

# 1 | Writing A job application



## SPEAKING

- 1 Work in pairs. Read the two quotes and answer the questions.

A: *I've travelled widely in a number of countries outside the UK.*

B: *I've been abroad a few times.*

Which person, A or B, is probably exaggerating the truth?

Which answer would it be best to give when applying for a job? Why?

- 2 Think of an exaggerated truth for each of these sections in a CV.

- 1 Languages spoken
- 2 Computer skills
- 3 Job responsibilities
- 4 Personal qualities
- 5 Work experience

## READING

- 1 Look at the job adverts and the CV. Which job do you think Antonia is interested in? Why?

### Professional footballer seeks personal assistant.

Duties will include accompanying him on trips abroad. Knowledge of at least three major world languages essential. Previous experience of a similar post preferred. Apply with CV and covering letter to [applications@dreamjobs.com](mailto:applications@dreamjobs.com)

Small, dynamic TV production company seeks youthful, enthusiastic office assistant. The successful candidate will have a degree in media or film studies, and a keen interest in sport. Apply with CV and covering letter to [jobs@TV3.com](mailto:jobs@TV3.com)

## CURRICULUM VITAE

### Antonia Piper

0156 233784

[toniap@newmail.ac.uk](mailto:toniap@newmail.ac.uk)

### Personal Profile

An enthusiastic, energetic undergraduate, I am experienced in coordinating and supporting the work of others as well as motivating myself to work alone. I am currently looking for a short-term placement within the sports and leisure industry.

### Education

2007–present BSc Sports Science Newham University

2000–2006 International Baccalaureat: Newham Girls Grammar School

### Work Experience

**Part-time editor**, Newham University, 2007–present

As part of my degree in Sports Science I am currently working ten hours a week as sub-editor of the sports page for *The Word*, the Newham University weekly newspaper. My duties include writing articles, editing the work of fellow students, and liaising with local and national press agencies.

**Secretary**, Newham University Film Society 2007

As secretary of the film society I initiated a student discount system with a local DVD rental firm and organized local sponsors for a student film production which was subsequently shown at the local film festival.

**Retail assistant**, The Corner Shop 2005–2007

Initially I worked as a part-time cashier and following a brief training period I was promoted to shop assistant. My duties included opening the shop, arranging the window display and informing customers about promotional campaigns.

### Skills

Fluent Spanish, conversational French, intermediate Italian

Webpage design

Full driving licence

### Interests

Independent film: I try where possible to attend both local and national film festivals.

Amateur dramatics: I was an active member of my school drama club prior to entering university

Football: captain of the university women's football team.

### References

Ms Gill Stallcott

Senior Lecturer

Faculty of Sports Science,

Newham University,

Newham

[g.stallcott@newmail.ac.uk](mailto:g.stallcott@newmail.ac.uk)

0156 257889

2 Look at the CV again. Which of the following pieces of information 1–6 has Antonia included in her CV? In which section?

- 1 her university studies
  - 2 voluntary work
  - 3 the kind of job she's looking for
  - 4 the languages she speaks
  - 5 date of birth
  - 6 the sports she's interested in
- 3 Read the information sheet about writing a good CV. Has Antonia followed all the advice given? Answer Y (yes), N (no) or D (don't know).

#### How to write a good CV

- Use headings and bold to make your CV easier to read.
- Use bullet points to make lists more attractive.
- Write your education and work experience with the most recent events first.
- Include a brief description of any work experience, highlighting your responsibilities and achievements.
- Include the names of at least two referees. One should be your present employer or tutor where possible.
- Never tell lies or exaggerate on your CV. You will get caught out.
- Remember to check your spelling and punctuation.

#### LANGUAGE FOCUS

- 1 Find examples in the CV for each of the rules for using capital letters.

##### Use capital letters

- to begin a sentence.
- for names of people and their job titles.
- for names of places (street names, towns).
- for names of organizations.
- for languages, nationalities and countries.
- for titles of books, films, etc.
- for headings and subheadings.

- 2 Add capital letters to the CV extract where necessary.

skills  
 fluent german and working knowledge of hungarian  
 full driving licence  
 interests  
 journalism and writing  
 i work as a voluntary reporter for the newsdesk at newham fm  
 radio station one or two nights a week, filing reports on local  
 news and events.  
 i have contributed articles to the arts and culture section of the  
 newham gazette, a local weekly newspaper.  
 references  
 dr j.k. smithers, professor james tann,  
 the old vicarage newham business school  
 12, orchard lane, newham university  
 newham newham

- 3 Find nine spelling mistakes in the CV extract below.

