context of a particular writing purpose, (for example, adverbials for describing daily activities) and always in a natural context of language use. A detailed structure list for each unit follows this introduction.

## Vocabulary

It is not possible to produce a supplementary book which is appropriate to the grading of vocabulary in all mainstream courses. Vocabulary development, therefore, is an important aim of *Pen to Paper*. The vocabulary arises from topics and the Consolidation Section at the back of the book contains a vocabulary list for each unit. Vocabulary is carefully contextualised through pictures and texts so that the meaning of a new word is easily understood.

## The Writing Tasks

*Pen to Paper* contains many different types of writing for a range of purposes, for example, writing letters, instructions, dialogues and a review. Dialogue has been included because, although not a natural form of writing, except in literary contexts, it is a task often set in public examinations and students need practice from an early stage. Simple compositions have also been included as these often form an important part of English assessment in many educational institutions. By working with different writing purposes students can learn how these require different styles and how to use the appropriate language.

## **The Approach to Writing**

Each unit guides students towards a final piece of writing through careful preparation of subject matter and through detailed language practice. On the one hand a topic and its relevant vocabulary are introduced and the students are required to gather information concerning the topic. On the other hand students are given practice at the different levels of language: structural, organisational (the clear handling of content in a logical order), functional (such as using the best linking devices to create coherent writing), and stylistic (using vocabulary appropriate to context). A clear context in each unit ensures that students understand the nature and the purpose of the writing task.

## **The Units**

Each unit follows the natural steps in constructing a text: finding words, linking ideas, making sentences, organising the text; though the order of these may change according to the type of text. Students follow section headings which make clear the nature of the activity.

The emphasis in *Pen to Paper* is on expressing information in a logical order in clear simple English. The book tries to give an increasing degree of freedom in both the form and the content of the writing. It encourages students to work creatively with English by gathering and using information in different ways and by drawing on their own knowledge of the language. Each unit contains activities which range across the language skills: speaking, thinking, finding out, listening and reading. Since writing in real life is associated with experiences in these skills and usually derives from them, the writing tasks in *Pen to Paper* draw on what students do and learn in other activities.

## **Using the Book in Class**

The book is designed mainly for use in a classroom with the guidance of a teacher who can exploit the possibilities for pair and group work. The teacher can also encourage students to work together in groups to check and revise each other's work before presenting a final version. Alternatively, many exercises and activities can be done individually either in the class or at home, especially the Consolidation task, so that students can apply the skills they have learnt to the writing of a similar text. An answer section at the back of the book provides the key to closed exercises, that is, those which have only one possible answer.

Although the Skill of Writing can be treated as a series, no one book is dependent on another, therefore *Pen to Paper* can be used as a work complete in itself, and no reference to any of the other books is necessary.

# Structures used in each unit

## 1 Everyone likes him!

Present simple tense of verbs, including *be*

Third person 's' in present simple

Adjectival phrases after the noun phrase, e.g. *with fair hair, with blue eyes*

Simple adjectives to describe people, e.g. *tall, short, thin*

Adverb of frequency: *usually*

## 2 Is it near the sea?

Present simple tense of verbs

*There is/there are/there are lots of . . .*

*It is/it has . . .*

Adjectival phrases after the noun phrase, e.g. *with a garden*

Simple adjectives to describe places, e.g. *comfortable, sunny*

## 3 He never gets up early

Present simple tense of verbs

Adverbs of frequency: *never, sometimes, often, always, rarely*

Adverbial phrases of time: *in the summer*

*in the winter*

*on weekday evenings*

*on Saturday evenings*

*on Sunday mornings*

## 4 Come to my party!

Prepositions of place, e.g. *across, along, over*

Imperatives for giving directions, e.g. *go along, turn right*

## 5 Are you a new student?

Present simple tense of verbs

Present continuous tense of verbs

*WH* interrogatives with *what* and *where* in present tenses

Connective: *because* with clauses of reason

## 6 Don't leave anything behind!

Imperatives for requests and orders, e.g. *please don't . . .*

Verbs which take infinitives:

*help to    remember to    forget to*

Modal verb: *you must/you mustn't*

## 7 West Africa welcomes the Pope

Past simple tense of verbs, regular and irregular

Adverbial phrases for dates and times, e.g. *on 17 February*  
*in the morning*

## 8 A day out

Past simple tense of verbs, regular and irregular

Sequencing connectives: *first of all*

*next*

*then*

*after that*

## 9 I prefer Biology to Maths

Verbs: *like/don't like* + noun phrase

*like/don't like* + verb + *ing*

*prefer (something) to (something)*

*like (something) better than (something)*

Connectives: *and, but, because*

Simple adjectives, e.g. *favourite, interesting*

Adjectival phrases: *good at, bad at*

Verb: *belong to*

Verb: *want (to be)*

## 10 The Secret of Five Chimneys

Adverbs of manner, e.g. *softly, nervously*

Present simple tense (as in reviewing), e.g. *the book begins . . .*

Past simple tense of verbs

## 11 We must get this story!

Past simple tense of verbs

Verbs: *to want (something); to need (something)*

Modal: *must*

Imperatives (as in planning activities), e.g. *find out, talk to, see*

## 12 Eighteen is too young to vote!

Past simple tense of verbs

Verbs: *believe, hope, say, know, think* with following noun clause

Adjectives expressing judgement, e.g. *right, bad*

Connective: *because* with clauses of reason

## Describing a person

### UNIT ONE

# Everyone likes him!

**Finding Words** 1 Think about a person you like. Describe him or her. Write five sentences.

Is he/she tall?

Is he/she thin?

What colour are his/her eyes?

What sort of hair has he/she got?

What sort of clothes does he/she wear?

What sort of person is he/she?

This is Chris, Jenny's boyfriend. Jenny is writing to her friend, Barbara, about him.



He's very tall and quite slim, with dark, curly hair and brown eyes. He usually wears casual clothes. He likes wearing jeans and a denim jacket. He's a serious person, quiet and gentle but sometimes he's very funny. Everyone likes him because he's so kind.

2 Which words describe Chris? Make lists. Then write down the words about your friend from Exercise 1.

Looks	Clothes	Personality
<i>tall</i>		<i>serious</i>



## Learning New Words

- 3 Work in a group. Read out the sentences about your friend. Listen to the sentences from students in your group. Write down new words you hear in your lists.
- 4 Look at the notes about Barry and Angela. Make notes about John and Penny.



### BARRY

**Looks:** *very tall, thin*  
*short, straight, fair hair*  
*blue eyes*  
**Clothes:** *casual*  
*checked shirts, jeans*  
**Personality:** *honest*



### ANGELA

**Looks:** *quite short, slim*  
*short, fair, wavy hair*  
*green eyes*  
**Clothes:** *fashionable*  
*dresses, jackets*  
**Personality:** *sympathetic*



### JOHN

**Looks:**  
**Clothes:**  
**Personality:**



### PENNY

**Looks:**  
**Clothes:**  
**Personality:**

5 Look at this sentence.

He's a *serious* person, *quiet* and *gentle* but sometimes he's very *funny*.

Choose the best word to describe these people. Write the number in the box.

i easy-going

ii ambitious

iii quiet

iv cheerful

v sympathetic

- a)  Barry wants to be a director. He works very hard.
- b)  Penny is always smiling and happy.
- c)  Angela likes to help her friends. She listens to people's problems.
- d)  Chris doesn't talk much. He likes to think.
- e)  John works with little children. He's never tired or angry.

## Making Sentences

6 Look at this sentence.

He's very tall and quite slim with dark, curly hair and brown eyes.

Write four sentences.

Barry He's very tall and thin with \_\_\_\_\_  
Angela She's quite short and \_\_\_\_\_  
John He's \_\_\_\_\_  
Penny \_\_\_\_\_

7 Look at these sentences.

He *usually wears casual clothes*.

He likes wearing jeans and a denim shirt.

Write four sentences.

Barry He usually \_\_\_\_\_  
Angela She \_\_\_\_\_  
John \_\_\_\_\_  
Penny \_\_\_\_\_

## Organising Your Writing

8 Now write about this girl.



- a) She's \_\_\_\_\_ with \_\_\_\_\_ and \_\_\_\_\_
- b) She usually wears \_\_\_\_\_
- c) She likes \_\_\_\_\_
- d) She's a \_\_\_\_\_ person, \_\_\_\_\_ but \_\_\_\_\_
- e) Everyone likes her \_\_\_\_\_

**Writing It Out** 9 Make notes about a person you know.

Notes	
<b>Looks</b>	
<b>Clothes</b>	
<b>Personality</b>	

Now write out a description.

10 Write a description of someone in your class. Read it out but don't tell the other students the name. Can they tell who it is?

# Describing a place

## UNIT TWO

### Is it near the sea?



#### **BOVEY Cottage for 4**

Large, \_\_\_\_\_, detached 15th century cottage with thatched roof, in small village next to pub and church. Rose garden around cottage with \_\_\_\_\_ patio. Large, beautifully furnished living room with 2 \_\_\_\_\_ sofas, pretty windows and \_\_\_\_\_ wood fire. \_\_\_\_\_ kitchen with breakfast corner. Two bedrooms, one with double bed and one with two \_\_\_\_\_ beds. Bathroom and w.c.

Two miles to shops at Moreton. Many \_\_\_\_\_ houses and gardens nearby. Fishing in River Bovey. Horse-riding in village. Quiet country park with swimming pool 2 miles. Sea 5 miles. Very good for picnics and touring.

Services.  
Central heating, \_\_\_\_\_ TV, payphone, garage.

#### **Weekly Rents**

Jan 3	Feb 28	Apr 11	May 23	Jul 11	Sep 5	Oct 3	Oct 31	Dec 19
-Feb 21	-Apr 4	-May 16	-Jul 4	-Aug 29	-Sep 26	-Oct 24	-Dec 12	-Dec 26
£ 84	117	142	155	175	155	117	-	-

#### **Finding Words**

1 Read the text. Complete it with these words.

attractive

open

sunny

colour

single

comfortable

modernised

historic

#### **Learning New Words**

2 Look at these words from the text.  
Which is the right meaning for each one?

<i>cottage</i>	eating outside on a trip
<i>patio</i>	made of dried straw
<i>detached</i>	a place to sit in the garden
<i>picnic</i>	small house in the country
<i>thatched</i>	not joined to another

#### **Making Sentences**

3 Which sentences are true? Correct the false ones.

- It's three miles to the shops.
- There are three bedrooms in the cottage.
- The cottage is in a large village.
- There are two comfortable armchairs in the living room.
- The cottage is next to a pub and a church.
- There is a swimming pool two miles away.
- There is an electric fire in the living room.
- The living room is small.

4 Work with a friend. Ask and answer.

- a) How many people is it for?
- b) How many bedrooms are there?
- c) What is the kitchen like?
- d) Is there a big living room?
- e) How is it heated?
- f) Has it got a garden?
- g) Is there a telephone?
- h) Is it near to the sea?
- i) Can we park the car there?
- j) What can we do around there?

5 Tony and Sue are talking about the cottage. Sue is looking at the brochure and Tony is asking questions. Complete their conversation.

