

# 1 | Writing An autobiography

## SPEAKING

- 1 Draw a line to represent your life, from birth to the present. Note on the line any significant events or turning points, eg

- starting school or university
- a birth or major event
- moving home
- the start or end of a relationship
- starting a new job or activity
- a change of direction or outlook

Continue the line into the future with plans, hopes or predictions about your life.

- 2 Work in pairs. Compare your lifelines and find out about some of the significant events in your partner's life.

## READING

- 1 Read Murat's autobiography. What are the similarities and differences with your life?

- 2 Complete the following events in order on Murat's lifeline. Which do you think have been the happiest and unhappiest times in his life?

- working as a plumber
- did military service
- got married
- looked after by maternal grandmother
- met his wife
- set up travel agency
- moved to Scotland
- worked as a tour guide
- retrained as a plumber
- sent away to attend secondary school
- studied English at university
- won the school prize for English



I was born on March 31st 19\_\_ in a small mountain village in the south-west of Turkey. I was the youngest of four siblings and part of a large extended family. My parents both worked long hours in the village store, and up to the age of five I was looked after by my maternal grandmother, to whom I was very close. I went to the local primary school, and when I look back on my childhood I remember it as a happy, if largely uneventful, period.

However, all this ended abruptly when at the age of twelve I was sent away to attend secondary school in Izmir, a large coastal town, where I lodged with an aunt. At first I loathed it and was terribly homesick, and used to weep bitterly every night. As time went on, however, I slowly started to make friends and even enjoy school life. It was during this period that I developed an interest in languages, and in my final year I won the school prize for English, which in retrospect was probably the highlight of my school career.

After leaving school I did military service and then got a place to study English at university, financing my studies by working in a restaurant in the evenings. On graduating I worked as a tour guide, taking groups of tourists round the country's important archaeological sites. While I was working on one of these trips I met Sarah, a history student from Scotland. We kept in touch afterwards, and, to cut a long story short, got married two years later and came over to Scotland to settle in Aberdeen.

Since my arrival I have retrained as a plumber and am currently running my own business to support my wife and two young children. However, our long-term plan is to set up our own travel agency to take British tourists round Turkey, and I hope that in five years' time I may have achieved this ambition.

### Murat's lifeline

Pre-school years	Schooldays	After school	After university	Present	Future
1 <u>looked after by maternal grandmother</u>	2 _____	4 _____	6 _____	11 _____	12 _____
	3 <u>won the school prize for English</u>	5 _____	7 <u>met his wife</u>		
			8 _____		
			9 _____		
			10 _____		

- 3 Read the autobiography again and underline the different time expressions.

## LANGUAGE FOCUS

## Using time expressions

- 1 When describing your life you could use the following time expressions. Put them in the appropriate column for you.

past <i>I lived/ I was living/ I used to live</i>	present perfect <i>I have met/ I have been living</i>	present <i>I am living/ I like</i>	future <i>I hope/plan to go, I will be living</i>

at present	in six months' time	for the last five years
in those days	during my adolescence	to date
next year	currently	some day
so far	at the moment	three years later
ever since	as a child	at the age of ten

- 2 Choose an expression from each column in exercise 1 and write a true sentence about yourself.

## Describing your family

- 3 Say whether both alternatives in italics are possible, or only one. If both are possible, explain the difference.

- I am *an only child* / *a single child*.
- There are four *members* / *people* in my family.
- My *oldest* / *eldest* brother is doing military service.
- My sister is three years *older* / *elder* than me.
- I have three *brothers* / *siblings*.
- I was *brought up* / *educated* by my grandmother.
- When my father remarried, I gained two *half-sisters* / *step-sisters*.
- I had a *lenient* / *strict* upbringing.
- We are a *closely-linked* / *close-knit* family.
- On the whole, I *spent* / *had* a happy childhood.

## Verb-noun collocations

- 4 Match the verbs and nouns to make collocations.

A	B
take	school
train as	research
get	a gap year
go to	a nurse
do	a place at university

A	B
graduate from	a scholarship
leave	a solicitor
do	school
qualify as	university
apply for	a degree

- 5 Write four sentences about yourself using a verb-noun collocation and a suitable time expression.

## WRITING

- 1 Choose different events or periods from your lifeline and arrange them into three or four paragraphs. Include your current situation, and future plans or hopes.

Next to each event or period, write a time expression and some more information, as in the example.

