Unit 2 – Lesson 7 – Homework

Grammar & Reading practice

Signposting words | Linking words

Signposting words

Signposting words are used in both speech and writing as a way to organise content and make it clear to the listener or reader where the content is going. Below are some typical signposting words for:

Ordering main points: *firstly, secondly, next, finally, lastly*

Ordering a process or narrative: *first, then, after that, afterwards*

Giving examples: *for instance, for example*

Summarising: *in conclusion, in summary*

All of these signposting words can be followed by a comma and a clause.

> Firstly, there are many activities youth can become involved in.

In speech, a signposting word can be followed by a noun, a verb, or an adjective.

> Today I am going to look at youth problems. Firstly, alienation. Then, peer pressure. And lastly, antisocial behaviour.

Note: This cannot be done in writing.

Linking words

These words link ideas together so that speech or writing can be followed clearly.

Positioning of linking words: Linking words can be positioned in a variety of ways within a sentence. Here you can see a simplified guide to the main constructions:

1	*Linking word* + Noun, Clause	OR	Clause + *Linking word* + Noun
2	*Linking word*, Clause		
3	Clause 1, *Linking word* + Clause 2	OR	Clause 1; *Linking word*, Clause 2
4	*Linking word* + Clause 1, Clause 2		

Different linking words have different functions and need different constructions:

Showing an addition: *in addition* (2), *in addition to* (1), *moreover* (2), *furthermore* (2), *and* (3)

Showing a contrast: *however* (2/3), *in contrast* (2), *in contrast to* (1), *whereas* (3/4), *although* (3/4), *even though* (3/4), *yet* (3), *but* (3)

Giving a reason: *due to* (1), *because* (3/4), *because of* (1), *as* (3/4)

Indicating a result: *therefore* (2/3), *so* (2/3), *as a result* (2), *as a result of* (1)

Providing clarification: *in other words* (2), *by that I mean* (2)

Grammar tip: Using linking words correctly is essential. When learning a new linking word, use a good dictionary to look at how it should be used within and/or across sentences.

LIVEWORKSHEETS

Practice exercises

1 **Decide on a correct linking or signposting word and finish each sentence. Then write the function. There may be more than one correct answer.**

*Example: I will look at the effects of peer pressure, **and** how young people can avoid peer pressure.*
*Function: **Showing an addition***

1. There are not enough activities for teenagers in the area. _____, many teenagers just socialise in the streets in the evenings. *Function:* _____
2. _____ dealing with the results of youth crime, we must address the causes. *Function:* _____
3. Today I am going to talk about youth projects in the local area. Firstly, I will talk about the sports projects. Then, I will talk about the cultural projects. _____, I will talk about the volunteering opportunities. *Function:* _____
4. Many students cannot get a place at university _____ rising tuition fees. *Function:* _____
5. Teenagers are the future of this country, _____ many people ignore their needs. *Function:* _____
6. This talk has looked at many of the positive and negative aspects of vocational courses for teens. _____, although there are some drawbacks to these courses, overwhelmingly they are a good thing. *Function:* _____

13 **2** **Listen to the lecture and complete gaps 1–6 in the notes using NO MORE THAN THREE WORDS in each space.**

Audio

Youth initiatives in the UK

1. (1) _____ **schemes**
   cheap and (2) _____
2. **Sports clubs**
   numerous but (3) _____
3. (4) _____ **clubs**
   lack of numbers
   expense
   accommodation problems
   } = (5) Not _____
   In summary, (6) _____ need to be found.

14 **3** **Below is the audio script for the second part of the lecture. Decide on appropriate linking or signposting words to complete the spaces. There may be more than one possibility for each gap. Then listen to Track 14 on the CD and check your answers.**

Audio

So, what other initiatives could the government focus on? Well, (1) _____ the success of the sports clubs, new 'open spaces' initiatives are being discussed, (2) _____,

LIVEWORKSHEETS

football tournaments in local playing fields or athletics days in local parks. This could regenerate local areas and renew interest in activities for young people. Staffing would still be necessary, (3) _____ young people could take an active role in organising and managing competitions. This could cut down staff costs significantly.

