

CLICK ON 4b

Click on 4 is a modular secondary-level course for learners of the English language. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- ◆ theme-based modules from a wide variety of sources
- ◆ a variety of cross-cultural topics
- ◆ systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement
- ◆ lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs and word formation
- ◆ a variety of authentic stimulating reading and listening tasks
- ◆ realistic, stimulating dialogues featuring people in everyday situations
- ◆ grammar sections covering all major grammatical areas plus a Grammar Reference Section
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- ◆ a wide range of speaking activities
- ◆ intonation & pronunciation sections
- ◆ Culture Clips
- ◆ Literature pages

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Workbook & Grammar Book Teacher's
Test Booklet
Class Audio CDs
Student's Audio CD
DVD
DVD Activity Book
My Language Portfolio

All components are also available in split editions, with the exceptions of the DVD, DVD Activity Book and My Language Portfolio.



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CLICK ON

Student's Book

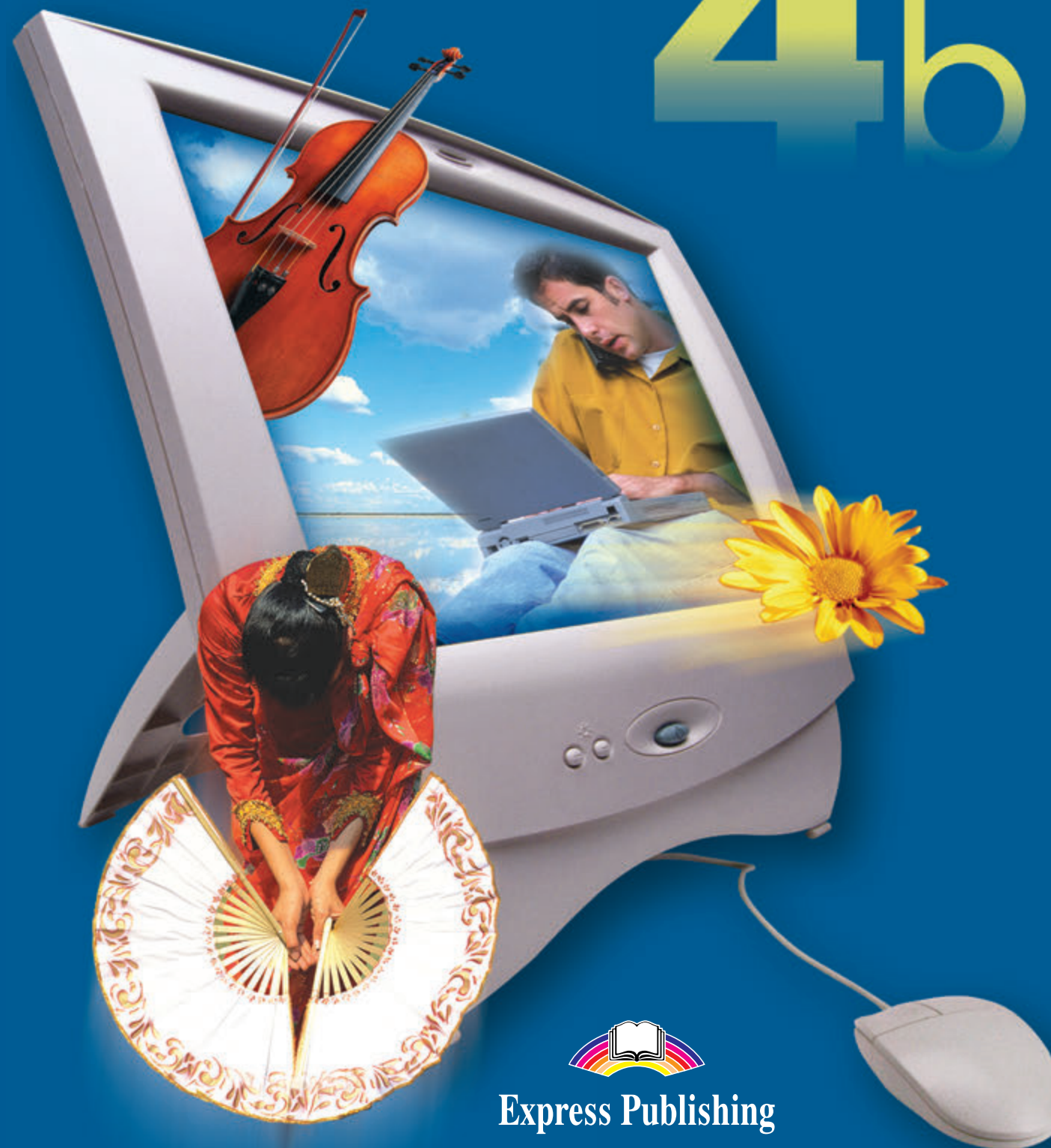
Virginia Evans - Neil O'Sullivan

4b

CLICK ON 4b Student's Book

Virginia Evans - Neil O'Sullivan

EXPRESS PUBLISHING



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6a

Lead-in


- 1 Look at the title. What do you think it means? How is it related to the pictures?
- 2 Identify the objects in the pictures. Talk about what you use them for and how often you use them, as in the example.

Picture A is of a tape recorder. Tape recorders are used for recording sounds and voices. I often use a tape recorder to record lists of things I have to do.

