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# CHAPTER

In this chapter, *Oxford English* presents:



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## What do you know about ...?

Look at the pictures on this page and think about this topic.



- 1 What is a charity? What charities can you name?
- 2 What groups of people sometimes need our help?
- 3 List three or more ways in which people try to raise money.
- 4 Have you ever taken part in any of these activities?



## READING

### A Skimming

■ **A1** Read the headline and first sentence only of the first text.

- 1 How did these students raise money?
- 2 Why did they enjoy their breakfast more than usual?
- 3 What information do you expect to find in the rest of this story? List two or more things.

■ **A2** Read the headline, first sentence and last sentence of the second text, and answer these questions.

- 1 What event happened?
- 2 Where?
- 3 When?
- 4 How much money did they get?
- 5 What is Ms Li's job?

■ **A3** Read the headline only of the third text.

- 1 What is a 'walkathon'? (Use the picture to help you.)
- 2 What information do you expect to find in the rest of this story? List three or more things.

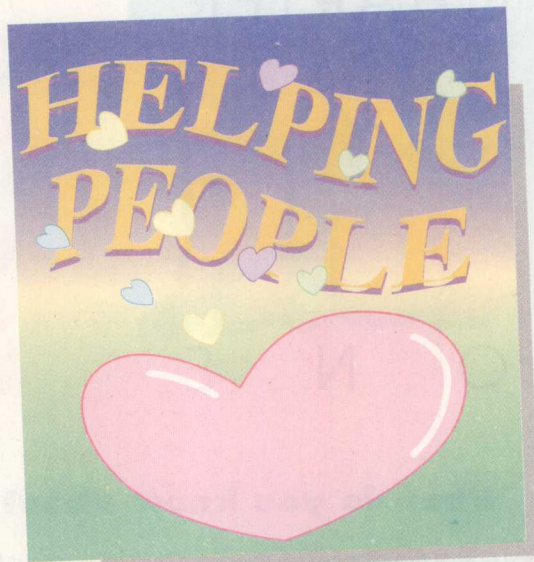
■ **A4** Now answer these questions.

- 1 Where can you often read texts like these?
- 2 Who usually writes texts like these?
- 3 How would he/she get the necessary information?

### B Scanning

■ Scan the texts quickly and find the information to complete this table.

	First text	Second text	Third text
Location of school	New Point	-----	-----
Activity	-----	-----	-----
Total proceeds	-----	\$65,000	-----
Fund-raising for	-----	-----	-----
Organizer(s)	-----	-----	-----



### FAIR HELPS FLOOD VICTIMS

- 5 Colourful signs, loud music and exciting games attracted hundreds of visitors to a charity fun fair at Rainbow School on Sunday. Earlier fears about the weather





## STUDENTS GO HUNGRY FOR CHARITY

- 1 Students at New Point School enjoyed their breakfast more than usual yesterday, for it broke a 24-hour sponsored fast. The students had all volunteered to go without food for one day to raise funds for World Vision projects to help the poor in underdeveloped countries.
- 2 Mr James Wood, their English teacher, said that the students had suggested the idea themselves, after seeing shocking pictures of famine in Africa. 'They arranged the whole thing,' he said. 'I'm very proud of them.'
- 3 Jane Austin, a Senior High Grade 3 student, said, 'It seemed wrong for us to have lots of food, while those innocent people were starving.' Donations of more than \$24,000 have been collected. They came from the students' money for meals and money donated by sponsors.
- 4 The students were delighted with the total amount. 'We were surprised that people were so generous,' said Alan Long, a Senior High Grade 1 student.

disappeared when the rain which had been forecast failed to appear. There were over 30 stalls at the fair, which was held in aid of flood victims in Bangladesh.

- 6 Ms Anita Li, the organizer of the fair, said, 'We were worried because there are so many charity appeals these days. It seemed possible that very few people would come.'
- 7 'At first it was difficult for me to think of new ideas for the stalls. But then I asked my students. They were able to make lots of suggestions. I was amazed at all their brilliant ideas.'
- 8 All her worries were forgotten as the fair was crowded with excited people enjoying themselves in the warm autumn sunshine.
- 9 The portrait-sketching stall, karaoke stall, games and food stalls were busy all day.
- 10 Ms Li, a science teacher, calculated that the event had raised over \$65,000.

