

## 1 Letters (pp.88–101)

### 1.1 Personal letters (pp.88–89)

- a) This letter is rather formal in tone, language and style in some parts. Use the advice and input from above to make it more personal.

Possible solution:

6th April 2006

Hi Mark,

Thanks for your letter! It was nice to hear from you and I'm glad you and your family are well. It is cool to be in touch again after such a long time.

The A-level exams this summer have kept me very busy recently. Luckily, the weather is so miserable (I know from experience that yours is far better at this time of the year.) that it has kept me at my desk most of the time. I know what I have to do to be prepared, so I'm pretty optimistic. Did you know that I'll have to sit these exams in the first weeks of May?

That reminds me of one thing where I could use the advice of a native speaker. As you know, I've never really felt at home with writing personal letters. I know that there is a difference between personal and formal letters, but I find it hard to think of colloquial words and to write in an informal style. Everything I've learned at school seems to be useless here.

Perhaps you as a native speaker could give me a helping hand here (if you find the time because I know how busy you are).

Hope to hear from you soon! Best wishes to your parents.

All the best,  
Sebastian

- b) In the role of Mark, respond to this letter. Use a letterhead and prepare your letter by:

- marking the points you would like to respond to in the original letter
- collecting some more points you would like to mention
- ordering your points and notes

Possible solution:

11 Northfields Close  
Bishops Waltham  
Hampshire SO 32 1 EW  
England

10th April 2006

Hi Sebastian!

Thanks very much for your letter! Before I forget it: We moved house last weekend, so make a note of my new address in the letterhead. My new room is double the size of the old one and we have a spare room for guests now. How about coming over after your exams?

I'm a little bit short of time, so let me get to the main point of my letter right away. It's difficult to give you really concrete advice, because every letter is different, but I can give you a couple of hints or useful phrases. Basically, a personal letter is only meant to be read by a good friend, so the language and form is up to you. But in an exam situation (especially at an advanced level!) you should not overdo the informality.

In your letterhead, you can leave out the address, as you did, or include it. You should always write the date, however. After greeting your friend with a simple "Dear/Hi John", it usually is a good idea to refer to the last letter or e-mail you received from your friend. You can also ask how he or she is or tell what you are doing etc. Just make some small talk!

On the other hand, however, you mustn't forget your exam task. There is probably a topic you are expected to comment on, so make sure that you deal with that topic in detail and keep the other things reasonably short.

You can return to small talk when you come to the end of the letter, for example by saying, "That's all the news here. What have you been up to?" or "Let's keep in touch".

Best wishes for your exam,  
Mark

## 1.2 Formal letters (pp.89–90)

- a) Write a letter to the editor in response to the newspaper article "Talk about the British Dream" by Michael Howard.  
Feel free to criticise it, but make sure you remain polite!

Possible solution:

[your address]  
[date]

[address of the newspaper]

Sir,

In his article of 17th August 2006, "Talk about the British Dream", Michael Howard said many things which I strongly approve of, most of all his comment on integration as a two-way process. However, towards the end of the article Mr Howard calls into question some of his earlier, very perceptive statements. He writes that immigrants should acquire an understanding of the basic British values, which he says are "decency, tolerance and a sense of fair play" (II.51–52). I cannot help but feel that there is a message between the lines: Does Mr Howard wish to imply that other traditions, cultures or nations, those of immigrants in particular, do not accept these basic values? Do they not know decency?

I assume that this message is in fact unintentional, but still it is exactly this kind of unintentional patronising which poses a great threat to successful integration and which prompts me to stress once again that integration is a two-way process. With all due respect, I would recommend that Mr Howard be more careful in his choice of words in the future. Otherwise, his message may be lost or even reversed.

