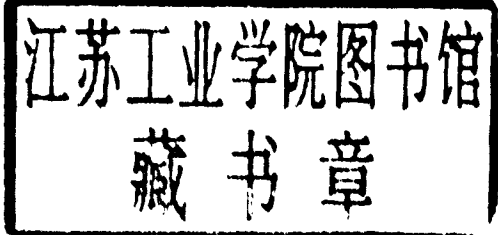


SYNTHESIS

W. S. FOWLER AND J. PIDCOCK



SYNTHESIS



W. S. FOWLER AND J. PIDCOCK

Nelson

Thomas Nelson and Sons Ltd
Nelson House Mayfield Road
Walton-on-Thames Surrey
KT12 5PL UK

51 York Place
Edinburgh
EH1 3JD UK

Thomas Nelson (Hong Kong) Ltd
Toppan Building 10/F
22A Westlands Road
Quarry Bay Hong Kong

© W. S. Fowler and John Pidcock 1988
First published by Thomas Nelson and Sons
Ltd 1988

ISBN 0-17-555697-0
NPN 9 8 7 6 5 4 3

Printed in Hong Kong

All Rights Reserved. This publication is protected in the United Kingdom by the Copyright Act 1956 and in other countries by comparable legislation. No part of it may be reproduced or recorded by any means without the permission of the publisher. This prohibition extends (with certain very limited exceptions) to photocopying and similar processes, and written permission to make a copy or copies must therefore be obtained from the publisher in advance. It is advisable to consult the publisher if there is any doubt regarding the legality of any proposed copying.

BI

Acknowledgements

Texts

The publishers are grateful to the following for permission to reproduce copyright material:

The Octagon Press Ltd. for 'Pulse of the Princess', adapted from *Caravan of Dreams* (p. 152) by Idries Shah (Octagon Press Ltd.); Hodder & Stoughton Ltd. for extracts from *Smiley's People* by John Le Carré; A. D. Peters & Co. Ltd. for extracts from *Awful Moments* by Philip Norman (Elm Tree Books); Laurence Pollinger Ltd. for the extract from *A Gun for Sale* by Graham Greene (William Heinemann Ltd. and The Bodley Head Ltd.).

Every effort has been made to trace owners of copyright, but if any omissions can be rectified the publishers will be pleased to make the necessary arrangements.

Photographs

The publishers wish to thank the following for permission to reproduce copyright photographs:

Aaron Photography: page 34 (top); Barnaby's Picture Library: page 83; BBC Hulton Picture Library: page 34 (bottom); Ann Bolt: pages 41, 42; Julie Connell: page 9; CR Photography: pages 5 (top, bottom left), 13, 14, 48; DAS Photo: pages 1 (B, D, F), 5 (bottom right); Dulwich Picture Gallery: page 84; Sally and Richard Greenhill: pages 1 (A, E), 61, 70, 109 (top), 110 (top left); Kobal Collection: page 76; Metro Goldwyn-Meyer: page 74 (top); National Film Archive: pages 21, 74 (bottom); National Portrait Gallery: page 82 (bottom), 85; Thomas Nelson & Sons Ltd: pages 1 (C), 59; Network/Chris Davies: page 52; Network/Geoff Franklin: page 109 (bottom); Chris Perrett Photography: pages 17, 37, 39, 72, 95, 96, 110 (top right); Rex Features: pages 32, 82 (top), 110 (bottom left and right); Remote Source/Rowan Paterson: page 87; Melanie Williams: page 47; Zefa: page 93.

We would like to thank the following for their co-operation in the production of this book:

Continental Motorcycles Ltd., Woking for the use of their premises and equipment (photographs, page 37); The Lansdowne Club, Walton-on-Thames, for the use of their premises (photograph B, page 17); Sony (U.K.) Ltd., Staines, for the loan of their equipment (photograph, top right, page 110).

Illustrations

David Farris: pages 3, 4; Douglas Hall: pages 68, 73; Peter Joyce: pages 54, 90; Jenny Mumford: pages 2, 19, 55, 56; Taurus Graphics: pages 12, 18, 80, 94; Barrie Thorpe: pages 49, 116.

Cover illustration by Terry Kennett

Introduction

Synthesis is an intermediate course book aimed at developing the skills and solving the problems of students who have completed a basic course. 'Synthesis' is a Greek word, which has the same meaning in English. It means 'linking together a number of separate parts or elements in order to make a systematic whole.'

The title is appropriate for this book in three ways:

First, students at this level of their English studies have learnt a large number of grammatical structures in isolation. They know the forms of the different tenses, for example, but they are not always aware of the sequences that develop when these tenses are used in combination with each other;

Secondly, they have progressed in the different skills – listening, speaking, reading and writing – but they have not always been shown how these skills are related to each other;

Thirdly, any form of written communication is made up of sentences linked together in paragraphs and paragraphs that join to make a logical whole. It is necessary to study the techniques for presenting a consistent whole in a systematic way.

