



普通高等教育“十一五”国家级规划教材

● Virginia Evans—Jenny Dooley  
● 总主编 邹为诚 崔雅萍



○ 应用型英语专业系列教材

# Upstream

Teacher's Book

# 搏流英语

综合教程 教师用书 4

□ 主 编 陈进封  
□ 副主编 崔雅萍 高全孝





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# 前 言

本书是为执教《搏流英语 综合教程》系列教材的教师编写的教学参考书，共6册，对应《搏流英语 综合教程》学生用书和《搏流英语 扩展教程》1至6册，本书除可供教师作为教学参考用书以外，还可以供自学《搏流英语 综合教程》课程的学生作自学参考用书。

本书包括以下内容：(1) 每单元的教学目标；(2) 教学方法和步骤；(3) 教师示范语言；(4) 《搏流英语 综合教程》答案和听力文本；(5) 语法和词汇测试；(6) 语法解释；(7) 《搏流英语 扩展教程》答案和听力文本。参考上述内容，教师可以对整个课程开展教学、评估和测试。本教材系由原版教材引进改编，我国教师在使用时要注意以下几点：

## 1. 教学原则

本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发，用“对子、小组、个别”等形式引导学生开展语言活动。在学生尝试语言交流的基础上，有的放矢地开展语言示范和语言讲解，然后在此基础上鼓励学生进一步开展语言交流活动，最后教师提供各种形式的反馈，如此层层推进，完成教学任务。要注意语言功能和结构知识之间的配合，反对只顾热闹，不顾语言知识，或只顾语言知识，不顾语言交际功能的教学方法。

## 2. 内容取舍

本教材内容丰富，材料复杂，根据目前的课时结构可以有两种方法处理：一是听说课也部分采用《搏流英语 综合教程》教材，这样做的好处是将教材中的听说训练放到另一种课去上，减少综合英语课程教师的压力；二是本教材的内容全部由综合英语课程负担，这时，教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展，将需要大量阅读的内容放在课后，让学生以小组为单位自学。自学一定要有恰当的教学管理，小组成员之间要互相帮助、互相检查，完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来，每周一次，用英语撰写自学报告，教师根据这些报告，在课堂上集中处理学生遇到的难点。本书中标有“\*”记号的部分为改编者建议使用者课后学习的内容，教师可根据实际情况进行取舍。

## 3. 可选部分

本教材部分单元的若干内容标有“Optional Work”（选择性学习内容）的字样。这是改编者根据我国学生的情况改编的。一般来说，这些部分有的过于简单，或者不是该单元的核心内容，或者是其他练习中已经有足够的练习机会。课时比较少的教师可跳过这些内容。

## 4. 教学进度

每册综合教程共有5个模块，10个单元，每个模块建议采用3周的时间完成，其中两周完成两个单元的内容，一周用来完成文化学习、扩展知识加上模块测试。其余的时间用来安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥



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## Unit 1 – Crossing Barriers

### Objectives

**Vocabulary:** English in the world; the Internet; means of communication; aspects of language; speak/say/tell/talk; touch/hold/contact

**Reading:** multiple matching (reading for main points); multiple choice (reading for detail)

**Listening:** multiple choice; note-taking (listening for gist, main points, detail, function, location, roles & relationships, attitude, intention, feeling, opinion, specific information)

**Speaking:** making suggestions; responding positively/negatively; comparing and contrasting; making assumptions; expressing preference; saying goodbye

**Use of English:** 'key' word transformations; open cloze; error correction; word formation: forming abstract nouns

**Grammar:** articles and determiners; partitives; countable and uncountable nouns

**Phrasal verbs:** switch; put; hang; run; get; call; cut (related to communication)

**Writing:** letters (formal/semi-formal/informal style)

### Lead-in (p. 7)

Read out the title. Discuss the meaning. First, elicit the general meaning of 'barrier'. *A barrier stops something from happening e.g. an object, like a fence or a wall, or a law or a problem. It could also be a language e.g. 'a language barrier' – people who don't speak the same language may not be able to communicate.*

- 1 Ask Ss if they have any experience of the highlighted places on the map (if they've been there, if they know anyone who lives there etc) and what they know about them. Then ask them what they think the highlighted regions have in common.

#### Suggested Answer Key

*I think the common element is that in all of the highlighted regions the English language is important: in some places it is a native language (e.g. Britain, Ireland, North America, Australia and New Zealand); in some places it is an official language (e.g. Papua New Guinea) although different local languages exist too; in other places it is used widely as the language of administration and business (e.g. Singapore, India), and in some places it is simply an important second language that most people learn (e.g. South America). Some of the regions include former British colonies (e.g. many African states, India, parts of the Caribbean etc) and so have been influenced by the English language and culture. The native cultures and religions in the highlighted areas vary widely. English can be seen as a way of crossing the barriers created by different cultures, religions and native languages.*

- 2 a. Explain the task and let Ss look through the sentences and guess what the missing words/phrases could be. Play the cassette. Ss do the exercise. Check Ss' answers.

#### Answer Key

- |                 |                         |
|-----------------|-------------------------|
| 1 websites      | 4 celebrities           |
| 2 peace talks   | 5 products and services |
| 3 holidaymakers |                         |

- b. Go through the list. Ss do the exercise.

#### Answer Key

- |                       |   |
|-----------------------|---|
| • The media           | 4 |
| • International trade | 5 |
| • World politics      | 2 |
| • Tourism             | 3 |
| • The Internet        | 1 |

Elicit other factors from Ss, then list their ideas on the board.

#### Suggested Answer Key

*Other factors which have encouraged the use of English around the world: Ss wanting to come to an English-speaking country to study; job prospects in their own country.*

- \*3 a. Go through the list. Allow Ss two minutes to do the exercise. Then Ss compare their list to their partner's.  
b. Ask Ss what they find difficult while learning English (e.g. pronunciation, phrasal verbs, grammar, idioms etc). Write them on the board. Go through the table, then get two Ss to read out the example. Ss work in closed pairs. Check round the class then ask some groups to act out their dialogues.