**Tony** Remember we need a cottage for four: you, me, your sister and John.  
How many bedrooms are there?

**Sue**

**Tony** And is there a big living room we can sit in?

**Sue**

**Tony** What about cooking?

**Sue**

**Tony** I need a telephone. Is there one?

**Sue**

**Tony** Can we park the car there?

**Sue**

**Tony** John likes swimming. Is there somewhere he can swim?

**Sue**

**Tony** And what about a pub for me?

**Sue**

**Tony** Ah well, it sounds very good. Let's phone them and book it.

6 Look at these sentences:

*There is a pub in the village, next to the church.*

*There are lots of shops at Moreton.*

Now make six true sentences from this table.

There	is are	a garage a swimming pool two single beds pretty windows a payphone lots of places to see	two miles away in one bedroom next to the cottage in the living room in the cottage nearby
-------	-----------	---	---

7 Look at these sentences:

*It's a fifteenth century cottage with a thatched roof.*

*It's a detached cottage with a pretty garden.*

Now match something from A with something from B and complete the sentences below.

A	B
quiet park small village large living room modernised kitchen rose garden	pub sunny patio swimming pool two comfortable sofas breakfast corner

- Two miles away there's a country park. It's a \_\_\_\_\_ with a \_\_\_\_\_
- The cottage is in the village. It's a \_\_\_\_\_
- Next to the living room there's a kitchen. It's \_\_\_\_\_
- The cottage has a small garden. It's \_\_\_\_\_
- There's a living room \_\_\_\_\_

## Organising Your Writing

8 Write Sue's letter to her friend Pamela.

For example:

*cottage:* It's a fifteenth century cottage with a thatched roof.

cottage

village

garden

living room

bedrooms

area

things to do

*We're going to a cottage in the west of England for two weeks. It's a fifteenth century cottage with a thatched roof. It's in a small \_\_\_\_\_*

*There \_\_\_\_\_*

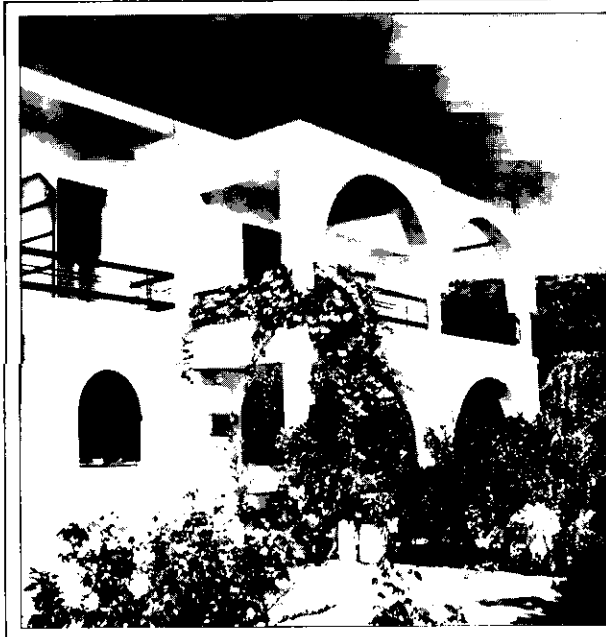
*There \_\_\_\_\_*

*The cottage has \_\_\_\_\_*

*There are lots of \_\_\_\_\_*

*We can \_\_\_\_\_  
 It's very good for \_\_\_\_\_  
 I'm looking forward to it.  
 Write and tell me about your holiday.*

**Writing It Out** 9 Look at this description of Villa Mariana in Tuscany. You are going on holiday there. Write a letter to a friend about it.



## VILLA MARIANI PETRASANTA, TUSCANY

### For 6 persons

Living/dining room, kitchen. Four bedrooms (2 double, 2 single), bathroom, shower room. Balcony, patio and small garden with barbecue. Private parking, 1350 metres from the beach.

A lovely villa, near to local shops and restaurants. Comfortable, furnished in modern Italian style. Large modern kitchen. Cycling, sailing, horse-riding, tennis nearby. Good for quiet evenings after sunny days. Day trips to Pisa and Florence.

# He never gets up early

**Finding Words** 1 English people often do these things in their spare time:



Which things do you do? Write down some more things you do.

2 Work in a group. Ask and answer.

What do you do in your spare time?

– I go to the cinema, I visit friends \_\_\_\_\_

Listen to your friends. Write down the new things in your list.



3 Now choose things from your list. Write eight true sentences about yourself.

- a) I never \_\_\_\_\_ in the summer.
- b) I sometimes \_\_\_\_\_ on Saturday evenings.
- c) I often \_\_\_\_\_ on Sunday mornings.
- d) I always \_\_\_\_\_ in the winter.
- e) I rarely \_\_\_\_\_ on weekday evenings.
- f) I sometimes \_\_\_\_\_ on Saturday afternoons.
- g) I always \_\_\_\_\_ on Sundays.
- h) I often \_\_\_\_\_ on weekday evenings.

## Making Sentences

4 Work with two friends. Ask and answer. Write notes about your friends in the table.

What do you do on Saturday evenings?

- I sometimes go to the cinema.
- I often go to a party.

	1	2
On Saturday evenings: sometimes often		
On Sunday mornings: never rarely		
On weekday evenings: always never		

5 Now think of five questions to ask your friends. Write them down, like this:















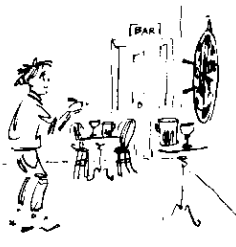









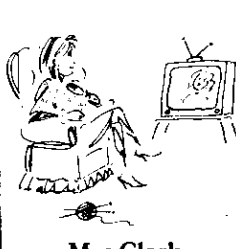
- Do you ever go to a party on weekday evenings?
- Do you ever play football in winter?
- Do you ever go skiing in the summer?
- Do you ever \_\_\_\_\_?

Ask your friends these questions and make notes of their answers.

6 Now write eight true sentences about one of your friends. Remember 's' on the verb.

- a) He/she sometimes visits friends on Sunday mornings.
- b) He/she \_\_\_\_\_

7 Look at this information about the Clark family.

	never	rarely	sometimes	often	always
in the summer	 <b>Geoffrey</b>	 <b>Stephen</b>	 <b>Tina</b>	 <b>Mrs Clark</b>	 <b>Mr Clark</b>
in the winter	 <b>Stephen</b>	 <b>Tina</b>	 <b>Mrs Clark</b>	 <b>Mr Clark</b>	 <b>Geoffrey</b>
on Saturday evenings	 <b>Tina</b>	 <b>Mrs Clark</b>	 <b>Mr Clark</b>	 <b>Geoffrey</b>	 <b>Stephen</b>
on Sunday mornings	 <b>Mrs Clark</b>	 <b>Mr Clark</b>	 <b>Geoffrey</b>	 <b>Stephen</b>	 <b>Tina</b>
on weekday evenings	 <b>Mr Clark</b>	 <b>Geoffrey</b>	 <b>Tina</b>	 <b>Stephen</b>	 <b>Mrs Clark</b>

Are these sentences true or false? Correct the false ones.

- a) Geoffrey never goes skiing in the summer.
- b) Mr Clark often reads a book on weekday evenings.
- c) Stephen often goes fishing in the winter.
- d) Mr Clark never goes sailing in the summer.
- e) Tina sometimes goes to the cinema on Saturday evenings.
- f) Stephen rarely plays football in the summer.

8 Make the questions. You can see the answers.

- a) When \_\_\_\_\_?  
He goes to the pub on Saturday evenings.
- b) How \_\_\_\_\_?  
She sometimes listens to records on weekday evenings.
- c) What \_\_\_\_\_?  
She goes for a walk.
- d) Does \_\_\_\_\_?  
No, she never plays tennis on Sunday mornings.
- e) How often \_\_\_\_\_?  
Sometimes in the winter.
- f) What does \_\_\_\_\_?  
She always listens to records.

9 Work in pairs. Ask and answer. Like this.

Does Mrs Clark play tennis on Sunday mornings?

- No, she doesn't. She never \_\_\_\_\_

Does Tina go riding in the summer?

- *Yes, she does. She sometimes goes riding* \_\_\_\_\_

## Organising Your Writing

10 Complete this description of Sandie. Think of things to write about her.

In the summer Sandie sometimes \_\_\_\_\_. She rarely \_\_\_\_\_ television but she sometimes listens to \_\_\_\_\_. In the winter she \_\_\_\_\_ goes skating. She never \_\_\_\_\_ swimming. It's too cold. She often stays \_\_\_\_\_ and reads a \_\_\_\_\_. On Saturday \_\_\_\_\_ evenings she \_\_\_\_\_. She never \_\_\_\_\_ at home. On Sunday mornings she sometimes \_\_\_\_\_ with her brothers. On weekday evenings she reads a book or sometimes \_\_\_\_\_ she \_\_\_\_\_

## Writing It Out

11 Now write a description of one of your friends.

Write about his or her activities, in the summer, in the winter, on Saturday evenings, on Sunday mornings, on weekday evenings.

# Giving instructions

## UNIT FOUR

### Come to my party!

**Finding Words** 1 Write down the names of these places and things.



**Learning New Words** 2 Put these words in the right lists on the next page.

football pitch  
 bus station  
 theatre  
 hospital  
 post office  
 cinema  
 club

art gallery  
 swimming pool  
 car park  
 butcher's  
 garage  
 school

newsagent's  
 museum  
 greengrocer's  
 sports hall  
 bank  
 baker's

Transport	Culture	Services	Shops	Entertainment/ Sport
railway station	library	church school café	supermarket	pub

## Making Sentences

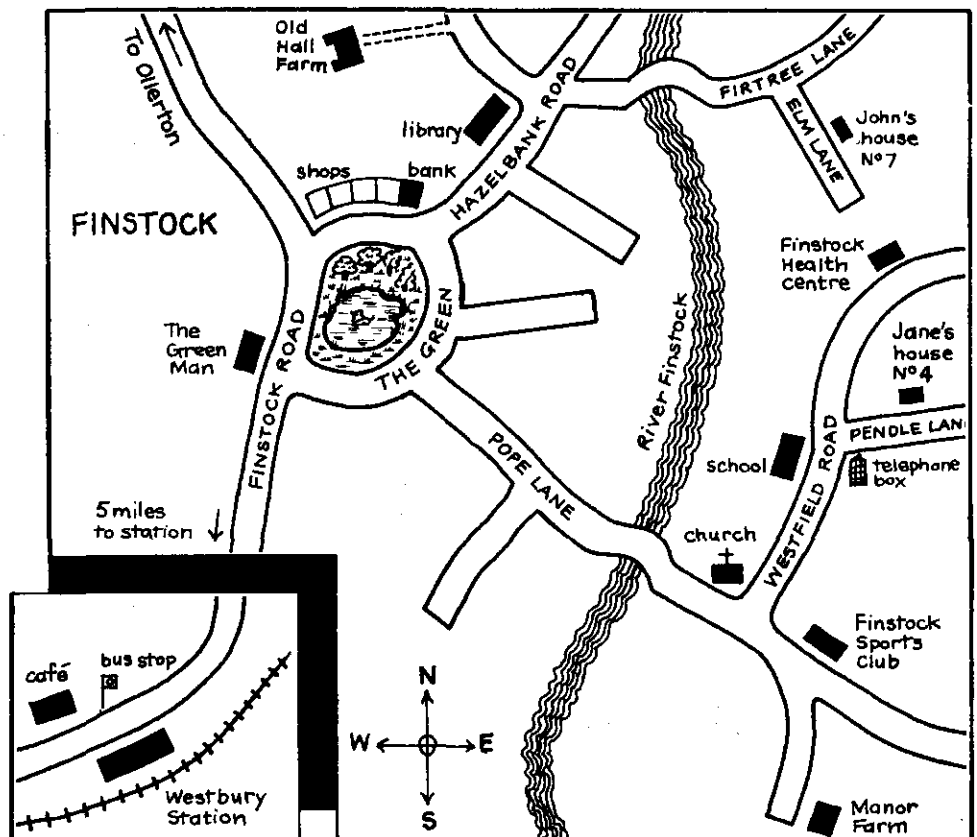
- 3 Work with a friend.  
Look at the map. Ask for and give directions.  
You are at The Green Man.