Students at this level of English are at a crossroads. At this point in the learning process, they must make the effort that will enable them to use the language confidently, or they will be stuck for ever in a situation where they know isolated phrases and structures but cannot link them together. *Synthesis*, based on many years of experience with students in this situation, makes it possible to develop the combination of skills required to pass this crossroads successfully.

In order to make the best possible use of this book, please note the following points:

- 1 Every task you will be asked to perform is demonstrated for you in models. In every case, the task has a practical function, but you need to know a number of grammatical points in order to perform it well. Exercises to clarify these points always appear on the same page or a facing page in the book, but there is also an extensive Reference Section at the back. You should make constant use of this, referring to it whenever you are in any doubt.
- 2 Students at this level usually have a limited vocabulary and have often not learnt how to work out the meaning of new words for themselves. As a result, they constantly fall back on translation to express themselves. If you follow the guidance given in this book, you can build up your vocabulary in a useful, logical way. We do not expect you to talk or write about a topic until you have heard or read all the words that you need.
- 3 In writing, the organisation of ideas is as important as grammatical accuracy. The techniques for different written tasks presented in this book can be adapted so that you can express your own ideas in English effectively.

Achieving synthesis in a foreign language is a challenge. We hope you will also find it, through this book, an interesting and enjoyable experience.

WILL FOWLER and JOHN PIDCOCK, Barcelona, July 1987

Contents

Introduction

vii

Unit 1

Describing people and how they live

Describing people physically, how they are dressed, their character and personality; occupations, 'A Day in my Life'. Present simple and continuous tenses; position and word order of adjectives, adverbs of frequency; compound adjectives; *look, look like, look as if; wear, be dressed in, have ... on; like, different from; like/don't like + gerund/infinitive, would like + infinitive; It takes/I take ...*

1

Unit 2

Making plans for the future

Holiday plans, invitations and offers, acceptance and refusal; giving directions; planning a career; personal letters: invitation and reply.

Tenses used in future time; future time clauses; conditional (1); *Would you like to ...?; Shall I ...?; may/might; may have to/may be able to; if/unless/provided; prepositions of place.*

10

Speaking 1

Describing people, guessing their occupations, giving directions

17

Unit 3

Telling a story (1)

'The Pulse of the Princess'; 'The Budgerigars'; biography;

'A Shot a Minute'; beginning and ending a story.

Past simple, past continuous and past perfect tenses;

future reference in past time; verbs of the senses +

infinitive/participle; prepositions of time.

19

Unit 4

Applying for a job; making an official complaint

Answering a job advertisement; *curriculum vitae*; business letters and memoranda; interview for a job; formal letters: complaint and reply.

Present perfect and past tenses; *for, since, ago*; polite requests in writing (*would*); *still, yet, already, no longer*.

25

Speaking 2

Describing changes in places, applying for a job, giving information

33

Unit 5

Making comparisons

35

Hotels; shopping; ordering in a restaurant; motorcycles; driving; TV programmes; past and present – a village

Comparison of adjectives and adverbs; *too, enough; would rather, used to/would*; revision of tenses.

Test 1

43

Unit 6

Explaining what happened

45

Reporting instructions; witness to a crime; interviewing for a film magazine; 'Murder on Hampstead Heath'

Reported speech: *say, tell, ask*; word order of indirect questions; tense changes in reported speech; word order of adverbs of manner, place and time.

Unit 7

Giving and reporting advice and instructions

51

The radio doctor's advice; summarising conversation; 'Small Town Crime'.

must/mustn't/needn't; should/had better; specifying verbs in reported speech.

Speaking 3

In a restaurant; at the doctor's

57

Unit 8

Describing organisations

58

A daily newspaper; a school; newspaper headlines.

Defining relative clauses; purpose clauses; the passive voice.

Unit 9

Telling a story (2)

63

'The Case of the Saturn Keys'; 'Ghosts and Witches'.

must/can't; may/might/must/can't/couldn't have ...; because/because of/the reason for/why.

Speaking 4

School timetable; choosing a school; interpreting reactions

69

Unit 10		Unit 14	
Narrating and commenting on books and films	71	Expressing opinions	102
The Colour Purple'; film review; summarising a book or film; 'The Great Days of Hollywood; Epic Extravagance.' <i>so/such/so much</i> (many) ... <i>that</i> ; exclamations; <i>as, like</i> ; the present tenses in narrative.		Agreeing and disagreeing; town v. country; houses v. flats; censorship; constructing a written argument	
		Use and omission of <i>the</i> ; concession clauses; <i>connectors</i> and <i>modifiers</i> .	
Test 2	77	Speaking 6	
Unit 11		Expressing opinions: planning an advertising campaign.	109
Describing a city: London	80	Unit 15	
Asking for information; personal letter; a guidebook: a visit to Hampton Court, Dulwich Picture Gallery; London writers		Revision	111
Defining, non-defining, co-ordinate relative clauses.		Letters: type, organisation, beginning and ending.	
Unit 12		Listening: language functions in dialogue; understanding instructions	
Unfamiliar situations and missed opportunities	87	Reading: 'The Killer' (narrative and description).	
Travel information; How well would you survive?; a career; 'Awful Moments'; 'Missed Opportunities'		Writing: narrative techniques.	
Conditionals (2) and (3); <i>should/shouldn't have</i>		Test 3	118
Speaking 5		Reference Section	120
What would you see on holiday?; explaining how an accident happened	93	Tapescripts of listening material	138
Unit 13		Index	150
Wishes, regrets, complaints and apologies	95		
Letters to the 'agony column'; personal letters: apologising; formal letters: complaint and apology.			
<i>I wish/If only</i> ... and conditional clauses; <i>I wish</i> ... <i>would/wouldn't</i> .			