#### Suggested Answer Key

- A: *I've got a problem with pronunciation.*  
B: *If I were you, I'd watch films.*  
A: *That's a good idea.*

- 4 Tell Ss to look at the two quotations and explain what they mean. Ss in pairs discuss which one they agree with. Encourage Ss to explain why.

#### Suggested Answer Key

*The first one means that if people all over the world spoke one language, communication would be easier and so the world would be more peaceful.*

*The second one means that every single one of the world's languages is very important, so when a language disappears because nobody speaks it any more, something important is lost.*

*I agree with the second one, because the first one gives the impression that it would be a good idea if everyone spoke the same language.*

- 5 Ss discuss in closed pairs. Check pairs round the class.

#### Suggested Answer Key

- A: *I think that English will be more widely spoken in the future. More and more young people still want to learn English, and many want to go and study in an English-speaking country.*  
B: *That's true. In many countries, English is still the key to a successful career. I think that English will continue to be the language of computers and the Internet.*

### Reading (pp. 8-9)

- 1 a. Write 'the Internet' on the board. Ask the class the questions. Find out how many Ss look up websites in English, and how many look up websites in their native language. Write the figures on the board. Ask for comments on the results, e.g. *Why do you think so many of you prefer websites in ...?*



- b. Go through the statements and elicit Ss' guesses. Ss scan paragraphs 3 and 4 of the text to check if their guesses were correct.
- c. Ask Ss to look at the title of the article and the headings in the box. Explain any unknown vocabulary items. Elicit Ss' ideas about the contents of the article.

**Answer Key**

1 True    2 True    3 True    4 False

- 2 Explain that Ss will have to match the headings to the paragraphs. Draw Ss' attention to the strategy box. Remind Ss that it is not necessary to understand every word in the text to do this exercise.

Ask Ss to skim the whole text for general meaning. Emphasise the importance of getting an overall idea of what the text is about before attempting the paragraph-heading matching exercise. (Check general comprehension by asking 'What change is it about?' and 'Is it an easy change to make?' *It is about the change from mainly English websites to websites in many different languages. Translating the sites into different languages will be difficult and a lot of work.*)

Tell Ss to read the first headed paragraph of the text carefully. Ask Ss to work out why heading B has been chosen for this paragraph. (*The phrases 'it might make you think everyone in the world speaks English' and 'give you the impression that it is the world's most widely spoken language' and 'If this were true, it would ...' all fit the idea of 'false impressions' in heading B. Also the figures in the following paragraph show that the impression that everyone speaks in English is indeed false.*)

Tell Ss to read the second headed paragraph carefully and choose a heading for it from the list. If Ss find this difficult, draw their attention to all the **figures** that are mentioned (*'Yet English is mother tongue for only 5.4% of the world's population', 'a further 7% ... are proficient', 'only around 12% ... can communicate well in English', 'This figure is nowhere near the total number of people speaking Chinese'*) and point out also how this information contrasts with the impression that 'everyone in the world speaks English' in the previous paragraph (and is therefore **surprising**). If Ss easily found the answer (F) without help, ask them to explain which phrases helped them. Continue in the same way for the next paragraph – ask Ss to read and choose a heading, and then ask them to justify their choice. If students are unsure, draw their attention to the phrase *'people would apparently rather buy things online if they can order in their own language'*, pointing out that 'would rather' means 'prefer' (so H 'Personal preferences' is the best heading). Repeat the procedure for the next paragraph. For the last four paragraphs, ask students to continue by themselves, underlining phrases that link to the headings they choose. Then ask Ss to compare their answers and the phrases they have underlined in pairs. Finally check Ss' answers and the underlined phrases as a class.

**Answer Key**

- 1 F *'Yet English is mother tongue for only 5.4% of the world's population', 'a further 7% ... are proficient', 'only around 12% ... can communicate well in English', 'This figure is nowhere near the total number of people speaking Chinese'*
- 2 H *'people would apparently rather buy things online if they can order in their own language'*

3 D *'companies wanting to reach world markets are beginning to realise that they will have to translate their websites for their various customers'*

4 C *'creating a multilingual website is not an easy task', 'Companies wishing to translate their sites ... face both technical and linguistic problems', 'unable to use automated translation systems', 'this huge challenge'*

5 E *'Customers ... will need to discuss matters in their own language ... while prices will need to be in the local currency', 'Companies will need to adapt their advertising materials so as not to offend different cultures', 'have to change their way of doing business to suit certain customers – in Japan, for example ...'*

6 G *'Such vast changes will not happen overnight', 'Companies ... need time to translate their sites ...'*

7 A *'local companies ... will certainly be at an advantage', 'offer more opportunities to smaller businesses'*

- 3 Ask Ss to do the exercise in pairs. Encourage them to try and guess the meaning of the words from the context. Check Ss' answers.

**Suggested Answer Key**

**benefits:** advantages

**fields:** areas

**proficient:** excellent

**accessing:** using

**local currency:** money used in each country

**format:** arrangement of information

**adapt:** change slightly

**guaranteed:** certain

**pace:** speed

**local companies:** businesses that operate only in the country where they are based

**expanding:** growing

- 4 Point out to Ss that these are all pairs of words that were used in the text they have read. Ask Ss to find them in the text, then elicit/explain their meanings. Ask Ss to work in pairs to write short sentences using the items.

**Answer Key**

*mother tongue*

*cultural diversity*

*fast pace*

*access the Internet*

*target market*

*conduct business*

**Suggested Answer Key**

*My mother tongue is Polish.*

*Immigrants bring cultural diversity to a country.*

*The fast pace of city life is exhausting.*

*Soon we will be able to access the Internet from our mobile phones.*

*Teenagers are an important target market for mobile phones.*

*Many companies conduct business on the Internet.*

- 5 Show Ss how to work out the meaning of the first two items from the context surrounding the lines given. Remind Ss that working out meaning from context is a very important reading skill, and will help them read texts more successfully. Then ask Ss to work in pairs to work out items 3 to 6. Check Ss' answers.

