# Learning Lessons

## Language Focus

**1** a. **Which of these is/has been part of your school experience? Discuss in pairs.**

- careers counselling
- school reports
- climbing frame • science experiments • sandpit
- detention
- foreign languages

*A: What about a climbing frame?*
*B: Well, no, we've never had one in our school.*

b. **Now use the words to complete the sentences below.**

1 Pete caused a lot of trouble in Maths class, so he got 2 hours' ..... .
2 At the end of every term, children get their ..... to bring home to their parents.
3 In secondary school these days, students usually learn one or more ..... .
4 ..... is a very important part of the school curriculum because students are not always sure what kind of job they want to do.
5 Children need a bucket and spade when they play in a ..... .
6 Doing ..... is much more fun than just reading books.
7 Very young children can fall off a ..... .

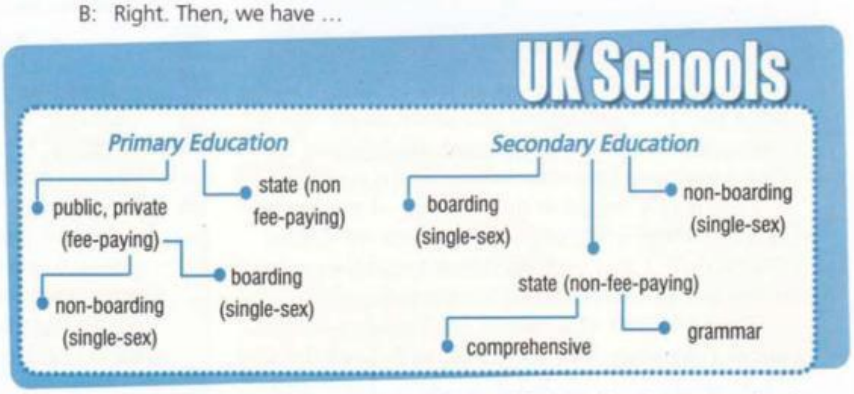
**2** **Look at the groups of pictures and cross the odd one out. Then, put it in the right place.**

*A: The mouse shouldn't be in the music room!*
*B: No! It should be in the computer lab!*




**3** a. **Here's a diagram of the school system in the UK. Study it and, in pairs, talk about the different types of schools. Start like this:**

A: It looks like there are fee-paying and non fee-paying schools.
B: Yes. Fee-paying schools can be public or private.
A: Yes, and non fee-paying schools are always state schools.
B: Right. Then, we have ...




b. **Now, match the different types of school (1-7) to the descriptions (a-g). Then, discuss the questions in pairs.**

[1] boarding
[2] grammar
[3] single-sex
[4] comprehensive
[5] state
[6] public
[7] private

a a fee-paying school, sometimes connected with one religion
b a school where the students live
c a state school where students of all abilities are taught together
d a school which is either all boys or all girls
e a school for children of high academic ability
f a non fee-paying school run by the state
g a long-established, traditional, fee-paying school

Which school:

- would you never consider going to?
- would you like to attend?
- is, in your opinion, based on a good/bad principle?
- gives you the best preparation for life/for exams?



LIVEWORKSHEETS

**4** Cross the odd one out.

1 I can't believe he **failed/gave/sat** such an exam!
2 Many students **attended/studied/took** this course.
3 I'm not going to **run/miss/attend** her class!
4 She **got/received/won** a very high grade.
5 If you want to **have/keep/hold** a private conversation, why don't you use the conference room?
6 He was able to go to university because he applied for a government **scholarship/grant/fee** and got it!
7 Anyone learning a foreign language needs to **promote/learn/develop** particular study skills.
8 The students were **admitted/welcomed/accepted** at Glasgow University.
9 You'll earn plenty of money if you decide on that **post/career/vocation**.

**5** Circle the correct item.

1 Gary is a hardworking student and he always ..... well in lessons.
A performs C promotes
B produces D projects

2 He's always trying to ..... the teacher so that he'll get a high mark.
A enjoy B please C like D delight

3 The new headteacher ..... major changes in the way Mathematics is taught in her school.
A carried off C put on
B showed up D brought about

4 There seemed to be no particular ..... for changing the curriculum.
A reason B aim C end D cause

5 The book I am currently reading has really ..... my imagination.
A arrested C taken
B captured D got

**6** a. Circle the appropriate response.

1 A: John's way ahead in his History project. He's nearly finished!
B: a I'd better look it up in the dictionary.
b I've been putting mine off.