(4) _____ the open spaces scheme, there has been discussion of reinvigorating the 'taste of work' scheme, which gives young people a chance to get work experience in a variety of jobs in their school holidays. (5) _____, this scheme has met with harsh criticisms from some politicians who think that it's a way of providing a free workforce by stealth. In fact, I think it is fair to say that this scheme will not see any renewed interest (6) _____ these criticisms.

(7) _____, the scheme that there has been a lot of talk about is the outward bound activity courses, or OBAC for short. This has been successful in many other countries, (8) _____ Canada, Mexico, and Brazil. The activity courses give young people a chance to get out into the countryside and enjoy nature. (9) _____ this, they also give teens a chance to learn life skills and experience adventure on a broader scale.

4 **Read the following text and put the events 1–7 in the correct order.**

The History of BUNAC

BUNAC, the organisation which sends young people overseas to live and work, will be celebrating its 50th anniversary next year. It grew from North American Clubs at London Universities who wanted students from both countries to be able to live and work in the other country for a short time. This became a reality as a result of the introduction of the EVP (Exchange Visa Programme) and subsequently the SEEP (Student Employment Exchange Programme). Due to the massive rising popularity of the British-American scheme, programmes started running firstly in Canada and then in locations in the rest of the world.

1 The SEEP programme started.
2 The scheme grew in popularity.
3 British and American students wanted to travel more freely in each other's country.
4 The EVP programme began.
5 British and American students could travel more freely in each other's country.
6 The scheme started in Canada.
7 The scheme started in other countries.

Exam practice: Reading – completing a table

Complete the table on page 47 with words from the following text. Use NO MORE THAN THREE WORDS for each answer.

The Life and Death of Punk

Although the punk movement didn't gain cultural popularity until the late 1970s, the origins of the subculture stemmed from the cultural scenes in the UK and the USA earlier in the decade

LIVEWORKSHEETS

with radical musicians such as The Velvet Underground and new thinkers like Malcolm McClaren. As with any subculture, the first stage must be the birth of the subculture which is led by cultural leaders. These leaders inspire the styles and values that will become part of the subculture. In the case of punk, McClaren was very much the stylist of the punk look, selling daring clothes that the punk culture came to embrace.

Punk began in its fullest form in the 1970s, when the daring and anti-establishment concepts of these pioneers took a more popular form. Punk sprang up largely as a result of a weakening economy and high levels of unemployment. Social and political problems are often the reason behind the next stage of subcultural development, the subcultural embrace. This is when the subculture is at its most dynamic, and is becoming increasingly accepted.

After that, the subculture plateaus. This is when it becomes stable and people demonstrate sub-norms which include shared ways of dressing, shared values and beliefs, and shared forms of film or music. In terms of punks, this can be seen in such things as Mohawks, a particularly striking hairstyle, and piercings. Punks often have many facial piercings which make them stand out from the norm. This need for individualism is quite strong in youth subcultures, yet at the same time is a contradiction because these very people are copying from within their groups. A striking feature at this stage is the onset of deviant subcultures, which take some characteristics of the main subculture and distort these with other characteristics. As well as often exhibiting antisocial behaviour, they distance themselves from the main subculture by mutual dislike. In the culture of punk, skinheads are an apt example of this, exhibiting all the key features of a deviant subculture.

The important thing to note now is that whereas the main subculture continues through the cultural plateau to then suffer from eventual rejection, the deviant subculture continues for much longer. A youth subculture usually fades away after an amount of time as it becomes more and more old-fashioned – something which young people never like to be associated with. The 'accepted' subcultures are then replaced by a newer and more cutting-edge subculture. In the case of punk, dance and new romantic subcultures emerged, which saw the end of the established subculture of punk.

The Lifespan of a Youth Subculture

Stage	Description	Relation to punk movement
1. subculture 1 _____	Styles and values of subcultures initiated by cultural pioneers	e.g. pioneers like Malcolm McClaren
2. subcultural 2 _____	Often a reaction to socio-political issues	e.g. economic decline and **3** _____
3. subcultural plateau	Identified in development of shared behavioural, attitudinal, fashion, and musical **4** _____	e.g. Mohawks, piercings
creation of a deviant subculture	Often characterised by **5** _____ and main subculture rejection	e.g. skinheads
4. 6 _____	Caused by ageing of the subculture	e.g. rise of dance and new romantics

LIVEWORKSHEETS

Listening practice

SECTION 2—TALK

Complete Sentences

STRATEGY	Circle the key words and pay attention to the words around the gaps. Note the grammatical form of the words around the gap.
TIP	Determine what kind of word is needed to complete the gap: a noun, *modifier*, *verb*, or preposition?