**Answer Key**

1 b

3 a

5 b

2 b

4 a

6 b

- 6 Ask Ss to look again at the text and underline the reasons. Then ask Ss to discuss other reasons in pairs.

#### Suggested Answer Key

##### Reasons in text:

- 'only around 12% of the world's population can communicate well in English' (lines 21-22)
- 'people would apparently rather buy things online if they can order in their own language' (lines 31-32)
- 'by 2003 only one third of Internet users will be speakers of English' (lines 33-34)
- 'companies wanting to reach world markets are beginning to realise that they will have to translate their websites for their various customers' (lines 34-37)

##### Other possible reasons:

- avoid domination of one language and culture
- young children can get information from the Internet if it's in their own language

- 7 Ss discuss the questions in pairs. Ask some pairs to report back to the class.

#### Suggested Answer Key

- A: *I would really enjoy using a multilingual Internet because then I could look up websites in English and in my mother tongue. What about you?*  
B: *Well, I think it helps my English to use English websites, but it would be relaxing and enjoyable to use my own language as well.*
- A: *I think that if everyone can use their own language on the Internet, there's a risk that people will become isolated: they will stay in their own language groups and won't communicate with people with other languages and cultures. What do you think?*  
B: *I agree. The World-Wide Web won't be worldwide anymore. When there is a common language, like English, everyone can communicate with everyone else.*

### Language Focus (pp. 10-11)

- 1 a. Explain to Ss what a collocation is and how important it is: when two or more words go together naturally without a necessarily logical reason. Verbs can collocate with nouns, e.g. 'do business', adjectives can collocate with nouns, e.g. 'heavy traffic', adverbs can collocate with verbs and/or adjectives, e.g. 'seriously injured', etc. Tell Ss that they are going to think about collocations connected with different ways of communication. Ss do the exercise in pairs. Check Ss' answers.

#### Answer Key

- **letters:** write letters; receive letters; send letters; answer letters; address letters
- **phone call:** answer a phone call; receive a phone call (Also make a phone call)
- **fax:** send a fax; receive a fax; answer a fax
- **text message:** send a text message; receive a text message; write a text message; answer a text message
- **note:** write a note; send a note; receive a note; answer a note
- **face to face:** communicate face to face; talk face to face
- **email:** write an email; send an email; receive an email; answer an email

- b. Choose two Ss to read the example aloud. Then Ss do the exercise in pairs.

#### Suggested Answer Key

- A: *I usually make a phone call to book a table at a restaurant.*  
B: *Me, too.*
- A: *I usually talk face to face to introduce somebody to somebody else.*  
B: *Me, too.*
- A: *I usually write a letter to make an official complaint.*  
B: *Me, too, but people can also complain by phone or face to face.*
- A: *I usually make a phone call or send an email to ask a favour.*  
B: *Me, too, but people can also write a note or ask a favour face to face.*
- A: *I usually make a phone call or send a text message to invite someone to a party.*  
B: *Me, too, but people can also invite someone to a party by letter.*
- A: *I usually talk face to face to get someone's attention.*  
B: *Me, too, but people can also get someone's attention through a phone call or an email.*
- A: *I usually send a fax or make a phone call to set up a meeting.*  
B: *Me, too, but people can also set up a meeting by letter or email.*

- c. Do this as a brainstorming exercise with the whole class.

#### Suggested Answer Key

telegram; video conferencing; graffiti; sign language; gestures; facial expressions

- d. Ss work in pairs. Ask Ss to discuss which means of communication (from Ex. 1a) could be described by each adjective.

#### Suggested Answer Key

- *I think writing letters is sometimes complicated because you have to express yourself carefully.*
  - *I think making a phone call is costly because you have to pay per minute.*
  - *I think making a phone call is reliable because telephones rarely break down.*
  - *I think sending a text message is economical because each message costs much less than a phone call.*
  - *I think writing a note is unreliable because the note might get lost.*
  - *I think talking face to face is personal because you can see the person you are talking to.*
  - *I think sending an email is efficient because it arrives much faster than a letter.*
  - *I think writing a letter or sending a fax is impersonal because you cannot see the person.*
  - *I think writing a letter or sending an email can be inefficient because the person might not check their mail straight away.*
  - *I think writing a letter or sending a fax is formal because we usually write in full sentences and include addresses.*
  - *I think writing a note or sending an email is informal because we usually write in note form.*
  - *I think talking face to face with someone is easy because we can usually communicate quickly.*
- 2 a. Explain the meaning of the verbs. Then, Ss work in pairs, and match the pictures to the verbs.

**Answer Key**

1 E                    3 G                    5 C                    7 F  
2 B                    4 D                    6 A

- b. Explain that as Ss cannot be sure exactly what each situation is, they need to use the language in the box to show that they are guessing. Ss do the exercise in pairs.

**Suggested Answer Key**

- A Judging from their happy faces, the people might be clapping their hands because they are enjoying a performance.  
B She could be weeping because she's had bad marks at school.  
C She must be yawning because she's tired.  
D He may be giggling because she's told him a joke.  
E She must be yelling because she's very upset about something.  
F I can't be certain, but it looks as if he's blowing a toy whistle.  
G He must be whispering a secret in her ear.

- \*3 a. Explain to Ss that this exercise also deals with collocations, this time connected with the topic of language. Ss do the exercise in pairs. Elicit/Explain the meaning of each collocation when checking answers.

**Answer Key**

1 body    3 native    5 language    7 talk  
2 first    4 accent    6 tongue    8 speech

- b. Ss do the exercise in pairs. Check Ss' answers.  
(Ss' own answers)

- \*4 Explain to Ss that they are going to think about gestures and what they mean. Ask Ss to define what gestures are and why people make gestures: *a gesture is a movement of part of the body, usually involving hands and arms; people make gestures to express emotion, convey information, etc. A gesture is non-verbal, though it sometimes accompanies words.* Ask Ss to give examples of gestures from their country.

- a. Ss do the exercise in pairs.