## WALKATHON SUCCESS

- 11 Over 200 students, teachers, parents and alumni of Hillside School took part in a 10 km walkathon to raise money recently.
- 12 Andy Lever was the first home in just over an hour. He actually walked the whole distance. 'The purpose of the walk is to raise funds for many school projects,' he explained. 'We want to purchase more books for the library, equipment for the science labs, and to finance more school trips.'
- 13 Mike Temple, a Senior High Grade 1 student, raised \$11,900. 'My mother agreed to sponsor me,' he said, 'and she asked her friends. Many of them were willing to sponsor me, too.'
- 14 The proceeds of the day came to over \$150,000. 'I was astonished at the total,' said Stanley Lewis, who organized it. 'We would have been satisfied with half of that amount.'



## C Find the meanings

- **C1** Find the words in Column A in the texts and match them with the meanings in Column B.

A	B
1 volunteered	a dying because of lack of food
2 underdeveloped	b happy (to do something)
3 shocking	c have money to pay for
4 famine	d done something without being forced to do it
5 starving	e people who suffer
6 victims	f the things you need to do something
7 equipment	g without modern industries or other facilities
8 finance	h very surprising and frightening
9 willing	i bad shortage of food

- **C2** Use the words in C1 in the dialogue below.

- SUE Did you see that nurse on the television news last night?
- JOE No. What was she talking about?
- SUE She used to work in this city. Then she (1) \_\_\_\_\_ to go and work in Africa. She was talking about the people there. She said that they have no food. They are (2) \_\_\_\_\_ to death. The pictures were really (3) \_\_\_\_\_. I couldn't watch some of them. The saddest (4) \_\_\_\_\_ were the little children.
- JOE Why don't the people grow more food?
- SUE There is a (5) \_\_\_\_\_ in that area. It hasn't rained for several years. The crops won't grow without water.
- JOE Why can't their governments look after them?
- SUE These are (6) \_\_\_\_\_ countries. They are very poor. There are no industries or even good roads.
- JOE What did that nurse want?
- SUE She wants to raise some money to (7) \_\_\_\_\_ the purchase of some simple (8) \_\_\_\_\_ for the hospitals in Africa.
- JOE Do you think we could raise some money for her?
- SUE I'm (9) \_\_\_\_\_ to try. Even a few dollars would help.

- **C3** Find these words in the texts.

- 1 This word means 'a time when you do not eat or drink anything'. It is part of the name of a meal we have every day. (Para. 1)
- 2 This word means 'to say what will happen to the weather'. (Para. 5)
- 3 This word means 'people who used to be students at a school'. It has a Latin plural. (Para. 11)



## D Topic vocabulary: helping others

- Here are some words to help you talk or write about this topic. The underlined words may be new. The words in the box are from the texts. Insert them in the blanks below.

### People to help

We need to help the old, the sick, (1) \_\_\_\_\_ and the handicapped. (These words are adjectives used as nouns. They have plural meanings, and must have plural verbs. We cannot put an *s* at the end, or use e.g., a *handicapped*.)

### Talking about money

To help people, we need (2) \_\_\_\_\_ money. Sometimes we talk about funds. This means money we can use for something.

If people give us money, we call it a (3) \_\_\_\_\_. (The verb is *to donate*.)

If we hold an event, the money we make at the end (the profit) is called (4) \_\_\_\_\_.

Sometimes we get people to pay us money if we do something (such as running, cycling or walking). Then these people are called (5) \_\_\_\_\_. (The verb is (6) \_\_\_\_\_.)

### Events

A marathon is a long race. Now people are inventing new words ending in *-athon*. A readathon is when people read for a long time. A (7) \_\_\_\_\_ is when people walk a long way.