■ Listening

You are going to hear descriptions of four people, two female and two male.

- 1 Decide which of the six pictures on the right correspond to the four people described.
- 2 Write the information you hear in note form in columns 1–4 in the table below.
- 3 Then, using the list of questions in the table, complete column 5 by describing in note form a friend or relative of yours. When you have finished, see if another student can draw a picture of him/her, following your description.

Person	1	2	3	4	5
Age?					
Colour of Eyes?					
Shape of Face?			square		
Hair?				curly/dark	
Complexion?		sallow			
Special Features?	dimples in cheeks				



■ Language Focus

1 Describing people: adjective position

Study Reference Section A (p. 120), in particular the examples given in parts 1 and 2. Then make two sentences for each of the following, using the information given.

- 1 Carol (girl – slim, dark-haired).
- 2 My grandfather (man – old, white-haired).
- 3 Frank's face (round, red).
- 4 Jane's hair (short, dark, curly).
- 5 Mark's complexion (pale, unhealthy).

Now make similar sentences about the people in the pictures.

2 Describing people: look, look like, look as if (as though)

Study Reference Section B (p. 120), then make three sentences about each of the following, using the information given in brackets.

- 1 Alan (pale, a ghost, has had some bad news).
- 2 Kate, (pretty, a film star, is going to a party).
- 3 That man (rich, a millionaire, has a lot of money).

- 4 That young couple (happy, Romeo and Juliet, are in love).
- 5 Our new neighbours (pleasant, my aunt and uncle, will be easy to get on with).

Now make similar sentences about the people in the pictures.

3 Describing people: compound adjectives

Compare these sentences:

- June **has blue eyes** and **fair hair**.
- June **is blue-eyed** and **fair-haired**.
- June **is a blue-eyed, fair-haired** girl.

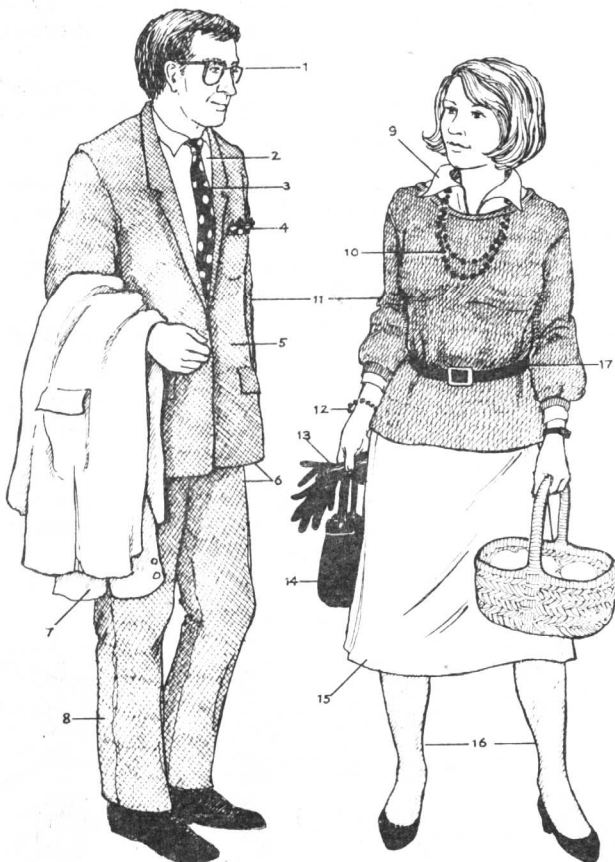
Change the sentences below to make two more sentences, using the other forms given.

- 1 Bob has brown eyes and dark hair.
- 2 Paul is a broad-shouldered, bald-headed man.
- 3 Julia is thin-faced and red-haired.
- 4 Caroline is straight-backed and long-legged.
- 5 Kevin has a pale face and thin lips.

Use the chart on this page to make similar sentences about the faces, eyes and hair of the people in the pictures.