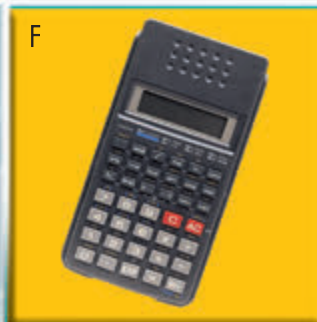
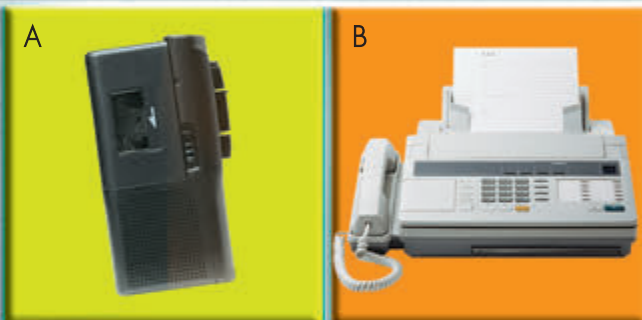
Listening & Reading

- 3  Listen and repeat. Who might say each sentence, and in what kind of situations? In pairs, make up short dialogues using the sentences.

- What a coincidence, running into you here!
- What a nice surprise!
- Is there something I can do?
- I think that's a great idea!
- Is there a problem?
- I'm terribly sorry.
- I'd appreciate that.
- I'm telephoning about the advertisement.
- Can you tell me a little bit about it?
- Can you tell me what the asking price is?

- 4  Listen and match the dialogues (A-C) to the functions below (1-3).

- | | |
|------------|-----------------------|
| Dialogue A | 1 making a complaint |
| Dialogue B | 2 making an enquiry |
| Dialogue C | 3 asking for a favour |



5 a) Read the dialogues A to C and mark sentences 1 to 6, T (true) or F (false).

- 1 Derek has arranged to meet Stella.
- 2 Stella owns a camcorder.
- 3 Steve hasn't received the fax machine.
- 4 The salesperson is apologetic.
- 5 Ken is in need of money.
- 6 Ken knows a lot about musical equipment.

A Derek: Oh, Stella – what a **coincidence**, **running into** you here!

Stella: Hello, Derek! What a nice surprise! Are you and your

parents all ready for your sister's wedding on Saturday?

Derek: Well, **as ready as we'll ever be**, I suppose. I was going to call you tonight, actually.

Stella: Why? Is there something I can do?

Derek: **As a matter of fact** there is. You know we've hired a **professional** photographer for the wedding, don't you?

Stella: Yes, I remember your sister telling me.

Derek: Well, now Mum thinks it would be nice if we had a home video as well.

Stella: Oh, I think that's a great idea! Home videos seem much more **personal**, somehow.

Derek: Well, I was hoping you'd **record** the **ceremony** with your camcorder.

Stella: I'd love to! I really wanted to do something, and this would be perfect.

B Salesperson: Dobson's Office Supplies. Can I help you?

Steve: Yes, hello. My name is Steve Pierce. I was in your shop last week, and I bought a fax machine which was going to be **delivered** to my office.

Salesperson: Is there a problem, Mr Pierce?

Steve: There certainly is ... I've just received the delivery and it seems I've been sent the wrong **product**.

Salesperson: Oh, goodness! Could you give me your **invoice** number, please?

Steve: Yes, of course. I've got the **receipt** here somewhere. Right. The number is S/WL 40-435.

Salesperson: And what exactly was it that you ordered?

Steve: The Brother Laser Fax 2800 – but that is certainly not what was in the box.

Salesperson: Oh, dear. It **appears** that the invoice was **filled in incorrectly**, Mr Pierce. I'm terribly sorry. We'll send off your fax machine within the hour.

Steve: Thanks – **I'd appreciate** that.



C

Sue: Hello – I'm telephoning about the advertisement in last night's *Evening News*. Is the CD player that you were selling still **available**?

Ken: Yes, it is.

Sue: Great! Can you tell me a little bit about it?

Ken: Certainly. What would you like to know?

Sue: Well ... firstly, is it a single or a multiple disc player?

Ken: It's a multiple disc player. It holds up to five discs at a time. You can change four of the discs

without **interrupting** the fifth disc while it's playing.

Sue: Really? Hmm ... that would be great for parties and dances. Do you mind if I ask why you're selling it?

Ken: Well, I've decided to become a DJ **full time**, and I'm going to need a CD player that holds and **stores** more discs.

Sue: Oh, I see. Can you tell me what the asking price is?

Ken: Actually, it's **negotiable**.

b) In pairs, read out the dialogues.

6 Read the dialogues again and explain the words in bold, then use them to make up sentences. Finally, suggest synonyms for the highlighted words.

Vocabulary

• Modern Inventions

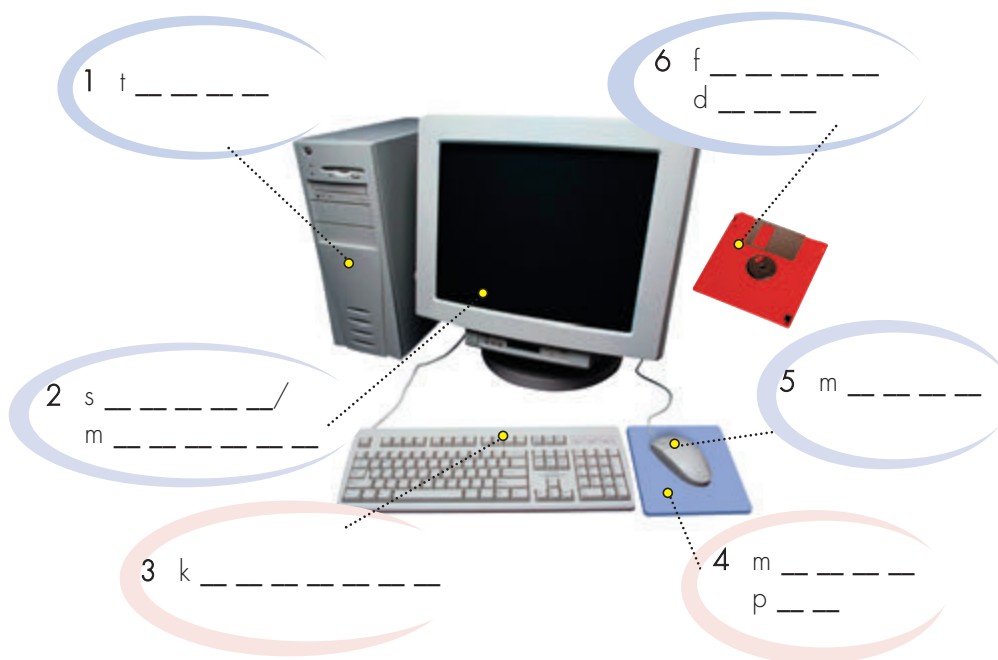
- 1 a) In pairs, match the columns. Listen and check your answers. Then, make sentences as in the example.