2 A: Oh, this Maths problem is really difficult, isn't it?
B: a I know. I can't work it out at all.
b I'll never keep up with it!

3 A: Oh dear! We've so much reading to do for English!
B: a Yes. I'm really falling behind with it.
b Yes. I'll have to go over it.

4 A: The headmaster was really angry with George, wasn't he?
B: a Hmm ... he'll never catch up with him!
b Hmm ... he certainly told him off!

b. Now use the rest of the phrasal verbs to act out exchanges.

**7** Circle the correct item.

1 Some students cannot learn anything by .....; they want to say everything in their own words.
A ear B mind C heart D eye

2 James wanted to be a doctor but he didn't make the ..... .
A result B grade C mark D pass

3 The experience ..... me a lesson that I'll never forget.
A gave B learned C taught D made

4 This new sports car is in a ..... of its own.
A class B group C set D lesson

5 He's an enthusiastic reader; he's always got his ..... stuck in a book.
A eyes B face C head D nose

6 Ian is the teacher's.....; she never punishes him, no matter what he does.
A doll B darling C pet D love

## Conversational Grammar

**8** Circle the correct item.

1 "I wish I could remember who wrote *Tom Brown's Schooldays*.
"It ..... by Thomas Hughes."
A is written C was written
B was writing D wrote

2 The classrooms ..... every evening.
A are cleaning C cleaning
B cleaned D are cleaned

3 "They say Sophie is very good at music."
"Yes. She ..... to be very gifted."
A says B is said C said D is saying

4 "They think that Tim Jones is very advanced for his age, don't they?"
"Yes, it ..... that he is very intelligent."
A is thinking C was thinking
B was thought D is thought

5 "Hey! Your hair looks great!"
"Thanks! I ..... this morning."
A had cut it C had it cut
B have it cut D have cut it

6 "Goodness! Your shoes look awful!"
"I know. I ..... tomorrow."
A will repair them
B have them repaired
C have repaired them
D am having them repaired



LIVEWORKSHEETS

7 I was right: I do need glasses! I ..... yesterday.
A had my eyes tested
B have tested my eyes
C have been testing my eyes
D had tested my eyes

8 "Where's Harry?"
"Oh, he's taken the car to the garage. He's ....."
A checked the brakes
B having the brakes checked
C had checked the brakes
D has checked the brakes

9 "Did you enjoy the film?"
"To be honest, I found it a bit ....."
A bored B a bore C boring D bore

10 I was ..... when I heard she had won the prize!
A thrilled B a thriller C thrilling D a thrill

## English in Use

**9** Take it in turns to talk about things you need to/should/can/could get done based on the following ads.

*A: I can/could get my hair cut at ...*
*B: Yes, they're really good. I had my hair styled there last week.*

*A: I need to/should get my hair cut.*
*B: You could go to ... They're really good. I had my hair styled there last week.*



**Wilson's Home Decorating**
For all your home decorating and painting jobs call us!
First class service at reasonable prices.
Ring Newbury 6693829

**Jimmy's BicycleRepairs**

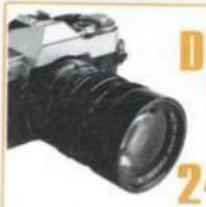


* Quick service
* open 7 days a week
16 John St. Thatcham

**A Piece of Cake**
Cakes for every occasion are our speciality.
Feel free to drop in and look at our colour catalogue and price list.



**Cut 'n' Dried**
Professional hair stylists at your service.
Appointments only.
Phone: 2513154



**Dixon's Photography**
Develop your photos here and get a free film when you collect them.
24 Hour SERVICE

**10** Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

1 They think she is the best student in her class.
**considered** She ..... best student in her class.
2 He found their silly remarks extremely annoying.
**by** He ..... silly remarks.
3 All pupils must wear school uniforms.
**worn** School ..... all pupils.
4 The mayor opened the new kindergarten.
**by** The new kindergarten ..... mayor.
5 The monster in the fairy tale frightened many of the children.
**were** Many of the children ..... in the fairy tale.
6 Over 1,000 students will take this exam.
**be** This exam ..... over 1,000 students.
7 Jane Austen wrote *Sense and Sensibility*.
**by** *Sense and Sensibility* ..... Jane Austen.
8 She studied all day long the day before the exams.
**spent** She ..... the day before the exams.
9 There probably won't be any homework today.
**unlikely** It is ..... any homework today.
10 I regret ever telling him my secret.
**wish** I ..... him my secret.