Can you tell me the way to the school, please?

– Yes. Go across the road and along The Green until you get to Pope Lane. Turn right and go along Pope Lane and over the bridge. Turn left by the church into Westfield Road and the school is on the left.

Ask for and give directions to:

- Old Hall Farm
- Finstock Health Centre
- Finstock Sports Club
- Manor Farm



4 Look at the map again. Complete Jane's letter with these words:

to	from	around
next to	at	along
on	by	into
opposite	over	in

4, Pendle Lane,  
Finstock,  
Ollerton,  
Herts.  
OL6 4RT

June 6th

Dear Julie,

It's my birthday next Saturday. Can you come to a party? It starts at four o'clock in the afternoon.

You can get a bus \_\_\_\_\_ Finstock \_\_\_\_\_ Westbury Station. The bus stop is \_\_\_\_\_ the station \_\_\_\_\_ a café. Take a number 5 bus to Ollerton and get off \_\_\_\_\_ a pub called The Green Man \_\_\_\_\_ Finstock.

Cross the road, walk \_\_\_\_\_ the pond, turn right \_\_\_\_\_ Pope Lane and walk \_\_\_\_\_ the lane and \_\_\_\_\_ the bridge till you get to the church. Turn left \_\_\_\_\_ the church and go along Westfield Road. Opposite the school there is a telephone box. Turn right into Pendle Lane. Our house is \_\_\_\_\_ the left. It has a red door.

I hope you can come.

love  
Jane

### Setting Out An Address

5 Look at how Jane sets out her address. Write out these addresses.

3 Silverbirch Road/ Ealing/ London/ W13  
 138 Westbourne Avenue/ Oxford/ OX4 3RZ  
 171 Queens Crescent/ Cheadle/ Cheshire/ CH3 2SJ

6 Can you match the name of the road to the abbreviation?

a Av.

b Ter.

c Rd.

d Cres.

e Gdns.

f St.

Street  
 Road  
 Gardens  
 Crescent  
 Terrace  
 Avenue

## Organising Your Writing

- 7 Look at the map. John lives at 7, Elm Lane. He's having a party. What directions must he give to his friends? Put these instructions in the right order. Number them 1 to 7.

Walk along until you get to the library.

Walk around the pond to Hazelbank Road.

1  Get off the bus at The Green Man.

Turn right into Elm Lane.

Turn right into Firtree Lane.

Number 7 is on the left.

Go over the bridge.

- 8 Here is the invitation. Now write John's letter to his friend Tom. Write the address first.

John  
invites you to a party  
at 7, Elm Lane  
on Saturday 9<sup>th</sup> July  
at 7 p.m.  
R.S.V.P.

Dear Tom,  
I'm having a party next Saturday.  
Can you come?

## Writing a dialogue

### UNIT FIVE

# Are you a new student?

1 Look at the poster and answer these questions:

- a) Do you think a fresher is:
  - a full-time student?
  - a second year student?
  - a part-time student?
  - a foreign student?
  - a new student?
- b) When is the market?
- c) What can you get there?
- d) What can you do there?
- e) Where is it?

SALTMARSH COLLEGE OF HIGHER EDUCATION

## FRESHERS' MARKET

Tuesday September 29th  
3-6 p.m.  
Assembly Hall  
North Building

All new students are welcome.  
Join the Students' Union!  
Get your discount railcard!  
(full-time students only)  
Get your disc for the carpark!  
Make some friends!

**Join a club!**

Mountaineering Club	Industrial Society
Swimming Club	Athletics Association
Tennis Club	Photography Club
Science Society	Music Society



## Making Sentences

- 2 At the market Ana, from Bolivia, meets Chris, from Greece. She wants to be friendly. What questions can she ask him? Write the questions.

**Name**            What's \_\_\_\_\_?

**Country**        Where \_\_\_\_\_?

**Home**            Where \_\_\_\_\_?

**Work/study**     What \_\_\_\_\_?

What else can she ask?

Do you like \_\_\_\_\_?

Are you interested in \_\_\_\_\_?

Have you got \_\_\_\_\_?

## Working With Sentences

- 3 Write the dialogue between Ana and Chris. Choose sentences from the boxes and finish the conversation.

**ANA**

Are you interested in climbing?

Do you like working there?

Yes, I am. I'm doing Secretarial Studies full time.

I want to be a bilingual secretary. I'm from Bolivia. Where do you come from?

Have you got a job?

Hello, it's very crowded in here. Are you a new student?

Let's join the Mountaineering Club.

Do you like Newfield?

**CHRIS**

Yes, I think so.

Yes, because the people are friendly but I want to speak English, not Greek.

Yes, I'm studying English. I'm a part-time student. Are you a new student too?

It's OK but I want to go to London next year.

Greece.

Yes, I work in the Acropolis Restaurant on the Broadway.

**Ana**            Hello \_\_\_\_\_?

**Chris**          \_\_\_\_\_?

**Ana**            Yes, I am \_\_\_\_\_?

**Chris**          \_\_\_\_\_

**Ana**            Have \_\_\_\_\_?

**Chris**          \_\_\_\_\_

**Ana**            Do \_\_\_\_\_?

**Chris**          Yes, \_\_\_\_\_

**Ana**            Do \_\_\_\_\_?

**Chris**          \_\_\_\_\_

**Ana**            Are \_\_\_\_\_?

**Chris**          Yes, \_\_\_\_\_

**Ana**            \_\_\_\_\_

Chris and Ana meet other students. Look at this information about them.

Student	Study	Subject	Ambition	Feelings about work/study
Pierre	new F/T	Economics	to help his country	interesting
Winston	2nd year F/T	Hotel and Catering	to go to Jamaica and manage a hotel	hard but practical satisfying
Kerri	new P/T	Business Studies/ works as a clerk	to get a good job	useful course people in office friendly
John	2nd year P/T	Tourism/ works in travel agency	to travel	likes meeting people at work
Helen	new F/T	Photography	to work for a big magazine	creative

(F/T – full-time; P/T – part-time)


4 Complete these dialogues.

- a) **Chris** Are you a new student?  
**Pierre** Yes, \_\_\_\_\_. I'm studying \_\_\_\_\_.  
**Chris** I think Economics is hard. Do you like it?  
**Pierre** Yes, because \_\_\_\_\_ and I want to study it because \_\_\_\_\_.  
**Chris** Are you interested in visiting British factories?  
**Pierre** Yes.  
**Chris** Let's join the \_\_\_\_\_.
- b) **Ana** What \_\_\_\_\_?  
**Winston** Hotel and Catering. I want \_\_\_\_\_.  
**Ana** Do you like studying?  
**Winston** Yes, because \_\_\_\_\_.
- c) **Chris** Where \_\_\_\_\_?  
**Helen** Hong Kong.  
**Chris** Are you \_\_\_\_\_?  
**Helen** Yes, I'm a new full-time student. I'm \_\_\_\_\_.  
**Chris** Why are you studying \_\_\_\_\_?  
**Helen** Because \_\_\_\_\_.
- d) **Ana** Do \_\_\_\_\_?  
**John** Yes. I work in a travel agency three days a week and I study \_\_\_\_\_  
the other two days.  
**Ana** Do you like your job?  
**John** \_\_\_\_\_.

- e) Chris Are you a new student?  
 Kerri \_\_\_\_\_  
 Chris Have you got a job too?  
 Kerri Yes, \_\_\_\_\_  
 Chris Do \_\_\_\_\_?  
 Kerri Yes, the people in my office are friendly.  
 Chris Do you like swimming?  
 Kerri Yes, let's join \_\_\_\_\_

## Organising Your Writing

Look at this information about Maria.

	NAME <i>Maria Martelli</i>
	AGE <i>18</i>
	NATIONALITY <i>Italian</i>
	COUNTRY OF ORIGIN <i>Italy</i>
	ADDRESS IN ENGLAND <i>141 Edgerton Street Newfield</i>
STUDY/WORK DETAILS	<i>part-time student of English assistant in Health Food Shop</i>
AMBITION	<i>to study Medicine at university in Italy</i>
FEELINGS ABOUT WORK/STUDY	<i>friendly people learn about food</i>
INTERESTS	<i>swimming, tennis</i>

## Writing It Out

- 5 Write a dialogue between Chris and Maria.

Chris Hello, are you a new student?  
 Maria Yes, \_\_\_\_\_  
 Chris Why are you studying English?  
 Maria Because \_\_\_\_\_  
 Chris Have you \_\_\_\_\_?  
 Maria Yes, I work \_\_\_\_\_  
 Chris \_\_\_\_\_?  
 Maria Yes, the people \_\_\_\_\_ and \_\_\_\_\_  
 Chris Are you \_\_\_\_\_?  
 Maria \_\_\_\_\_

Persuading people to do things

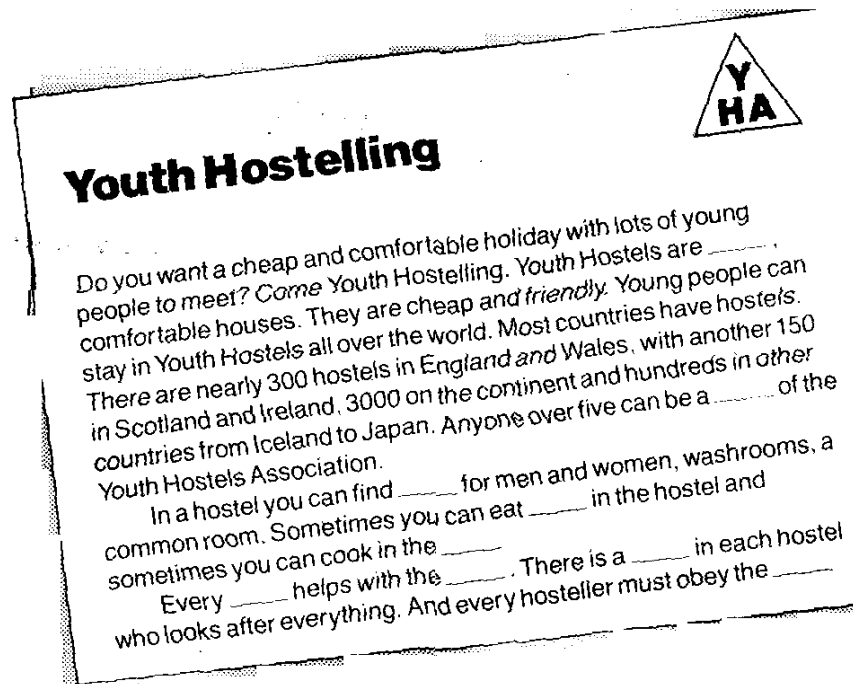
UNIT SIX

Don't leave anything behind!