Inventions	Inventor	Year
air conditioner	Percy Spencer	1902
sewing machine	Willy Muller	1935
microwave oven	Elias Howe	1890
hairdryer	Alexander Godefoy	1946
answering machine	Willis Carrier	1844

The air conditioner was invented by Willis Carrier in 1902.

- b) Which of the inventions do you consider the most important? Why?

- 2 a) Use your dictionary to label the parts of a computer.



- b) Use the words from Ex. 2a to complete the sentences.

- I'm having a terrible time copying my file onto this It must be full.
- There's something wrong with my computer. A warning just appeared on the
- Using a to click on icons is a lot faster than using keyboard controls.
- The of a computer is very similar to the one on a typewriter.
- I think I'll put the under the desk so I'll have more room to work.
- She bought a colourful to stop her mouse from scratching the surface of her desk.

- 3 a) Which of the following do you have in your home?



At home, we've got a mobile phone, ...

- b) Match the prompts to the pictures. Discuss how the items make your life easier.

- turn to regular setting/ automatically regulate temperature
- clean quickly/easy to use
- keep room cool/not feel hot on warm summer days
- open door – without leaving car/good in cold wet weather
- warn of smoke or fire/wake you up at night if fire breaks out
- develop photographs immediately/save on cost of film processing
- take it almost everywhere/not miss important calls

- A: *You can turn a thermostat to a regular setting to heat your house.*
- B: *That's true and it automatically regulates the temperature.*

Describing Objects

4 a) Study the table.

When two or more adjectives are used together to describe the same noun, they usually follow the order below:

opinion (*beautiful*), size (*small*), age (*antique*), shape (*rectangular*), colour (*burgundy*), origin (*Chinese*), material (*wooden*), use (*jewellery*) + noun

We do not normally use more than two or three adjectives in a sentence.

It's an antique Chinese wooden box.

b) Look at the pictures. Use the prompts to make sentences, as in the example.



1 a straw/
beige/
cheap hat

2 a yellow/
tennis/round
ball



3 a small/
brown/
straw basket

4 a(an)
rectangular/
old/tool/
box



5 a beach/
big/blue
towel

6 a black/
leather golf
bag

Picture 1 shows a cheap beige straw hat with a band round it.

5 a) You will hear a man describing a lost bag and its contents to a person who works in the lost and found department of a large department store. Listen and tick (✓) the pictures described. Two of the objects are not mentioned.



b) Describe the objects which haven't been mentioned.

c) In pairs, take roles and act out a dialogue between (A) someone who works in the lost and found department of a bus station and a person (B) who is looking for his lost shopping bag.

A	B
ask B's name and address	give name and address
ask when/where/how the bag was lost	say when/where/how the bag was lost
ask B for description of bag and contents	give description of bag and contents

Speaking

6 In pairs, describe the contents of your bag. Your partner needs to guess what you are describing.

A: *It's a small round plastic thing. I keep my change in it.*

B: *Is it a purse? ...*

Game

Select objects in the classroom and put them on a desk. Divide into two teams. A leader chooses one of the objects. In turns, the teams try to guess what the object is by asking five yes/no questions. The team who guesses the object first gets one point. Choose another leader and continue the game.

Leader: (*blue pencil*)

Team A S1: *Is it long?*

Leader: *Yes, it is.*

Team B S1: *Is it plastic?*

Leader: *No, it isn't. etc*

• Idioms and Fixed Phrases

1 Match the two halves to form idioms and use them to complete the sentences. Explain the idioms in your own words.

1	b	a cog in	a	plug on sth
2		throw a spanner	b	the machine
3		get one's	c	the mould
4		press	d	wires crossed
5		pull the	e	in the works
6		break	f	the right button

- Factory workers often feel like they are **a cog in the machine**. They rarely see the end results of their work.
- The young people of today are eager and willing to take risks and of the work place.
- That child is her dad's favourite and knows exactly how to
- They wanted to buy a house, but when the bank refused to give them a mortgage, that really
- Due to lack of money, the school is plans to build a new library.
- We must I'm sure I told you the meeting was at two.

Grammar in Use

• The Passive



Grammar Reference

2 a) Fill in: *be, is/are, was/were, has/have or had*, then identify the passive tenses.

- Our company's computer system updated every two years.
- The hackers who broke into the bank's computer system being questioned by the police.
- This computer model invented more than twenty years ago.
- The program still being installed when I left the office last night.
- Their invention will been patented by the end of next year.
- Some informative articles can found on the Internet.
- Her computer screen been left on all night.
- The use of any new software must approved by the chief computer programmer.

b) Answer the questions based on Ex. 2a:

- How do we form the passive?
- Which of the sentences contain an agent? How is the agent introduced?
- Why is it not always necessary to mention an agent?

3 Put the verbs in brackets into the correct passive tense.

- The instruction manual (photocopy) by the secretary at this very moment.
- Once the TV aerial (adjust), you will have a clearer picture on your screen.
- Your new satellite dish (deliver) tomorrow afternoon.
- The machine cover should only (open) when the warning light has gone off.
- The printer (service) last month.
- Computers (use) in most classrooms all over the country nowadays.
- Research on the battery-operated car (complete) by the end of the month.
- The programmer (invite) to give a talk at the college but he refused.