**Answer Key**

2 e    3 b    4 c    5 f    6 d

- b. Elicit answers from different students.

**Answer Key**

impatient: 1                    disappointed: 3                    calm: 5  
pleased: 2                    uncertain: 4, 6

**Suggested Answer Key** (Ss can use language from Ex. 2b)

The people in picture 2 seem to be pleased because they are happy to meet each other.

The man in picture 3 seems to be disappointed because he may have received some bad news.

The man in picture 4 seems to be uncertain because he is thinking about a problem/situation.

The man in picture 5 seems to be calm because he is reassuring his employee/colleague.

The man in picture 6 seems to be uncertain because he doesn't know the answer to a question.

As an extension, Ss in pairs try to think of other situations where the sentences a to f can be used.

- \*5 Write *say, tell, talk* and *speak* on the board. Point out that collocations can often help them decide which word to use. Elicit collocations Ss know with these verbs and write them on the board under the right verb, e.g. *to tell the time, to say you're sorry*, etc. Tell Ss that it is important to record whole collocations in their vocabulary notes, not just individual words. Ss do the exercise in pairs.

**Answer Key**

1 to tell the difference                    4 talks non-stop  
2 speak your mind                    5 telling people what to do  
3 don't say a word                    6 talk business

Sentence 4 matches the picture. ('A chatterbox')

- \*6 Elicit the meaning of 'idioms' and 'fixed phrases': *groups of words without a necessarily transparent meaning.* Ss may know the meaning of individual words, but not the overall meaning when they are put together in a particular way. For example, *to burn the candle at both ends.* Ask Ss for other examples. Ss do the exercise in pairs. Check Ss' answers.

**Answer Key**

2 get hold of                    5 hold the line  
3 lose touch with                    6 come into contact with  
4 lost contact with

As an extension, remind Ss of other useful fixed phrases using these words, e.g. *get in touch with, keep in touch.* Alternatively, ask Ss to choose an idiom and draw a picture based on that. Ss show their pictures to the class. The class must understand the idiom.

- 7 a. Ss should work in pairs. Tell them to do as many as they can on their own, then to check a dictionary for the rest. Ss should memorise these phrases.

**Answer Key**

3 at                    7 to                    11 at                    14 with  
4 with                    8 at/to                    12 with                    15 with  
5 at                    9 to                    13 with  
6 at                    10 to

- b. Ss can either continue with this story or invent one themselves, using all the verbs and prepositions in Ex. 7a.

**Suggested Answer Key**

S3: I **chatted to her** for a few minutes.

S4: Then I saw someone **waving at me** from across the road.

S5: I **smiled at him** but couldn't think who he was.

S6: He came over and **shook hands with me.** etc

- 8 Remind Ss of the importance of phrasal verbs. Advise them to learn them in context rather than lists. Ask Ss whether they are more likely to find phrasal verbs (multi-word verbs) in speech or writing (*in speech*). Tell Ss that there is usually a formal single verb equivalent. Give an example: *Put up with = tolerate.* Ask Ss to give examples of phrasal verbs they already know using the verbs given. Write them on the board.

Ss do the exercise individually. Check Ss' answers and the meaning of each phrasal verb.

**Answer Key**

- |            |           |       |        |
|------------|-----------|-------|--------|
| 1 switched | 3 hanging | 5 cut | 7 call |
| 2 put      | 4 ran     | 6 get | 8 hung |

For further practice, Ss (in pairs or for homework) make up a dialogue using as many of the phrasal verbs from this exercise as possible.

**Listening & Speaking (pp. 12-13)**

- 1 a. Tell Ss they are going to listen to eight people talking. Draw their attention to the strategy box. Remind them how important it is to read the questions carefully. Emphasise how much information they can get from the questions. Ss then do the exercise in pairs.

**Suggested Answer Key**

- 1 **Key words to be underlined:** talking about the organisation she works for; What service ...?; the blind
- one person
  - fairly formal language and vocabulary about the blind
  - she will talk about a service for the blind
- 2 **Key words to be underlined:** conversation in an office; Why has the man gone there?
- two or more people
  - fairly informal language
  - the reason why the man has gone to the office
- 3 **Key words to be underlined:** get connected to the Internet call a helpline; What do you have to do?
- one or two people
  - fairly formal language
  - instructions about the Internet
- 4 **Key words to be underlined:** leaving a message; answerphone; What does he want the person to do tomorrow?
- one person
  - fairly informal
  - a request about tomorrow
- 5 **Key words to be underlined:** radio interview; How does the man ... feel?
- probably two people
  - fairly informal
  - questions and answers, the man will express feelings
- 6 **Key words to be underlined:** news programme; What is the report about?; new
- probably one person
  - fairly formal
  - something new about means of communication, perhaps mobile phones
- 7 **Key words to be underlined:** couple talking in a cafe; How does the man feel about what the woman is showing him?
- two people
  - informal
  - the woman will talk about something she shows the man, he will express an opinion about it
- 8 **Key words to be underlined:** talking to a group of people; the man's purpose?; a product
- probably one
  - fairly formal
  - the man will say something about a product, and will try to affect the group's opinion

- b. Ss listen to each speaker/conversation twice. Stop the cassette after the second playing of each one to check the answer. Also elicit evidence for the answers by asking Ss to recall what they heard that helped them to choose the right answer. If necessary play each section again to check the evidence, or ask Ss to look at the transcript at the back of their books.