Learning New Words

1 Complete the text from the brochure with these words.

dormitories    kitchen    rules  
hosteller    meals    simple  
housework    member    warden



**Youth Hostelling**

Do you want a cheap and comfortable holiday with lots of young people to meet? Come Youth Hostelling. Youth Hostels are comfortable houses. They are cheap and friendly. Young people can stay in Youth Hostels all over the world. Most countries have hostels. There are nearly 300 hostels in England and Wales, with another 150 in Scotland and Ireland, 3000 on the continent and hundreds in other countries from Iceland to Japan. Anyone over five can be a member of the Youth Hostels Association.

In a hostel you can find \_\_\_\_\_ for men and women, washrooms, a common room. Sometimes you can eat \_\_\_\_\_ in the hostel and sometimes you can cook in the \_\_\_\_\_.

Every \_\_\_\_\_ helps with the \_\_\_\_\_. There is a \_\_\_\_\_ in each hostel who looks after everything. And every hosteller must obey the \_\_\_\_\_.

2 Work with a friend. Ask and answer.

- a) What is a Youth Hostel?
- b) How old must a member be?
- c) Where can you find a Youth Hostel?
- d) What can you find in a hostel?
- e) Can you eat in a hostel?
- f) What must every hosteller do?

## Making Sentences

- 3 Here are some notices from a hostel. Make rules. Look at this example.

**LIGHTS OUT 22.45**

You must put the lights out at 22.45.

**NO FOOD IN THE DORMITORIES**

You mustn't bring food into the dormitories.

Make a rule for each notice. Use these verbs with *must* or *mustn't*.

bring	smoke	make a noise
drink	go into	
be quiet	come in	



- 4 Mr Fordham is the warden of a large hostel. He is making a notice for his hostellers. It's a list of rules. He is writing it in easy English because some of his hostellers can't read English very well.

Look at this text from the handbook and complete the rules for Youth Hostels in England and Wales.

### Rules for our members

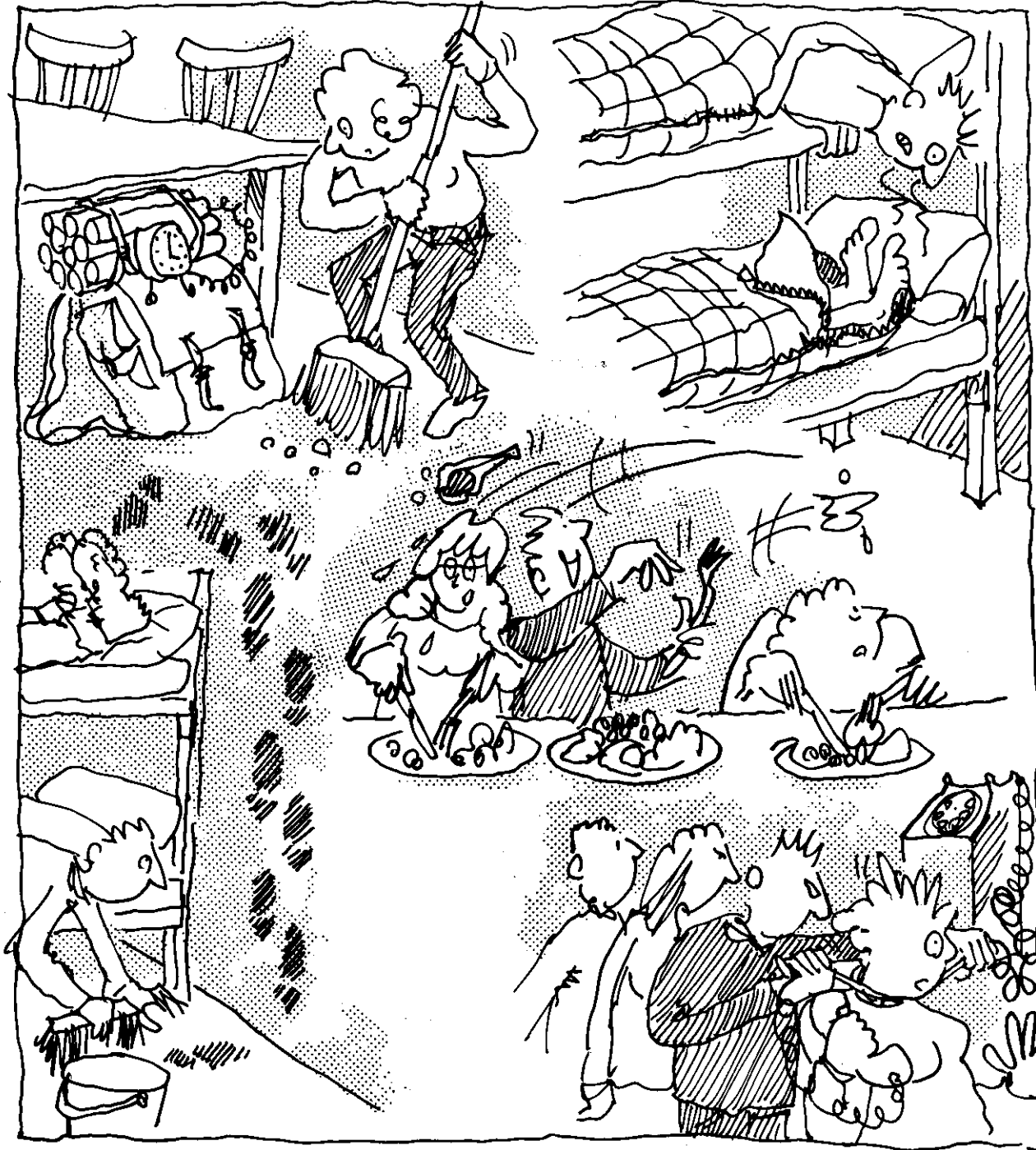
- Hostels are closed every day between 10.00 and 17.00. The warden does not always answer the telephone during the day.
- Hostellers must give their membership cards to the warden and write their names in the housebook.
- All hostellers must do simple housework, for example, washing up and peeling potatoes.
- All hostellers must use a clean sheet sleeping bag. The hostel rents these to hostellers.

### PLEASE REMEMBER

- Don't arrive \_\_\_ the hostel between \_\_\_
- Make sure you leave \_\_\_ before \_\_\_ in the morning
- Remember to give \_\_\_
- You must do \_\_\_
- Always use \_\_\_  
You can \_\_\_

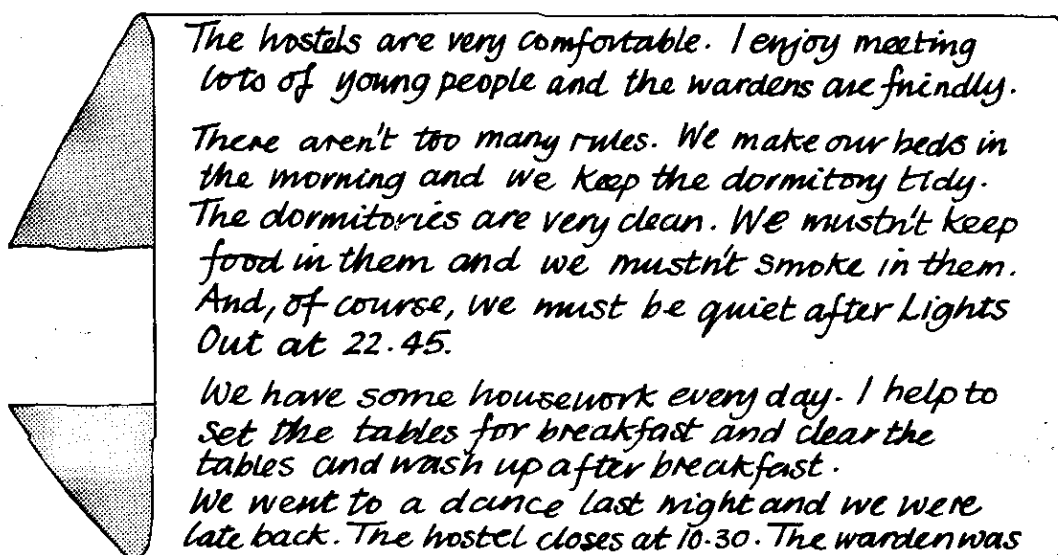
**Working With Sentences**

5 Match each picture to a rule. Write the letter from the rule next to the picture.



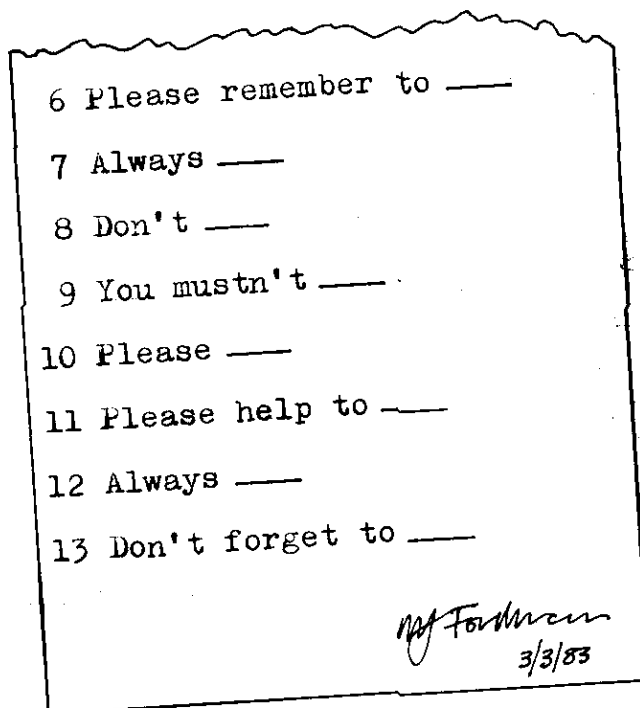
- a) Please try not to waste food.
- b) Don't leave anything behind!
- c) Please don't talk for hours on the telephone.
- d) Make sure you are using your sleeping bag correctly.
- e) Change your shoes inside the hostel!

Pauline is staying at a Youth Hostel. Look at part of her letter.



Can you finish the last sentence?

**Writing It Out** 6 Find information in the letter to complete the warden's rules.



**Note:** The information in this unit may not apply to Youth Hostels outside England and Wales.

Writing a report  
**UNIT SEVEN**  
**West Africa welcomes the Pope**

**Finding Words**

Tony James is a newspaper reporter. Read his notes about the Pope's visit.