4 Complete the following sentences with *by* or *with*. When do we use *with*?

- She was woken **by** a loud noise coming from the cellar.
- The lock on the door of the lab was broken a heavy object.
- The offices are cleaned every evening a team of cleaners.
- The first speaker was introduced to the audience the president of the club.
- It seems the surface was cleaned the wrong cleaning solution.

5 Look at the signs and rewrite them in the active voice. Where would you see these signs?



6 Make complete passive or active sentences.

- 1 A: my father/admit/hospital last night
My father was admitted to hospital last night.

B: Oh, my! I hope it wasn't anything serious.

- 2 A: I/report/theft/police
 B: Did they say when they'll get back to you?

- 3 A: you/tell/time/meeting?
 B: Not yet. I think I'll find out this afternoon.

- 4 A: fire/break out/my block of flats last week

B: That's terrible! Were you at home?

- 5 A: Didn't you know about Mr Smith's resignation?

B: No. I/not/give/the news until late last night

7 Use the verbs in the list to make passive sentences.

- steal • download • install
- turn on • program • record
- invent • damage • clean

8 Use the materials to make sentences in the passive.

- glass • cotton • plastic
- metal • wood • paper

Dishes are made of glass.

9 a) Study the table. What are the differences between the two passive sentences?

Active
• People believe Columbus discovered America.
Passive
• Columbus is believed to have discovered America. (personal)
• It is believed that Columbus discovered America. (impersonal)

b) Look at the table again, then rewrite the active sentences below in both the personal and impersonal forms of the passive.

- People say that the Brother 480 is the best laptop on the market.
- Everyone believes that he stole the new design.
- People think that he has escaped from prison.
- Most people think she was responsible for the problems.
- Everyone says that technology improves our lives.

• Relative Clauses

Grammar Reference

10 Fill in *who*, *whose* or *that/which*. In which sentences could you leave out the relative pronoun? Why?

- The lecture we were going to attend has been cancelled.
- Tina just bought a new mobile phone is much smaller than mine.
- Alice, mother is a typist, wants to go to university.
- The program we installed yesterday has a virus.
- Peter, knows a lot about computers, is coming to teach me how to use the Internet.

11 Look at the pictures and make up sentences using *who* or *which*, as in the example.



secretary



manager



telephone operator



switchboard



adding machine



laptop



CD-ROM



printer

A secretary is a person who works in an office typing letters and answering the phone.

12 Join the sentences using a relative pronoun.

- I bought this car from a friend. He's a mechanic.
I bought this car from a friend who is a mechanic.
- That man is a famous rock star. He is wearing dark glasses.
- I go to a local school. It's just around the corner from my house.
- He is a very good writer. His book was published last week.
- Sam and Ted are cousins. Their restaurant is doing very well.

1 Use the relative adverbs *where*, *when* or *why* to complete the sentences.

- 1 That's the café I went last week.
- 2 The day we toured Malta was the best day of our visit.
- 3 Paris is the city the Louvre is located.
- 4 I don't understand the reason you are always late.

• Key Word Transformations

2 Complete the second sentence using the word in bold. You can use two to five words including the word given. Do not change the word given.

- 1 We'll inform you of the results next week.
informed You results next week.
- 2 They let Tony talk to the inspector.
allowed Tony the inspector.
- 3 The storm caused severe damage to the airport.
damaged The airport the storm.
- 4 People believe that Shakespeare is one of the best sonnet writers ever.
believed Shakespeare one of the best sonnet writers ever.
- 5 I met my new boss, Mr Smith this morning.
whose This morning I met my new boss Mr Smith.

• Phrasal Verbs

3 Use the phrasal verbs to complete the sentences.

- go into • give out • give up • go under
- give in (to)

- 1 Patty **went into** teaching because she is very fond of children. (choose as a career)
- 2 After many days of talks, the company the workers' demands. (agree to do sth you don't want to)
- 3 My torch and I couldn't see a thing in the dark cave. (stop working)
- 4 After his business he decided to change his profession. (fail)
- 5 When he realised he would never convince her, he (stop trying)

• Open Cloze

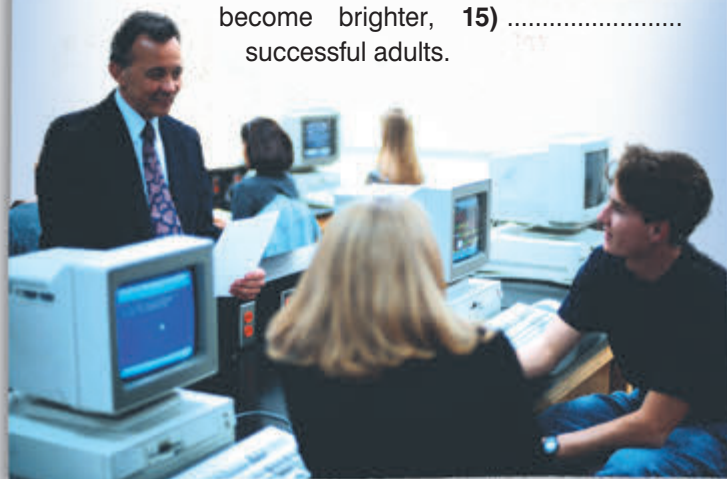
4 Read the text and think of the word which best fits each gap. Use only ONE WORD in each gap. There is an example at the beginning.

COMPUTERS IN THE CLASSROOM

Over the past twenty years, computers and the Internet **0)** **have** become steadily more and more important to us. In fact, how much we rely **1)** computer technology continues to grow every day. We seem to use computers for almost everything **2)** days. Whether we are shopping at the supermarket, filing our taxes, driving our car, **3)** communicating with relatives and co-workers, it appears that a computer needs to be a part of **4)** scene.