Track 13 **PRACTICE 1** (answers on page 224) Audio

Circle the key words and note the grammatical forms of the words around the gaps. Write the grammatical form needed to complete each gap. Listen to the talk and complete the sentences.
Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

Talk 1

1 ..... of Tapei 101 began in 1999.

2 The building has ..... underground stories.

3 The building has the world's ..... elevators.

Talk 2

1 Tourists like to visit the ..... in Washington, DC.

2 The Stone House is the ..... building in the city.

3 Office workers often like to ..... by the river.

Talk 3

1 One skating rink is used as a ..... in the summertime.

2 ..... use the path around the reservoir.

3 The park roads are closed to automobiles on ..... .

Talk 4

1 Construction of Green Acres began in ..... .

2 The ..... are located near the shopping complex.

3 Children often ..... behind the Community Center building.

Talk 5

1 Grover Mansion was first used as a ..... .

2 The ..... is found in the basement.

3 In the summer, the Grover family usually ..... on the porch.

LIVEWORKSHEETS

Label a Diagram, Plan, or Map

STRATEGY	Look at the words that are on the diagram, plan, or map. Use these words to focus your listening.
TIP	Listen for direction or location words. These will help you identify specific spots on the plan or map. Listen carefully for the starting point so you can follow the conversation.

Useful expressions for direction or location

in the middle	behind
above	in front of
to the left (right) of	past
around the corner from	beyond
at the bottom of the map	on the other side
north, south, east, west	across
next to	on the corner of

Track 14

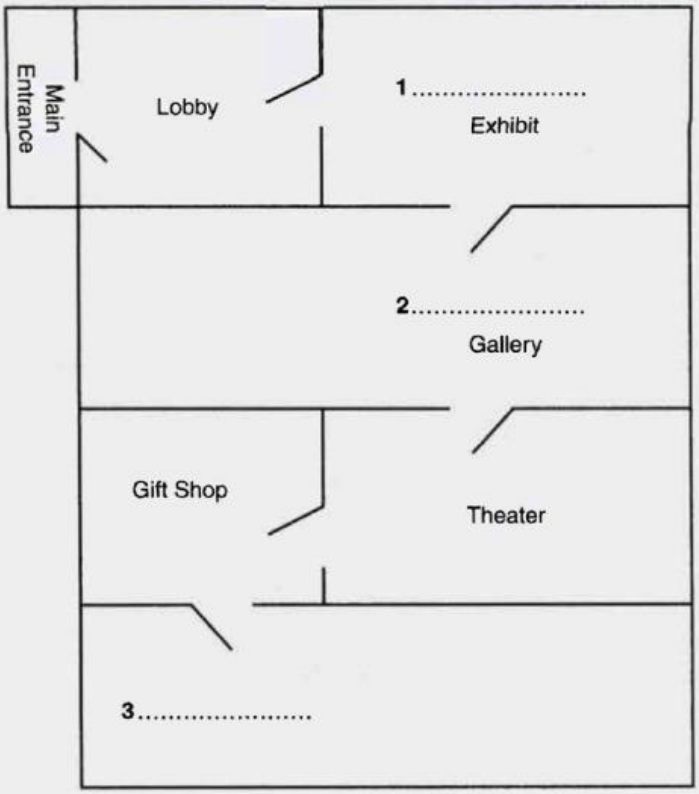
PRACTICE 2 (answers on page 224) Audio

Look at the diagrams and read what you will have to do. You may be asked to match labels with letters on the diagram. Or, you may be asked to write labels for different points on the diagram. Do NOT write more words than required. Listen to the conversation and label the plan, diagram, or map.