4 Clothes

a Look at the pictures of Diana's parents. Identify as many of the numbered articles as you can without looking at the list. Then use the list of words below to check your answers and complete the exercise.



belt bracelet collar dress glasses gloves
handbag handkerchief high-heeled shoes
jacket necklace overcoat shirt skirt sleeve
stockings suit tie trousers waistcoat.

b Write about Diana's mother and father and the way they dress. Use the information provided by the pictures in **a** to complete the paragraph. Imagine, in detail, what they wear at the weekend or at home.

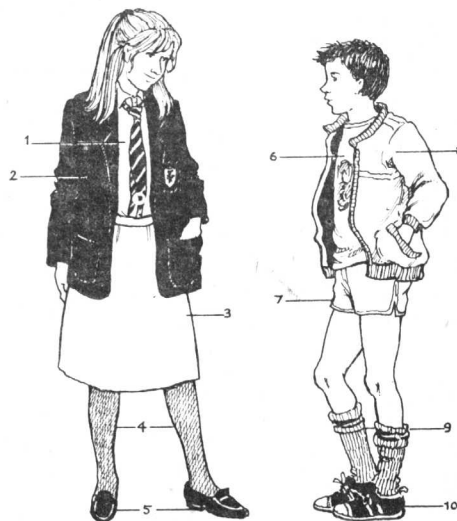
My father works in the City of London so he goes to work every day looking like a typical English businessman. He has to wear But at weekends he relaxes and puts on He feels more comfortable that way.

When my mother goes out on special occasions, she dresses up. She wears But at home, of course, or when she goes shopping, she doesn't dress up. She wears

c My brother Roger is very lucky because he can wear what he likes when he goes to school. I have to wear a uniform. I wear a red blazer, a blouse and a skirt, grey stockings and black shoes. Roger wears a jacket, a shirt and jeans, and in summer he doesn't even have to wear a jacket. He can go to school in a T-shirt. When we go jogging together, we are dressed more or less the same. We both wear T-shirts, a track-suit top, shorts and trainers. The only difference is that I wear tights and he wears long socks.

Some of the articles Diana mentions are in the pictures of her and Roger. Identify and label them.

Do/Did you have to wear uniform when you go/went to school? If so, what is/was it like? If not, what do/did you wear?



5 Describing people's clothes: wear, be dressed, have (got) ... on

Study Reference Section C (p. 120), then look at the pictures of Diana's parents. Answer these questions.

- 1 Is Diana's father wearing
A a suit? B a shirt? C a dress?
- 2 Is he dressed
A in black? B to play tennis? C to go to the office?
- 3 Has he got
A an overcoat? B glasses? C a hat on?
- 4 Is Diana's mother wearing
A a skirt? B glasses? C socks?
- 5 Is she dressed
A in white? B to clean the house? C to go shopping?
- 6 Has she got
A her gloves? B a watch on?
- 7 Is she carrying
A a handbag? B an umbrella?

■ Language Focus

Adjectives

a Look at the two groups of adjectives below. Those in group **A** are favourable, those in group **B** are unfavourable. Pair the adjectives in group **A** with their opposites in group **B**.

	A		B
1	amusing	a	stupid
2	calm	b	disagreeable
3	cheerful	c	boring
4	clever	d	humourless
5	even-tempered	e	hypocritical
6	generous	f	lazy
7	good-looking	g	mean
8	hard-working	h	miserable
9	pleasant	i	moody
10	polite	j	narrow-minded
11	self-confident	k	plain
12	sensitive	l	quick-tempered
13	sincere	m	rude
14	tolerant	n	shy
15	witty	o	unfeeling

Which five adjectives in group **A** do you think are the most important in a friend? Which five adjectives in group **B** describe people you dislike most?

b Astrology

1 People born at different times in the year have different astrological signs. Do you know your sign? Look at the chart opposite and find the adjectives describing the characteristics of these people, some good, some bad.

First, do you think you are like your sign? Do you agree with the good points and the bad points? Does it give you a good description of any of your friends and relations?

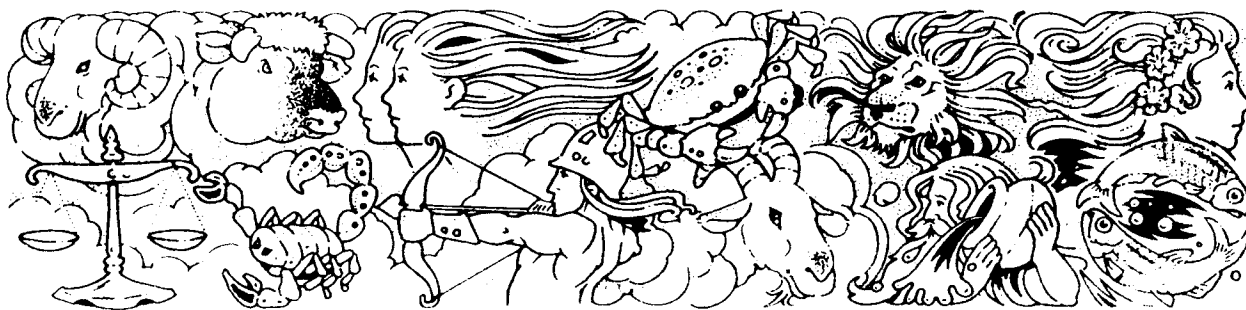
2 People of signs belonging to the same element (*fire, earth, air, water*) are supposed to have some characteristics in common.