[your name], [where you live]

## 2 Speeches (pp.91–94)

### 2.1 Getting started: Basics (pp.91–92)

a) The three tasks below do not refer to any texts in this book, but show you different kinds of tasks which you might encounter in an exam. In all three of them you are expected to write the script of a structured comment on a topic which is to be delivered to an audience at a certain occasion. Read the tasks carefully and underline the keywords.

b) There are small but notable differences between the terms ‘speech’, ‘talk’ and ‘statement’. Fill in the correct term in the definitions below. If you need help, look them up in a dictionary.

The speech is the longest and most formal one.

The statement is usually the shortest of the three text types.

The talk may be less formal and more entertaining than the others.

c) Answer the following questions for the three tasks above. Fill in the gaps, and be aware of what you are expected to do.

Questions	Tasks (above)	What you have to do:
<b>Who is speaking?</b> If you are not the speaker: What is his/her perspective on and knowledge of the topic?	Task 1: you (as a critic of the opinion given in the text)  Task 2: you (as a German)  Task 3: a member of the US government (“you are speaking in role”)	Choose fitting (formal) language (choice of words) and keep your tone serious.  Use informal language and humour only for a special effect.  Present yourself as a confident and trustworthy person.
<b>Who is being addressed?</b> Is your audience described in the task? What are its expectations?	Task 1: German and American students  Task 2: mostly English pupils  Task 3: young (American) college students	Choose the right address: Ladies and gentlemen, ...  Connect with the listeners at the very beginning: I really appreciate being here with you today ...  Take up their expectations: I know what you expect me to do: ...  Use easy rhetorical devices, e.g. contrast: Undoubtedly, this is a time of ... But at the same time it is also a period of ...  Ask for support and trust.
<b>... on what occasion?</b>	Task 1: at a formal debate  Task 2: at a school discussion in England  Task 3: possibly at the college (following an invitation from the college or another organisation)	Be aware of your role and the formal character of the occasion:  Stay calm and logical.  Work with arguments and reasons.  Speak clearly and directly.  Use appropriate language.
<b>... on what topic?</b>	Task 1: the process of globalisation  Task 2: the concept of a multicultural society  Task 3: American immigration policy	Find ideas in the text which you can use or refer to in your speech.  Note down any further ideas from class work: facts and figures, arguments, key words and phrases
<b>... with what intention?</b>	Task 1: to criticise the views of the articles  Task 2: to present a German perspective on multiculturalism  Task 3: to react to criticism of a government	Think of a clear structure and a convincing line of argument.

	policy	
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## 2.2 Structure of a speech (pp.92–93)

- a) A speech has to be carefully structured in order to be effective. In the left column of the grid, read the ideas and advice for the three main parts of every speech. In the right column, fill in appropriate phrases for the introduction and the conclusion from the **Useful phrases** box on the right.

The three parts – ideas and advice	Useful phrases
<b>Introduction</b> 1. Greet the audience politely. Thank them for the invitation. State your topic and its importance. 2. Catch your listeners' attention e.g. with ... <ul style="list-style-type: none"> <li>• a provocative statement or question</li> <li>• a surprising fact or trend</li> <li>• a new discovery</li> <li>• an eye-opening experience</li> <li>• an anecdote, joke or quotation</li> </ul> 3. State your aim. (Outline the structure of your speech.)	Ladies and gentlemen, ... It is an honour for me to be here today at... I feel greatly honoured by your invitation. As some of you might know, since my early childhood I have taken a special interest in ... You might all remember XY who said many years ago: "..." We are here today to ...
<b>Main part</b> Hold your listeners' attention: 1. Develop your ideas step by step, e.g. <ul style="list-style-type: none"> <li>• in chronological order</li> <li>• from the least to the most important idea</li> <li>• all arguments against and then all those for an idea</li> <li>• alternate arguments for and against a certain idea</li> <li>• connect problems with solutions.</li> </ul> 2. Back up your ideas with background information. 3. Give examples to support your statements. 4. Divide your speech into clear units (paragraphs). 5. Link the parts of your speech. 6. Repeat and emphasise important ideas	First of all, ... An additional argument for ... is ... For this reason ... For instance/for example ... This brings me to my final point: ... To sum up, ...
<b>Conclusion</b> 1. Come to a convincing end, e.g. with one of the following ... <ul style="list-style-type: none"> <li>• a short summary</li> <li>• a quotation</li> <li>• a call for action (appeal)</li> <li>• a look into the future</li> <li>• a rhetorical question</li> <li>• a promise</li> <li>• an appeal</li> </ul> 2. Finish your speech clearly.	Let me conclude with the words of XY who once said that ... I am hoping for ... Thank you for listening/for your attention. All my evidence points in one direction: ... Looking at all the facts and figures, I have to draw the conclusion that ... XY said many years ago: "..." What it all boils down to is the following: ... Let us all work together to ...