Other events to raise money include street collections, (8) \_\_\_\_\_ and pop concerts. We hold these events (9) \_\_\_\_\_ a charity. (That means we give the money to the charity.)

An (10) \_\_\_\_\_ is when we ask people for money. We may have several different events as part of this.

to sponsor  
sponsors  
walkathon  
to raise  
fun fairs  
the proceeds  
the poor  
in aid of  
donation  
appeal

## E Read and think

- E1 Answer these questions in complete sentences.

- How does Mr James Wood feel about what his students did?
- At what time of the year did the fun fair take place?
- What happens at the portrait-sketching stall (Para. 9)?
- In three sentences, list three things that Ms Li was worried about before the fair.
- In Para. 12, we are told that *Andy Lever was the first home*. What does this mean?
- How much money did Stanley Lewis hope to raise as a result of the walkathon?

- E2 Say what the words in *italics* refer to. Look back at the texts on page 3 to find the answers.

- They* arranged the whole thing. (Para. 2)
- They* came from the students' money ... (Para. 3)
- I was amazed at all *their* brilliant ideas. (Para. 7)
- ... said Stanley Lewis, who organized *it*. (Para. 14)

## LISTENING SKILLS

### Working with numbers

In this exercise, you will hear a question, followed by a statement or short conversation. Look at the information provided and the four possible answers. Choose the best answer and write the appropriate letter — **a, b, c or d** — in the box on the right-hand side of the page.

1

#### Income from stalls at charity fair

Portrait-sketching	\$420
Ice-cream	\$675
Rifle-shooting	\$379
Hamburgers	\$930
Old books	\$285
Fishing game	\$448

- a Portrait-sketching stall
- b Ice-cream stall
- c Hamburger stall
- d Fishing game stall

1

☐

2

#### Recycled paper pads

Ref. No.	Size	Sheets	With lines?	Price (\$)
901	A3	40	no	46
920	A4	80	no	18
921	A4	80	yes	16
922	A4	160	yes	22
930	A5	40	no	9
931	A5	40	yes	9

- a 920
- b 921
- c 922
- d 931

2

☐

3

#### Green Charity: Expenditure

Conservation	56%
Membership Magazine	7%
Fund-raising	19%
Recruiting new members	14%
Administration	4%

- a Membership Magazine
- b Fund-raising
- c Recruiting new members
- d Administration

3

☐



4

**THROW DARTS AND WIN PRIZES!!**

It's so easy to WIN!

Pay \$5 for three darts.

Throw the darts at the dartboard, and add up your total score.

Score	Prize
Under 10	\$1
40 to 59	\$3
60 to 79	\$5
80 to 100	\$10
Over 100	\$15

- a \$3  
b \$5  
c \$10  
d \$15

4

☐

5

<input type="radio"/> Our School's Donations to Charities	this year	last year
<input type="radio"/> Red Cross	\$5,000	\$4,000
<input type="radio"/> Grace Road Home for the Elderly	\$5,000	\$2,000
<input type="radio"/> The Cancer Society	\$2,000	\$1,500
<input type="radio"/> World Wide Fund for Nature	\$3,000	\$3,000
<input type="radio"/> Mental Health Association	\$5,000	\$3,500
<input type="radio"/>		

- a Red Cross  
b Grace Road Home for the Elderly  
c World Wide Fund for Nature  
d Mental Health Association

5

☐

6

**CHARITY FAIR****Programme of Events**

1.00	Opening Ceremony
1.15	School Band
1.30	Self-defence Display
2.00	Demonstration by Police Dogs
2.30	Traditional Dance Performance
3.00	School Band
3.30	Self-defence Display
4.00	Radio-controlled Model Aeroplanes
4.30	Demonstration by Police Dogs

- a 1.40  
b 2.00  
c 4.00  
d 4.30

6

☐

## LANGUAGE

### Adjectives and adjective patterns

#### A Adjectives with the infinitive

- 1 *It + verb + adjective + (for + noun/pronoun) + to + infinitive*

This pattern is often used when we are commenting on something or expressing an opinion. It is used with many adjectives, including:

common	easy	important	normal	sensible	(un)usual
difficult	essential	(im)possible	right	(un)necessary	wrong