#### Extra Information

I worked as a voluntary secretary for a local children's charity for a breif period, suporting the work of field workers and child carers alike.

I have attended various web design courses and have my own web page and blog which I update whenever possible. I was asistant to a local independant candidate during the recent local goevernment election campaing. I hold a full driving lisenese.

- 4 Find words or expressions in the CV that mean:

- |                             |                                |
|-----------------------------|--------------------------------|
| 1 I have experience of ...  | 5 I took an active part in ... |
| 2 helping other people with | 6 at the moment                |
| their work                  | 7 at first                     |
| 3 My job involved ...       | 8 after that                   |
| 4 My aim is to find ....    |                                |

- 5 Look at the CV again and underline any other useful phrases or expressions.

#### WRITING

- 1 Write a CV for yourself. Look back at the information sheet about writing a good CV. You can invent information if you like.

#### REMEMBER TO ...

- use capital letters where appropriate.
- check your spelling.
- use bullet points, underlining and bold to make your CV attractive and easy to read.
- use formal language (eg no contractions).
- include short, concise descriptions of work experience and interest where necessary.

## 2 | Writing A composition

### SPEAKING

- 1 Work in pairs. Which of the things in the box do you associate with India?

computer technology   elephants  
movies   nuclear weapons  
palaces and temples   poverty  
space rockets   the Taj Mahal  
traditional religious ceremonies

- 2 In what ways do you think that the following are different in India from your country?

- an average family home
- a popular festival
- a typical market
- a typical meal
- people's clothes

### READING

- 1 Read the composition and choose the best title 1–3.

- 1 Indian information technology
- 2 Poverty in contemporary India
- 3 The face of modern India

- 2 Read the composition again. Match the paragraphs 1–3 to one of the summaries a–f below. Three of the summaries are not needed.

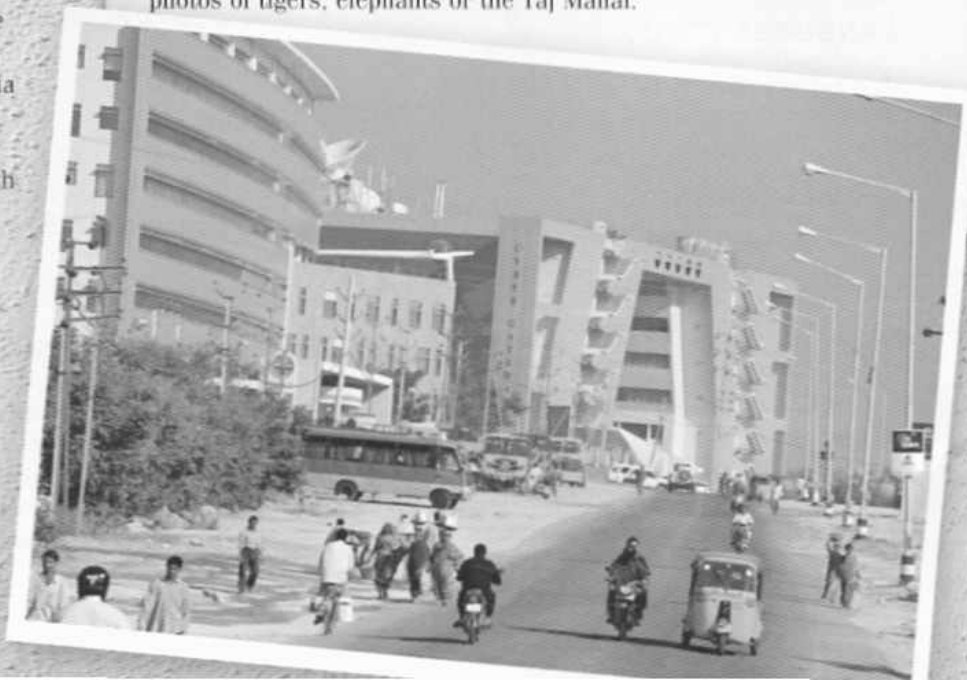
- a an example of an appropriate image of contemporary India
- b examples of modern tourism in India
- c examples of traditional images of India
- d information about population growth in India
- e reasons why India is still an agricultural society
- f reasons why traditional images are unsatisfactory



1 When most people think of India, they probably imagine a brightly-coloured land of exotic animals, temples and markets, and of people washing their clothes in the river. India would seem, from these images, to be a very traditional society that has little or nothing to do with the industrialized twenty-first century.

2 These images, however, do not do justice to the incredible variety of the country – geographically the seventh largest in the world with a population of over one billion people. Although it is undeniable that the lives of many Indians, especially in the countryside, have hardly changed for hundreds of years, India, as a whole, has been transformed in the last twenty-five years. It is a world leader in computer technology, has its own space programme and is a nuclear power. In Bollywood, India has the world's largest film industry.