LIVEWORKSHEETS

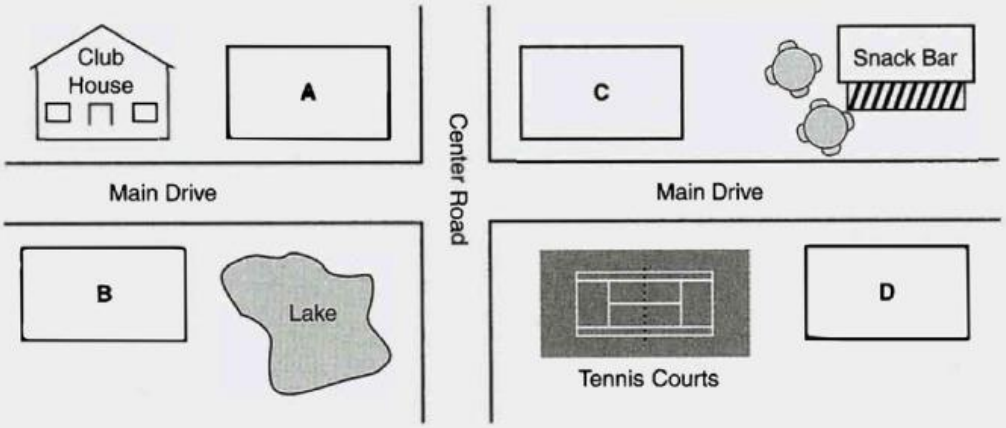
Talk 1

Label the plan below.
Write ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *for each answer.*



Talk 2

Look at the map below. Choose the correct letter, ***A–D.***

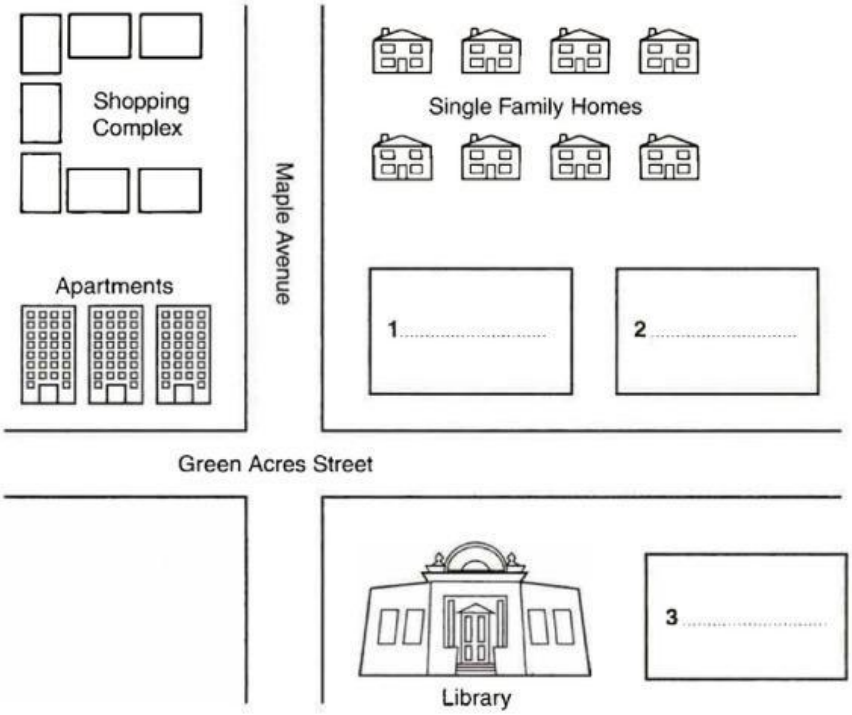


1 parking lot .....
2 swimming pool .....
3 picnic area .....
4 sports area .....