Friday  
 Feb. 12th  
 afternoon landed at Lagos Airport, Nigeria  
 little girl welcomed him with  
 flowers  
 crowd sang, danced and beat  
 on drums

evening met the President  
 listened to welcome speech  
 addressed President and  
 Government

Saturday  
 Feb. 13th  
 morning left Lagos and flew to Eastern  
 Nigeria  
 1 million people made long  
 journeys to see him

afternoon drove to the country  
 blessed the people in an open  
 air Mass

stayed one day

1 Make a list of the verbs in the notes. Write them in two columns. Like this:

regular	irregular
landed	sang
welcomed	



- 2 Work with a friend. Ask and answer.

When did the Pope land in Nigeria?

- On \_\_\_\_\_

Did he arrive in the morning?

- No, in \_\_\_\_\_

When did he address the President?

- In \_\_\_\_\_

What did he do the next day?

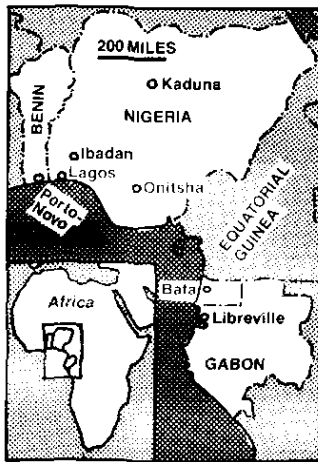
- He \_\_\_\_\_

Did he bless the people?

- Yes, in \_\_\_\_\_

- 3 Read this text from Tony's report. Write in the verbs from your list on page 32.

## New Catholics greet the Pope



from our correspondent  
in Libreville, Tony James

On the morning of 17 February the Pope \_\_\_\_\_ Lagos and \_\_\_\_\_ a short visit to Benin. Benin is a small, French speaking country west of Nigeria. President Kerekou \_\_\_\_\_ him at the airport and the Pope \_\_\_\_\_ to a twenty-five minute welcome speech.

Then the Pope \_\_\_\_\_ to Libreville in Gabon. Crowds of people \_\_\_\_\_ and \_\_\_\_\_ along the route from the airport to the city. The Pope \_\_\_\_\_ in an open car and \_\_\_\_\_ the people along the road. Military helicopters \_\_\_\_\_ above him. In Gabon he \_\_\_\_\_ in a small house on the hillside by the Sainte Marie Cathedral.

- 4 Are these sentences true or false? Correct the false ones.

- On 17 February the Pope flew east from Lagos.
- The Pope stayed in Benin for two days.
- President Kerekou welcomed the Pope at Libreville airport.
- The Pope drove from Libreville Airport to the city in an open car.
- He stayed in a house near the Sainte Marie Cathedral.

- 5 Now complete this.

\_\_\_\_\_ Friday 12 February the Pope arrived \_\_\_\_\_ Lagos Airport \_\_\_\_\_ Nigeria. He landed \_\_\_\_\_ the afternoon. A Nigerian girl welcomed him with flowers, and a large crowd sang and danced. In \_\_\_\_\_ the Pope addressed the President and the Government. The \_\_\_\_\_ day he flew \_\_\_\_\_ Eastern Nigeria and blessed the people in an open air Mass. He stayed there \_\_\_\_\_ .

## Making Sentences

- 6 What did the Pope do next?  
Rearrange the words to make complete sentences.

flew/east/of/the/to/Kaduna/Nigeria/the/from/Pope  
14 February at/he/and/five hundred thousand/people/him/Kaduna/  
welcomed/landed  
priests/ordained/an/in/open-air/Mass/he/ninety-three  
asked/he/for/Christians/Muslims/and/between/love  
brought/fruit/people/honey/the/altar/to/and  
sermon/finished/he/his/from/with/words/language/the/Hausa

Write out your sentences like this:

- The Pope \_\_\_\_\_
- He \_\_\_\_\_ him.
- He ordained \_\_\_\_\_
- He \_\_\_\_\_ Muslims.
- People \_\_\_\_\_ altar.
- \_\_\_\_\_ finished \_\_\_\_\_ language.

## Organising Your Writing

- 7 Here are some events from the Pope's visit. Put them in the right order. Number them 1-8.

He addressed the President and the Government of Nigeria.

The Pope ordained ninety-three priests at Kaduna in Northern Nigeria.

He held an open-air Mass and one million people came to see him.

The Pope landed at Lagos airport and a little Nigerian girl welcomed him with flowers.

The Pope visited Libreville in Gabon and drove in an open car from the airport to the city.

The Pope flew to Eastern Nigeria.

He asked for love between Christians and Muslims.

Crowds of people sang and danced along the road.



Writing an account  
**UNIT EIGHT**  
**A day out**

PROGRAMME

8.00 Coach leaves Language Centre, main entrance, Beck Street. Don't be late!

9.30 Tower of London (visit to Jewel House) Tour of London (St. Paul's Cathedral, Trafalgar Square, Houses of Parliament, Westminster Abbey).

11.30 Buckingham Palace (Changing of the Guard)

12.00 Picnic in St. James's Park

13.00 Group 1 (John and Sue)  
 boat trip on the River Thames from Westminster Pier to Greenwich (45 mins)

Group 2 (Paula and Alan)  
 Underground to Madame Tussaud's and the Planetarium  
 Walk to London Zoo and canal trip to Little Venice

18.00 Meet for fish and chip supper at 'The Jolly Boatman'

19.30 Performance of 'The Hunchback of Notre Dame: The Rock Version'

Sign your name here for Group 1 or Group 2!

<u>Group 1</u>	<u>Group 2</u>
J. Carrier	K. Elstakides
H. Grossbaek	R. Drauwir
Angello Patella	Ingrid Schmidt
S. Nissen	Eva Anderson
S. Murattash	Helen Chen

**LONDON TRIP**  
 Saturday 20th August  
 £8  
 Coach leaves 8.00.  
 Back about midnight.  
 Bring a packed lunch.  
 Choose a group and sign your name.  
 Give your money to Barbara in the office.

London Trip Thursday 18th

There are six places left on the coach. Please give your money to Barbara or me before 2 p.m. tomorrow.

Paula Hutchins  
 Room 10

**Madame Tussaud's**  
Home of the oldest and largest Waxworks in the world, Madame Tussaud's is open every day from 10.00 am to 6.00 pm (including Sundays and Bank Holidays).

**London Planetarium**  
An experience in space and time! Performances every hour, on the hour, 11.00 am to 6.00 pm, on Sunday 1.00 pm to 6.00 pm.

**Greenwich**  
Boats leave Westminster Pier every 20 minutes from 10.00 am. Adults: £1.90 return, £1.30 single. Children: £1.00 return, 75p single. The National Maritime Museum is open from 10.00 am to 6.00 pm, Sundays 2.30 pm to 6.00 pm.

Getting back from Greenwich: Bus 53 to central London, or to New Cross, then Underground. British Rail from Maze Hill or Blackheath.



The Cutty Sark is a famous clipper built for the Far East tea trade, now a museum. The hold and the crew's quarters are open to the public.

The London Zoo in Regent's Park houses the most comprehensive collection of animals in the world. Open 9.00 am to 6.00 pm in summer, (Sunday and Bank Holidays to 7.00 pm), 10.00 am to 5.00 pm in winter. Aquarium and Children's Zoo included.

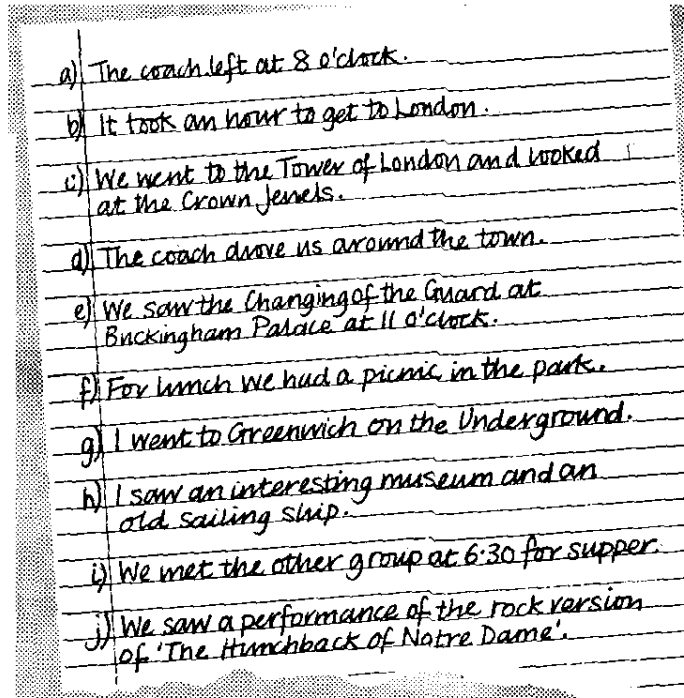
## Learning New Words

- 1 Look at the information about the London trip. Complete this conversation.
- Ingrid** Look! There's a \_\_\_\_\_ to London.  
**Angelo** When is it? Mm, \_\_\_\_\_ August.  
 I'm free then. \_\_\_\_\_ you?  
**Ingrid** Yes, let's go. How \_\_\_\_\_ is it?  
**Angelo** Eight pounds. I can afford it. \_\_\_\_\_ you?  
**Ingrid** Yes, I think so. Look, in the programme it says there are \_\_\_\_\_. Which one are you interested in?  
**Angelo** Let's see. The \_\_\_\_\_ trip. I like boats. \_\_\_\_\_ you?  
**Ingrid** No, I \_\_\_\_\_, but I like animals. I want to go to \_\_\_\_\_ and Madame Tussaud's. My sister went there last summer. It's very good.  
**Angelo** Okay! Let's \_\_\_\_\_ our names on the list.

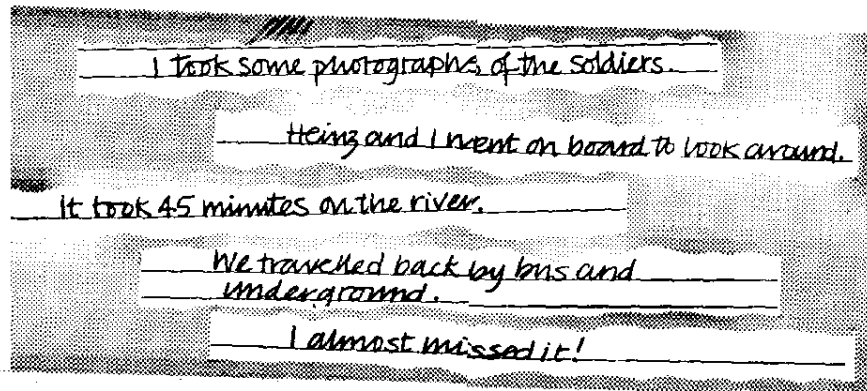
- 2 Find this information and make notes about:
- The trip  
 When is the trip?  
 Who must students give their money to?  
 How much does it cost? £8
- The programme  
 When does the coach leave? 8:00 am  
 Where does it leave from?  
 What time is the Changing of the Guard at Buckingham Palace?  
 What time does the evening performance begin?
- The people  
 Who likes boats?  
 What does Ingrid want to do?  
 Who is organising the trip?  
 Who are the leaders of Group 2?
- The places  
 How long does the Thames boat trip take?  
 What is the Cutty Sark?  
 Which museum is at Greenwich?  
 When is Madame Tussaud's open?  
 How often is there a performance at the Planetarium?