3 For all these reasons, it could be argued that the usual images of India give a very false impression. Perhaps a better symbol of contemporary India would be HITEC City in Hyderabad, a state-of-the-art business park and convention centre in the south of the country, and home to such multinational giants as Microsoft, General Electric and HSBC. The ultra-modern architecture and facilities of HITEC City may come as a surprise to many, but as a reflection of the second fastest-growing economy in the world, it is fair to say that it represents contemporary India better than photos of tigers, elephants or the Taj Mahal.



## LANGUAGE FOCUS

- 1 Divide the composition into three paragraphs.

Traditional tourist images of Wales usually show dragons, mining valleys and male voice choirs. The dragon is a national symbol and features on the Welsh flag. Coal mining was, for many years, the country's main industry and the Welsh are understandably proud of their singing traditions. Most people would agree, however, that these images do not reflect contemporary Wales. The dragon, of course, is a mythical beast; the coal mines have nearly all closed down and male choirs are not the most popular form of music among the majority of Welsh people. It seems to me that a more accurate image of modern Wales would include large wind farms or computer factories, but these might not be very appealing to potential tourists. Wales has spectacular mountains where visitors can take part in a wide range of outdoor sports, so a more attractive alternative would be photographs of paragliding, hill-walking or whitewater rafting.

- 2 Read the information in the box and underline the topic sentences in the compositions about India and Wales.

*Useful language*

It is common to begin paragraphs with a topic sentence which introduces the main topic of the paragraph. The rest of the paragraph develops the idea of the topic sentence.

- 3 Match the topic sentences 1–4 to the beginnings of the paragraphs a–d.
- 1 Images of traditional costumes such as these could easily be replaced with something more modern.
  - 2 Many of the most well-known images of the country show members of the royal family.
  - 3 Picturesque villages may appeal to visitors to the country, but they are misleading.
  - 4 These images, however, belong more to the past than to the present.
- a Most of the monuments were built in the nineteenth century. Few people now wear traditional costumes.
  - b The king is probably the most popular. Royal palaces are also very common.
  - c First of all, very few people these days actually live in houses like these. In fact, most of the population live in flats very similar to any other large city.
  - d An up-to-date photo of the city centre would be one possibility. This would, at least, show how people dress.

- 4 Mark the expressions for giving opinions 1–9 I for the ones in the India composition, W for the Wales composition and N for neither.

- 1 It could be argued that ...
- 2 It is fair to say that ...
- 3 It is generally recognized that ...
- 4 It is reasonable to say that ...
- 5 It is undeniable that ...
- 6 It seems to me that ...
- 7 Many people feel that ...
- 8 Most people would agree that ...
- 9 There is no doubt that ...

- 5 Work in pairs. Complete the phrases in exercise 4 with nine different pieces of information about your country.

## WRITING

- 1 Work in small groups.
- Think of at least six different images that are often used to advertise your country.
  - Decide which of these images are old-fashioned.
  - Think of two or three images that show a more contemporary aspect of your country.
  - Choose the best of these images and explain your reasons.
- 2 Use your ideas from exercise 1 to write your composition.

*REMEMBER TO ...*

- organize your composition into three logical paragraphs.
- begin each paragraph with a topic sentence.
- use a variety of phrases from Language focus exercise 4 to introduce your ideas.
- use formal language.



# 3 | Writing A review

## SPEAKING

- 1 Work in pairs. Which sentences 1–5 are true for you?
  - 1 I prefer to watch stuff at home on DVD, but I go to the cinema from time to time.
  - 2 I like to know about the latest films and I probably watch three or four movies a week.
  - 3 The films they make these days aren't as good as they used to be.
  - 4 I like watching movies but I forget about them as soon as I've seen them.
  - 5 I prefer to go to the cinema with a friend.
- 2 Which of the following ingredients influence your opinion of a film (1 = very important, 2 = quite important, 3 = unimportant)?
 

• the action	• the plot or the script
• the cast and the acting	• the setting
• the direction	

## READING

- 1 Which of the reviewers 1–6 liked the film?
  - 1 An extraordinary story of two people who struggle to communicate.
  - 2 Scarlett Johansson is absolutely stunning, but the film is about as exciting as watching paint dry.
  - 3 Beautifully-shot and lovingly-directed, this won't appeal to everybody, but it's a pleasant way to spend the evening.
  - 4 Scarlett Johansson doesn't have to say much, but she's one of the finest actresses of her generation.
  - 5 With 17th-century Delft as a stunning backdrop, we see the details of the life of a beautiful young servant.
  - 6 Johansson is very pretty, the camerawork is very pretty and the film is pretty boring. Another costume drama for cinema-goers who don't mind if nothing much happens.