Compare your sign to the two related signs and make as many comparisons as you can, like this:

Aries people are **like** Leo people because Aries people are usually selfish and Leo people are often vain.

3 Now find opposites among the signs. These are frequently found with signs just before and after your own signs. Make sentences like this:

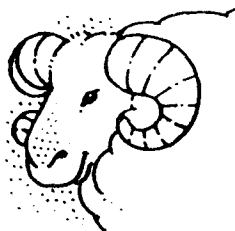
Capricorn people are **different from** Aquarius people because Capricorns are usually reliable and Aquariuses often unreliable.



■ Writing

Read the short paragraph on the right and then write a similar paragraph about your sign and two others. People get on well together because they have similar good points. They do not get on if their bad points annoy others.

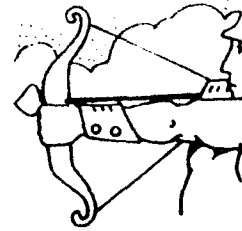
Aries people get on well with Leos because they are straightforward and Leos are broadminded. Aries people are very energetic and Leos like organising things so they work well together. Aries are selfish but Leos are generous, so this is not an important problem if Aries remember that Leos are vain and tell them how clever they are. On the other hand, Aries people do not usually get on well with Pisces because Pisces are vague and not very practical. Aries get impatient and lose their tempers. This upsets Pisces people because they are sensitive and gentle and do not like people speaking to them unkindly.



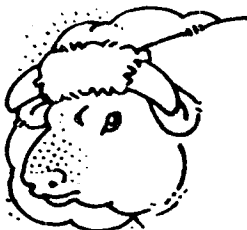
ARIES (Fire)
21st March–20th April
energetic, straightforward, brave,
selfish, impatient, quick-tempered



LEO (Fire)
23rd July–22nd August
generous, broad-minded, good at
organising,
snobbish, fond of power, vain



SAGITTARIUS (Fire)
23rd November–22nd December
tolerant, sincere, cheerful,
tactless, careless, noisy



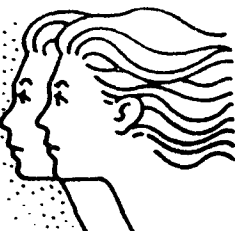
TAURUS (Earth)
21st April–21st May
patient, practical, fond of art,
stubborn, lazy, fond of money



VIRGO (Earth)
23rd August–22nd September
quiet, tidy, independent,
fussy, too critical, likely to worry



CAPRICORN (Earth)
23rd December–20th January
reliable, careful, patient,
inflexible, pessimistic, mean



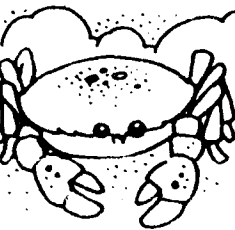
GEMINI (Air)
22nd May–21st June
clever, amusing, good at languages,
unreliable, restless, superficial



LIBRA (Air)
23rd September–22nd October
charming, tactful, peace-loving,
not decisive, easily influenced,
superficial



AQUARIUS (Air)
21st January–18th February
friendly, progressive, idealistic,
odd, rebellious, unreliable



CANCER (Water)
22nd June–22nd July
sensitive, cautious, home-loving,
too emotional, moody, self-pitying



SCORPIO (Water)
23rd October–22nd November
passionate, determined, clever,
jealous, stubborn, secretive



PISCES (Water)
19th February–20th March
emotional, sensitive, gentle,
vague, easily confused, not practical

Reading

Before reading the text, think of questions you ask if you want to find out what a person is like. See if these questions are answered in the text about Jane.



Jane, an old friend of mine, has the kind of personality people describe as 'sunny'. She is amusing, intelligent, and lively. She is very good-looking, too, quite tall, with long, reddish-brown hair and attractive brown eyes.

Jane is very active and always seems to be doing something. She is a computer programmer and works for a big software company in Wales. She is married, with five-year-old twins, but she somehow finds time to paint, knit beautiful sweaters for the family, play the piano, and ride her horse, Misha. She does not like cooking much and she hates

housework. Her only fault is that perhaps she is a little untidy.

Jane seems to have everything, but I know there is one thing she would secretly like to do. She loves walking in the mountains, away from her daily worries, and one day she would like to go on a trekking holiday to the Himalayas to see Mount Everest. I hope her wish comes true.

1.5

Writing

- 1 Look at the questions in the table and see how many of them are answered about Jane. Find the answers.
- 2 Use the information given about David and Dawn to write similar paragraphs about them. For questions 2 and 6 assume that they are like their astrological signs. Write three paragraphs, using the description of Jane as a model.