LIVEWORKSHEETS

Talk 3

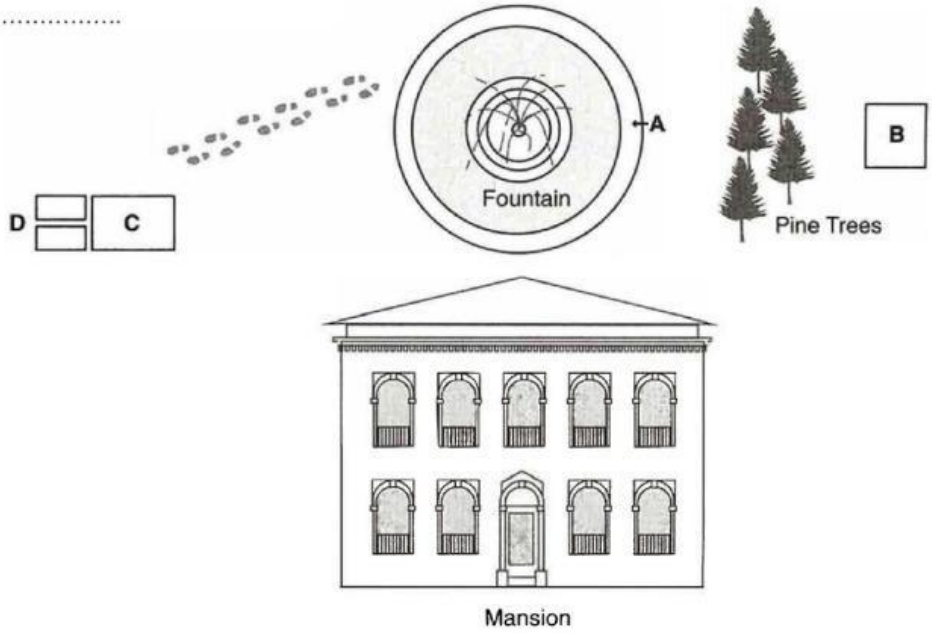
Label the plan below. Write ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *for each answer.*



Talk 4

Look at the map below. Choose the correct letter, ***A–D.***

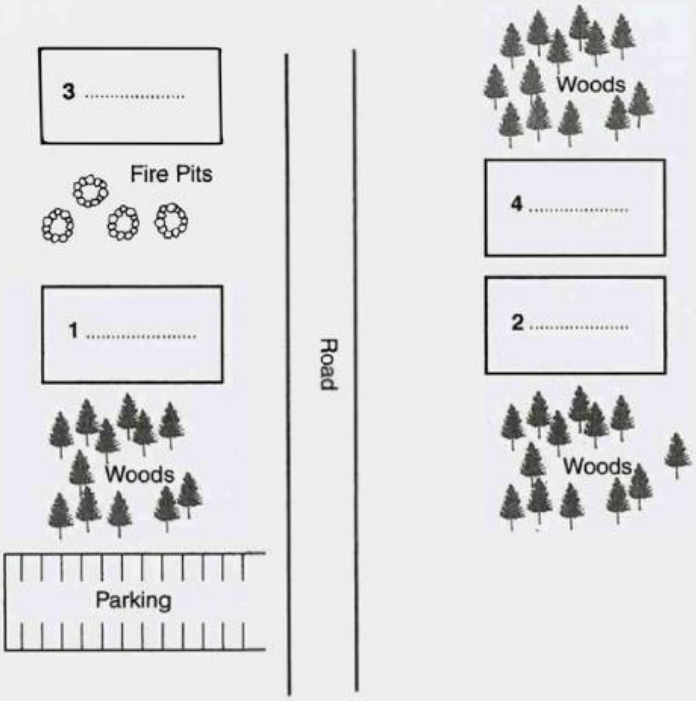
1 benches .....
2 storage shed .....
3 fish pond .....
4 flower garden .....



LIVEWORKSHEETS

Talk 5

Label the map below.
Write ***NO MORE THAN TWO WORDS AND/OR A NUMBER*** *for each answer.*



LIVEWORKSHEETS

Give a Short Answer

STRATEGY	Circle the question words and the key words to determine the kind of answer you need to give.
TIP	The order of the answers follows the talk.

If you see the question word *who*, you will listen for a name or an occupation. You will listen to something that refers to a person. Study the following lists to learn the type of answer required by a question word.

Question Word	Type of Answer
Who	person or name
What	thing
Where	place
When	time
Why	reason
How much/long	quantity
How often	time

Track 15

PRACTICE 3 (answers on page 225) Audio

Circle the question words and the key words. Listen to the talk and answer the questions. Write ***NO MORE THAN THREE WORDS AND/OR A NUMBER*** *for each answer.*

Talk 1

1 When will the first film be shown?

.....

2 How much does it cost to see one film?

.....

Talk 2

1 What is in front of the house?

.....

2 What time will the tour bus leave?

.....

LIVEWORKSHEETS

Talk 3

1 When will the snack bar start selling food?

.....

2 Where can club members buy a complete meal?

.....

Talk 4

1 How often do buses leave the mall to go downtown?

.....

2 Where can you catch the downtown bus?

.....

Talk 5

1 How long will the hike last?

.....

2 What can people do at the pond?

.....

LIVEWORKSHEETS