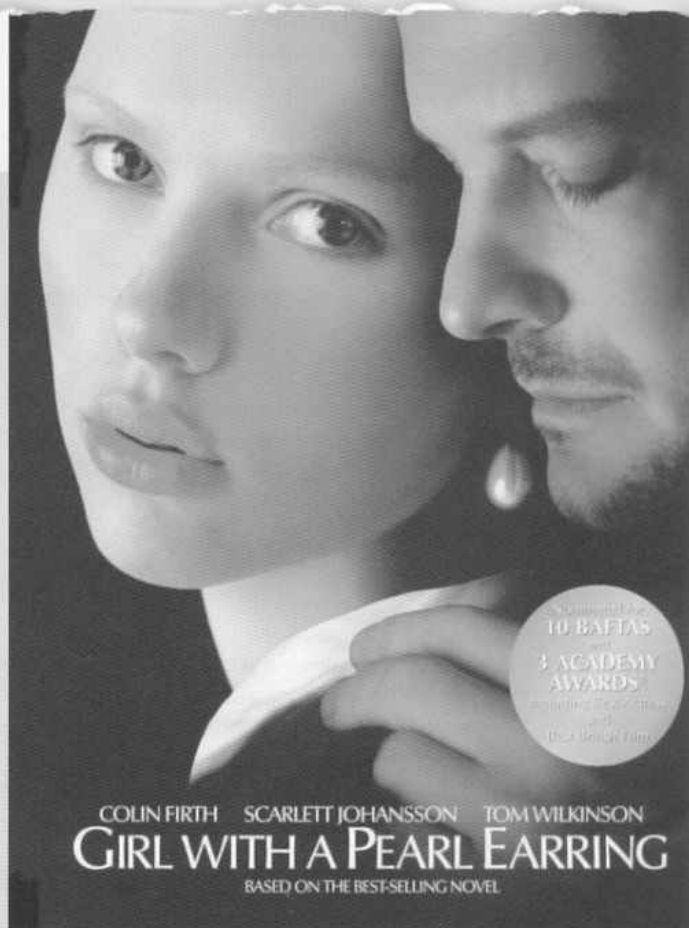
## MOVIES TODAY

Nominated for three Oscars when it was released in 2003, *Girl with a Pearl Earring* tells the story of the Dutch painter, Vermeer, and the creation of one of his most famous paintings. It is an adaptation of a novel by Tracy Chevalier of the same name. The subject of the portrait, *Girl with a Pearl Earring*, is Vermeer's servant, Griet, who gets to know the artist while sitting for the picture.

The role of Griet is played to perfection by Scarlett Johansson, who also starred in the memorable *Lost in Translation* of the same year. Colin Firth (*Bridget Jones's Diary*, *Love Actually* and *Nanny McPhee*), is excellent in the role of Vermeer, and Tom Wilkinson is convincingly revolting as Vermeer's patron, Van Ruijven, who wants to buy Griet.

What is most memorable about *Girl with a Pearl Earring* is its hypnotic beauty. The scenes are shot in lovingly recreated Delft of 1665 and the light and the detail come straight out of one of Vermeer's paintings. The cast are dressed in lavish costumes by the Dutch designer, Dien van Straalen, and the camerawork of Eduardo Serra is exquisite. *Girl with a Pearl Earring* received mixed reviews, but it has stood the test of time well.

The film appeals to more adult tastes and carries a PG-13 certificate.



2 Match the quotations in exercise 1 to the categories in Speaking exercise 2.

3 Read the review and answer the questions.

- 1 Is it generally positive or negative?
- 2 What aspects of the film did the reviewer like?

4 Read the review again and put the questions in the order in which they were answered.

- ☐ What are best features of the film (acting, direction, script, soundtrack, etc)?
- ☐ What do you remember most about the film?
- ☐ What is the plot about?
- ☐ What kind of people does the film appeal to?
- ☒ When was it released?
- ☐ Where is it set?
- ☐ Who are the main characters?
- ☐ Who stars in it?

## LANGUAGE FOCUS

1 Complete the sentences with a preposition.

- 1 Tom Hanks is perfect in the role \_\_\_\_\_ the professor.
- 2 Audrey Tautou is extremely convincing \_\_\_\_\_ a code-breaker.
- 3 She gives a performance that is worthy \_\_\_\_\_ an Oscar.
- 4 The film is set \_\_\_\_\_ Paris.
- 5 The film tells the story \_\_\_\_\_ an attempt to solve a mysterious murder.
- 6 It's an adaptation \_\_\_\_\_ a book by Dan Brown.