*Moved to secondary school, loathed it, wept bitterly – at the age of 12*

*Made friends – as time went on*

*Won the school prize (highlight) – in my final year*

- 2 Work in pairs and explain the events in your plan.
- 3 Write your autobiography following the notes in your plan.

## Useful language

*In retrospect, ...*

*Looking back, ...*

*I remember X as ...*

*X marked a major turning point for me*

*X was the highlight of (my school days, my trip, etc)*

*To cut a long story short*

## REMEMBER TO ...

- organize your writing into clear paragraphs.
- use time expressions to describe different periods of your life.
- give details of significant events and periods.
- use language from the units to describe family and education.
- check your writing for correct use of tenses.

## 2 | Writing An article

### SPEAKING

1 Which of the statements best describes your attitude to sending text messages? Why?

- I couldn't manage without texting my friends.
- I like to keep in touch with people by sending text messages.
- I occasionally send texts for the sake of convenience.
- I am not sure how to use my text messaging service.
- I prefer not to send text messages.

Work in pairs. What possible problems could arise from texting too much?

2 A teenage girl got into trouble with her teacher for writing an essay in text language. Can you understand it?

my smmr hols wr CWOT. B4, we used 2go2 NY 2C my bro, his GF &thr 3 :- kids FTF. ILNY, it's a gr8 plc

Do you know any other examples of text language?

### READING

1 Read the text and match the headings 1–3 to the paragraphs a–c.

- 1 Suggesting strategies for change
- 2 Engaging the reader
- 3 Defining the addiction, and explaining the symptoms and causes

2 Say whether these facts about textaholics are given (G) or not given (NG) in the article.

- 1 They prioritize sending and receiving texts over other activities.
- 2 They may find it difficult to sleep.
- 3 They lose the ability to relate to other people.
- 4 They may suffer from physical symptoms.
- 5 They tend to run up debts on their mobile phones.
- 6 They tend to feel miserable if they do not receive text messages.
- 7 Text addiction is the most prevalent form of addiction among teenagers.
- 8 The underlying causes of text addiction are psychological.
- 3 Do you agree that text addiction is a growing problem? What do you think about the advice given in paragraph C?



**a** Do you spend over an hour each day texting your friends? Do you frequently neglect work, study, and leisure activities to check your phone for text messages? Are you moody and irritable if you are separated from your mobile phone? Do you hardly ever use your phone to talk any more, and do your thumbs hurt from texting too much?

**b** If you answered 'Yes' to any of the above questions, then the chances are that you are a textaholic. A textaholic can be defined as someone who is addicted to sending and receiving text messages. The main symptoms are a compulsion to text which takes precedence over everything else, and withdrawal symptoms if messages fail to come in, leading to agitation, depression and a lack of self-esteem. Other problems include insomnia, eye strain, and repetitive strain injury due to constant messaging, not to mention spiralling phone bills. The root of the problem, as with many addictions, is the desire to escape from emotional difficulties such as stress, anxiety and relationship problems. Experts warn that text addiction is likely to become the most common form of addiction in the future, especially among the young.

**c** So what can you do if you think you may be a textaholic? The key is to get your life back in balance. Make sure you resist the urge to answer every message you receive, and consider leaving your mobile phone behind occasionally when you go out. Most importantly, make a point of spending quality time with friends and family, and make time to re-learn the art of face-to-face conversation instead of conducting your relationships by means of text messages. Not only will you save time and money, but you may also rediscover the pleasure of true communication.

## LANGUAGE FOCUS

## Writing definitions

A textaholic is/can be defined as ...

someone	who is dependent on sending and receiving texts
a person	whose compulsion to text takes precedence over face-to-face communication

- 1 Write definitions for the words and phrases 1–4, using the language in the box.

is dependent on ... can't live without ...  
 is addicted to ... suffers from a compulsion to ...  
 has a craving for ... is obsessed with ...  
 can't resist the urge to ...  
 suffers from withdrawal symptoms if ...

- 1 a shopaholic      3 a chocoholic  
 2 a coffee addict      4 an email addict

## Making a deduction

- 2 Choose one of the nouns 1–4 from exercise 1 to complete the sentences a–d. Then complete e–g with your own ideas, using one of the expressions in italics in a–d.