David



Dawn

Questions	David	Dawn
1 When was he/she born?	5.1.1966	3.2.1968
2 What is he/she like? (personality)	Use astrological chart He/she is typical of his/her own sign.	
3 What is he/she like? (physically)	See photographs	
4 What does he/she do?	Tourist guide	Student
5 What is/are his/her hobbies, interests?	Photography Sailing	Languages Folk music
6 Has he/she any faults?	Use astrological chart	
7 What would he/she like to do?	Drive across Asia	Live with a tribe on the Amazon.

Language Focus

1 Likes and dislikes: *love/hate/(don't) like* + gerund/infinitive

Study Reference Section D (p. 120).

a Complete the chart below, using the verbs and activities given. Put a tick (✓) in the column that expresses *your* feelings, and then make sentences like this:

I love doing the washing-up. **I hate going** to the cinema.

	love	like	don't mind	don't like	hate
1 swimming					
2 playing tennis					
3 learning English					
4 going for long walks					
5 doing the washing-up					
6 lying in bed					
7 eating out					
8 getting up early					
9 lying on a beach					
10 travelling by bus					
11 flying					
12 doing exercises					

b Look at these examples:

I love swimming but **I don't like to swim after lunch.**

I like going for long walks but **I don't like to go if/when it is raining.**

Make sentences, using the same verbs and activities as in Exercise **a** but use the infinitive and one of the phrases below, or a phrase of your own, for the second half. Note the prepositions used:

every day
in the morning
in the evening
at weekends
on Sundays
in summer/winter
before/after lunch/dinner
if/when I'm tired/it's hot/wet.

2 Likes and dislikes: *would like to*

Study Reference Section D, part 3 (p. 120), paying attention to the example given for *would like to*. Then look at these examples:

I would like to go round the world because I love travelling.

I wouldn't like to live in Antarctica because I would be lonely.

Use the situations below to make sentences like these. Either give a reason in general terms, like the first example, or imagine the experience, as in the second example.

climb Mount Everest manage a factory
be a teacher go to the Moon
marry a millionaire go bald
work in a bank live on a desert island
fly an aircraft

3 Word order: adverbs of frequency

Study Reference Section F (p. 121) and then complete the conversation, putting the adverbs in brackets in the correct position in the phrase or sentence they follow.

Brown: Do you go to work by bus? (usually)

Green: Yes, but I arrive late (often) and the buses are crowded (always) in the rush hour.

Brown: A friend of mine gives me a lift (sometimes) but he can't manage that (always) because he's away on business (often).

Green: Have you taken your car? (ever)

Brown: Yes, but I'll take it again (never). It takes half an hour to find a parking place (sometimes). The last time I would have found one at all (never) if a policeman hadn't helped me.

4 It takes, I take

Compare these sentences:

How long **does it take you** to get to work? (**It takes me** half an hour).

How long **do you take** to get to work? (**I take** half an hour).

Answer these questions in two ways, using the time phrase given in brackets.

- How long does it take her to get ready? (a long time)
- How long did they take to repair your car? (three days)
- How long has he taken to answer your letter? (a month)
- How long did it take you to do the crossword? (ten minutes)
- How long will she take to make up her mind? (some time)

Reading

Louise Hurst is a young ballet dancer in the Royal Ballet. Read her account of a typical day in her life and then answer the questions that follow.

A Day in my Life

I wake up about nine o'clock most mornings because I usually go to bed quite late. As I get out of bed, all my bones click, reminding me of the familiar ache that follows exercises. Every day I have to go through a certain amount of pain. A ballet dancer's life may seem glamorous but most of it is very hard work. As you develop as a dancer, you stretch your body to the limit, and that means that you have to suffer a little more, too, mentally as well as physically, because you are constantly trying to refine your technique, discovering new things and struggling to master them.

Luckily, I live quite near the Ballet School so I can walk to work. I have to be there every morning at 10.30, including Saturdays, because we perform almost every evening and there are sometimes matinées as well. A lot of my work is simply routine. The morning class lasts for an hour and a quarter. Then we have a quick break for a quarter of an hour before the rehearsal for the performance later in the day. We generally finish about 1.30, and I go home for lunch and a rest.

Ballet dancers have to look after themselves more than actors. I get my shoes ready when I arrive at the theatre and do my own hair and make-up. Then I change into my costume and do a few limbering-up exercises to make my body supple. It is a ritual, the same every time, but the funny thing is that I always feel nervous before a performance. I'm not worried about worrying. A little stage fright helps your concentration.

Of course ballet offers a lot of rewards. When things go well, and people come to the dressing-room afterwards with bouquets of flowers, I feel completely relaxed, as if I could go straight back onto the stage and do the whole performance again. I particularly like matinées because children come. It's lovely for them to see you in your make-up. You recognise their excitement in their eyes and at moments like that you forget all the routine and only feel the magic you have tried to convey to them.

After an evening performance, I go out with my friends and have a quiet, late dinner. I don't usually get home before midnight. Then it's not easy to get to sleep. I go over the whole performance in my mind, asking myself: 'Was it all right?' And the next day, the same thing begins again.