2 Think of a film or TV programme that you liked. Replace the words in *italics* with information about that film or programme.

- 1 *Lost in Translation* was directed by *Sofia Coppola*. It was made in 2003.
- 2 The film stars *Scarlett Johansson* and *Bill Murray*.
- 3 It is set in *Tokyo* and tells the story of an *aging film star* and a *young woman who find themselves together*.
- 4 *Scarlett Johansson* is excellent in the role of the *young wife who is looking for her role in life*.
- 5 Most of the action takes place *in the hotel bar*.
- 6 What is most memorable about *Lost in Translation* is the *performance of Bill Murray*.
- 7 The film appeals to *people who want more than Hollywood entertainment*.

3 Which tense is used in reviews to give details of the plot?

*Griet gets to know the artist while sitting for the picture.*

*Vermeer's patron, Van Ruijven wants to buy Griet.*

4 Expand the notes. Use present simple and any other words that you need.

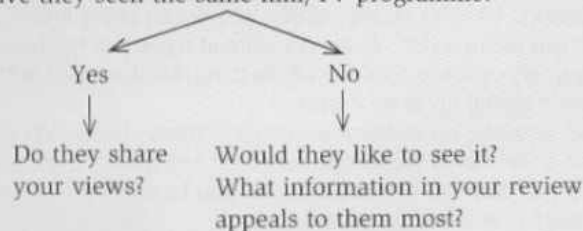
### **Lost in Translation: plot summary**

Charlotte / meet / Bob / Tokyo hotel. They / both bored. They / spend / few days together / he / talk / about / his wife / children. She / talk / her husband / photographer. They / become / good friends / important experience / their lives.

## WRITING

- 1 Work in pairs. Think of a film or TV programme that you have both seen. Look at the questions in Reading exercise 4 and prepare your answers together.
- 2 Decide the best order in which to organize the information and your opinions about the film/TV programme.
- 3 Work with another pair of students. Tell them about the film/TV programme.

Have they seen the same film/TV programme?



4 Write your review.

### REMEMBER TO ...

- organize your review into appropriate paragraphs.
- use a selection of phrases from Language focus, exercise 4.
- use appropriate verb forms to talk about the film.
- look twice at the prepositions you have used.

## 4 | Writing An email to a friend

### SPEAKING

- 1 Work in pairs. Think of three reasons why you would email a friend rather than phone or text them. Then answer the questions below.
  - When do you prefer to text and when do you prefer to phone?
  - When was the last time you received an email from a friend?
  - Why did he/she write to you? What did he/she have to say?

### READING

- 1 Read the email and answer the questions.
  - 1 What's the relationship between Polly and Kay?
  - 2 Why is Kay writing to Polly?
- 2 Read the email again and decide if the sentences are true or false.
  - 1 Kay has never done a fell running race before.
  - 2 Her sister persuaded her to do it.
  - 3 She's always been keen on keeping fit.
  - 4 Polly lives near the Lake District.
  - 5 Polly's about to start a new job.
  - 6 Polly's going to run in the race too.
- 3 Work in pairs. Imagine that Kay phoned Polly instead of writing an email. Roleplay the telephone conversation between the two friends.



keeping in touch

**From:** Kay Green  
**To:** Polly  
**Subject:** keeping in touch

Hi Polly, how are you doing? I can't believe it's been three months since we last spoke! It sounds like things are going really well for you. The new job sounds superb. And your new man ... I can't wait to meet him!

Me and Bruce are going to be in your neck of the woods in about a month's time. The weekend of the 23rd. Are you going to be around? You're not going to believe this, but we've signed up for a fell running race in the Lake District. 18 miles mostly uphill – and Britain being Britain, probably in the pouring rain. I know. We're mad!

It was all my sister's fault. We were at a party at her house a couple of months back and we got talking to this guy who actually runs the whole thing. He was dead enthusiastic about it all and well, the next thing we knew we'd signed up to do it too!

So, anyway, we've become complete fitness freaks. We're down in the gym practically every night. We're going on a trial run in Wales next weekend and there's a group of us going up to the lakes on the 23rd. We're going to rent a house for the weekend. Do you fancy coming to stay? It's got an open fire and a great little pub right next door! Check out the photos.

We'd love to see you ... and Nick, of course! What do you reckon? We've booked the house already so there's no need to make a decision right away. I really hope you'll be around and if you decide to come and join us for the weekend that'd be great!

Right, got to go now. It's my turn to make supper!