- b) Add some useful phrases for the main part. You can find suggestions in the chapter on comments.

## 2.3 Rhetorical devices (pp.93–94)

a) Identify the devices (in bold print) in the following sentences from a speech on America. Copy them into the middle column of the grid on the next page. –

b) Read the fact file on globalisation on the internet. Then think of new examples for the rhetorical devices in the context of a speech about globalisation and write them in the third column.

Rhetorical devices	Examples (America)	Examples (globalisation)
rhetorical question	Should we ignore the threat of terrorism?	(→ see fact file on “Globalisation”)
enumeration (list of three)	There is no country which is more generous, more accepting and more welcoming than the United States of America.	(→ see fact file on “Globalisation”)
appeal to the audience (e.g. imperatives)	Send him back to Washington for four more years!	(→ see fact file on “Globalisation”)
imagery, e.g. simile or metaphor	This is like winning an Oscar. (simile) We Americans are still the lamp lighting the world. (metaphor)	(→ see fact file on “Globalisation”)
quotations	Martin Luther King once said: “I have a dream.”	(→ see fact file on “Globalisation”)
alliteration	We Americans are still the lamp lighting the world.	(→ see fact file on “Globalisation”)
contrast (antithetical phrase)	This is a question of war and peace.	(→ see fact file on “Globalisation”)
anaphora (beginning sentences in the same way)	We need strength. We need hope. We need courage.	(→ see fact file on “Globalisation”)

### 3 Newspaper articles (pp.94–96)

#### 3.1 Newspaper comments and letters to the editor (p.94) –

#### 3.2 News stories (pp.95–96)

- a) *The article below is a fictitious report of the first meeting of Romeo and Juliet (Act I, scene 5 in Shakespeare's play), as a local newspaper might have written it. Read it carefully and decide whether it belongs to a quality or a popular paper. Underline the phrases which are most typical for the chosen journalistic style.*

Individual answer.

- b) *The first paragraph (the "lead") usually answers the 5 Ws. Fill this grid with examples from the fictitious article above:*

<b>Who?</b>	a mysterious stranger, Juliet, other party guests
<b>Where?</b>	at the Capulet's masked ball
<b>What?</b>	a Montague kissed Juliet Capulet
<b>When?</b>	last night
<b>Why?</b>	love at first sight or planned meeting

- c) *Scan the news story for useful language for an article in a popular paper, e.g. words and phrases for ...*

<b>dramatization or speculation:</b>	scandalous, outrageous, mysterious, glamorous, uncontrollable, completely out of his mind, at the very last minute, breathtaking, extraordinary, to spread like wildfire, to be at risk sth is likely to happen, the question asked by many people is probably ...
<b>comments:</b>	Shockingly, ... Fortunately, ... Luckily, ... To be sure, ...