- a Do you find yourself checking your emails at least ten times a day? *If so, then the chances are that you are ...*  
 b Do you regularly run up debts on shopping sprees? *If the answer is yes, you could be ...*  
 c Can you manage without a regular injection of caffeine? *If not, then you may well be ...*  
 d Do you find it hard to resist eating a box of chocolates in one go? *If you do, then you are certainly ...*  
 e Do you make a point of buying a lottery ticket every week? ...  
 f Do you spend an hour every night reading your English dictionary before you go to sleep? ...  
 g Is a burger, fries and a cola your idea of a perfect meal? ...

## Describing cause and effect

- 3 Underline the expressions used to describe cause and effect, as in the examples. Label the cause (C), and the effect (E).

*Back pain (E) is often due to poor posture (C).*  
*Symptoms of stress (C) include insomnia and an inability to concentrate (E).*

- Poor education is at the root of many social problems.
  - Overwork can lead to stress.
  - Severe stress can result in high blood pressure.
  - High blood pressure is a risk factor in heart disease.
  - The underlying causes of most addictions are psychological.
  - Many emotional difficulties in adults stem from childhood insecurities.
- 4 Write four sentences describing either the cause or effect of each of the following.

- 1 air pollution      3 road rage  
 2 childhood obesity      4 poor posture

## WRITING

- 1 Work in pairs. Choose one of these titles to write a website article.

- Are you an internet addict?      Are you a workaholic?
- Are you a television addict?      Are you an MP3 addict?

List the characteristics of the person you are writing about with addiction problems, and tips for helping them.

- 2 Write your article following this structure:

**Paragraph 1** Ask questions to invite the reader to think about the topic.

**Paragraph 2** Define the person you are describing, and describe their habits and characteristics. Describe problems that may result from the addiction.

**Paragraph 3** Give tips on how to overcome the addiction.

## Useful language

*Make a point of ...ing      Make time to ...*  
*Consider ...ing      Make sure you ...*  
*Most importantly, learn how to ...*

## REMEMBER TO ...

- start each paragraph with a clear sentence to introduce the topic.
- include ideas that are lively and relevant to your readers.
- use language from the unit to write definitions, describe habits and cause and effect, and give advice.
- finish the article with an engaging final sentence.

# 3 | Writing A work email

## SPEAKING

1 Imagine you could go and work for a short time in an English-speaking country.

- Where would you go?
- What sort of work would you look for?
- How would you go about looking for work?
- How long would you stay?

Compare your ideas with a partner.

2 Work in pairs. Discuss the questions.

- How often do you send or receive emails in English? In what situations?
  - Say whether you think these statements are true or false:
- 1 Salutations (eg *Dear Anne*) and endings (eg *Best wishes*) are not always necessary.
  - 2 Polite expressions (eg *I look forward to hearing from you*) are not used in emails.
  - 3 Abbreviations are commonly used.
  - 4 Emails are often no longer than one or two lines.
  - 5 It is possible to miss out pronouns and other words at the beginnings of sentences.
  - 6 Punctuation rules in emails are different from those in letters.
  - 7 Spelling mistakes and typos are acceptable.
  - 8 The register of emails (formal or informal) depends on the situation.

## READING

1 Match the emails 1-4 to their answers a-d. What happened to Halina?

1

Hi Beth

Just a quick email to say I've finally arrived in London. Can't wait to see you!!! Can you make lunch at the Tapas Bar on Weds - say 12.30ish?

Love  
Halina

2

Dear Mr Rogers

I have just finished a BA in architecture at Crakow University of Technology and am now in the UK looking for work experience. I was given your name by my tutor, Mr Grzegorz Kowalski. Do you happen to have any vacancies for trainee placements at the moment? I attach my curriculum vitae for your information.

I look forward to hearing from you.

Best regards  
Halina Wisniewski

3

Beth

I'm really sorry but I can't make lunch after all as I have an interview at Rogers and Eagleton. Are you free on Thurs instead?

Wish me luck!

H

4

Dear Halina

Further to our meeting on Wednesday, this is just to say that we will be able to offer you a three-month placement starting on 1st March, with terms as discussed. Could you contact me asap to let me know if this would be of interest?

All the best

Dick Rogers

a

Hi

Good news about the interview!!! Hope it goes well - I'll keep my fingers crossed for you. Thurs will be fine.

B XX

b

Dear Ms Wisniewski

Thanks for your mail. As a matter of fact we do have a vacancy for a trainee at the moment. Would you be able to drop by for lunch on Wednesday at 1.00 so that we can discuss this?