Ballet is becoming a more demanding profession. These days audiences have seen young girls of 14 like Nadia Comaneci performing extraordinary feats in gymnastic competitions and they expect us to be very athletic, as well as graceful. But I never stop to ask myself: 'Why do I do this? Is it worth the effort?' I need to dance. It's as necessary to me as breathing.

Vocabulary

a Find words and phrases in the passage that mean the following. The paragraph number is given in brackets.

- | | |
|--------------------------------|-------------------------------------|
| make a slight, sharp noise (1) | stretching the muscles (3) |
| exciting and attractive (1) | able to bend and move easily (3) |
| as far as it will go (1) | customary action, always |
| make more perfect (1) | done in the same way (3) |
| making a great effort (1) | advantages in return for effort (4) |
| doing the same thing (2) | skilful bodily actions (6) |
| clothes worn on the stage (3) | |

b Choose the word or phrase that best explains the meaning of the following as they are used in the text. Only one answer is correct.

- Matinées** (l. 15) are performances that take place a) in the morning b) in the afternoon c) in the evening.
- A **rehearsal** (l. 18) is a) a performance b) routine practice c) practice for a performance.
- funny** (l. 26) means a) amusing b) laughable c) strange.
- nervous** (l. 26) means a) apprehensive b) irritable c) terrified.
- stage fright** (l. 28) is something most performers feel a) when they think of theatres b) just before a performance c) during the performance.
- demanding** (l. 44) means a) asking b) requiring effort c) worrying.

Comprehension

Choose the correct answer. A, B or C. Only one answer is correct.

- Louise has to suffer some pain every day because she A is ill B works so hard C worries too much.
- The pain she feels is mostly A a headache B in her chest C muscular.
- Rehearsals for evening performances usually last for A an hour B an hour and a quarter C an hour and a half.
- She regards her nervousness before performances as A helpful B frightening C irritating.
- She prefers matinées because A she gets home earlier B she receives bouquets of flowers C there are a lot of children there.
- Her reaction after a performance is usually to A worry straightaway about whether it went well B feel happy but worry when she gets home C forget her worries until the next day.
- Ballet is becoming more demanding because A ballet stars are younger these days B the public expects more from them C the public prefers to watch gymnastics.
- Louise's attitude towards her profession is that A it is a constant source of pain B the rewards do not justify her hard work C she cannot live without dancing.

■ Language Focus

Present simple and continuous

Study Reference Section E (p. 121) then put the verbs in brackets into the correct tense.

Jane Langley is an actress. Her husband is a famous athlete. She is describing a typical day in her life.

I (hate¹) getting up early but at the moment I (make²) a film and we (start³) shooting every day at 5.30 in the morning. It's terrible because I (love⁴) lying in bed and on Sundays I never (get up⁵) before lunch. My husband (think⁶) I am lazy but he (not understand⁷). I (mean⁸), he (run⁹) twenty miles before

breakfast every day, and now he (get¹⁰) ready for the Olympic Games so he (train¹¹) very hard. We (not see¹²) each other before lunch because I (take¹³) part in the film and he (run¹⁴). On the other hand, there are advantages because we (have¹⁵) the rest of the day free. When I (act¹⁶) in plays, I (come¹⁷) home late every night and so my husband (change¹⁸) his schedule and (run¹⁹) in the evenings. I (remember²⁰) that when we first got married, he got up and went out when I came home. It was terrible!

■ Listening

You are going to hear two women describing a typical day in their lives.

- 1 In the table below, look at the column about a typical day in the life of Frank, a hire-car driver, and notice the information that is given about him.
- 2 Listen to the tape and fill in the other two columns with similar information about the two women.

■ Writing

When you have finished filling in the table, make notes to answer the same questions about a typical day in your own life or in the life of someone you know well and then write it out as a full paragraph.

Questions	Frank	Allison	Brenda
1 What time does he/she get up?	7 a.m.		
2 What does he/she do before breakfast?	shower and shave		
3 What does he/she have for breakfast?	cereals, bacon and egg, coffee		
4 What time does he/she arrive at work?	about 9.15		
5 How long does the journey to work take?	about 30 minutes		
6 What does he/she do? (=What is he/she?)	He's a hire-car driver		
7 What working activities does he/she mention?	driving for weddings, business visits, parties, etc.		
8 What other activities does he/she mention?	reading the paper, helping children with homework, watching TV, etc.		
9 What time does he/she arrive home?	about 6.30, but it depends		
10 What time does he/she go to bed?	by 11.30 p.m.		

Writing

- 1 Read the composition below carefully. Look at the notes on the left and see how the student used these to construct each sentence. At the end of each paragraph, decide what the purpose of the paragraph is and give it a title. Note that the subject is established immediately, in the first sentence, and at five points in the composition. The student uses an example to make clear what she means. Find these examples.

When you write your own composition, use the notes on the left as a guide.