**Answer Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 C | 3 A | 5 B | 7 C |
| 2 A | 4 A | 6 C | 8 B |

**Evidence for answers:**

- 1 Braille literacy; ... no blind person should be limited in choosing what she would like to read; ... access to whatever Braille publication they need
  - 2 about the phones; ... we've had this problem; ... I can see to that
  - 3 If you need help with setting up your Anderson Online Internet connection, please press 1
  - 4 I've taken the Fiat to the garage and it should be okay to pick it up tomorrow, so could you?
  - 5 hesitation and repetition throughout
  - 6 The new Wesley model; ... at the touch of just one button, you are instantly connected to another mobile; ... and you can leave a short voice message
  - 7 And how much would that be?; Probably about a hundred quid; Forget it.
  - 8 The aerial about to be installed has been inspected and approved by scientists; copies of the certificate of safety are available; ... the aerial has been manufactured in compliance with the guidelines issued by the government
- \*2 a. Tell Ss that they are going to hear a report about public phone boxes in the UK, and about how people are using them less.
- 1 Ask the whole class these questions.
  - 2,3 Deal with questions 2 and 3 together as a class. Draw Ss' attention to the strategy box. Go through the incomplete sentences in Ex. 2b, explaining unknown vocabulary items, helping Ss to paraphrase the sentences (e.g. 1 BT profits from public phones have fallen) and eliciting what type of information is missing.

**Suggested Answer Key**

- 1 adverb – describing how much the money has decreased, e.g. dramatically, a lot, etc, or a period of time, e.g. in the last 5 years
  - 2 A period of time, e.g. 6 months, 2 years, etc. (number)
  - 3 noun – maybe some word like 'box'?
  - 4 number – either a year or a place
  - 5 adjective – possibly describing the colour of kiosks
  - 6 noun – society? way of life?
  - 7 noun – name of colour
  - 8 past participle – increased? doubled?
  - 9 number or adjective – public? new?
  - 10 number – an amount of money
- b. Play the cassette twice, while Ss listen and write their answers. Check Ss' answers as a class, if necessary replaying relevant sections of the recording until Ss find the correct answers.

**Answer Key**

- |                      |                     |
|----------------------|---------------------|
| 1 by half/since 1999 | 6 culture           |
| 2 8 years            | 7 silver            |
| 3 1884               | 8 doubled           |
| 4 call office        | 9 a thousand/ 1,000 |
| 5 wooden             | 10 more than £2,000 |

As an extension, direct Ss to the tapescript on p. 240. Ask Ss to work in pairs to underline the parts of the script that are paraphrased by the sentences they have completed in the exercise, and see how the information is worded differently.

- c. Ss discuss the question in pairs for a few minutes. Then get feedback from the class.
- 3 Explain to Ss that in this task they will be in pairs. First one student will have to speak for about a minute about two pictures. The student will be asked to compare and contrast the pictures, and say something else (the question will vary according to the pictures). Then the other student will have to give a brief answer to another question about the same pictures. After that, roles are reversed with another set of two pictures.

- a. Ask Ss to look at the two pictures and elicit what they show. Read out the rubric and check that Ss understand the meaning of 'compare and contrast' (they should try to talk about similarities and differences between the pictures, not simply describe them). Present the useful language on comparing and contrasting, and elicit several example sentences about the two pictures using the language given. Give Ss vocabulary as needed. Then direct Ss' attention to the second part of the question, and elicit possible answers from several students. Insist that Ss give reasons for their choice. Then ask one or two students to try and speak for 1 minute on the question in 3a. The rest of the class keep time and listen.

**Suggested Answer Key**

See tapescript for Exercise 4 p. 13 in the Ss Book.

- b. Read out the question and present the useful language. Elicit brief answers from a few students, insisting that they use one of the structures from the useful language box.

**Suggested Answer Key**

See tapescript for Exercise 4 p. 13 in the Ss Book.

- c. & d. Ask Ss to look at the two pictures. Elicit the situation in each one, giving vocabulary input if necessary. Read out the rubrics and put Ss in pairs to do Exs 3c and 3d (one should be Student A, the other Student B). Remind them that Student B should try and speak for 1 minute, without interruption from Student A (who can keep time), and then Student A should answer question d briefly.

**Suggested Answer Key**

See tapescript for Exercise 4 p. 13 in the Ss Book.

- 4 Explain that Ss will hear a model interview based on the tasks in 3a-d. Ask Ss to listen and think about what is good about the students' performance. Use class feedback to explain the assessment criteria. (The model candidates perform very well on all the points.)

**Oral performance at FCE level is assessed according to four different criteria.**

- 1 Grammar and Vocabulary
  - The ability to use a variety of different grammatical structures and to produce them correctly.
  - The ability to use a variety of vocabulary appropriately.
- 2 Discourse Management
  - The ability to connect ideas using linking words.
  - The ability to organise ideas and produce a contribution of suitable length.
- 3 Pronunciation
 

The ability to pronounce individual sounds clearly and to use stress and intonation patterns to highlight meaning.
- 4 Interactive Communication
  - The ability to speak fluently without frequent pauses to search for words.
  - The ability to communicate ideas and take part in a discussion with a partner.

Ask Ss to assess their classmates' performance according to these criteria, but try not to discourage them. Point out that their performance will improve greatly with the oral practice they will do during the course. For more formal peer assessment, photocopy the Peer Assessment Checklist at the back of the Teacher's Book.

- 5 Explain to Ss that this exercise involves brief exchanges made by people when they are saying goodbye to each other. Draw their attention to the example, and ask them what they think the situation is: *Two friends are talking (face to face or on the phone) and one is wishing the other something positive for the future.* Ask them to do the exercise in pairs. They should try to imagine the situation, and then complete the exchange.

**Suggested Answer Key**

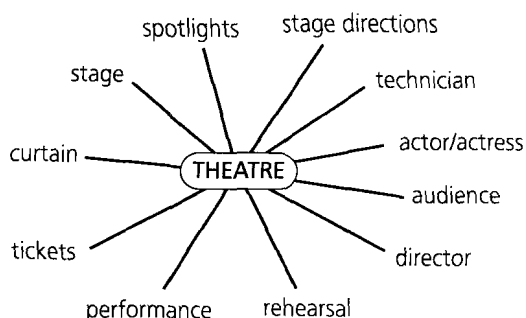
- b A: *Have a good weekend!*  
B: *You too.*
- c A: *Let's meet for coffee sometime.*  
B: *Sure, call me whenever.*
- d A: *I'm heading off to the meeting now.*  
B: *See you there.*

**Reading: Culture Clip (pp. 14-15)**

- \*1 Write 'THEATRE' on the board and ask Ss if they ever go, and what is enjoyable about the theatre. Use this discussion to check that Ss know basic vocabulary to do with the theatre that will be used in the text (NB 'to act', 'actor', 'audience', 'the stage', 'a play', 'a performance', 'a musical', 'lines' and 'producer').