Do give my regards to Grzegorz.

Dick Rogers

c

Dear Mr Rogers

Many thanks for your email. I would be delighted to accept your offer of a placement. I look forward to hearing more details.

Best wishes

Halina

d

Sounds great. See you Weds. Looking forward to catching up!

Beth xx



- 2 In which of the emails (1–4 or a–d) does the writer perform the functions 1–8?
- |                         |                         |
|-------------------------|-------------------------|
| 1 make an invitation?   | 5 accept an offer?      |
| 2 accept an invitation? | 6 wish someone luck?    |
| 3 congratulate someone? | 7 cancel an engagement? |
| 4 make an offer?        | 8 make a request?       |

Underline the expressions in the emails the writers use to perform the functions 1–8.

## LANGUAGE FOCUS

### Formal & informal style

- 1 Decide if the expressions 1–14 are a) formal, b) neutral or c) informal.

- |                   |                     |
|-------------------|---------------------|
| 1 Hi Emma         | 8 (Kind) regards    |
| 2 Dear Ms Jackson | 9 (Lots of) love    |
| 3 Dear Emma       | 10 Yours sincerely  |
| 4 Hi              | 11 Best (wishes)    |
| 5 Emma            | 12 Yours            |
| 6 Dear All        | 13 Yours faithfully |
| 7 Cheers          | 14 All the best     |

### Making arrangements & requests in emails

- 2 Choose the best alternative (formal or informal) in these excerpts from email exchanges.

- 1 **Beth:** *Would you be able to meet for / Can you make lunch tomorrow?*  
**Halina:** *Sounds great. / Thanks for the lunch invitation – I'd be delighted to accept.*  
**Beth:** *Re lunch, something has come up. I'm sorry to cancel at such short notice. / Sorry about this. Could we make it later in the week?*  
**Halina:** *How about Thursday? / Would Thursday be convenient?*  
**Beth:** *Thurs will be fine. I look forward to seeing you. / See you then.*
- 2 **Mr Rogers:** *Could you send me details of / When is the meeting?*  
**Ms Brown:** *The meeting is scheduled for Friday. Let me know if this is difficult. / Is that OK?*  
**Mr Rogers:** *I'm afraid I'm busy / I'm tied up on Friday. Could we make it another day? / Could we possibly reschedule this?*  
**Ms Brown:** *Any time next week would be good. / Would next week be OK?*  
**Mr Rogers:** *Sorry, I'm not in. / Unfortunately I'll be out of the office next week.*

- 3 Match the statements 1–5 to the requests a–e.

- |  |  |
|--|--|
| 1 I need to update our personnel records. ____           | a <i>Could you possibly try resending it?</i>                  |
| 2 Lunch will be served from 1–2 in the Barnes Hall. ____ | b <i>Can you give me a ring to confirm?</i>                    |
| 3 I am attaching your revised contract. ____             | c <i>Please get back to me asap if there are any queries.</i>  |
| 4 I'm afraid I didn't receive your attachment. ____      | d <i>Let me know if you have special dietary requirements.</i> |
| 5 I think our meeting is scheduled for the 5th. ____     | e <i>Do you think you could send me a copy of your CV?</i>     |

## WRITING

- 1 Work in pairs, A and B. Do the following:

- 1 Write an 'email' on a piece of paper for some of the situations below, using language studied in this unit.  
 2 'Send' the email to your partner.  
 3 'Send' a reply to the emails that you receive.
- A: 1) Invite a friend to do something this week.  
 2) Write to a work colleague to cancel a meeting.  
 3) Write to a work colleague to make a request about a business arrangement.  
 4) Write to a friend to ask him/her to send you something.
- B: 1) Write to a friend to cancel an arrangement.  
 2) Write to a work colleague to try to schedule a meeting.  
 3) Write to a friend to make a request about a party.  
 4) Write to a work colleague to ask him/her to resend you an attachment.
- 2 Work in pairs. Look again at the emails you have written. Did you follow the advice in the *Remember to ...* box below?

### Useful language

Here's (a copy of) ...  
 I am sending/forwarding with this email ...  
 Attached is/are ... I attach ... Please find attached ...