This explosion in computer technology has resulted in a rush to install computers **5)** every classroom and to 'wire' every school to the Internet. In the USA, **6)** September 1984 and September 1997 alone, the number of computers in secondary schools increased to more **7)** 8 million units. Both educators and students alike have been forced to **8)** up with this new wave of technology. Teachers have found that they are expected to teach students computer skills even **9)** they themselves are still trying to learn the basics.

Few people would question the role that computers could play in education. Some educators claim that students **10)** are supplied with computers and given the opportunity to use **11)** in a classroom setting, will get better grades than those students who learn without having had **12)** computer experience. These people say that just **13)** computer technology has improved the way cars work, computers **14)** make the classroom a better place in which to teach the difficult concepts and ideas that students need to become brighter, **15)** successful adults.



Listening and Speaking

- 5 You will hear five people giving their views on the subject of the Internet. Match the statements which best summarise their ideas (A-F) to the speakers (1-5). There is one statement which you do not need to use.

A It saves time.	Speaker	1	
B It has replaced an old tradition.	Speaker	2	
C It stops discussions from occurring.	Speaker	3	
D It is a form of self-education.	Speaker	4	
E It makes people lazy.	Speaker	4	
F It is a good way to meet others.	Speaker	5	

- 6 a) Compare and contrast the pictures.



- b) In pairs, compare the facilities shown in the pictures to those at your school.

- 7 a) Listen to someone giving a talk on electrical safety. For questions 1 to 6, fill in the missing words.



Using Electricity Wisely

Keep Water and Electricity Apart!

- keep electric radios and stereos out of the bathroom
- never dry your hair with an electric hairdryer or use any 1
- in a room where there is water on the floor
- make sure your hands are dry when you 2 something in

Keeping Young Children Safe

- child-proof your house to avoid 3
- fit sockets with special 4
- keep fuse boxes locked

Electrical Problems

- do not replace a bulb or fuse yourself – 5 to change it
- never 6 fallen power line
- stay in open areas during electrical storms

Produced by the Fromshire Energy Association (FEA)

- b) Look at the pictures. In pairs, decide which three of the following would be most useful to have on hand in the case of a power failure and why.



A: I think the most important thing to have in the house in case of a power cut would be ...

B: Yes, I agree. It's also a good idea ...

• Reporting problems

- 8 a) Listen to the dialogue. What's wrong with Mr Harris?

- b) Match the exchanges, then read out the dialogue.

A	B
<input type="checkbox"/> 1 Hello? Is that the power company?	a Could I have your name and address, please?
<input type="checkbox"/> 2 I'd like to report a fallen power line.	b Have you any idea what happened?
<input type="checkbox"/> 3 Right outside my house.	c Do you know when all this happened?
<input type="checkbox"/> 4 Yes, of course. My name is Ned Harris and my address is 44 Bell Crescent.	d Don't worry, Mr Harris – we'll send somebody round straight away.
<input type="checkbox"/> 5 Yes – a car hit the pole, and that dragged the power line with it when it fell.	e I see. Where exactly is it?
<input type="checkbox"/> 6 I certainly do! It was the moment that all my lights went out!	f Yes, it is. How can I help you?

- c) In pairs, act out similar dialogues using the prompts: *fire, power cut*.

• Intonation (stress in lists of adjectives)

- 9 Listen and repeat.

- tablecloth – silk tablecloth – white silk tablecloth
- carpet – wool carpet – Persian wool carpet

Listening and Reading

1 a) Which of the following are examples of robotic equipment?

- a vacuum cleaner • a battery operated dog
- a desktop computer • a car • a cheese grater

What features do robots have that other machines don't have? Where does the word "robot" come from?

b) What are robots used for?

- in factories • in hospitals • in the military
- in the home • in space

Robots can assemble car body panels.

Robots can defuse bombs.

Robots can do household chores.

2 Look at the title of the article. What do you think it will be about? Which of the following words and phrases would you expect to find in the article?

- special sensors • respond to commands
- have a conversation • do the housework
- battery operated • uneven surfaces
- built-in cameras • human-shaped