Alternatively, ask Ss, in pairs, to work out mindmaps with 'THEATRE'.





This will help Ss revise vocabulary related to theatre.

- Ask Ss to look at the poster. Elicit what is advertised (*a performance for the deaf*) and if Ss have attended one. Ask Ss why deaf people might not normally go to the theatre, and how a performance specially for the deaf might be different.
- Elicit answers from the whole class. If necessary, explain 'sign language' and 'interpreters'.

#### Suggested Answer Key

The text will be about the work of sign language interpreters, who probably help deaf people understand and enjoy the theatre by using sign language (Sign language is movements of your hands and arms used to communicate. The deaf have got their own 'official' sign language to communicate.)

- Write some of Ss' suggested questions on the board, then ask Ss to scan the text to see if their questions are answered there. Check Ss' answers and help Ss with vocabulary if necessary. Then elicit further basic information from the text that has not been covered by Ss' questions. (e.g. where the interpreters are during the performance in relation to the actors – the three styles: 'placed', where they are away from the actors and don't move, 'zoned', where they are on stage and move a bit, and 'shadowed', where they follow the actors around. Make sure Ss understand the word 'shadow'.)

#### Suggested Answer Key

- Do theatre interpreters have a lot of work? (not many performances, but a lot of work for each one, especially musicals)
  - Do they need special training or qualifications? (not stated, but probably, as they are professionals)
  - What do they actually do during the performance? (they stand somewhere where the audience can see them and use sign language to show what is being said)
- \*2 Ask Ss to read the rubric and check they understand the task. Go through the strategy box with the Ss. Demonstrate the strategy by going through the first two or three questions with the class: e.g. for question 1, ask Ss to read the question stem, underline the key words (*theatre interpreters; become commonplace; because*), then find the relevant part of the text (*paragraph 1*) and read carefully. Ss look at the choices and underline the key words (*A: avoiding B: wanted to become more accessible C: a new law ... compulsory D: attract audiences*). Point out, however, that Ss must pay attention to the whole meaning of the phrase, not just what they imagine to be the key words. Help Ss to choose the

right answer (C) and check exactly where the information is in the text (*lines 2-5 'the Americans with Disabilities Act, which requires that theatres become accessible to deaf people'*). Also help Ss to understand why the other answers are wrong (*A: not stated that deaf people were avoiding the theatre; B: theatres were obliged by the law to become more accessible; D: not the reason why theatre interpreters are common*).

Repeat this procedure for the next question or two, then ask Ss to continue on their own for the remaining questions. Ss check their answers in pairs before class feedback. For each question focus particularly on the evidence in the text.

#### Answer Key

- C lines 2-5 'the Americans with Disabilities Act, which requires that theatres become accessible to deaf people'
  - D lines 17-20 'tickets are also sold to hearing people who are interested in seeing theatre interpreters at work'
  - A lines 26-30 'The workload is immense ... we have to learn the whole play in as much time'
  - B lines 42-50 'placed', where interpreters ... do not move; 'zoned' where interpreters ... move only during a change of scene or act; 'shadowed', where interpreters move freely ...'
  - A lines 59-61 'The 'zoned' style of interpreting is a happy medium between the 'placed' and the 'shadowed' styles'
  - B lines 70-73 'placing the interpreters directly within the action ... The interpreters are 'blocked' into each scene, and literally shadow the actors'
  - A lines 86-88 'producers nowadays think of interpreters for the deaf as a new avenue to creativity'
- \*3 Remind Ss of the importance of recording new vocabulary in context. Ss reread the text to look at the items in context and match them to the meanings.

#### Answer Key

**audience:** people who watch a performance  
**rehearse:** practise and prepare for a performance  
**placed:** fixed in one position  
**zoned:** limited to certain areas  
**shadowed:** following the actors  
**stage right:** right side of a stage for an actor facing the audience  
**stage left:** left side of a stage  
**floor of the house:** the area of the theatre where the seats are  
**scene:** a smaller section of a play  
**act:** a larger section of a play

As an extension, help Ss with other useful vocabulary items from the text.

e.g. line 21 'a colossal project' (*a very big task*)  
 line 26 'entire' (*whole*)  
 line 27 'immense' (*very big*)  
 line 55 'interact' (*communicate*)  
 line 66 'patron' (*member of the audience*)  
 line 75 'in close proximity' (*very near*)

- \*4 Help Ss to work out the meaning of the phrases.

#### Answer Key

- a big profit
  - in the area where the actors perform the play
  - in his mind sees the actor and the interpreter together as one person
- \*5 a. Ask Ss to underline Ian Cox's words and then, in pairs, to discuss the questions that the reporter asked him.

**Suggested Answer Key**

Lines 24-35: How long does it take you to prepare for one play? Is it a lot of work? How does it compare with what an actor has to do for the same play? Is it different for musicals?

Lines 83-88: What is theatre, for you? And what is interpreted theatre? How do producers see interpreters for the deaf?

Other possible questions: Do you feel as if you are an actor? Which style of interpreter placement do you prefer? Why? Do you think interpreted theatre will become more common in the future?

**Optional activity:** In pairs, Ss can role play the interview between the reporter and Ian Cox.

- b. Ss work in pairs. Ask some pairs to report back to the class.

**Suggested Answer Key**

TV news, conferences and meetings, interviews, etc

**English in Use (pp. 16-17)**

- \*1 Elicit from/Remind Ss of some of the basic rules for articles:
- When talking about people/things in general: *no article*.
  - We use 'the' when it's the only one, e.g. *the moon*.
  - We use 'the' to refer to something/someone previously mentioned. Refer Ss to the Grammar Reference section for more detail.

Allow Ss two minutes to do the exercise individually, then compare their answers with their partner. Check Ss' answers round the class.