### REMEMBER TO ...

- use appropriate salutations and endings.
- use language from the unit to make requests and arrangements and send attachments.
- use an appropriate style.
- use abbreviations where relevant.
- make your emails as concise as possible.
- check for spelling mistakes.

## 4 | Writing A narrative

### SPEAKING

1 Work in pairs. Discuss the questions.

- Is it legal to possess a gun in your country?
- What problems does your country, or other countries you know, have with gun-related crime?

2 Do you agree or disagree with the opinions? Why or why not?

- 1 Guns are a deterrent. Burglars have to ask themselves when they approach a house 'Is that family armed or not?'
- 2 If homeowners arm themselves, that will simply encourage potential burglars to arm themselves too.
- 3 Everyone has the right to self-defence. If my granny were to be mugged I'd rather she had the choice of pulling out her purse, or her .45 Magnum.
- 4 Violence breeds violence. A country in which guns are legal is one which condones and encourages violence in other areas of life.

### READING

1 Read the short story about two friends from a poor housing estate in New York. What do you think is the meaning of the final sentence in the story? Choose the best meaning: 1, 2, 3 or 4.

- 1 I'm going to kill you.
- 2 Life is hopeless.
- 3 Violence breeds violence.
- 4 There is no way out from this street.

2 Read the story again. Put these events in the order in which they happened, 1-10.

- ☐ Joey and Al gatecrashed a party
- ☐ Joey pointed his gun at Brad
- ☐ Joey and Al set off home
- ☒ Brad attacked Al's brother
- ☐ Joey and Al missed their last train home
- ☐ Al handed his gun over to Joey
- ☐ Joey and Al went into a café
- ☐ Joey stole Brad's gun
- ☐ Joey and Al arrived back at the estate
- ☐ Joey and Al broke into a car

What do you think happened next?

**I**t was 5.00 in the morning in the backstreets of New York, and the sun was just beginning to appear over the tenement buildings. Al and Joey, two friends from a poor housing estate on the outskirts of the city, were making their way home after gatecrashing a party in the city centre. Having missed their last train home, they had broken into a car parked in an alleyway, only to find, to their consternation, that neither of them knew how to drive. So they had set off on foot, telling jokes and exchanging stories to keep themselves awake.

They had been walking for over an hour when they found an all-night café, so they went in and ordered a coffee. Al started boasting to Joey about a fight he had had earlier that day with Brad, the leader of a rival gang on the estate. Brad had attacked Al's brother, but Al had managed to grab Brad's gun and run off. Taking the gun out of his pocket, Al stroked it proudly, dreaming of revenge. 'Don't be crazy, man,' said Joey. 'Guns make you feel like a man, but violence is a dead end.'

Two hours later the two friends arrived back at the estate. But no sooner had they turned into the main street than they suddenly found themselves, to their dismay, face to face with Brad, who started running towards them with his gang, revenge written all over his face. Fearing for his life, Al pulled out the gun and pointed it at Brad, while the other members of Brad's gang fled. Joey gazed at the scene in horror, wondering what would happen next. It was at that moment that Al realized he would never be able to pull the trigger. With eyes downcast, he handed his gun over to Joey. 'It's a dead end,' he said to Brad.



## LANGUAGE FOCUS

### Using narrative tenses

1 Look again at the story and find an example of ...

- |                        |                            |
|------------------------|----------------------------|
| 1 past continuous.     | 3 past perfect continuous. |
| 2 past perfect simple. | 4 past simple.             |

2 Which tenses are used to do the following? Find examples from the story.

- 1 describe the main events of the story
- 2 set the scene of the story
- 3 describe events happening before the main events of the story
- 4 clarify that one event in the story happened before another
- 5 describe actions continuing up to a point in the past

### Linking events

3 How are these events linked in the story?

- 1 They missed their last train home./They broke into a car.
- 2 They broke into a car./They found that neither of them knew how to drive.
- 3 They had been walking for over an hour./They found an all-night café.
- 4 Al took the gun out of his pocket./He stroked it proudly.
- 5 They turned into the main street./They found themselves face to face with Brad.
- 6 Al pointed his gun at Brad./The other gang members fled.

Look again at the story and check your answers.

4 Complete the sentence beginnings 1–5 with the endings a–e.

- 1 He got out his wallet
  - 2 No sooner had he turned out the light
  - 3 He found himself face to face with a guard dog.
  - 4 He broke into the car
  - 5 They had just got into their car
- a while his friend kept watch for the police.  
b which started growling at him.  
c when a stranger started tapping on the window.  
d only to discover that he had left his credit card at home.  
e than there was a knock on the door.