**11** Fill in the correct word derived from the word in bold.



1 The students had to learn to play a ..... instrument. **MUSIC**
2 His ..... in the school play was a disaster. **PERFORM**
3 The teacher advised us to do our ..... at home. **REVISE**
4 His parents faced ..... charges for keeping him off school. **CRIME**
5 We were given detention because of her ..... behaviour. **RESPONSIBLE**
6 Many of today's students suffer from ..... . **BORED**
7 Corporal ..... is a thing of the past in many schools. **PUNISH**
8 The pupils were commended on their smart ..... . **APPEAR**



LIVEWORKSHEETS

## Revision Box

**12** Fill in the missing word.

1 The teacher told the noisy students ..... and gave them extra homework as punishment.
2 I was ill for three months, so I really fell ..... with my school work.
3 We're not going to send our son to a ..... school; we want him to mix with both girls and boys.
4 She ..... her hair cut last week: it's really short now.
5 Jo failed her exams in the summer, so she will have to ..... them in the autumn.
6 The exam is tomorrow; I don't have much time to prepare ..... it.
7 Her wedding dress was designed ..... Yves Saint Laurent.
8 This skirt is much too long, so I'm going to ..... it shortened.
9 It's the last time you've played that trick on me; I'll teach you a ..... .
10 She didn't know what the word "optional" meant so she had to ..... it up in the dictionary.
11 My uncle's suitcase was filled ..... presents for all the children.
12 These instructions are very difficult! I can't work ..... what to do next!

**13** Circle the correct item.

1 I'm going to have all my carpets ..... by professionals.
A clean C cleaning
B cleaned D cleaners

2 Older school students find ..... counselling very helpful in deciding their future.
A jobs B work C posts D careers

3 I'm going to the ..... to finish my experiment.
A science lab C canteen
B gymnasium D music room

4 That poor horse will never catch ..... with the others: he's much too far behind!
A over B on C up D out

5 She always gets straight As; she's top ..... the class.
A of B in C at D for

6 I spilt orange juice on my aunt's white carpet: it was so .....!.
A embarrassing C embarrass
B embarrassment D embarrassed

7 Let's meet in the ..... after class; we can have lunch together and talk about things.
A science lab C canteen
B music room D corridor

## Multiple Choice

**14** For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

**Tip** Remember this question is more about vocabulary than grammar. Think carefully about fixed expressions, collocations and words that are commonly confused.

# Studying in Europe

The Erasmus 0) *programme* was established in 1987. It is named after the philosopher Erasmus of Rotterdam, who travelled Europe to 1) ..... his knowledge. The aim of the programme is to support and 2) ..... students who want to travel to universities in other countries and learn from new experiences. Over 2,000 higher education 3) ..... across 31 countries 4) ..... in 'Erasmus', and, so far, more than 1.4 million students have taken advantage of this fantastic opportunity.
Erasmus students 5) ..... 1% of the total European student population and the only 6) ..... to join this group is that you are 7) ..... for a university degree. The scheme is completely free, so there is no need to pay any extra tuition fees. Some people might even be 8) ..... for an Erasmus grant, which helps with payments for accommodation.
Erasmus is 9) ..... popular throughout Europe. Not only does it provide a new and exciting way to learn, but it also promotes understanding of other 10) ..... . And the social life isn't bad either! Erasmus allows people to make lots of new friends from all over the continent and helps develop a real sense of closeness and 11) ..... . Students can spend up to one year in another country. So if you would like to spend time studying 12) ....., Erasmus just might be the thing for you!

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | (A) | programme | B | schedule | C | agenda | D | plan |
| 1 | A | enlarge | B | expand | C | progress | D | advance |
| 2 | A | comfort | B | encourage | C | reassure | D | prompt |
| 3 | A | faculties | B | academies | C | institutions | D | schools |
| 4 | A | participate | B | associate | C | join | D | involve |
| 5 | A | make for | B | make off | C | make out | D | make up |
| 6 | A | essential | B | obligation | C | demand | D | requirement |
| 7 | A | learning | B | reading | C | working | D | studying |
| 8 | A | preferable | B | acceptable | C | eligible | D | appropriate |
| 9 | A | chiefly | B | essentially | C | strongly | D | highly |
| 10 | A | cultures | B | traditions | C | practices | D | habits |
| 11 | A | assembly | B | company | C | community | D | society |
| 12 | A | abroad | B | away | C | beyond | D | outside |



LIVEWORKSHEETS

# 8

## Open Cloze

**15** For questions 1-12, read the text below and think of the word that best fits the gap. Use only one word in each gap. There is an example at the beginning (0).