**Answer Key**

1 -, a, the, the, -      3 a, the, the      5 a, -, the, the, the  
2 the, the              4 -, -, -, -

- \*2 a. Elicit from/ Remind Ss of the two main functions of determiners: to identify things (a, the) and to say how much or how many we are talking about (some, most). Tell Ss that in this exercise they have to decide which determiner goes with each class of noun. Refer Ss to the Grammar Reference section for more detail. Ss work in pairs.

**Answer Key**

**Singular Nouns:** every, a/an, each, either, any, neither, another

**Plural Nouns:** a few, many, any, both, fewer, enough, other, several, all, some

**Uncountable Nouns:** less, any, enough, other, much, little, a little, all, some

- b. Tell Ss that they should choose from the determiners in the list to replace the determiners used in the sentences. The meaning must be exactly the same. Ss work in pairs. Check Ss' answers round the class.

**Suggested Answer Key**

- Neither of the girls seems happy.
- Fewer students came this time.
- Several/ Many people called earlier.
- I'll need a little time to check my messages.
- Every room has a phone.
- Another person asked for you after you left.

- \*3 Elicit from/Remind Ss of the relationship between the **too** and **enough** structures. Write a couple of examples on the board: e.g. *It's too warm for snow. = It isn't cold enough for snow. It's too dark to see what's happening. = It isn't light enough to see what's happening.* Ss work in pairs.

**Suggested Answer Key**

- they're too heavy./ I'm not strong enough.
- I'm too poor./ I'm not rich enough.
- She's too nervous./ She's not brainy enough.

As an extension, ask Ss to complete the following sentences using *too* or *enough*.

e.g. T: I can't see in here.

S1: It's too dark.

S2: There isn't enough light.

**Suggested sentences:**

I don't feel like going out.

I missed the appointment.

I can't drive a car.

Close the window, please.

- \*4 a. Remind Ss that the partitives can often be used with more than one noun, and that there is often an element of collocation involved. Ss do the exercise in pairs.

**Answer Key**

a piece of advice	a jar of honey
a sum of money	a drop of rain
a tablespoon of salt	a ray of sunshine
a clap of thunder	

**Suggested Answer Key**

I found a sum of money on the ground and I handed it in to the police station.

Mix a tablespoon of honey with your yoghurt: it's delicious!

In the middle of the storm, there was a huge clap of thunder which made everybody jump.

My friends brought me back a jar of honey from Greece.

Suddenly, a large drop of rain fell on my nose.

I can see a ray of sunshine coming through the dark clouds.

- b. Explain to Ss that they are going to look at nouns whose plural form has a different meaning or use from the singular. Show Ss the example. Ss use their dictionaries and work in pairs to do the exercise.

**Suggested Answer Key**

2 'Work' is a task that you have to do; 'works' means 'factory'.

- I have a lot of work to do if I want to pass this exam.

- The men are on strike at the steel works.

3 'Damage' is harm that is done to an object or a situation; if one person has harmed the property or reputation of another person, a court can order 'damages' (= money) to be paid by the first person to the second person.

- The severe storm caused a lot of damage to the house.

- She was awarded £5,000 in damages.

4 'People' is the plural of 'person'; 'peoples' is the plural of the singular noun 'a people', which means the men, women and children of a particular country.

- There were a lot of people at the market this morning.

- She wrote a book about the native peoples of South America.

5 'Wood' is the substance (from trees) that you can make things out of; 'woods' means a place in the countryside that is full of trees.

- Their garden table and chairs are made entirely from wood.
  - If the weather improves, let's go for a walk in the woods.
- 6 'Content' is what is contained in something seen as a whole; 'contents' are what is contained in something seen as individual items.
- Students were not happy with the course content.
  - He's leaving the country, so he's selling the contents of his house.

- \*5 Ss do the exercise in pairs. Tell them they can refer to a dictionary, but only if really necessary.

#### Answer Key

2 offence	5 allowance	8 preference
3 formation	6 inspection	9 interpretation
4 defence	7 resistance	10 information

As an extension Ss think of other abstract nouns with the same endings.

- 6 Explain to Ss that this section of the Use of English paper tests their knowledge of different structures and that correct spelling is required. The rewritten sentences must have exactly the same meaning, and the key word must not be changed. Go through the strategy box. Do item one with the class on the board. Ss do the rest of the exercise individually. Check Ss' answers.

#### Answer Key

- 1 ... want anyone to answer ...
- 2 ... didn't remember anything ...
- 3 ... nobody I knew ...
- 4 ... how much it cost ...
- 5 ... there was anything else ...

- 7 Explain to Ss that this section of the Use of English paper also tests their knowledge of structures. Draw their attention to the strategy box. Ask Ss to look at the title and read through the text quickly without paying attention to the gaps to get an idea of what it is about. Then ask a few questions to check general comprehension. (e.g. What is it about? Are text messages becoming more or less popular? How fast are they? Who uses them? Why is it successful?) Ss do the task individually, then check their answers in pairs. Remind them that capital letters are not important, but that they should spell correctly.

#### Answer Key

1 was	5 in	9 which	13 by
2 can	6 every	10 for	14 but
3 than	7 that	11 their	15 any
4 the	8 of/in	12 with	

- 8 Explain to Ss that this section is an error correction task. Most of the lines in this text contain errors. Draw Ss' attention to the strategy box and the kind of words that might be used incorrectly. Ask Ss to look at the title of the text and check their understanding. Ask them to read through the text quickly once, without looking for errors, to see what it is about. Check comprehension by asking a few questions. (e.g. Why did the lawyer decide to get a computer? What sort of computer did he get? What problem did he have at first? How did he change?)

Then tell Ss to read the first two lines more carefully. Check they understand the examples and elicit an answer for line 1. Ss do the task individually, then check their answers in pairs. Check Ss' answers again with the whole class.

#### Answer Key

1 the	5 ✓	9 past	13 ✓
2 being	6 ✓	10 that	14 for
3 an	7 as	11 ✓	15 ✓
4 one	8 ✓	12 him	

## Writing: Letters (pp. 18-22)

Ask Ss if they ever write letters, who to, why, whether they like writing letters, whether they find it easy etc.