### Describing emotion

5 Choose the most appropriate word to complete the sentences.

- 1 When I turned on the computer, I discovered to my utter *horror* / *amusement* that I had lost the document I had been working on for the last three days.
- 2 Imagine my *relief* / *embarrassment* when I discovered that I had arrived at work wearing my slippers.
- 3 To my great *annoyance* / *delight*, the children started pouring cola all over my new white sofa.
- 4 I asked my boss for a rise and to my great *astonishment* / *dismay* he agreed.
- 5 Having arrived home, I realized to my *delight* / *consternation* that I had left my keys inside the house.

## WRITING

1 You are going to write a story in which someone changes their bad behaviour. Work in pairs. Choose from 1 and 2 below.

- 1 a thief (eg a burglar, a car thief, or a bank robber)
- 2 a person who treats his/her employees or partner badly

2 Plan the story as follows:

#### a Setting the scene

Where and when did the story take place?  
What was happening and what was he/she doing?  
What had happened before the story started?

#### b Telling the story

What exactly happened to make the person change his/ her behaviour?  
How did he/she feel? How did he/she react?

#### c Finishing the story

What happened at the end?

3 Write the story. Follow the advice in the *Remember to ...* box.

### Useful language

*Just then, ... Suddenly, ... All of a sudden, ...*  
*It was at that moment that ...*  
*Just as he was leaving, ... Just in the nick of time, ...*

### Remember to ...

- Arrange your story in logical paragraphs
- Use correct verb forms / tenses set the scene, and to
- Describe events before and during the story
- Link events using a range of linking devices from the unit
- Introduce key events with appropriate expressions from the useful language box
- Use a range of expressions to describe emotion



# 5 | Writing A letter of complaint

## SPEAKING

1 Imagine you have these problems with rented accommodation.

- The bathroom tap keeps dripping
- The roof is leaking
- The walls are paper thin
- The hall carpet is stained and filthy
- The toilet doesn't flush
- The bell isn't working
- The walls are damp
- There are mice under the floorboards
- The tiles in the bathroom are chipped and cracked
- The kitchen sink is blocked

In each case, would you

- 1 fix it yourself?
- 2 ask the landlord to fix it?
- 3 ignore it?
- 4 move out?

2 Work in pairs and compare your ideas.

- Have you or anyone you know had any of these problems with accommodation?
- What other problems have you had?
- How did you sort them out?

## READING

1 Read the letter from a tenant to a landlord and put the paragraphs in the correct order. What helped you decide?

2 What problems does the writer mention? What were the consequences of each?

3 Give more formal equivalents for these expressions in the letter.

- 1 I've found some problems ...
- 2 It'll be obvious to you that these problems are giving me a headache ...
- 3 I'm writing to you to complain ...
- 4 tell me how you're going to sort out these problems ...
- 5 Another annoying thing is ...
- 6 as soon as you can ...
- 7 I want to let you know ...
- 8 It'd be good if you could get in touch ...
- 9 I'm writing about the flat ...



Dear Mr Brown



The first and most serious problem is the fact that the central heating system in the flat is erratic and at times does not come on at all. I have tried adjusting the thermostat and the timer but this has made no difference. A further source of irritation is that the windows in the living room do not shut properly, so that this room is extremely draughty. As a result, I have had to borrow a fan heater from a friend as a temporary measure, but even so the temperature in the flat is frequently freezing.

10



As you will appreciate, these problems have been causing me a great deal of inconvenience and distress, especially in the recent spell of bad weather. I would therefore be grateful if you could contact me on the above telephone number as a matter of urgency, and let me know how you propose to resolve these problems.



I am writing with regard to the flat in Woodstock Gardens that I am renting from you. Unfortunately, since I moved here on 1st January, I have discovered a number of problems with the accommodation. I have left several messages on your answerphone but as I have not yet received a reply, I am writing to you to express my concerns.

20



I am also concerned about the fact that several of the sockets in the bedroom are loose, which constitutes a safety hazard. Finally, I would like to draw your attention to the fact that the lift in this block is frequently out of order, which is extremely annoying as the flat is on the seventh floor.

I look forward to hearing from you.