*It seemed wrong for us to have lots of food.*

*At first it was difficult for me to think of new ideas for the stalls.*

*It isn't right to ignore old people.*

*Was it easy to get sponsors?*

- 2 *Noun/pronoun + verb + adjective + to + infinitive*

This pattern is often used with the adjectives in the box below. In this pattern, the infinitive is used to complete the meaning of the adjective.

prepared	ready	(un)able	(un)likely	(un)willing
----------	-------	----------	------------	-------------

*They were able to make lots of suggestions.*

*Many of them were willing to sponsor me, too.*

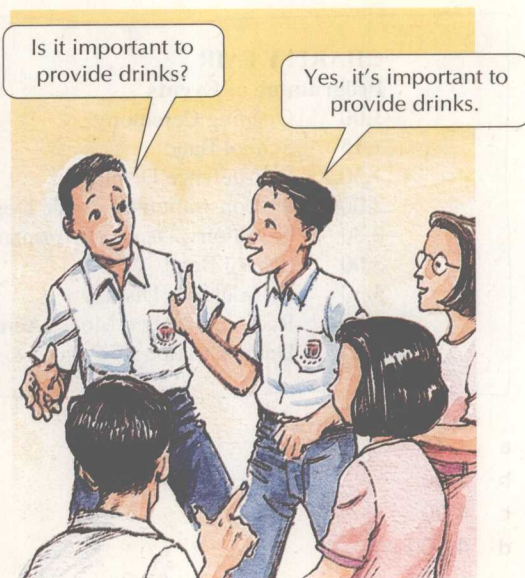
*He's not likely to give you \$1,000.*

*Are you ready to start the walkathon?*

Some students are organizing a charity fair at their school. Practise asking and answering questions in pairs. Use either pattern on the right.

- important/provide/drinks  
Yes, \_\_\_\_\_.
- sensible/inform/police  
Yes, \_\_\_\_\_.
- necessary/advertise/newspaper  
No, \_\_\_\_\_.
- many people/willing/help  
Yes, \_\_\_\_\_.
- essential/provide/litter-bins  
Yes, \_\_\_\_\_.
- possible/have/burger stall  
Yes, \_\_\_\_\_.
- the fair/likely/raise \$1,000,000  
No, \_\_\_\_\_.
- easy/organize/lucky draw  
Yes, \_\_\_\_\_.
- you/able/draw portraits  
Yes, \_\_\_\_\_.

1





## B Adjectives with *that* clauses

### 1 *It* + verb + adjective + *that* + clause

We can comment on things using adjectives such as:

awful	essential	likely	probable	true
clear	extraordinary	obvious	strange	unfortunate
disgraceful	funny	possible	surprising	wonderful

*It seemed possible that* very few people would come.

*It is not strange that* many people supported you.

*Is it true that* Mr Lever won the walkathon?

### 2 Noun/pronoun + verb + adjective + (*that*) + clause

We can use this pattern to express our feelings about things, using these adjectives:

afraid	glad	sad	sure
aware	happy	shocked	surprised
certain	pleased	sorry	unaware

*We were surprised that* people were so generous.

*I was not certain that* it would be a success.

*Were you pleased that* you raised so much money?

- After a school fair, a student is writing about the fair for the school magazine. Complete her report, using the words in brackets below. Put the verbs into suitable tenses.

Our Charity Fair in June was very successful. It (1) was unfortunate that it rained (be unfortunate/it/rain). Actually, we (2) \_\_\_\_\_ (be surprised/so many people/come) despite the rain.

In one way, the rain helped us because one of our stalls was selling cheap umbrellas! When the rain was very heavy, it (3) \_\_\_\_\_ (not be surprising/we/sell) so many umbrellas.