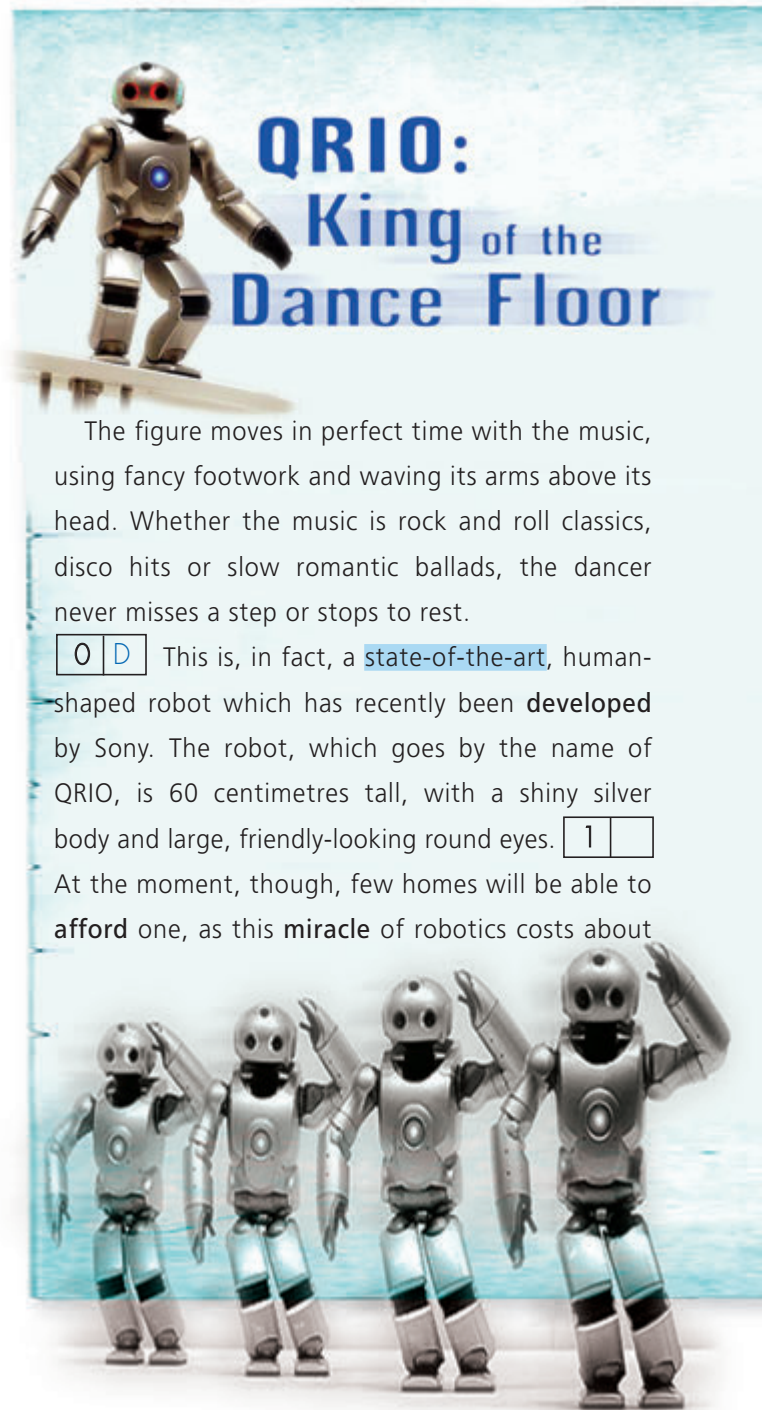
3 a) Listen and mark the following statements 1 to 5, T (true) or F (false).

QRIO:

- 1 is shaped like a human.
- 2 is quite expensive.
- 3 falls over a lot.
- 4 can talk.
- 5 can recognise all people by face and voice.

b) Read the magazine article and choose the sentences from the list (A–H) which best fit each gap (1–6). There is one extra sentence which you do not need to use.

- Perhaps its most entertaining talent, though, is its dancing.
- Demonstrations have shown that it can even balance itself on a surfboard while it is being tilted in various directions.
- As technology progresses, home robots will become more and more high-tech and will be able to perform a greater variety of functions.



The figure moves in perfect time with the music, using fancy footwork and waving its arms above its head. Whether the music is rock and roll classics, disco hits or slow romantic ballads, the dancer never misses a step or stops to rest.

0 D This is, in fact, a **state-of-the-art**, human-shaped robot which has recently been **developed** by Sony. The robot, which goes by the name of QRIO, is 60 centimetres tall, with a shiny silver body and large, friendly-looking round eyes. 1 At the moment, though, few homes will be able to **afford** one, as this **miracle** of robotics costs about

- But this is no ordinary dancer.
- The QRIO can even take photographs.
- This means that it can avoid all sorts of accidents.
- It was designed to live with people in their homes and to entertain them and keep them company.
- The makers of QRIO believe that the robot will be popular because of its personality.

c) Read the article and explain the words in bold, then use them to make up sentences.

the same as a luxury car.

The QRIO is certainly entertaining – it is, quite **literally**, an ‘all-singing, all-dancing’ robot. It can be programmed with so much music and so many **lyrics** that it can **outperform** a jukebox.

2 The QRIO can really work the dance floor, as it not only moves to the **beat of the music**, but also **shakes** its **hips** and moves its arms and legs to the rhythm. Its two **built-in** cameras enable it to **dodge** any **obstacles** in its path. **3**

The QRIO also has a great sense of balance, so it rarely falls over, no matter how **energetic** its dance routine becomes. **4** This is because its feet contain special **sensors** which allow it to walk and dance on **uneven** surfaces such as carpets and rugs. Even the most **agile** dancers take a **tumble** sometimes, but you can be sure that even if the QRIO does fall over, it will not **fall apart**. Instead, it gets back on its feet as **gracefully** as possible to continue its performance and make its owners proud.

It has the ability to talk and, with a vocabulary of 60,000 words, it is much **chattier** than **previous** home robots. It can recognise as

many as ten people by face and voice, and is able to **greet** them by name and even have a conversation with them.

5 Its built-in cameras take digital **images** of people’s faces and store them in its memory, while its seven microphones pick up people’s voices and file them away, too.

The QRIO is the most advanced robot ever produced for home use, but experts believe that this is only the beginning. **6** In the meantime, the QRIO is ready to **dance the night away** in living-rooms around the world. Who knows – it might even teach you some of its moves!



d) Find synonyms for the highlighted words.

4 Fill in the correct words from the list, then choose any five and use them to make up sentences.

- perfect • routine • footwork • images
- built-in • uneven • advanced • disco
- company

- | | |
|-----------------|-------------------------|
| 1 time | 6 technologically |
| 2 fancy | |
| 3 hits | 7 surfaces |
| 4 dance | 8 digital |
| 5 cameras | 9 to keep sb..... |

5 Fill in: *between, in, with, to, on, for or of*. Then choose any five phrases and make sentences using them.

1 perfect time with; 2 to go by the name; 3 to be programmed sth; 4 to move the rhythm; 5 to tell the difference; 6 great sense balance; 7 to get back its feet; 8 to have a conversation sb; 9 produced home use; 10 the meantime

• Project

In pairs, write an advertisement for the robot, QRIO.