### The Crème de la Crème

In Britain, less **0)** than 7 per cent of the school population attend a public school. The reason for this is **1)** ..... it is a very expensive education. For those **2)** ..... are not familiar **3)** ..... the term "public school": it means private education, and parents have to pay large fees for their children to be educated there. One of the **4)** ..... well-known public schools in England is Eton. Eton is said **5)** ..... be the crème de la crème.

Founded in 1440, Eton, a school for boys only, has its own traditions, its own sports and even its own newspaper. Over the years many famous people have attended this school, including **6)** ..... Prince William and Prince Harry, heirs to the British throne. The fees at Eton, and most public schools, are about £ 4,470 **7)** ..... term, which, needless to **8)** ....., most people just can't afford.

Fathers who have attended public schools themselves still send **9)** ..... sons to boarding schools, preferably to the **10)** ..... they attended. Why? Well the old boys believe that in these schools their children **11)** ..... make the right connections. They tend to get positions high up in society; for instance, they might become members of Parliament or government ministers. However, it still must be hard to leave mum and dad at **12)** ..... age of 8 in order to board at a public school. Don't you agree?

## Reading

**Tip** You don't need to read the whole text in detail. Scanning will save you time and help you focus only on the parts you need.



**16** a. You are going to read some information about different schools. Before you read, look at the words in the list below and try to guess how they might fit in the context of school.

- responsibility • parents • beautiful green area
- part of a team • family • personal tutors
- self-image

b. Skim the text and underline the words that you come across from the list. Which questions, 1-15, do some of the words relate to?

c. Now read the information on schools. For questions 1-15, choose from the schools (A-D). The schools may be chosen more than once.

Which school(s):

- believes that children will follow the example of teachers and staff? 1 .....
- encourage parents to take part in school life? 2 ..... 3 .....
- wants to produce confident children? 4 .....
- is surrounded by greenery? 5 .....
- is a single-sex school? 6 .....
- believe in a strong foundation of reading, writing and mathematical skills? 7 ..... 8 .....
- accepts children of all levels of ability? 9 .....
- has a system where each student is looked after by a particular teacher? 10 .....
- is located close to another school? 11 .....
- are seen as some of the best schools in the country? 12 ..... 13 .....
- teaches skills that will be needed for adult working life? 14 .....
- has staff who can change their ways of teaching? 15 .....



LIVEWORKSHEETS

# Choosing the Perfect School



## A. Biggin Hill

We are a small infant school situated in a beautiful green area. The school was built in 1985 and is a modern and attractive single storey building. Our school provides a secure and friendly atmosphere for children. We aim for high standards and provide the best possible educational opportunities for every child. We know that a child's early education is the basis for all later learning, and we take this responsibility very seriously. We believe that every child has the right to a good education with an emphasis on reading, writing and arithmetic.

Our talented staff work as a team. Every classroom provides a learning environment where each child's needs are met on an individual basis.

We believe that mothers and fathers must play a role in the everyday education of their children. Many parents, therefore, contribute in different ways to the day to day running of the school.

Though we are separate from Biggin Hill Junior School, the two schools maintain close links. Many of our children transfer to the junior school, which is situated close by, at the age of eight.

## B. Queen Mary's Secondary

Founded in 1925, Queen Mary's is a secondary school for girls. Our reputation as a family school is well-founded, aiming to be small and flexible enough to meet each pupil's needs. We cater for a wide range of abilities and all our staff are trained to vary their teaching methods in response to the learning needs of each child. Pupils with specific learning difficulties are taught in small groups by experienced staff.

We emphasise the three areas of hard work, good manners and trustworthiness. We recognise too that the relationship between schools and parents is all-important as that plays a vital role in each child's development. We enjoy having parents in the school for sports events and plays or simply to chat with staff. We know that parents and children are all different and have different expectations of a school.