Write about a member of your family



name/relation/age	Janet, my elder sister, is 21. She does not look like me
eyes/hair/face	because she has blue eyes and fair hair, while my eyes are brown and I am dark-haired. She has a lovely fresh complexion and a beautiful mouth, with full lips, but she is short-sighted, so she wears contact lenses. She is quite tall and has a beautiful, slim figure. She is very smart and looks really attractive when she dresses up to go out with her boyfriend.
special features	
figure	
dress	
study/work	Janet is studying languages at the university and in summer she works for a travel agency. She can speak French and Spanish and now she is learning modern Greek. She always goes abroad for her holidays. Janet loves being with a crowd of people and when she goes abroad she talks to the local people and makes friends easily. She loves going to parties and eating out.
hobbies	
interests	
games	She is good at games but never takes them seriously so when we play tennis I always win because she doesn't care if she wins or loses.
personality/qualities	Janet is very witty and amusing and she always cheers me up when I am depressed because she has a wonderful sense of humour. I think her only fault is that she is restless and easily gets bored. She is an intelligent, hard-working person but she doesn't get good marks at university because she doesn't study enough. I admire her because she is so bright and energetic but I think it is a good thing that her boyfriend is a calm, tolerant man and when she is impatient with him, he just laughs and then she laughs, too.
faults	
conclusion	

- 2 Write a composition of about 200-250 words describing someone you know well, a member of the family or a friend.

■ Listening

You are going to hear two conversations, in which four people talk about their holiday plans. Before you listen to them, look at the questions in the left-hand column of the table on the right, and then at column 1, where Charlie's information has been completed to help you.

Listen to the first conversation and fill in Annie's information. Then listen to the second conversation and fill in the information for both Tricia and Greg.

■ Writing

Here is Charlie's information, in writing.

Charlie and Gill are going to Monastir in Tunisia for their holiday. They are travelling by plane and leaving Gatwick airport at 7.30 a.m. on Saturday August 16. Charlie wants to spend a lot of the time in Tunisia on the beach, but Gill also wants to visit the Roman ruins and the Sahara desert, and to go to Tunis to do some shopping. They are returning from Tunisia on August 31.

Write similar paragraphs about Annie, Tricia and Greg, using the information from the completed chart.

Questions	Charlie	Annie	Tricia	Greg
Where is s/he going?	Monastir, Tunisie			
With others? If so, who?	With Gill			
How is s/he going?	By plane			
What are his/her holiday dates?	August 16-31			
What time of day is s/he leaving?	Flight leaves 7.30 a.m.			
Where is s/he leaving from?	Gatwick Airport			
What is s/he going to do on the holiday?	Sunbathe, shop, visit Roman ruins, Sahara desert etc.			

■ Language Focus

Future plans and Intentions: present continuous, going to

Before attempting these exercises, look at Reference Section A (p. 121).

a We're having a party on Saturday. All our friends are coming.

Complete the sentences, using the present continuous and the verbs provided.

- I (go) to the cinema tomorrow evening.
- Jack (come) back from Canada on Sunday. He (arrive) at the airport at four o'clock.
- I (play) for the first team on Saturday. Oh, who you (play) against?

4 We (go) to Greece for our holidays next year. We've already booked the flights and the hotel.

b I'm going to study more in future (because I got bad marks last week). I'm going to change my job (if they don't pay me more money).

Complete the sentences, using *going to* and the verbs provided.

- This food's terrible. I (complain) to the manager.
What you (say) to him?
- They're fighting. I (stop) it.
- We (go) to get married. Of course, we haven't fixed the date yet.
- Old man: What you (do) when you leave school?
Boy: I don't know. For one thing, I (not ask) boys silly questions.

c Look at those black clouds! It's going to rain.
Oh, dear, I've broken it! Mum's going to be very angry.

Complete the sentences, using *going to* and the verbs provided.

- Hurry up! We (miss) the train!
- The sun's coming out. It (be) a fine afternoon.

3 Three-nil, with two minutes to go. We (win).

4 Snow in November! It (be) a hard winter.

d Complete this dialogue. Use the present continuous when you can. Use *going to* if it is the only correct form.

Sally: We (go¹) to the rock concert on Saturday night. We (meet²) outside the stadium at 5.00.

Jean: Why you (meet³) so early?

Sally: It (be⁴) difficult to get in. People (come⁵) from all over the country.

Jean: It (be⁶) a long wait. You (be⁷) hungry.

Sally: That's all right. I (take⁸) sandwiches. You (come⁹)?

Jean: No, I (study¹⁰). We've got exams on Monday and I (not fail¹¹) this time.

Sally: Bad luck! You (have¹²) a dull weekend.

Jean: Yes, in a way. Enjoy the concert!

Sally: Thanks. How's Alex?

Jean: I (see¹³) him tomorrow. He says he (go¹⁴) abroad for his holidays in the summer. Look, after my exams I (ring¹⁵) everyone and we (have¹⁶) a party – if I pass, anyway!