Writing

(a letter of complaint)

When we write a letter of complaint we may use a **mild tone** to sound more polite or a **strong tone** when we are extremely upset or annoyed. However, we must never sound rude or insulting. We usually write four to five paragraphs depending on the number of our complaints.

In the **first paragraph**, we write our opening remarks stating our complaint, including details of what has happened and where/when the incident took place.

In the **second and third paragraphs** we present the points we are complaining about, giving examples or reasons. We start a new paragraph for each complaint. To link our complaints we can use *firstly, to start with, secondly, moreover*, etc. To justify our points we can use linking words/phrases such as: *although, however, for this reason*, etc. In the **last paragraph** we explain what we would expect to happen (i.e. a refund, a replacement, an apology, etc). Most letters of complaint are written in formal style/register.

• Analysing the Rubric

1 Read the rubric, underline the key words and answer the questions.

You recently bought a fax machine but you are not satisfied with it. Write a letter of complaint to the manufacturer describing the problem and the action you expect the manufacturer to take.

- 1 What type of letter should you write?
- 2 Who is going to read your letter?
- 3 Would you use a mild or a strong tone? Why?
- 4 What style would you use? Why?
- 5 How would you begin/end your letter?
- 6 What kind of problems could the fax machine have?

• Analysing a Model Text

2 a) Read the letter and fill in the blanks with linking words/phrases from the list. What tone has the writer used?

- to make matters worse
- to begin with
- also
- secondly
- what is more

Dear Sir/Madam,

I am writing to complain about a fax machine which I recently purchased from your company. The machine is your Intellifax Laser 260.

1), when I ordered the machine, I was told it would be delivered in three weeks. However, it took over six weeks for the machine to arrive. 2), when it finally did arrive, the lead was missing and I was obliged to buy one.

3), despite the fact that the instruction manual states that the machine works with plain paper, my printout copies are unclear and almost impossible to read. I find that the only way that I can get a clear printout is by using a very expensive brand of paper. 4), although I am using this high quality paper, the machine continually jams.

I would appreciate it if the machine could be replaced as soon as possible. I 5) expect a full refund of the money I paid for the missing lead. I hope that this matter will be resolved as quickly as possible.

Yours faithfully,

William Stern

William Stern

• Mild/Strong Tone

b) Read the phrases below and say which of them use a mild tone and which a strong tone. Which of the phrases would you use to change the mild tone used in the letter?

- 1 I am writing to express my strong dissatisfaction with ...
- 2 I am writing to draw your attention to ...
- 3 I wish to express my unhappiness with ...
- 4 I feel I am entitled to a refund ...
- 5 I hope that I will not be forced to take further action ...
- 6 I insist on an immediate refund ...

• Linkers

3 a) Match the pairs of sentences. Then join them with appropriate linking words/phrases, as in the example.

- 1 The iron didn't get hot enough.
- 2 The electrician didn't turn up.
- 3 The radio still won't work.

- | | |
|---|---|
| A | He promised he would come today. |
| B | I put a new battery in it yesterday. |
| 1 | C I turned the control to the highest position. |

- even though
- however
- although
- despite
- in spite of
- but

- 1 C *The iron didn't get hot enough even though I turned the control to the highest position.*

b) Use the prompts to express complaints about the items in the pictures.



• Opening/Closing Remarks

4 Read the following extracts and say which are *O* (opening) and which are *C* (closing) remarks. Then say whether the writer has used a mild or strong tone.

- | | | |
|---|--------------------------|---|
| 1 | <input type="checkbox"/> | I am writing in connection with a laptop computer which I recently bought from your shop. mild tone |
| 2 | <input type="checkbox"/> | I believe that I am entitled to a refund and I hope that this matter can be dealt with promptly. |
| 3 | <input type="checkbox"/> | I wish to bring to your attention a problem which arose while I was staying at your hotel. |
| 4 | <input type="checkbox"/> | I insist on a full refund and I hope that I will not be forced to take further action. |

• Discuss and Write

5 Read the rubric and underline the key words. Then answer the questions that follow.

You ordered a camcorder and paid by credit card but you were sent the wrong model and you were overcharged. Write a letter of complaint explaining what happened and saying what action you expect the company to take. (120-180 words)

- Do you know the person you are writing to?
- What is the reason for writing?
- What tone would you use? Why?

4 What opening and closing remarks would you use? Why?

6 Read the sentences below and tick (✓) the ones you would use in your letter.

- | | |
|---|--------------------------|
| 1 I am completely satisfied with my new camcorder. | <input type="checkbox"/> |
| 2 I ordered the C20 model that was on special offer. | <input type="checkbox"/> |
| 3 The model delivered was not only the wrong one but also £30 more expensive. | <input type="checkbox"/> |
| 4 The service department was extremely helpful. | <input type="checkbox"/> |
| 5 When I opened the package I noticed that the camcorder was the wrong model. | <input type="checkbox"/> |
| 6 The camcorder should have been supplied with a tripod. | <input type="checkbox"/> |

7 Use your answers from Exs. 5 and 6 and your answers from the plan below to write your letter. You can use the letter in Ex. 2 as a model.

Plan

Dear Sir/Madam,

Introduction

(Para 1) What is the reason for writing?

Main Body

(Para 2) What is your first complaint?
Give examples/reasons for your complaint. (How can you justify it?)

(Para 3) What is your second complaint?
Give examples/reasons for your complaint. (How can you justify it?)

Conclusion

(Para 4) What are your closing remarks?
What action do you expect the company to take?

Yours faithfully,
your full name

8 Read the sentences. What do they mean?

What's in a word?