We (4) \_\_\_\_\_ (be glad/we/advertise) in the newspaper because the advertisement attracted a lot more people. It (5) \_\_\_\_\_ (be wonderful/we/raise) \$12,000. This is an excellent sum of money. The fair was in aid of a home for old people. The warden of the home (6) \_\_\_\_\_ (be very pleased/we/raise) so much money. It (7) \_\_\_\_\_ (be clear/everyone's hard work/be) worthwhile, and we are grateful to everyone who helped.

We (8) \_\_\_\_\_ (be sorry/the headmaster/be) not well on the day of the fair. Luckily, he recovered soon. We (9) \_\_\_\_\_ (be delighted/he/donate) \$500 to the appeal.

(10) \_\_\_\_\_ it \_\_\_\_\_ (be likely/we/have) another fair next year? Yes, it is likely. In fact, the headmaster (11) \_\_\_\_\_ (be certain/we/raise) even more money next year.

I know we will be looking for many volunteers for the fair next year. (12) \_\_\_\_\_ it \_\_\_\_\_ (be likely/you/be able) to help us then?

## C Adjectives with prepositions

When you learn a new adjective, learn which preposition to use after it. (But remember that some adjectives can be used with more than one preposition.) Here are some examples.

### at for ability

brilliant *at* maths  
clever *at* sewing  
excellent *at* English  
good/bad *at* tennis

### at for causes of feelings

amazed *at* the result  
astonished *at* the news  
shocked *at* the number  
surprised *at* her story

### about for causes of feelings

angry *about* the decision  
excited *about* her birthday  
sorry *about* my mistake  
sure *about* my love for you  
worried *about* my exams

### with for causes of feelings

angry *with* the rain  
annoyed *with* Mr Yale  
bored *with* the film  
delighted *with* your results  
furious *with* his bad luck  
impatient *with* the long wait  
satisfied *with* that amount

### of for causes of feelings

afraid *of* dogs  
ashamed *of* my school report  
critical *of* that decision  
frightened *of* snakes  
jealous *of* her new car  
proud *of* my children  
terrified *of* guns  
tired *of* working here

### of for someone who has a quality

brave *of* her  
clever *of* them  
generous *of* Mary  
kind *of* the students  
sensible *of* the boys

### to for some relationships

engaged *to* Romeo  
identical *to* my twin  
inferior *to* the manager  
married *to* Juliet  
similar *to* his car  
superior *to* an assistant

### in for an interest or skill

expert *in* karate  
interested *in* stamp-collecting

### from to show a distance between

absent *from* school  
different *from* each other  
safe *from* dangers  
separate *from* the crowd

At the fair, someone drew the pictures on page 11 for the school magazine. Write suitable captions for the pictures, using the words given below and the words above each picture on page 11. The first one is done for you.

bad at	expert in	kind of
delighted with	good at	proud of
different from	sorry about	

1 Mrs Wood is proud of her son.



1 Mrs Wood/son



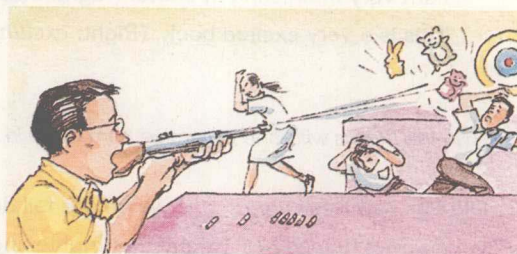
5 May/her sister Kay



2 Patrick/drawing



6 Mr Martin/shooting



3 Fred/his ice-cream



7 This/the boys



4 Mrs Temple/her prize



8 Judy/karate



## D Adjectives ending in -ing and -ed

The fair was crowded with *excited* people.  
They saw *shocking* pictures of famine in Africa.

1 Some pairs of adjectives can end in *-ed* and *-ing*.

annoyed/annoying  
astonished/astonishing  
bored/boring  
confused/confusing  
disappointed/disappointing  
excited/exciting

frightened/frightening  
interested/interesting  
shocked/shocking  
surprised/surprising  
tired/tiring  
worried/worrying

- 2 The adjectives which end in *-ing* usually have an active meaning. They tell you about the effect the subject has on other people.

The adjectives which end in *-ed* usually have a passive meaning. They tell you how someone feels.