All students in the school have personal tutors who supervise the academic, social and emotional development of each student. All aspects are shared with the tutor who keeps an eye on progress, encourages success, softens failure and gives guidance.

## C. Breakspear

As one of the top five schools in the nationwide league tables, we continue to encourage a happy, friendly atmosphere in which children do well. With an emphasis on every child developing their abilities to the full, we seek to promote a love of learning, a sense of enquiry and respect for others. Most important for us, however, is helping each child develop his or her self-confidence.

Our professional staff enthusiastically support each child's needs and try to provide the best possible environment for all pupils.

We believe that a safe, caring and happy environment is of the utmost importance. High standards are also part of our general aim, with children and staff working together to develop the skills necessary to discover the world in a safe and responsible way. Independence and positive self-image are also encouraged together with general respect for the world in which we live. The ability to work independently as well as part of a team are further qualities we consider necessary in today's world.

## D. Deansfield Academy

Our aim at Deansfield is to provide children with an environment that is both organised and interesting so each child can feel accepted and happy. We intend to encourage the children to develop their interests and to do the best they can.

Through the development of 'the whole person', we aim to show children the way in which they can use their own unique tastes and talents in a useful and meaningful way, so that they will have a greater understanding of the world around them.

As the nation's leading academy, we feel it is important to focus on the effective learning of skills in reading, writing and mathematics. We see it as part of our duty to encourage wider interests and talents in all children, as well as following the National Curriculum. We believe that the caring attitude we show will then be shown by the children towards each other.

d. Which school would you recommend for a child of average ability who is friendly and outgoing?



LIVEWORKSHEETS

# 8

## Listening

**Tip**

Read the incomplete notes/ sentences carefully before you listen and try to guess what kind of information you will need to listen for (a place, a time, a date, a number, etc)

**17** (a.) You will hear two parents talking about a summer school for their son. Look at the notes below. What kind of information do you need to listen for?

(b.) Now listen and, for questions 1-10, fill in the blanks. Which of your guesses were correct?

Summer Language Courses with a difference!

Forest Dale [1] _____

22 June - 12 July: for children aged [2] _____ years.

16 July - [3] _____: for children aged 16-18 years.

AM: ENGLISH and one of the following:
SPANISH – [4] _____ – GERMAN

PM: Sports and [5] _____:
Tennis
Swimming
Hill-walking
Art
Woodwork
Folk [6] _____
Drama Workshops (in different languages)

**Weekend trips to:**
Pinewood Summer [7] _____
Sporting Events
Theatre
Museums/Art Galleries
Catingly Theme [8] _____

**Location:** Pinewood Teacher Training College

For more information, phone Mrs [9] _____ (after 6:00 pm) at [10] _____, or check our website at www.forestdale.com

## Speaking

**Tip**

Don't pause for too long. However, you can gain some time to think about what you want to say using natural hesitation, that is, expressions such as:
- Well, it depends ...
- I'm not sure but I think ...
- I suppose ...
- Well, let me see/think ...
- It seems as if ...

**18** a. Look at the two photographs below showing different people learning. Student A, compare the two photographs, saying whether you think the people in each picture are interested in what they are learning. (Student A)

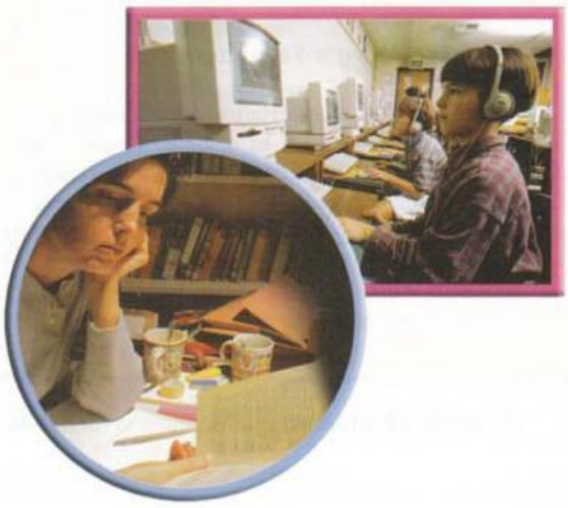




b. Student B, which of these learning activities do you think is more demanding? (Student B)

c. Student B, the photographs below show different ways of studying. Compare the photographs, saying which you think is the most interesting way of learning. (Student B)

d. Student A, which of these learning methods seems most effective to you? (Student A)





LIVEWORKSHEETS

e. Listen to two candidates doing the speaking task. Which candidate uses natural hesitation? Give examples.