- One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man. (Elbert Hubbard)
- The real problem is not whether machines think but whether men do. (B F Skinner)


Literature Clip



Jules Gabriel Verne (1828 - 1905) was born in Nantes, France. As a boy, he was fascinated by the sea and all things connected with it. In 1847, Verne went to Paris to study law but he decided to concentrate on his writing. Verne wrote stories and sold them to support himself. He published his first novel *Five Weeks in a Balloon* in 1863 and *Journey to the Centre of the Earth* in 1864. His other novels include *From the Earth to the Moon* (1866), *20,000 Leagues Under the Sea* (1870), and *Around the World in Eighty Days* (1873). Verne's writings laid the foundation for modern science fiction.

1 a) What do you know about Jules Verne? What books did he write? Can you name some? Why do you think his books are so popular?

b) Now read Jules Verne's biography and check your answers.

2  a) Listen to the extract and answer the questions that follow.

- 1 Who or what is the *Nautilus*?
- 2 What is a craft? Name the different types of craft that are mentioned.
- 3 How do you think the narrator feels?

b) Read the extract and mark the statements below *T* (true) or *F* (false), then explain the words in bold.

- 1 The guest was confused by the instruments.
- 2 Manometers were used to check temperature.
- 3 The *Nautilus* was powered by electricity.
- 4 The captain didn't want to answer his guest's questions.
- 5 The guest wasn't going to stay on the *Nautilus* for very long.

Speaking

c) Read the extract again and retell the story.

20,000 Leagues Under the Sea

— by Jules Gabriel Verne —

Captain Nemo pointed to a chair and asked me to sit down. He began to tell me the story of the *Nautilus*. He pointed to the instruments hanging on the walls of his room. Many of them I recognised as standard **navigation** instruments but I was puzzled as to the **nature** of some of the others. I asked him what the unfamiliar instruments were for. "These are manometers or **depth gauges**," said the captain, "and these measure the different temperatures of the sea at any depth."

"How is this craft **powered**?" I asked of the captain. "Why, by electricity," he explained. "Chemicals from the seawater can provide as much power as we need. The sea produces electricity and the electricity gives the *Nautilus* heat, light and the ability to move. It is the source of life itself," he **remarked**, "the air we breathe, the power of the engines, even heat for cooking our food." I found it **incredible** that such wonderful energy and power could be obtained from the sea.

"Captain Nemo," I said, "I have seen what you have **achieved** and I cannot explain it. I saw the *Nautilus* moving around our ship at great speed but speed isn't everything. You have to be able to see where you are going, to **steer** to the right and the left and up or down. How do you manage to reach such depths against the incredible pressure? How do you return to the surface? How do you manage to stay at any depth you choose? I am sorry to ask so many questions."

"Not at all, Professor," said the captain after a slight **hesitation**. "I will tell you everything you want to know, since you will never leave this submarine. Come to the **saloon** and you will learn everything about the *Nautilus*."

The captain led me to the **rear** of the craft. He pointed to another **dial**. "This dial shows us how fast the ship is travelling. The propeller, which has a diameter of 23 feet, can revolve at up to 120 revolutions per second and gives us a maximum speed of 50 knots." Then he took me further back in the ship until we came to a sort of **well** with an iron ladder attached to the wall. "This leads up to a **dinghy** kept in a special watertight compartment. I climb inside, fasten the **hatch** and the dinghy shoots to the surface." I asked him how he managed to return. "I don't. The *Nautilus* comes to me. I send the crew a message by electric wires, a sort of telegram."

• Project

You have decided to enter a drawing competition about unusual or fictional crafts. Using ideas from the extract as well as ideas of your own draw a craft that can travel underwater.

Revision & Extension

- 1 a) In pairs, complete the dialogue, then describe the picture.



- A: Where do you think the picture was taken?
 B: I'd say 1)
 A: What is the woman in the picture doing?
 B: She is 2)
 A: How can computers affect our free time?
 B: Well, 3)

- b) In pairs, act out a dialogue based on the picture.



- c) In pairs discuss the following:

- How does technology make our lives easier?
- Has technology isolated us?

- 2 You will hear people talking in eight different situations. For questions 1-8 choose the best answer, A, B or C.

- You hear part of an interview. What did the man invent?
 A a kind of notebook B a type of glue
 C an office product
- A man knocks on your door. What does he want you to do?
 A give him some information B buy something from him
 C try a new product
- You hear a dialogue between two people in an office. How does the man probably feel?
 A happy B embarrassed C angry
- You are listening to a radio phone-in. Why has Pat phoned?
 A to get advice about her son
 B to discuss her husband
 C to criticise her son's school
- You hear this ad. What advantages does the shop have?
 A it sells many different products
 B its products are high-quality
 C it is very big
- You hear a woman talking. Where is Mrs Smith?
 A in a department store B at a bus station
 C at an airport

- While visiting a school, you hear this man talking. Which invention does he think is the most important?
 A Morse Code B telegraph
 C telephone
- You hear a customer talking to a shop assistant. What does she want to do?
 A buy a computer monitor
 B return a fax machine
 C exchange a photocopier

- 3 Fill in the correct form of *crash*, *surf*, *skip*, or *eat*, to complete the sentences.

- Oh, no, my computer just and I think I've lost all my work.
- When I have spare time I enjoy the Internet for interesting information.
- I can't believe it! I bought that CD yesterday and it's already.
- The bad thing about cassette recorders is that they frequently your favourite cassettes.

- 4 Fill in: *line*, *system*, *program*, or *information*, then explain the meaning of the expressions in bold.

- I'm sorry, sir, but our entire computer is **down** and I'm unable to help you with your enquiry.
- That's strange. I was just talking to Marge and suddenly the **went dead**.
- The new computer had a **virus** and all the office computers have been infected.
- Isn't it amazing how many **bytes** of can be stored on one floppy disc?

Writing

Think of a famous inventor from your country. Use an encyclopaedia or the Internet to fill in information under the headings below. Then write about him/her and what he/she invented.

- inventor's name • invention
- year it was invented • importance