It was an *exciting* film. (The people felt *excited*.)

He is a *frightening* man. (Other people feel *frightened* of him.)

- 3 Common errors:

I am very *interesting* in chess. (Right: *interested*)

This is a very *excited* book. (Right: *exciting*)

■ **D1** Fill in the blanks with one adjective from those in brackets.

- 1 Old Mrs Lamb felt very \_\_\_\_\_ when she fell down in the street. Luckily, some young boys helped her. (frightened/frightening)
- 2 I completed the 20 km walk in two and a half hours. I was very \_\_\_\_\_ then. (tired/tiring)
- 3 Life in modern cities is fast. It can be very \_\_\_\_\_ for old people to understand. (confused/confusing)
- 4 Cancer is a very \_\_\_\_\_ disease. Please give generously to our appeal. (worried/worrying)
- 5 I was very \_\_\_\_\_ with John because he promised to help me, and then he did not. (annoyed/annoying)
- 6 On the day of our fair, it rained heavily. This was very \_\_\_\_\_ for us all. (disappointed/disappointing)
- 7 There are charity appeals almost every day. Unfortunately, many people get \_\_\_\_\_ with them. (bored/boring)

■ **D2** Insert pairs of adjectives from the list on page 11 in these sentences.

- 1 I cannot pay all these bills. This is a very \_\_\_\_\_ situation. I feel \_\_\_\_\_.
- 2 I don't understand this maths exercise. These equations are very \_\_\_\_\_. I feel \_\_\_\_\_ by them.
- 3 I am very \_\_\_\_\_ in wild flowers. I think that orchids are particularly \_\_\_\_\_ flowers.
- 4 Doing manual labour all day is very \_\_\_\_\_. You get very \_\_\_\_\_ by bedtime.
- 5 She seemed \_\_\_\_\_ when she heard the \_\_\_\_\_ news about the fire in her flat.
- 6 It is \_\_\_\_\_ that she leaves the windows open when the air-conditioning is on. Everyone gets \_\_\_\_\_ with her.



## E Words ending in *-nt* and *-nce*

*Innocent* people were starving.

He actually walked the whole *distance*.

- 1 Be careful with these pairs of words. The words ending in *-nt* are usually adjectives. Those ending in *-nce* are nouns.

absent/absence	important/importance
distant/distance	innocent/innocence
confident/confidence	obedient/obedience
convenient/convenience	patient/patience
ignorant/ignorance	silent/silence

- 2 Common errors:

We must be ~~silence~~ in a library. (Right: *silent*)

~~Ignorancee~~ people need more education. (Right: *Ignorant*)

- 3 Exception: *patient* can be both an adjective and a noun.

You must wait for ten minutes. Please be *patient*. (adj.)

The doctor has a lot of *patients* today. (noun = sick people)

■ Fill in the blanks with one word from those in the box above.

- A He has been arrested. He must be guilty.

B No. Remember that, in the law, you are \_\_\_\_\_ until you are proved to be guilty.
- A I did not know this was a one-way street, officer.

B I'm sorry, but \_\_\_\_\_ of the law is no excuse.
- A Is everyone here today?

B No, four people are \_\_\_\_\_ from class.
- A How far is it from here to Australia?

B I think it's a \_\_\_\_\_ of about 4,000 miles.
- A How do you think you will do in your exams?

B I've worked hard, so I'm \_\_\_\_\_ I will pass.
- A Do you like living in a big city?

B Yes, I do. Everything is very \_\_\_\_\_.

## SPEAKING

### A Pronouncing final consonant clusters

When you are reading aloud, pronounce the sounds at the ends of words clearly.

- A1 After **t** or **d**, **-ed** is pronounced /ɪd/. After other letters, it is pronounced /t/ or /d/, but the letter **e** is not pronounced. Say these words.