A huge hug and speak soon

K



## LANGUAGE FOCUS

## 1 Rearrange the words to make sentences.

- 1 phoned was sorry out I'm when I you.
- 2 today you phone I'll on later.
- 3 ringing got now, the go phone's I've to.
- 4 moment from all that's me the for.
- 5 know soon me let write and again.
- 6 long been sorry haven't touch for so in I.
- 7 doing hi, are you how?
- 8 great thanks they're photos, for the!

## 2 Look back at the sentences in exercise 1 and decide which you would use to open an email (O) and which to close it (C).

## 3 Choose the correct word to complete the invitations below.

- 1 What about *meet* / *meeting* up sometime over the weekend? We could go out for a drink or something.
- 2 Would you like *to do* / *doing* something at the weekend?
- 3 I was *wonder* / *wondering* whether you might like to meet up sometime.
- 4 Do you fancy *come* / *coming* along with us? It'll be great fun.
- 5 What do you reckon *to go* / *going* out for a meal tonight? We could try that new Greek restaurant.
- 6 Mr and Mrs Smythe Hamilton *request* / *requesting* the pleasure of your company at their daughter's wedding.

## 4 Decide which invitations in exercise 3 are:

- a very informal (VI).
- b neutral (N).
- c formal (F).

## 5 Work in pairs. Invite your partner to do something this evening. Make any necessary arrangements.

## WRITING

## 1 Work in pairs. A friend you haven't seen or spoken to for almost a year has just emailed you with his/her news. You're going to write a reply. Decide which of the following you will include in your email and in what order.

- ☐ comment on your friend's news
- ☐ invite your friend to come and stay with you
- ☐ suggest going out together one evening
- ☐ suggest a visit to your friend's home
- ☐ promise to phone your friend very soon
- ☐ send your regards to your friend's family
- ☐ encourage your friend to write back soon
- ☐ attach a photo
- ☐ explain your news and plans
- ☐ ask your friend for more details about his/her news

## 2 Make notes on ...

- any changes in your life over the last twelve months.
- what you're doing at the moment.
- any plans you've got for the near future.

## Useful language

Have you heard the latest?  
 You know I was thinking of ... well ...  
 Did I tell you about ... ?  
 We've been thinking of ...  
 I don't know if you know, but ...  
 We've got some great news!

## 3 Write your email. Remember to thank your friend for his/her email and to suggest meeting up very soon.

## REMEMBER TO ...

- open and close the email appropriately.
- thank your friend for his/her email.
- use informal language (eg contractions) and a friendly tone.
- use appropriate verb forms to tell your news and describe your plans.



# 5 | Writing A story

**Real  
Life**

## SPEAKING

- 1 Work in pairs. Use the words in the box to make up a story about a rescue.

canyon paramedics walking  
water coyotes collapse hero

- 2 Work with a different partner. Compare your stories. How similar are they?
- 3 Choose one of your two stories and write a dramatic headline for it.

## READING

- 1 Read the story. Then work in pairs and make up a suitable headline.
- 2 Work in pairs. Answer the questions without re-reading the story.
  - 1 Where was Renée Zellweger?
  - 2 Who was she with?
  - 3 What were they doing?
  - 4 What did they see?
  - 5 What did Renée do?
  - 6 What did her friend do?
  - 7 What did the paramedics say?
  - 8 What did the witness say?
  - 9 How did the story end?

Read the story again to check your answers.

- 3 Match the words in bold to the three women in the story, R (Renée Zellweger), P (her personal trainer), W (the walker).

- 1 ... **they** saw **her** when **she** fell into the canyon
- 2 ... talking to **her** and offering **her** water, while **her** friend called for help.

- 4 Work in pairs. Roleplay an interview between a journalist and Renée Zellweger about the experience.



## Oscar-winning Renée Zellweger



became a true life heroine when she saved a walker in LA's remote Runyan Canyon.

Renée and her personal trainer were taking a walk when they saw a fellow hiker collapse and slide off the path into the canyon below.

- 5 Renée immediately ran to the walker's rescue. She scrambled down the steep side of the canyon, risking her own safety to help the woman.

- 6 'Renée and her friend were about 50 yards behind the lone woman hiker. Luckily, they saw her when she fainted and fell into the canyon,' said a witness.

The actress stayed with the injured walker, talking to her and offering her water to drink, while her friend called for help.

- 7 The paramedics praised the Hollywood star's quick thinking, saying that anything could have happened. The canyon is known to be full of coyotes, and without water the woman could have fallen into a coma or even died.

The Hollywood heroine made light of the situation and, once she had made sure the woman was in good hands, she continued with her workout as if nothing had happened.