## Working With Sentences

- 3 Look at Angelo's account of his day out. Are the sentences true or false? Correct the false ones.



- 4 Where can you put these sentences in the story?



- 5 Now write out the story. Use these:

First of all \_\_\_\_\_  
Next \_\_\_\_\_  
At 11.30 \_\_\_\_\_  
Then \_\_\_\_\_  
In the afternoon \_\_\_\_\_  
After that \_\_\_\_\_  
In the evening \_\_\_\_\_

Angelo and Ingrid are talking on Saturday evening.

**Angelo** Did you have a good time?

**Ingrid** Yes, it was fantastic! Madame Tussaud's was very crowded. We waited half an hour to go in. But the waxworks were very good. And the Planetarium was like a journey in a spaceship.

**Angelo** Did you go to the zoo?

**Ingrid** Yes, we walked across the park and, after the zoo, we went on the canal in a boat.

**Angelo** You said you didn't like boats!

## Writing It Out

- 6 Ingrid wrote about her day in her diary. Write out the diary in full sentences, also using the information from the dialogue above. Use these:

First of all \_\_\_\_\_

Next \_\_\_\_\_

At \_\_\_\_\_ o'clock \_\_\_\_\_

Then \_\_\_\_\_

In the afternoon \_\_\_\_\_

After that \_\_\_\_\_

In the evening \_\_\_\_\_

Start like this:

'I met Heinz outside the Language Centre at 8 o'clock. Angelo was late \_\_\_\_\_



## Discussing things

### UNIT NINE

# I prefer Biology to Maths

#### Learning New Words

- 1 Stephen is writing to his penfriend, Enrico. Look at part of his letter. Complete it with

and but because

I am a student at a Sixth Form College. All the students here are between sixteen and nineteen years old. I am studying Music, English Literature and French \_\_\_\_ I do some Maths and Biology too.  
I like my main subjects \_\_\_\_ I don't like Maths. It's very difficult \_\_\_\_ I'm very bad at it. My teacher says I'm careless. I'm taking Maths \_\_\_\_ I want to go to university or Music College \_\_\_\_ I must have a science subject. I prefer Biology to Maths \_\_\_\_ we do some interesting field studies. English Literature is interesting. We have a good teacher \_\_\_\_ I enjoy reading novels and poetry. In French I like literature better than language.  
Music is my favourite subject. My music tutor is very intelligent and kind. I want to be a musician \_\_\_\_ I play the piano, guitar and cello very well \_\_\_\_ music is very important to me.  
I belong to our college Community Work Group. We do a lot of different things on Saturdays and in the evenings. Sometimes we take handicapped children on trips, sometimes we visit old people \_\_\_\_ sometimes we help to paint their houses. I prefer visiting to painting.

- 2 Complete these sentences with *and*, *but* or *because*.

- I enjoy English. It's interesting \_\_\_\_ I'm very good at it.
- Sometimes we play football on Saturdays \_\_\_\_ sometimes we go swimming.
- David wants to study Medicine \_\_\_\_ he isn't good at Biology.
- Those two students play the piano and the guitar \_\_\_\_ they can't sing.
- Maria is studying Zoology and Chemistry \_\_\_\_ she wants to be a doctor.
- Carlos helps his father in the garage \_\_\_\_ he doesn't enjoy it.
- I prefer Biology to Maths \_\_\_\_ Maths is very difficult.
- He enjoys studying English \_\_\_\_ he doesn't like German.



3 Complete each sentence with an adjective. Write the number in the box.

i main

ii difficult

iii bad

iv careless

v interesting

vi good

vii favourite

viii kind

ix important

- a)  My teacher helps me a lot. She is very \_\_\_\_\_
- b)  Biology is \_\_\_\_\_ to me because I want to be a doctor.
- c)  I can't understand it. It's very \_\_\_\_\_
- d)  Carmen is \_\_\_\_\_ at languages but
- e)  she's \_\_\_\_\_ at science subjects.
- f)  Tony's \_\_\_\_\_ subjects are French and English but he studies Spanish too.
- g)  I like History better than all the other lessons. It's my \_\_\_\_\_ subject.
- h)  You must try not to be \_\_\_\_\_ in the Chemistry laboratory.
- i)  I like Biology. We do \_\_\_\_\_ field studies.

## Making Sentences

4 Look at these patterns from Stephen's letter.

*I like my main subjects but I don't like Maths.*

*I prefer Biology to Maths.*

*I like literature better than language.*

Choose pairs and make six sentences. Use each pattern twice.

tennis

Physics

Cookery

classical music

Italian

pop music

football

the cello

German

the guitar

Chemistry

Woodwork

5 Look at what Stephen says.

go to college  
 study music  
 read novels and poetry  
 play the piano  
 do interesting field studies  
 visit old people  
 take children on trips

I like going to College. I enjoy studying Music and reading novels and poetry. I like playing the piano. I enjoy doing interesting field studies. I like visiting old people and I enjoy taking children on trips.

Make a list of things you do.

Say what you enjoy or like doing.

Look at this sentence from Stephen's letter.

- 6 *I want to be a musician because I play the guitar, piano and cello very well, and music is very important to me.*

What do these people say? Write five sentences.



**Karl-Heinz**  
interpreter,  
good at languages



**Ingrid**  
nurse,  
wants to help people



**Rosa**  
surgeon,  
good at science subjects



**Luigi**  
pop star,  
likes singing,  
good at music



**Philip**  
carpenter,  
good at woodwork

Look at this part of the letter again.

'I belong to our college Community Work Group. We do lots of different things on Saturdays and in the evenings. Sometimes we take handicapped children on trips, sometimes we visit old people . . .'

Do you belong to something? Write three sentences.

What do you belong to

I belong to \_\_\_\_\_

When do you meet?

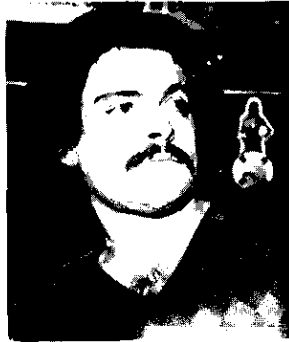
We \_\_\_\_\_

What do you do?

Sometimes \_\_\_\_\_

## Organising Your Writing

8 Here is some information about Enrico. Complete the sentences.



<b>College</b>	Technical High School
<b>Main subjects</b>	Mechanics, Technical Drawing, Maths
<b>Other subjects</b>	Chemistry, English
<b>Interests</b>	Football Club, Radio Society

- a) I am \_\_\_\_\_
- b) My \_\_\_\_\_
- c) I do \_\_\_\_\_
- d) I belong \_\_\_\_\_

9 You are Enrico. You are writing a letter to Stephen. Look at these questions first. Use the information above. Think of some answers yourself.

- a) Where do you go to school?
- b) What are your main subjects?
- c) What other subjects do you study?
- d) Which subjects do you like?
- e) Which subjects are you good at?
- f) Which subjects don't you like? Why?
- g) Which is your favourite subject?
- h) Do you have good teachers?
- i) What do you want to be? Why?
- j) What do you belong to?
- k) When do you meet?
- l) What do you do?

**Writing It Out** 10 Write Enrico's letter. Start like this:

3 via de Santa Melania,  
00743 Roma

Dear Stephen,

Thank you for your letter. I enjoyed reading about your studies. I think I told you in my last letter, I am a student too. I go to ...

## Writing a review

### UNIT TEN

# The Secret of Five Chimneys

Work with a friend. Ask and answer.

How often do you read a book?

Do you prefer fiction or non-fiction?

Are you reading a book at the moment?

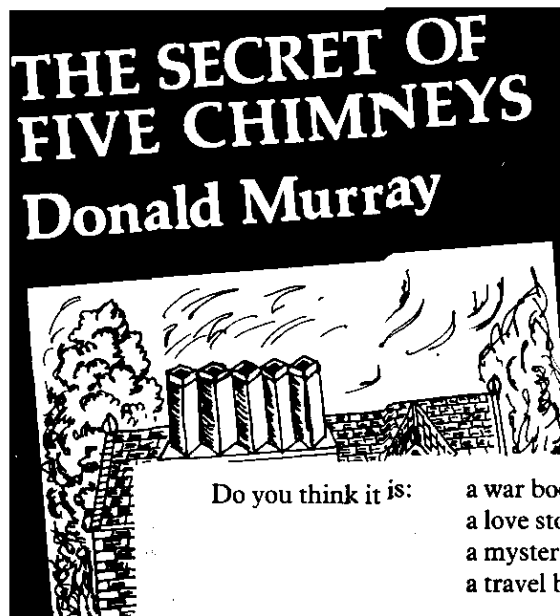
Is it a good book?

### Learning New Words

- 1 Do you know the names of different types of books? Write an example of each type.

Type	Example
a biography	
a science fiction book	
a love story	
a historical novel	
a detective story	
a thriller	
a mystery story	

- 2 Sally is reading a book called *The Secret of Five Chimneys*.



## Making Sentences

3 Read this conversation.

- Tim** What are you reading?  
**Sally** It's called *The Secret of Five Chimneys*. It's by Donald Murray.  
**Tim** What type of book is it?  
**Sally** A mystery story.  
**Tim** Is it good?  
**Sally** Yes, it's very good. It's exciting. You can't guess the ending.  
**Tim** Can I borrow it?  
**Sally** Yes, you can have it next week.

4 Write answers to these questions in full sentences.

- a) What is the book called? (**title**)  
It's \_\_\_\_\_  
b) Who wrote it? (**author**)  
It's by \_\_\_\_\_  
c) What type of book is it? (**type**)  
It's \_\_\_\_\_  
d) What is it like? (**comments**)  
It's \_\_\_\_\_

Now read the beginning of the story.

### Chapter One

The house was old. The windows were small and dark, like eyes. They looked unfriendly. The garden was overgrown.

'Is this the right house?' thought Felicity. She looked uneasily at the name on the gate again. 'Five Chimneys'. It must be this one. It's the last house in the village.'

Quickly, she opened the gate and walked along the path. It was slippery with rain. Drops of water fell from the wet trees.

'Perhaps I don't want this job,' thought Felicity nervously. She remembered the advertisement in the newspaper:

Girl wanted November to work as assistant to writer. Live-in, country house. Must be 20-25, must type and drive. Please send references and recent photograph.

She reached the door and knocked, softly at first and then more loudly. Footsteps sounded on the other side and the door opened slowly. The light fell on a girl. Felicity gasped.

'No, it can't . . . I don't believe . . .'

It was like a dream. The girl was like a twin sister. She looked exactly like Felicity.

## Finding Words 5 Find words in the story

- a) about the place:  
What did the house look like?  
the windows  
the garden  
the path  
the trees
- b) about Felicity:  
How did Felicity look at the name?  
open the gate?  
think about the job?  
knock on the door?

## Making Sentences

Now read this part of the story.

Felicity went into the bookshop. There was no-one there. A woman came out of a room at the back. She was tall and thin and she wore glasses.