Yours sincerely

Alex Gibbons (Ms)

## LANGUAGE FOCUS

## Article use

With singular nouns, use *the*:

- 1 with ordinal nouns (*the first, the sixth, the tenth, the twenty-first*).
- 2 for something that has been mentioned before.  
*I have a new car. The car is red.*
- 3 for an attribute of something mentioned before.  
*The engine is very powerful.*
- 4 when there is normally only one in a place.  
*the front door, the garden*
- 5 when something is specified or defined.  
*the tree in your garden, the book I bought*
- 6 when something has not been mentioned but is known to the reader, eg *the war* (= the recent war that we all know about).

Note that the zero article is never used before a singular noun.

Not (*Flat is cold, I have problem.*)

- 1 Say which of the rules 1–6 in the grammar box explains the use of *the* in the extracts a–i from the text:

- a the flat in Woodstock Gardens that I am renting from you
- b the first and most serious problem
- c the central heating system in the flat
- d the thermostat and the timer
- e the windows in the living room
- f the lift in this block
- g the flat is on the seventh floor
- h the recent spell of bad weather
- i the above telephone number

## Writing about results of problems

- 2 Match the problems 1–5 to their consequences a–e.

- 1 The ventilation in the bathroom is poor,
  - 2 The washing machine has broken down,
  - 3 The bathroom radiator is leaking,
  - 4 The boiler is not working,
  - 5 The wiring in the flat is faulty,
- a which constitutes a fire hazard.
  - b so that I keep having to mop up pools of water.
  - c which means that the room is frequently full of condensation.
  - d and as a result, I have had to take my clothes to a launderette.
  - e which is extremely annoying as I am having to take cold showers.

- 3 Write consequences for these problems, using some of the expressions underlined in exercise 2.

- 1 The cooker is not working, \_\_\_\_\_.
- 2 The carpets on the stairs are coming loose, \_\_\_\_\_.
- 3 The fridge is making a very loud noise, \_\_\_\_\_.
- 4 The springs on the sofa have broken, \_\_\_\_\_.
- 5 The windows in the bedroom are jammed shut, \_\_\_\_\_.

## WRITING

- 1 Work in pairs. Imagine that you had problems with accommodation (a hotel or self-catering flat) on a recent holiday. You enjoyed the holiday but are writing to comment on problems you had with your accommodation and suggest improvements for the future.

- 1 Make a list of the problems you encountered and make notes on their consequences.
- 2 Decide what action you want taken.
- 3 Write a letter of complaint. Begin '*I am writing to express my disappointment with aspects of my recent holiday ...*'

A common structure for letters of complaint is:

**First paragraph**

State the situation and the letter's purpose

**Middle paragraph(s)**

Give details of the problem(s) and consequences

**Final paragraph**

Summarize the difficulties and request action

## Useful language

*The first and most serious problem is ...  
A further problem is ...  
I am also concerned about ...  
In addition, ... Finally, ...*

## REMEMBER TO ...

- state the purpose of your letter in the first paragraph.
- use language from the unit to list problems and give details of consequences.
- use a range of formal words and expressions from the unit.
- summarize the problem and request action in the final paragraph.
- check your letter for correct article use.
- start and finish your letter with an appropriate salutation and ending.

# 6 | Writing An essay

## SPEAKING

- 1 Which of the activities below have you done recently? Did you enjoy them? Which have you never done? Why?
  - go to the ballet
  - go to a concert
  - visit an art exhibition
  - visit a sculpture park
  - watch street theatre
  - attend a poetry reading
  - see a musical
  - go to the opera
- 2 Which of the activities can be classed as 'the arts'? What other activities could be included?



Few people would contest the value of the arts in a civilized society. Great art enriches people's lives by providing pleasure, stimulation and an escape from the pressures of everyday life. However, it is also true that many of the arts, such as classical music, the ballet, and the visual arts have always attracted a minority audience. The question is whether the arts should be publicly funded, or whether it is the consumers who should pay.

It is my view that the government should subsidize the arts, for a number of reasons. First of all, without subsidies, many artists would undoubtedly be unable to survive financially. Government grants can enable them to work with artistic freedom and integrity, whereas if they worked independently or relied on private subsidies they might be subject to market pressures and the need to make a profit. Secondly, the arts contribute to a nation's cultural heritage and can create a sense of social cohesion and identity. They can also play an important role in education, community regeneration and even

crime prevention. However, the main argument for public funding of the arts is not social usefulness, but rather because they are important for their own sake.