## LANGUAGE FOCUS

- 1 Look at the story in the reading section and find three expressions used ...
  - to refer to Renée Zellweger.
  - to refer to the person she rescued.
- 2 Work in pairs. Replace the words in italics in the story below with phrases from the box.
 

• Mr Ford	• the Hollywood actor
• the lost teenager	• handsome Harrison
• the stupid boy	• the Utah schoolboy
• the 13-year-old	• Indiana Jones himself
• the heroic superstar	• the unlucky lad

***Harrison Ford flies to the rescue***

Harrison Ford volunteered to fly his own helicopter to rescue a boy scout who had got lost on a camping expedition in Yellowstone National Park. After a search with dogs failed to find the *boy scout*, two air rescue teams were called in.

*Harrison Ford*, better known for his heroics as the archaeologist, Indiana Jones, was piloting one of the helicopters which searched the Wyoming forest throughout the night. *Harrison Ford* and his team eventually found the *boy scout* early the next morning. He was cold and tired but very excited when he found out that not only was he going to ride in a helicopter, but that he had been rescued by *Harrison Ford*.

- 3 Read the explanation in the box and punctuate sentences 1–5.

- 1 he's a real live hero said one fan
- 2 it was like something from the movies one onlooker said
- 3 was that really who I think it was asked the young woman
- 4 she's just as beautiful in real life as she is on screen commented one of the people who witnessed the rescue
- 5 I just couldn't stop thanking him the boy's mother said

Use speech marks ( ' ' ) to indicate speech. All punctuation (commas, full stops, exclamation marks etc) goes inside.

*'Thank you,' he said.*

*'I can't believe it!' she screamed.*

The reporting verb and subject are often inverted.

*'She saved her life,' said one paramedic.*

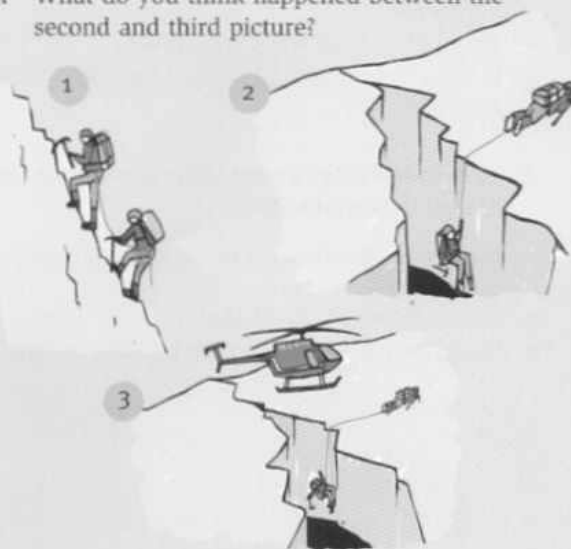
*'Is that Renee Zellweger?' asked a passer-by.*

But not when the subject is a pronoun.

*'She's a real life heroine,' said she.*

## WRITING

- 1 Work in pairs. Look at the pictures and discuss what is happening. Use the questions below to help you.
  - 1 What are the men in the first picture doing? Where are they?
  - 2 What is the connection with the second picture?
  - 3 What's happening in the second picture?
  - 4 What do you think happened between the second and third picture?



- 2 You are going to write a short news story about what happened in the pictures. Which of the following will you do and in what order?
  - ☐ describe how the story ended
  - ☐ report an eyewitness account
  - ☐ set the scene
  - ☐ comment on the heroic action
  - ☐ summarize the story
  - ☐ describe how the story developed
  - ☐ describe the main event
- 3 Write the story. Remember to include a headline and a quote from one of the people concerned or a witness.

**REMEMBER TO ...**

- use a variety of expressions to talk about your heroes and victims.
- use adjectives to make the description more lively.
- use correct punctuation with quotations.
- divide your story into clear paragraphs.

# 6 | Writing A report

## SPEAKING

1 Think of a film or TV documentary you've seen recently which showed some spectacular scenery. Use the questions to prepare to tell a partner about it.

- 1 What was it about?
- 2 What was the scenery like?
- 3 Was the scenery central to the film or was it just a backdrop?
- 4 Do you know where it was filmed?
- 5 Is this information important in order to understand the film?

2 Work in pairs. Tell your partner about your film, then answer these questions.

- Have you seen the film or documentary your partner described?
- If yes, did you enjoy it too?
- If not, would you like to see it? Why or why not?

## READING

1 Complete the film location report with the headings a-e.

- |                 |                               |
|-----------------|-------------------------------|
| a Accommodation | d Transport locations         |
| b Description   | e Other important information |
| c Facilities    |                               |

2 The producer of the film made some notes as she was reading the report. Put the questions in the order in which she wrote them.