'I'm looking for Jane Malory,' said Felicity. The woman looked over the top of her glasses.

'Jane Malory? I don't know anyone called Jane Malory,' she said.

'But she came in here. I saw her.'

'No,' said the woman. 'You can see there's no-one here. Is she a friend?'

'She lives at Five Chimneys', said Felicity. 'Don't you know her?'

'Five Chimneys?' said the woman. 'Oh, no. No-one lives there. The house is empty.'

- 6 Answer these questions with full sentences.
- a) What type of shop does Felicity go into?  
She \_\_\_\_\_
- b) Why?  
Because she sees \_\_\_\_\_
- c) Who comes into the shop from a back room?  
A woman \_\_\_\_\_
- d) What does the woman tell her?  
She doesn't know \_\_\_\_\_ and no-one \_\_\_\_\_  
The house \_\_\_\_\_

## Organising Your Writing

7 Sally wrote a review of *The Secret of Five Chimneys*. Here are her notes. Write full sentences.

<p><b>CHARACTERS</b> Felicity, girl, 23 Jane, mysterious writer</p> <p><b>SETTING</b> old country house winter, rainy + wet</p> <p><b>EVENTS</b> At beginning of story - Felicity answers job ad. - goes to house - old, looks unfriendly - garden overgrown. She opens gate - walks along path - slippery - knocks at door - door opens - sees girl - looks like herself Then Jane disappears!</p> <p><b>COMMENTS</b> Read book to find ending. Good, exciting, can't guess ending</p>
---

- a) The main characters are Felicity, a twenty-three year-old girl, and Jane, a mysterious writer.
- b) The story begins in \_\_\_\_  
It is winter. The weather is \_\_\_\_
- c) At the beginning of the story Felicity answers a job advertisement. She goes to the house. It is \_\_\_\_  
She opens the gate and \_\_\_\_  
She knocks \_\_\_\_  
The door \_\_\_\_ and she sees \_\_\_\_  
The girl \_\_\_\_
- d) Then Jane disappears in a bookshop.
- e) Read the story to find out the ending. It's very good. It's \_\_\_\_ and you can't \_\_\_\_

**Writing It Out** 8 Write about a book you know.

<b>Title</b>	What is the book called?
<b>Author</b>	Who wrote it?
<b>Type</b>	What type of book is it?
<b>Characters</b>	Who are the main characters?
<b>Setting</b>	Where and when does the story happen?
<b>Events</b>	What happens?
<b>Comments</b>	What's your opinion? Is it good/interesting/exciting/sad?

# We must get this story!

## Finding Words

1 What do you know about newspapers? Match the words with their meanings.

<i>interview</i>	the person who takes pictures
<i>cover</i>	a piece of writing
<i>editor</i>	meet and talk to someone
<i>reporter</i>	the person who directs a newspaper
<i>photographer</i>	the first page of a paper
<i>article</i>	spoken or written information
<i>statement</i>	find out a story
<i>front cover</i>	the titles at the top of articles
<i>headlines</i>	the person who finds out stories

## Learning New Words

Read the article and answer the questions.

# SALTMARSH GAZETTE

## ST MARY'S TO CLOSE

### Two hurt in protest demonstration

Two people were hurt in a demonstration at St Mary's Hospital, Saltmarsh, this morning. About three hundred people met outside the main gates of the hospital at 7.45 this morning and walked up and down until 11 o'clock. They shouted and sang and carried large placards. - WE NEED ST MARY'S! STOP THE CLOSURE! and PATIENTS SAY

NO TO HOSPITAL CLOSURE! They talked to doctors, nurses, office staff, ... everyone going into the hospital.

An angry administrator drove his car at the demonstrators. Two were hurt. They are now inside the hospital.

Mrs Hilary Ward, chairperson of the Patients' Protest Group said, 'We hear the hospital is closing in November. But it

isn't right. We need St Mary's. There isn't another hospital in this area. The nearest one is 30 miles away in Crichley.'

St Mary's is an old hospital. It needs new equipment and new buildings.

Is Mrs Ward's information correct? Nobody knows. The Hospital Administration is making a statement tomorrow.



2 Are these sentences true or false? Correct the false ones.

- a) People protested about the closure of St Mary's Hospital.
- b) St Mary's Hospital is in Crichley.
- c) The demonstration went on for about five hours.
- d) An angry administrator hit two demonstrators.
- e) Mrs Ward is chairperson of the Patients' Protest Group.
- f) The Hospital Administration made a statement.

3 Work with a friend. Ask and answer.

- a) Where is the article?
- b) What are the headlines?
- c) How many people demonstrated?
- d) What did the demonstrators do?
- e) What did Mrs Ward hear?
- f) Why mustn't the hospital close?
- g) Is St Mary's a modern hospital?
- h) When is the Hospital Administration making a statement?

4 Janet Frost is a reporter on the *Crichley Post*. Crichley is a small town near Saltmarsh. Janet is covering the St Mary's story.

Make notes.

Who can she interview?

*Mrs Hilary Ward*

What must she find out:  
about the hospital?

*the number of patients*

about the Protest Group?

*the number of members*

about the hospital staff?

# Making Sentences

5 Jack Rivers is the Editor of the *Crichley Post*. Read this conversation and complete it with words from Exercise 1.

**Jack** Look at this \_\_\_\_\_ on the front cover of the Gazette.  
**News Editor** The one about St Mary's Hospital and the protest?  
**Jack** Yes. We must get this story. It's very important.  
**News Editor** Yes, my telephone's ringing every two minutes. People in Crichley want to know about it.  
**Jack** I want to see it on our \_\_\_\_\_ tomorrow. And \_\_\_\_\_ 'St Mary's to Close! Is this what you want?' – or something like that. I want a \_\_\_\_\_ to go there at once.  
**News Editor** Janet Frost is \_\_\_\_\_ it.  
**Jack** Good. We need answers to these questions. How big is the hospital? How many patients has it got? How old is it? What do the doctors think? We need information about the Patients' Protest Group. We must talk to the Hospital Administration. I want lots of interviews and photographs. Remember to \_\_\_\_\_ the demonstrators in hospital.

6 What must the News Editor do? Make notes. Jack Rivers says:

- a) I want headlines ST MARY'S TO CLOSE! or something like that.
- b) I want a reporter to go there at once.
- c) We need answers to these questions.
- d) We need information about the Patients' Protest Group.
- e) We must talk to the Hospital Administration.
- f) I want lots of interviews,
- g) ... and photographs.

	<i>Write headlines for the front page</i>
	<i>Send</i>
	<i>Find out about</i>
	<i>Get</i>
	<i>Talk</i>
	<i>Interview</i>
	<i>Send</i>

## Organising Your Writing

The News Editor rings Janet. What must she do?

- News Editor** John here.
- Janet** Oh, I'm just going to St Mary's.
- John** Good. Take a photographer with you. We want lots of pictures.
- Janet** Yes, I'm taking Eddy with me. I'm interviewing Henry Judson at three o'clock. He's in the Hospital Administration.
- John** Good. We need lots of interviews. Ask for opinions. Talk to the doctors, nurses, patients, office staff, cleaners . . . everyone. And I want you to talk to the Patients' Protest Group. Find out all the facts, the numbers of members, its plans . . .
- Janet** We need information about the hospital, too.
- John** Yes, can you find out how old it is, the number of patients . . .
- Janet** And what about the demonstrators?
- John** We must have an interview with the two in hospital. Can you talk to them?

**Writing It Out** 7 Here are Janet's notes. Complete them.

a) Take Eddy with me

b) Get

c) See

d) Interview

e) Ask

f) Talk

g) Find out

h) Get

i) Find out

j) Interview

*Giving opinions*  
**UNIT TWELVE**  
**Eighteen is too young to vote!**

Evening Gazette  
**FOURTEEN-YEAR-OLD CRIMINALS**

Evening Gazette  
**Eighteen is too young to vote!**

Evening Gazette  
**YOUNG PEOPLE SAY NO TO WORK**

Evening Gazette  
**ALCOHOLICS UNDER EIGHTEEN**  
Do our young people drink too much?

What do you think?

Is eighteen too young to vote?  
Do you think young people don't want to work?

What do you know?

Are many teenagers alcoholics in your country?  
Are there many young criminals?

Mr Lewis wrote to the  
*Evening Gazette*.  
Read his letter and  
do the exercises.

24 Acacia Drive,  
Greenstead

6 May

Dear Sir,

(1) I read all of your articles about young people today. (2) I think young people are terrible. (3) They don't get jobs because they don't pass their exams. (4) I know how lazy they are. (5) The children in my street sit on the wall outside my house and smoke. (6) They play very loud music on their radios and make a terrible noise. (7) I shout at them but they just laugh at me. <sup>hope</sup>

(8) My neighbour is an old lady. (9) She is afraid to go out because she says teenagers today frighten old people and steal their money.

(10) The children on my estate broke two of my windows and wrote things on the wall in white paint.

(11) And these young people can vote in an election at eighteen. It's all wrong!

Yours faithfully

*M.S. Lewis*

M.S. Lewis

## Working With Sentences

1 Where can you put these sentences in the letter.

I believe you're right.

They don't work hard at school.

They leave ugly litter in my garden.

I hope the police catch them.

2 Write answers to these questions:

- Why does Mr Lewis think young people don't get jobs?
- What do the children in his street do?
- Why is his neighbour afraid to go out?
- What did the children on his estate do?
- What can young people do at eighteen?
- Does he think this is right?

## Learning New Words

3 Complete each sentence with an adjective. Write the number in the box.

- I can't believe it's right. It must be \_\_\_\_\_
- That boy is very \_\_\_\_\_. He never does any work.
- I like listening to soft music. That record's too \_\_\_\_\_
- Caroline was \_\_\_\_\_ to show her parents
- her \_\_\_\_\_ exam results.

i lazy

iii loud

ii terrible

iv wrong

v afraid

## Making Sentences

4 Look at this sentence from the letter.

They don't get jobs *because* they don't pass their exams.

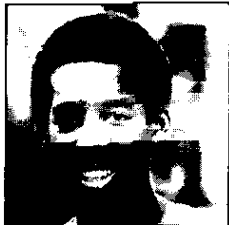
Make six sentences from the table.

<p>The caretaker was angry          You mustn't smoke          She wrote to the newspaper          The politician spoke loudly          The old lady rang the police          We voted for him</p>	<p><i>because</i></p>	<p>she wanted to give her opinion.          it's very bad for you.          she was afraid.          the children broke all the windows.          he wanted everyone to hear him.          he understands our problems.</p>
--	-----------------------	---

5 Look at these opinions. What do you think? Write five things.

- a) I think \_\_\_\_\_
- b) They \_\_\_\_\_
- c) I believe \_\_\_\_\_
- d) I say \_\_\_\_\_
- e) I know \_\_\_\_\_

I'm eighteen. I have a job. I pay taxes. I drive a car. I can get married. I want to vote too.



My children are very good. They like pop music but they play it in their own room. They help in the house.



Most young people are very kind. They like loud music; that's not bad, I do, too.



They are bored. There's nothing interesting here, no clubs, no sports. They have nothing to do.



A lot of young people work very hard at school. They get good jobs.