- d) *Rewrite the news story as it might appear in a quality paper, following the guidelines above. As you can leave out all the dramatic details and speculations, your report can be much shorter (about 80–100 words).*

#### Scandal at Capulet ball

Verona. The family feud between the Capulets and the Montagues has taken a threatening turn since a masked member of the Montague family attended last night's ball at the Capulet's house. The masked man, whom an eyewitness identified as Romeo, the son of Lord Montague, is reported to have kissed Juliet, the host's daughter. Members of the Capulet family have sworn revenge for what they consider an insult to their family honour, which could prove a serious risk to safety in Verona in the weeks to come.

## 4 Interior monologues and diary entries (pp.96–98)

### 4.1 Interior monologues (pp.96–97)

a) Make sure you are familiar with the following terms. All of them refer to processes in the human mind or consciousness. Find pairs which are close in meaning. Put them into the correct boxes in the grid on the next page.

memories • feelings • fantasies • thoughts • emotions • recollections • daydreams • ideas

Past	Present		Future
memories recollections	ideas thoughts	feelings emotions	daydreams fantasies

Now use your skills

b) In the short story "Mr Mumsford" the reader gets no information about what is going on in the principal's mind.

Go back to the chapter about short stories and read this story once more. "Freeze" the story at the moment when the principal meets Bibs in the hallway. –

c) Focus on the principal: To prepare an interior monologue you have to answer these three questions:

- What situation is the principal in?

He is at school at night ("a little past ten" (l.9), "office" (l.10)). Somebody he knows ("Bibs" (l.1)) stops him. This person has got a baseball bat in his hands and he seems prepared for an attack. Bibs is taller/stronger than the principal ("six feet tall", "towered over the principal" (l.14)).

- What is his personality like?

We have very little information. He seems to be hard-working, white, not unintelligent (he is the principal of the school).

- What kinds of feelings, thoughts, memories etc. might be rushing through his mind at this moment? –

d) The last question is answered in the following two texts, which represent the two different methods of showing what happens in a character's mind. Read them carefully and then add a few more lines to each of them.

The principal's thoughts as reported thought:	The principal's thoughts as an interior monologue:
Was Bibs seriously threatening him? Planning to attack him with the baseball bat he was clutching? After all, there were beads of sweat on his forehead. Signs of tension and anger. This was it! The situation he had rehearsed in seminars about psychology many times. Would he be able to remain calm and act professionally? Signal understanding – that's what they'd been taught. He needed time to think. How could he appear calm when a black giant was towering over him? ...	Why is he looking at me like that, clutching a baseball bat? I've never seen that anger in his eyes before. Maybe I've never looked. He's always seemed so good-natured and docile. Steady. I must not show him I'm worried. Show him that I understand – that's what I must try to do. It sounded so easy when the psychologist explained it. Feels very different now. There is no-one else around. If he attacks me, I won't have a chance. But he won't. It's Bibs ...

## 4.2 Diary entries (p.98)

- a) A diary entry is in many ways very similar to an interior monologue. Find the three parallels and the three differences in this list on the right and complete the grid (parallels first in the first three lines):

Interior monologue in direct speech	Diary entry
personal/private/secret	
addressed to oneself	
first-person point of view	
invisible and inaudible, usually not written down	visible, written
thoughts at a certain moment	statement on a page with a date
main focus on the present	main focus on the recent past

- first-person point of view
- main focus on the recent past
- thoughts at a certain moment
- visible, written
- personal/private/secret
- addressed to oneself
- main focus on the present
- invisible and inaudible, usually not written down
- statement on a page with a date

- b) These nine structures are often used in diary entries. Look at the tenses and write three structures into the correct column of the grid below.

Past	Present	Future
Why did he/she not do sth in time?	I wonder what he/she is doing at the moment. It's hard to accept sth.	I wish sth could/would happen. I dream of sth happening.
If I had done sth, sth else might have happened.	I bet he/she doesn't know how to do sth.	I know/am certain sth will happen.
When he/she was doing sth, I felt uncomfortable.		

- c) In the section on analysing poetry, you can find the poem "Rice will grow again" Read it carefully and collect information about what happened back then and what we learn about Mitch.