## Communication

- Expressing certainty or doubt

**19** a. Match the beginnings of dialogues 1 and 2 to the endings a and b. What feeling is Speaker B expressing in each case? In pairs, read out the completed dialogues.

1 A: Do you think it's going to be a nice day tomorrow? I've planned a barbecue.
B: Definitely. There's no doubt about it. The weather forecast was good. And look at that sky!

2 A: Do you think our team will win on Saturday?
B: I doubt it. It's anyone's guess. They haven't been playing so well lately.

a A: I hope you're wrong!
B: So do I! But I wouldn't put all my money on it!

b A: I hope you're right.
B: Trust me!

b. In pairs, use the language in the boxes to act out dialogues for the situations described below:

| Expressing certainty | Expressing doubt |
|---|---|
| Definitely. | I'm not sure. |
| (There's) no doubt about it. | I couldn't say. |
| I'm absolutely certain. | I doubt it. |
| I'd put all my money on it! | Not to my knowledge. |
| I'm sure of it. | (It) doesn't look like it. |
| Trust me. | It's far from certain. |
| | It's anyone's guess. |
| | I wouldn't put all my money on it. |

You are discussing whether:

- your country will get a medal in the next Olympic Games. You feel sure it will.
- your local sports club will extend its opening hours for the summer. You don't think it will.
- a well-known pop star will take part in the next national song contest. You feel sure they will.
- your teacher is going to give you a test tomorrow. You doubt it.

## Writing Skills (Opinion letters/emails & essays)

- Useful Language & Expressions

**20** a. Fill in the gaps below with the words given.

• favour • agree • appears • concerned
• believe • feel • disagree • mind • see • view

1 I think/...../...../am of the opinion that ...
2 In my opinion /.....
3 It seems /..... to me that ...
4 To my .....
5 I am in ..... of ...
6 I (strongly) ...../..... with ...
7 As far as I am .....
8 The way I ..... it ...

b. Now, use the expressions as well as the prompts below to write sentences.

1 plan/build/new grammar school/our area
2 government/decision/completely wrong
3 council/reconsider/decision
4 everyone/get/secondary education
5 encouraging sports/school/good for everyone
6 all children/learn about computers
7 suggestion/build/swimming pool
8 some drawbacks to/start school at 8:00 am

**21** Circle the correct item.

1 The teachers will not like this ..... it will involve extra work.
A as a result C consequently
B because D also

2 ....., none of the above suggestions is possible.
A Since B Then C To sum up D Whilst

3 This would take a long time. ....., it would be very expensive.
A Nevertheless C Whereas
B For example D In addition

4 There are many things you could do. ....., you could advertise.
A For example C However
B Therefore D In this way

5 Building a prison here will spoil the view. ....., house prices will go down.
A Finally C What is more
B Such as D Because

6 I have thought for a long time about this and, ....., I shall vote for the Green Party.
A on the other hand C for instance
B lastly D all things considered



LIVEWORKSHEETS

7 I would like to make some suggestions. ....., you could change the name of the restaurant.
A To begin with C Consequently
B Therefore D In this way

8 It would certainly be a pity to build a factory there. ....., this town needs new jobs.
A Firstly C On the other hand
B Therefore D Finally

**22** a. **Use words and phrases from Ex. 21 to complete the Useful Language box below.**

- **To list points:** to begin with, to start with, then, **1)** ....., firstly, finally
- **To add more points:** furthermore, in addition, **2)** ....., also, moreover
- **To give examples:** for example, **3)** ....., such as
- **To show cause/reason:** because, **4)** ....., as
- **To show result/consequences:** therefore, consequently, **5)** ....., in this way
- **To introduce the opposing viewpoint:** whilst, **6)** ....., on the other hand, however, whereas
- **To conclude:** therefore, all in all, **7)** ....., all things considered

b. **Use words and phrases from the box above to join the pairs of sentences, as in the example.**

1 We all thought that Home Economics was extremely useful.
It was great fun.
*We all thought that Home Economics was extremely useful. What is more, it was great fun.*
2 The woodwork teacher always spoke very quietly.
Many students did the wrong thing and ended up with strange-looking coffee tables.
3 Some students found the theory part of Music Appreciation a little dull.
They enjoyed listening to the recordings and going to concerts.
4 Everyone found that World Politics was absolutely fascinating.
It was by far the most popular optional subject.
5 We all felt that the Japanese teacher should go much more slowly.
Students could not understand what she was saying.
6 A lot of people thought that Nature Studies was badly organised.
We never knew what time the field trips were supposed to start.