I passed all my examinations but I can't get a job. There are no jobs here. Older people don't understand. They think I'm lazy.



A lot of teenagers are very kind. They belong to Community Work Groups. They help old people.



6 Karen is being interviewed on a radio programme. Make the interview by numbering each speech.



- |  |  |
|--|--|
| <p><input type="checkbox"/> Some old people say they are afraid to go out.</p> <p><input type="checkbox"/> You say 'Most young people' . . .</p> <p><input checked="" type="checkbox"/> Karen, what do you think about voting at eighteen?</p> <p><input type="checkbox"/> Was it easy to get a job?</p> | <p><input type="checkbox"/> Yes, I know. There are some teenage criminals and there are some teenage alcoholics . . . but I think they need help.</p> <p><input type="checkbox"/> I'm eighteen. I can vote in the election this year. I believe it's right. I'm married, I've got a job, I pay taxes. I want to vote.</p> <p><input type="checkbox"/> Yes, of course there are some lazy ones. There are some teenagers who break windows. There are some who make a lot of noise but on my estate a lot of young people do community work. They help old people.</p> <p><input type="checkbox"/> No, it isn't easy to get a job. Lots of young people work very hard at school but there are no jobs. I went to thirty interviews. Most young people aren't lazy.</p> |
|--|--|

### Organising Your Writing

7 Look at the points **against** young people. Make points **for** them. Use Karen's opinions.

- |   |                                       |
|---|---------------------------------------|
| a) These young people can vote in an election at eighteen. It's all wrong!                  | <i>I think</i> ____                   |
| b) They don't get jobs because they don't pass their exams. They don't work hard at school. | <i>Lots of</i> ____                   |
| c) The children on my estate broke two of my windows and wrote on the garden wall.          | <i>Of course there are</i> ____       |
| d) Most young people drink too much.  | <i>There are</i> ____                 |
| f) They frighten old people and steal their money.  | <i>There are</i> ____ <i>but</i> ____ |

### Writing It Out

8 Now write a letter from Karen to the *Evening Gazette*. Begin like this:

14 Magnolia Avenue Greenstead 9 May
<p>Dear Sir</p> <p><i>I read all your articles about young people today and I read the letter from M.S. Lewis. I think he's wrong</i> ____</p>

# Consolidation

## 1 Everyone likes him!

*Describing a person*

### 1 Vocabulary\*

Looks	Clothes	Personality
tall	casual	lively
short	smart	quiet
slim	fashionable	thoughtful
thin	unfashionable	cheerful
plump	modern	miserable
fat	unusual	sympathetic
dark	colourful	serious
fair	jeans jacket dress skirt jumper	honest
brown		gentle
red		kind
short		funny
long		
curly		
wavy		
straight		
blue		
green		
brown		
grey		
beard		
moustache		
glasses		

\* The vocabulary lists in this section may contain some words not in the unit, but these are relevant and help to expand vocabulary.

### 2 Something to do for yourself

Write a description of this girl. Use your imagination.





## 2 Is it near the sea?

*Describing a place*

### 1 Vocabulary

Things in a house	Services	Describing a house	Things to do
living room kitchen bedrooms breakfast corner balcony bathroom double bed single bed open fire shower room dining room patio	central heating payphone colour TV garage private parking barbecue	detached large beautifully-furnished pretty modernised lovely comfortable modern style	cycling sailing horse-riding tennis swimming touring fishing picnics

### 2 Something to do for yourself

Where are you going for your next holiday? Write a letter about it.

## 3 He never gets up early

*Describing activities*

### 1 Vocabulary

When	How often	Activities
in the summer in the winter on Saturday evenings on Sunday mornings on weekday evenings	never rarely sometimes often always	go the cinema visit friends watch TV go for a walk watch football read a newspaper stay at home go to a party go skiing go swimming get up early go fishing read a book play football go skating go for a walk go sailing play ice-hockey

### 2 Something to do for yourself

a) Complete this description of Mrs Green.

In the winter Mrs Green often \_\_\_\_\_. She sometimes \_\_\_\_\_ TV and she sometimes \_\_\_\_\_ friends. In the summer she sometimes \_\_\_\_\_ sailing with her husband and she \_\_\_\_\_ goes for a walk with the dog. She rarely goes swimming because she \_\_\_\_\_ like swimming. On Saturday evenings she often \_\_\_\_\_ or she \_\_\_\_\_ at home. On Sunday mornings she \_\_\_\_\_ or she cooks dinner for the family. On weekday evenings she sometimes \_\_\_\_\_ to French classes or sometimes she \_\_\_\_\_.

b) Now write a description of your other friend. Use the notes on page 17.

## 4 Come to my party!

*Writing instructions*

### 1 Vocabulary

Transport	Culture	Services	Shops	Entertainment and Sport
railway station bus station bus stop car park	library theatre art gallery museum	church school café bank hospital health centre	supermarket post office baker's greengrocer's butcher's newsagent's	pub club cinema tennis courts sports hall football pitch swimming pool

### 2 Something to do for yourself

You are having a party. Invite a friend and write a letter. Write directions to your house.

## 5 Are you a new student?

*Writing a dialogue*

### 1 Vocabulary

Information about people	Study words	Clubs and Societies	Adjectives about work/study
name age nationality country of origin address study details work details ambition feelings about job interests	fresher part-time full-time Secretarial Studies Business Studies Tourism Hotel Reception and Catering Photography Economics	Swimming Club Mountaineering Club Tennis Club Industrial Society Photography Club Athletics Association Music Society	interesting creative practical satisfying useful hard

### 2 Something to do for yourself

Write a dialogue between Ana and one of the other students.

## 6 Don't leave anything behind!

*Persuading people to do things*

### 1 Vocabulary

Phrases for writing rules	The hostel	Adjectives	Activities in a hostel
Please remember to ... Always ... You must ... You mustn't ... Don't ... Please help to ... Don't forget to ... Make sure ...	dormitory washroom common room kitchen warden hosteller rules sleeping bag housebook	late tidy clean angry simple cheap comfortable friendly	do the washing up peel the potatoes cook in the kitchen help with the housework use a sleeping bag talk for hours waste food change your shoes make your bed make a noise keep the dormitory tidy set the tables clear the tables be quiet

### 2 Something to do for yourself

Does your office, workplace, home, school or college have rules? Make a list.

## 7 West Africa welcomes the Pope

*Writing a report*

### 1 Vocabulary

Verbs-past simple tense

Regular	Irregular
landed	sang
welcomed	beat
danced	met
listened	left
addressed	flew
blessed	made
stayed	drove
asked	brought
finished	

### 2 Something to do for yourself

Look in a newspaper for information about a visit by a famous person. Make a diary of events. Write a summary of the visit.

## 8 A day out

*Writing an account*

### 1 Vocabulary

Verbs (past simple)	Things to do	Places	When?
met left took went looked saw drove had travelled missed	a tour a picnic a visit a trip a walk a performance	a zoo a museum a sailing ship a palace a tower a cathedral	First of all ... Next ... At ... o'clock Then ... In the afternoon ... After that ... In the evening ...

### 2 Something to do for yourself

Think about a trip you took recently. Write an account of it.

## 9 I prefer Biology to Maths

*Discussing things*

### 1 Vocabulary

Subjects	Adjectives	Activities	Verbs to express likes, dislikes and preferences
Music English Literature French German Italian Biology Zoology Chemistry Physics Medicine Technical Drawing Woodwork Mechanics History Cookery	main difficult different good bad careless interesting favourite intelligent kind important	study read play visit paint sing	like don't like prefer like better than

**2 Something to do for yourself**

Here is some information about Mercedes. Write a letter from Mercedes to her penfriend.



**College:** Commercial College  
**Main subjects:** Business Studies, Typing, Shorthand  
**Other subjects:** French, English  
**Interests:** Dancing, Music Club

**10 The Secret of Five Chimneys**

*Writing a review*

**1 Vocabulary**

Types of book	Reviewing a book	Writing a mystery story	
		adjectives	adverbs
a biography	title	old	uneasily
a love story	author	small	quickly
a historical novel	type	dark	slowly
a detective story	characters	unfriendly	softly
a thriller	setting	overgrown	loudly
a mystery story	events	slippery	nervously
a war book	comments	wet	
a travel book			

**2 Something to do for yourself**

Practise reading your review out loud and read it to your class.

## 11 We must get this story!

*Working with information*

### 1 Vocabulary

Newspaper vocabulary	Hospital vocabulary	Protest vocabulary	Verbs for planning
interview (vb) cover (vb) editor reporter photographer article statement front cover headlines	patients doctors nurses office staff administrator administration equipment buildings gates closure	protests (vb) protest group members demonstration demonstrators demonstrate (vb) placards	write send find out get talk to ask for tell (someone) to (do something) take see interview

### 2 Something to do for yourself

What are you doing tomorrow? Plan your day. Make a list.

## 12 Eighteen is too young to vote!

*Giving opinions*

### 1 Vocabulary

Verbs to give opinions	Other verbs	Nouns	Adjectives
think believe hope say know	frighten steal smoke make a noise break write pass exams work hard catch leave litter give your opinion understand a problem	teenagers alcoholics exams neighbour paint litter caretaker politician election estate	young, old good, bad loud, soft lazy terrible ugly afraid wrong, right angry kind bored interesting angry

### 2 Something to do for yourself

Write a letter to the *Evening Gazette*. Give your opinions about young people.

# Answers to closed exercises

## 1 Everyone likes him!

5 a) ii    b) iv    c) v    d) iii    e) i

## 2 Is it near the sea?

1 attractive    sunny    comfortable    open    modernised    single  
historic    colour

3 a) false    b) false    c) false    d) false    e) true  
f) true    g) false    h) false

## 3 He never gets up early.

7 a) true    b) false    c) false    d) false    e) false  
f) true

## 4 Come to my party!

1 A church    B school    C station    D café  
E library    F farm    G pub    H telephone box  
I village pond

4 to    from    opposite    next to    at    in    around  
into    along    over    by    on

6 a) Avenue    b) Terrace    c) Road  
d) Crescent    e) Gardens    f) Street

## 6 Don't leave anything behind!

1 simple    member    dormitories    meals    kitchen  
hosteller    housework    warden    rules

## 7 West Africa welcomes the Pope

3 left    made    met/welcome    listened    flew    sang  
danced    drove/rode    blessed    flew    stayed

4 a) false    b) false    c) false    d) true    e) true

5 on    at    in    in    the evening    next    to  
for one day

**8 A day out**

1 trip Saturday 20th Are much Can two  
groups boat Do don't the zoo write/put

- 3 a) true b) false c) true d) true  
e) false f) true g) false h) true  
i) false j) true

**9 I prefer Biology to Maths**

1 and but and because and because and  
because and and

- 2 a) and b) and/but c) but d) but  
e) because f) but g) because h) but

- 3 a) viii b) ix c) ii d) vi/iii e) iii/vi  
f) i g) vii h) iv i) v

**11 We must get this story!**

- 2 a) true b) false c) false d) false  
e) true f) false

5 article front cover headline reporter covering  
interview

**12 Eighteen is too young to vote!**

- 3 a) iv b) i c) iii d) v e) ii