- ☐ Could we get permission to build a small road?
- ☐ Do the local people have experience of this kind of work?
- ☐ How cold is it up there in the winter?
- ☐ How much would it cost per night for the entire team?
- ☐ What sort of training are they thinking of?

3 Work in pairs. If you were film producers, which of the questions in exercise 2 would be most important to you?

## Preliminary location report: ROCCA CALASCIO

### Introduction

*The purpose of this report is to provide basic information about the suitability of Rocca Calascio as a location.*

1 \_\_\_\_\_

The ruined castle of Rocca Calascio is dramatically situated in the Gran Sasso mountains of central Italy. It stands at the top of a mountain 1,400 metres above sea level and is surrounded by other snow-covered peaks. The castle overlooks the picturesque village of Calascio and has spectacular views of the valleys below.

2 \_\_\_\_\_

Although Rocca Calascio lies above the snowline in the winter, it can easily be reached by car at any time of year. Road connections are good and Rome, with its two international airports, is only a short drive away.

3 \_\_\_\_\_

The village of Calascio offers only very limited accommodation with no email or internet facilities. However, the neighbouring town of L'Aquila, with a good range of four and five-star hotels, could easily accommodate all the staff and cast.

4 \_\_\_\_\_

The village and castle have both power and water supplies provided by the local council. There are no roads leading through the village or up to the castle so all equipment will need to be carried by hand.

5 \_\_\_\_\_

One of the conditions for obtaining permission to film is that we work closely with the local employment office in recruiting extras and catering staff. We will also be expected to cooperate with the local film school in L'Aquila offering training sessions for both students and teaching staff.

### Conclusion

Despite some practical difficulties, I would recommend that we include Rocca Calascio on our short list of possible locations and commission a fuller report.



## LANGUAGE FOCUS

- Put the phrases below into two groups: (a) beginning a report, (b) ending a report.
  - My own view is that Rocca Calascio would (not) be an appropriate location.
  - This report outlines the advantages and disadvantages of ...
  - The information below provides essential information about ...
  - The purpose of this report is to examine the suitability of ...
  - Taking everything into consideration, Rocca Calascio would (not) seem to be suitable for our purposes.
  - To sum up, it may be concluded that ...
- Complete the text with words from the box.

drive   neighbouring   offer   overlooks  
situated   stands   surrounded   views

### The village of Beynac

(1) \_\_\_\_\_  
on the River  
Dordogne in the  
south-west of  
France. The castle  
is (2) \_\_\_\_\_  
on a rock which  
(3) \_\_\_\_\_ the  
village and has breathtaking (4) \_\_\_\_\_ of the  
river valley.



Beynac is (5) \_\_\_\_\_ by beautifully unspoilt  
countryside, but the major cities of Bordeaux and  
Toulouse are only a short (6) \_\_\_\_\_ away. The  
village of Beynac and the (7) \_\_\_\_\_ town of  
Sarlat (8) \_\_\_\_\_ a wide choice of accommodation  
and restaurants.

- Work in pairs. Think of a village that you know. Describe its location using the language in exercise 2.
- Choose the correct word to complete the sentences.
  - Although / Despite / However* Rocca Calascio lies above the snowline, it can easily be reached by car.
  - The village of Calascio offers only limited accommodation. *Although / Despite / However*, L'Aquila could easily accommodate all the staff.
  - Although / Despite / However* some practical difficulties, I would recommend that we include Rocca Calascio on our short list of possible locations.

- Work in pairs. Insert the name of a village or small town in your country in the yellow box. Then complete each sentence in three different ways.

- \_\_\_\_\_ is extremely picturesque, although ...
- It is popular with tourists in the summer. However, ...
- Despite the fact that ... , it ...

## WRITING

- Work in groups. A film company is looking for a range of interesting locations in your area. They have asked you to write a report on one of them. Follow the steps below to help you prepare your report.
  - Decide on a location and the kind of film it would be suitable for
  - Choose five adjectives that describe the location
  - Write a sentence describing the location to someone who's never seen it before
  - Make notes on its precise location and distance from major towns and airports
  - The type of accommodation in the area
  - Facilities that will be useful to the film crew (electricity, running water, etc)
  - Any other information that might be important
- Use your ideas from exercise 1 to write the report.

## REMEMBER TO ...

- use clear headings and subheadings.
- explain the purpose of the report.
- recommend the location.
- suggest any follow-up action.
- use any useful expressions from the Language focus section.
- check your spelling and punctuation.