- **Topic & Supporting sentences**

**23** **Read the paragraphs below and match them to the topic sentences a, b, c. Write an appropriate topic sentence for the remaining paragraph.**



[1] Most of the young people in this area like sports and outdoor activities. They spend a lot of time hill-walking and swimming. If you want to start a new group, I would suggest that you ask them what they are interested in.

[2] This would mean that people could do their grocery shopping any hour of the day or night. It would be very convenient for people like nurses and doctors, who work unusual hours.

[3] The young people would probably spend more time outdoors, doing something healthier. Also, the old building could be used for a Saturday indoor market, something this town has always wanted.

[4] If you try to stop pupils wearing jewellery, they will resent it, and I really do not see what harm it does. Also, the girls will not like it if they all have to wear the same shoes. The boys have never worn a school cap, and I believe that they would all hate it.

a On the other hand, there are some benefits to closing the local cinema.
b To sum up, it is my considered opinion that introducing these new school rules would be a big mistake.
c To begin with, I am of the opinion that a stamp collecting club will not be popular with many children.

**24** **Read the paragraph below and rearrange the supporting sentences so that it makes sense.**

**Closing the bottle bank at the supermarket would be a big mistake.**

[a] Before you decide to close the bottle bank, you must be sure that they will take glass again.
[b] At the moment, the rubbish disposal people do not take glass, precisely because the bottle bank is in use.
[c] Otherwise, people will have nowhere to dump it.
[d] What do you expect them to do with their bottles if there is no bottle bank?
[e] Almost everybody dumps their bottles there when they go to do their shopping.



LIVEWORKSHEETS

**25** Read the topic sentences and write at least one supporting sentence for each one. Then, choose one and write the complete paragraph.

1 I am of the opinion that small animals should be allowed on local buses and in taxis.
2 Extending café opening hours will cause a lot of extra problems for residents.
3 Stopping Sunday buses will have a number of advantages.

- **Formal & Informal style**

**26** Underline the correct phrase and justify your answers.

1 On the whole, the subject of educational reform is extremely complex and has been the **cause of quite of a lot of arguments/ the source of much disagreement**.
2 I just thought I'd drop you a line to let you know how I've been getting on in my first week at college. **It seems clear that the first requirement/It looks like the first thing I need to do** is to settle down to some serious studying.
3 There are **numerous instances/lots of examples** of individuals having to find part-time jobs in order to support themselves in the final year of degree courses.
4 I **strongly disagree with/don't like** the Education Authority's decision to do away with student grants. Education should not be a privilege of the rich.
5 I am writing in response to your article about the proposed new nursery school in our area. I **feel very strongly/think** that the staff should be highly qualified.



**27** Read the following short extracts and, in pairs, improve the writing style.

A I am writing with regard to the decision to stop the school bus service. I don't agree with this at all. Lots of children use it. Without it, what will they do? How will they get to school? You really should think again.

*I strongly disagree with this decision as a large number of children use this service.*



B The plan to plant 1,000 trees in our area is very welcome. I like this idea a lot. Our town will look a lot better afterwards. It will be greener. The trees will give protection in the winter. They will give shade in the summer. I hope this will happen soon.

C I'm writing about your decision to close the school canteen. I don't like this at all. You can see that this decision is going to cause a lot of problems. The children will have to bring packed lunches. This will be a lot of work for their mothers. It takes up a lot of time.

**28** Read the rubrics below and, in pairs, agree on a viewpoint for each one and make a list of arguments to support it. Then, choose one and write your letter or essay in 120-180 words.

A Your local council has decided to open a shop in order to raise money for charity. This could be either a high quality second-hand clothes shop, or a small bakery selling home-made bread and cakes. Write a letter to the chairman of the council, giving your opinion on which shop would be best and why.

B Your class has just had a debate on the importance of Arts subjects and Science subjects in the school curriculum. Now your teacher has asked you to write a composition giving your opinion on the following statement: *Arts subjects are of very little use in today's world.*



LIVEWORKSHEETS