Of course, there are those who argue that public money would be better spent on meeting the needs of the poorer members of society, and on healthcare, education, and social welfare schemes, rather than catering for the interests of an elite. However, I believe that a healthy society is one in which art and creativity are valued alongside these basic needs. Indeed, a civilized society ought to make the arts accessible to everyone, regardless of their background or income.

In conclusion, the arts should be funded across a broad spectrum of activities, for example; by supporting community or school theatre projects, or bringing sculptures and art installations to public places. This is not for purely social reasons, but because enjoyment of art is part of what it means to be human.

## READING

- 1 Read the essay about public funding of the arts. Which of these statements is closest to the writer's opinion?
- 1 Public money should be spent on social needs, not on the arts.
- 2 The arts are a minority interest, so should be paid for by the people who use them.
- 3 Public money should be used to fund the arts because art is an important human activity.
- 2 Make notes to complete the writer's essay plan, as in the example.

### Paragraph 1

Introductory statement Value of arts in civilized society  
 Supporting statement \_\_\_\_\_  
 Controversial question \_\_\_\_\_

### Paragraph 2

Main opinion \_\_\_\_\_  
 Arguments a) \_\_\_\_\_  
 b) \_\_\_\_\_  
 c) \_\_\_\_\_  
 d) \_\_\_\_\_

### Paragraph 3

Counter-argument \_\_\_\_\_  
 Refuting counter-argument a) \_\_\_\_\_  
 b) \_\_\_\_\_

### Paragraph 4

Conclusion \_\_\_\_\_  
 Supporting statement \_\_\_\_\_

- 3 Which discourse markers or expressions are used to introduce each point?
- 4 Do you agree or disagree with the writer's opinions? Why?

## LANGUAGE FOCUS

### Expressing a viewpoint

- 1 Complete the expressions in the table with words from the box.

widely whether evidence say personally dispute  
would case doubt agreed view claimed

A commonly held view	A personal opinion	A strong claim
It is often (1) <u>claimed</u> that ...	It is my (5) _____ that ...	All the (9) _____ suggests that ...
It is (2) _____ believed that ...	I (6) _____ believe that ...	It is simply not the (10) _____ that ...
It is probably true to (3) _____ that ...	I (7) _____ argue that ...	There can be no (11) _____ that ...
It is generally (4) _____ that ...	I personally would question (8) _____ ...	No one would (12) _____ the fact that ...

Choose one of the expressions from the box to modify the statements below.

Television is dumbing down our culture.  
Children should not be made to study literature at school.  
It is not worth going to the cinema when you can watch a DVD.  
Education systems often stifle creativity.  
Museums and art galleries should not charge an entrance fee.  
Censorship should not interfere with freedom of expression in the arts.

### Arguing against a viewpoint

- 2 Complete the sentences to argue against the view expressed.
- There are those who argue that anyone can learn to play a musical instrument. However, \_\_\_\_\_.
  - Of course, not everyone has an innate talent for art. But surely \_\_\_\_\_?
  - It is true that pop music has a wider popular appeal than classical music. But \_\_\_\_\_.
  - Opponents of modern art argue that it has no aesthetic value. But surely \_\_\_\_\_?
  - Advocates of free speech claim that censorship stifles debate. However, \_\_\_\_\_.
- 3 Choose two of the opinions in exercise 2 and write similar pairs of statements using the underlined expressions.

## WRITING

- Work in pairs. Prepare to write an essay expressing an opinion.
- Choose one of the statements in *Language focus* exercise 2 that you would like to write about.
- Make a list of the arguments for and against the statement. Decide whether you agree or disagree with the statement.
- Write sentences a) saying why the topic is controversial b) expressing your opinion.
- Make a plan for the essay following the structure used by the writer on the previous page.
- Write your essays individually following the plan, and using the advice in the *Remember to ...* box.
- Exchange your essay with someone who chose a different topic. Were their arguments convincing?

### Useful language

*In conclusion, ... On balance, ...*  
*To conclude, ... In short, ...*  
*To sum up, ...*

### REMEMBER TO ...

- state the importance or relevance of the topic, and why it is controversial, in the introduction.
- contain a clear statement of your opinion, supported with clear reasons.
- mention the counter-arguments using language from the unit.
- use a range of discourse markers and expressions to introduce new points and express your opinion.