**Situation:** Mitch has served in the US Army in Vietnam and killed a farmer there, who was just planting rice and not threatening him. After he returns to Kansas, Mitch has nightmares about the rice farmer.

**Mitch's personality:** Very little information: Mitch is American, served in Vietnam, lives in Kansas. He seems to have snapped when he shot the unarmed farmer and is suffering from a bad conscience after his return.

- d) Imagine Mitch has had a nightmare in which the dead farmer plants rice shoots around his bed. Write a diary entry where he tries to cope with the dream. You may start like this, for example:

5th July

He was there again last night, the farmer with the rice shoots. There were shoots all around my bed. And the water was red with blood. I heard the sound of my rifle and the sound of his voice, cursing me in a foreign language. Why does he keep coming back? It's twenty years now since the war and still the incident haunts me. I think it's the sound of the fireworks that triggered it off. I had to shoot him! There was no alternative. None of the farmers could be trusted. They all supported the Vietcong. If I hadn't acted, who knows what would have happened? Frank did not react. Too many fellow Americans lost their lives because they were taken in by seemingly innocent civilians. But they all hated our guts.

Still, the sound of his bubbling strange words through the blood is horrible. It makes my stomach turn. I wonder whether Frank remembers it, too.

## 5 Dialogues and interviews (pp.99–101)

### 5.1 Argumentative dialogues (pp.99–100)

- a) To prepare a dialogue on globalisation, use a pros-and-cons table for the two participants. Complete the grid below by filling in the right-hand column. If you need help, you can check the Fact file on globalisation on the internet.

Participant 1: in favour of globalisation (hopes)	Participant 2: critical of globalisation (fears)
<p>in the developing world:</p> <ul style="list-style-type: none"><li>• new jobs</li><li>• rising living standards</li><li>• less poverty</li></ul> <p>in the industrial world:</p> <ul style="list-style-type: none"><li>• expanding international trade</li><li>• new business opportunities</li><li>• spread of freedom and democracy</li></ul> <p>for humankind as a whole:</p> <ul style="list-style-type: none"><li>• more understanding and friendship</li><li>• global political institutions</li><li>• universal values</li><li>• general prosperity</li></ul>	<p>in the developing world:</p> <ul style="list-style-type: none"><li>• dependence on foreign support</li><li>• danger of investors pulling out</li><li>• negative cultural influences</li></ul> <p>in the industrial world:</p> <ul style="list-style-type: none"><li>• gradual loss of national cultures</li><li>• illegal immigration</li><li>• powerful international companies</li></ul> <p>for humankind as a whole:</p> <ul style="list-style-type: none"><li>• profit only for a minority</li><li>• growing inequality/tension/pollution</li><li>• inhuman competition</li><li>• Americanisation of the world</li></ul>

- b) Write an argumentative dialogue on globalisation, based on the notes below for what speaker A and B could say. The first few notes are already turned into complete sentences to help you get started.

A: Have you read today's editorial in *The Times*? It says we will all benefit from globalisation, and should learn to live with it. Selling our products worldwide, conquering new markets – sounds like a 'brave new world' of opportunities, doesn't it?

B: Never trust the papers, even if it is supposed to be a quality paper! Globalisation has become a buzzword used by the media, politicians and businessmen alike. Some call it a curse, others a blessing – depending on their interests. Most people who use the phrase haven't got a clue what they are talking about. There is economic as well as technological globalisation, and both trends are closely linked, inevitable and potentially dangerous for us ...

A: Let's face the facts: For a developing country it's a unique chance to attract a global player. Foreign investment simply means a steady job for many people with few skills. Rising living standards, less poverty ... what's wrong with that? It's better to make them self-reliant than to leave those nations dependent on foreign aid.

B: That is a bit one-sided, isn't it? Perhaps it is just a different kind of dependence – investors may pull out their capital whenever they like and move on to produce in another underdeveloped country at even cheaper rates. Exploiting the workforce, taking advantage of corrupt regimes and destroying the local culture – I don't see why we should support that in any way.