Refer Ss to the guidelines on letter writing. Explain any unclear points.

- 1 Go through the rubric with Ss. Elicit the key information to underline and the answer to the questions.

#### Suggested Answer Key

**Key information to be underlined:** Letter you have received from a penfriend; need to speak English better; haven't got time; extra lessons; regular study sessions; what else can I do; improve my English; what you suggest; letter

- 1 a letter of advice
- 2 a penfriend
- 3 informal
- 4 to suggest ways he or she can improve his or her English
- 5 Points to be ticked:

- read books and magazines in English
- write letters/emails in English
- watch films in English without subtitles

Point out to Ss that the other suggestions are not practical for reasons of time or money.

- 6 (Ss' own answers)  
Suggested prompts: listen to music with English lyrics, subscribe to an English-language newspaper, listen to English radio/watch English programmes on TV.
- 7 Each point could be put into a separate main body paragraph. Ss should be encouraged to write two or three main body paragraphs.
- 8 I could end by wishing my penfriend luck, with an expression that I hope my advice works.

Refer Ss to the information about Informal style.

- 2 a. Explain that of the two letters on p. 19, one is good and one is bad. Give Ss a few minutes to read through the letters and decide which one is best and what is wrong with the other one.

#### Answer Key

Model B is more suitable because

- the paragraphs are better organised.
- the letter closely follows the instructions in the rubric.
- the style is perfectly suited to the target reader (informal throughout).

Model A, on the other hand, has a lot of problems, such as:

- poorly structured paragraphs (each paragraph in the main body 'jumps' from one subject to another).
- the letter is not always relevant (suggestions are made but the writer wanders off the point).
- the style is not consistent throughout (e.g. "Hi, ... in which ...").

- b. Ss work in pairs and complete the task.

**Suggested Answer Key**

- 1 Irrelevant information includes: references to extra lessons (it has been made clear in the rubric that this is not possible or practical); mention of the writer's French teacher.
- 2 The style is mixed – sometimes suitable and sometimes too formal (e.g. "your letter in which ...", "a range of options", "Furthermore", "I recommend that you accept...").
- 3 Each main body paragraph should contain one or two suggestions. In this letter, the subject of music is needlessly spread across the two main body paragraphs.
- 4 The target reader will not be very well informed and will probably be disappointed because the letter doesn't give very useful advice.
- 5 Corrected mistakes:
  - I'm good but → I'm well but
  - I write → I am writing
  - I like to say → I'd like to say
  - that it helped a lot → that helped a lot
  - listen to the English music → listen to English music
  - spend hours to listen → spend hours listening
  - if I was you → if I were you
  - these advices → this advice

- c. Ss work in pairs and answer the questions.

**Suggested Answer Key**

- 1 informal style
  - short forms: it's, don't, you'll, etc
  - colloquial language: it's great, practice makes perfect, etc
  - phrasal verbs: brush up, pick things up, give up, how you get on, etc
- 2 The paragraphs are clear:
  - Para 1: introduction
  - Para 2: 1st suggestion (read more) and expected result
  - Para 3: 2nd suggestion (watch films without subtitles) and expected result
  - Para 4: 3rd suggestion and expected result (get English-speaking penfriends)
  - Para 5: conclusion
- 3 Topic sentences to be underlined (with suggested alternatives):
  - First of all, it would be a good idea to start reading more in English. (To begin with, one suggestion is to read more in English.)
  - Another suggestion is to watch films on DVD without the subtitles. (Have you thought about watching English films with no subtitles?)
  - The best advice I can give you, though, is to get more English-speaking penfriends and email friends. (Why don't you try getting an English penfriend and writing to him in English?)

- 3 a. Go through the language for giving advice. Give Ss a minute or two to highlight the advice phrases in model B.

As an extension, Ss can replace these phrases with other appropriate ones from the table.

**Answer Key**

it would be a good idea to ...  
 Another suggestion is to ... That way ...  
 The best advice I can give you ... is to ...

- b. Direct Ss to the problems. Elicit which advice is appropriate for each one.

**Answer Key**

1 D          2 C          3 B          4 A

- c. Ss work in pairs to practise using the language of advice from the theory box for the problems.

**Suggested Answer Key**

- 2 Have you thought about getting a part-time job? Then you'll always have money of your own and it will give you a bit of independence from your parents.
  - 3 You should speak to your teachers. That way, at least they'll know about the situation and they'll respect you for trying to find a solution.
  - 4 I think the best thing you could do would be to invite her out for a coffee. If you do this, she'll see that you want to make an effort to sort out your differences.
- 4 a. Remind Ss that the way a letter begins and ends is also very important. Go through the various ways of beginning (opening remarks) and ending (closing remarks) informal letters. Then, Ss do the exercise.

**Answer Key**

1 g          3 h          5 d          7 c  
 2 e          4 b          6 f          8 a

- b. Ss write alternatives in pairs.

**Suggested Answer Key**

Alternative opening remarks:

Dear Dan,

Good to hear from you. Sorry I didn't reply straight away but I was away on a school trip. I'm writing with one or two suggestions on how to improve your English.

Alternative closing remarks:

Well I hope this helps. Give my regards to your mum and dad and write back soon.

Love,  
 Pam

Refer Ss to the information about semi-formal style.

- 5 a. Allow the class a minute or two to decide on the style of each extract. Check Ss' answers, then Ss work in pairs to fill the gaps.

**Answer Key**

Extract A is informal (short forms, simple vocabulary)

Extract B is semi-formal (more polite, neutral style)

1 really cool                      4 an excellent opportunity  
 2 drop me a line                5 contact me for further details  
 3 promise me                      6 hope to see you

- b. Elicit answers from the class.

**Answer Key**

Extract A is to a close friend

Extract B is to a former colleague

- \*c. Explain that Ss should decide which phrases fit in with the semi-formal style of extract B. Do the first two items with the class, then Ss work in pairs to complete the exercise.