/ɪd/	wanted	visited	lifted	ended	recorded	flooded	
/t/	liked	helped	laughed	crossed	washed	jumped	switched
/d/	rubbed	lived	raised	judged	rowed	starved	

**A2** Say these words.

/ŋk/	tank	blank	thank						
/fθ/	fifth	twelfth							
/ksθ/	sixth								
/kts/	acts	facts							
/kst/	next	text	taxed	boxed	faxed				
/sts/	tests	lists	vests	nests	mists	costs	coasts		
/sk/	asks	desks							
/mps/	lamps	limps	glimpse						

**A3** Practise reading these sentences clearly.

- 1 He **crossed** the **flooded** stream and **visited** his **sixth** son.
- 2 She **faxed** the **tests** and **lists** to the **next** centre.
- 3 The **thick** **mists** covered the **boats** and **coasts**.
- 4 The **actress** **rested** between **acts** and then **jumped** up and **attacked** the **text**.

## B Role Play: Introducing yourself

At the beginning of the Role Play section of oral exams, **you** must start the conversation. (You must pretend you are a different character, according to the role given to you.) You must do the following things.

### Examples

- |                                       |  |
|---------------------------------------|--|
| 1 Welcome the interviewee:            | Welcome! Do come in.<br>Please sit down.<br>Thank you for coming.  |
| 2 Introduce yourself:                 | I'm Tina Wilson, ...<br>My name's Tina Wilson ...<br>I'm the secretary of the ... Club.<br>I work for the Ace Housing Society.   |
| 3 Explain what you are doing and why: | We are going to hold an English play, and Mr Smith has asked me to interview people for this play.<br>The Housing Society is planning to open a rehabilitation centre for the mentally disabled in this area, and we'd like your views.<br>Well, as you know, we need a new sports editor.<br>Mr Li has asked me to interview the applicants for this job. |

- Read the following situations. Work with a partner. Take turns to welcome him/her, introduce yourself, and explain the situation. Do NOT continue with the whole interview. Focus on the introductions only.**

### Situation 1

You are Mary/Mark Chen, a Senior High Grade 3 student helping to edit your school magazine. The school magazine is going to have some English-language reviews of pop concerts, and wants a new pop music editor to write these reviews. The school magazine's editor, James Long, has asked you to interview some of the people who are interested in this job. You will ask them some questions about their knowledge of pop music and their writing experience.



### Situation 2

You are Sally/Steve Wilson, a Senior High Grade 3 student at New Point Secondary School. You write articles for your school's English-language newspaper. You are doing research for an article about the language problems of foreigners living in our city. You are interviewing some of your foreign neighbours about any language problems they have.

## C Exam tasks

### PART A

#### Situation

You are Rita/Robin Austin (Student A), a student on your school's 'Charity Events Committee'. Your committee's advisor, Mrs Brown, has asked you to interview some other students about any charity events they have been to, so that you can get some ideas for your own events in future.

#### Task One

Interview another student (Student B). Ask him/her to talk about ONE charity event they have been to. Ask them questions so that you can complete all the items on the following form in English.

#### Charity Events Form

- 1 Type of activity \_\_\_\_\_
- 2 Location \_\_\_\_\_
- 3 Approximate time/date \_\_\_\_\_
- 4 Enjoyable? \_\_\_\_\_
- 5 Successful? \_\_\_\_\_

#### Task Two

Now work with a different person (Student C). He/she must ask you questions about your interview. You must tell them what Student B told you, using your notes to help you. Student C must ask you questions such as these:

- 1 What type of charity activity did he/she tell you about?
- 2 Where was this activity held?
- 3 Approximately/Roughly when was it held?
- 4 Did he/she enjoy this activity?
- 5 Was it successful in raising money?

### PART B

Now work in groups of four. Your group is now your school's 'Charity Events Committee'. You have arranged a charity event for next month, but you have not yet decided which charity to give the proceeds to. Discuss which ONE of the following five charities you will support. Talk about the reasons why you should or should not support each one, and then make a final decision.

- Africa Aid — helps starving people in Africa
- Blind Aid — helps blind people in your area
- Elderly Aid — helps poor elderly people in your area
- Animal Aid — helps sick animals in your area
- Plant Aid — helps plant trees in your area