A: Simply look at the situation our country is in at the moment if the concerns of the developing world fail to convince you. You will certainly agree that no nation can survive on its own these days? ...

## 5.2 Interviews (pp.100–101)

- a) In the role of a reporter for a German news magazine, prepare questions for a short interview with a British politician of Pakistani origin (Mr Khan). Turn the notes into questions and then use your knowledge of British society to formulate plausible answers. The Fact file on colonialism and migration" on the internet can help you.

Interviewer's notes	Questions	Answers
welcome – introduction of the topic and the interviewee – Britain as a model for Germans?	Good evening, Mr Khan! Our topic today is the British experience with immigration, and what Germany can learn from it. You have lived in Britain for 30 years and have been politically involved for half that time. Could Britain serve as a model for Germany?	Britain and Germany have played very different roles in history. In spite of these differences, it makes sense to study the situation in other European countries.
Britain's history of post-war immigration? – mostly legal immigration	Britain looks back on a long history of immigration after World War II. Immigrants have come from different countries and have had different reasons to immigrate – and most have come legally, haven't they?	Yes, you're completely right. After the war, Britain had a labour shortage and officially invited people from its former colonies all over the world, now members of the Commonwealth, to come to Britain.
increasing immigration and a changing mood in the 1970s and 1980s?	The 1970s and 1980s saw a substantial increase in immigration. How did the mood in the country change in response to that?	There were tensions, of course, because more and more immigrants arrived and the economy was weak. In areas with particularly high numbers of immigrants these tensions sometimes escalated to open racism.
comparison with Germany? advice to German society?	To what extent can Germany be compared with Britain? What advice would you give us?	Well, there are a number of parallels between Britain and Germany, but I think it must be said that we've had more success in creating a multicultural society. But I wouldn't dare to give any tips, I know far too little of the situation in Germany!
ending the interview	I'm sorry to say that our time is up. Thank you for being here and sharing your views with us!	It's been a pleasure ...

## 6 Continuing or changing prose texts (p.101)

- a) *The last sentence of the short story "Mr. Mumsford" was: "Then he turned and walked down the dark corridor toward the green exit sign leading out to the playground." (→ see p.37) Follow the principal on his way back home and describe what happens then. You can start like this, for example:*

The principal slowly crossed the playground and walked the short distance to his house beside the school library. His wife of 23 years stood in the doorway, expecting him. There was no reproach in her calm voice. "You've been working late. I'll put your supper into the microwave."

In the living room, the principal sat down in his favourite armchair and looked out of the window. Lost in thought, he hardly noticed the plate his wife had placed on the table in front of him.

It was silent in the house – their kids had flown the family nest years ago.

The autumn wind rustled in the trees outside. Dense clouds covered the stars. The best part of the year was over.

The window of the principal's office in the building beyond the playground was dark. The last remaining light in the school building had just been turned off.

"Do you know Bibs' real name, Karen?"

The principal's wife hesitated for a second. She stood beside her husband. "When I met Bibs for the first time you introduced him to me as Bibs. It seemed to be o.k. for him at the time. Nobody has ever used his real name."

"Well," the principal said, "times are changing. Bibs deserves respect – just like everybody else at this school. And I think he has earned this respect ..."

The principal suddenly discovered the plate in front of him. "This is the last supper I eat alone. A Christian man ought to always eat the supper meal with his wife."

The principal's wife smiled.

Abruptly, the principal rose from his worn-out armchair and walked to the antique desk at the far end of the living room. He turned on the light on the desk and placed pen and paper in front of him. "I'll give a speech to the school first thing tomorrow morning at assembly. I want them to listen carefully. I want them to learn a lesson. I want them to learn a name ..."

For a few seconds, the full moon found a gap between the clouds and illuminated the playground.