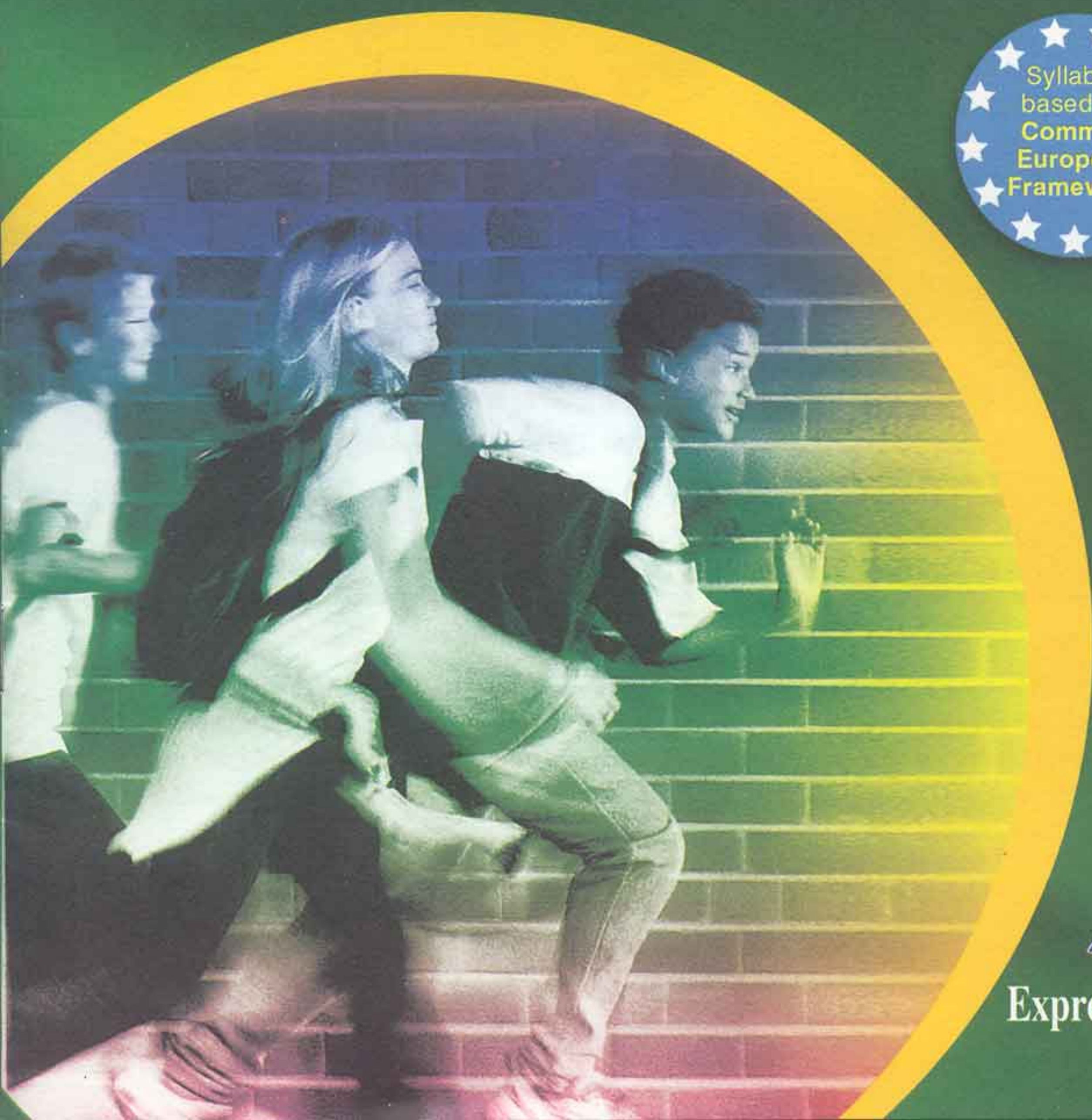


ENTERPRISE

The perfect choice for
the new "érettségi" 2005



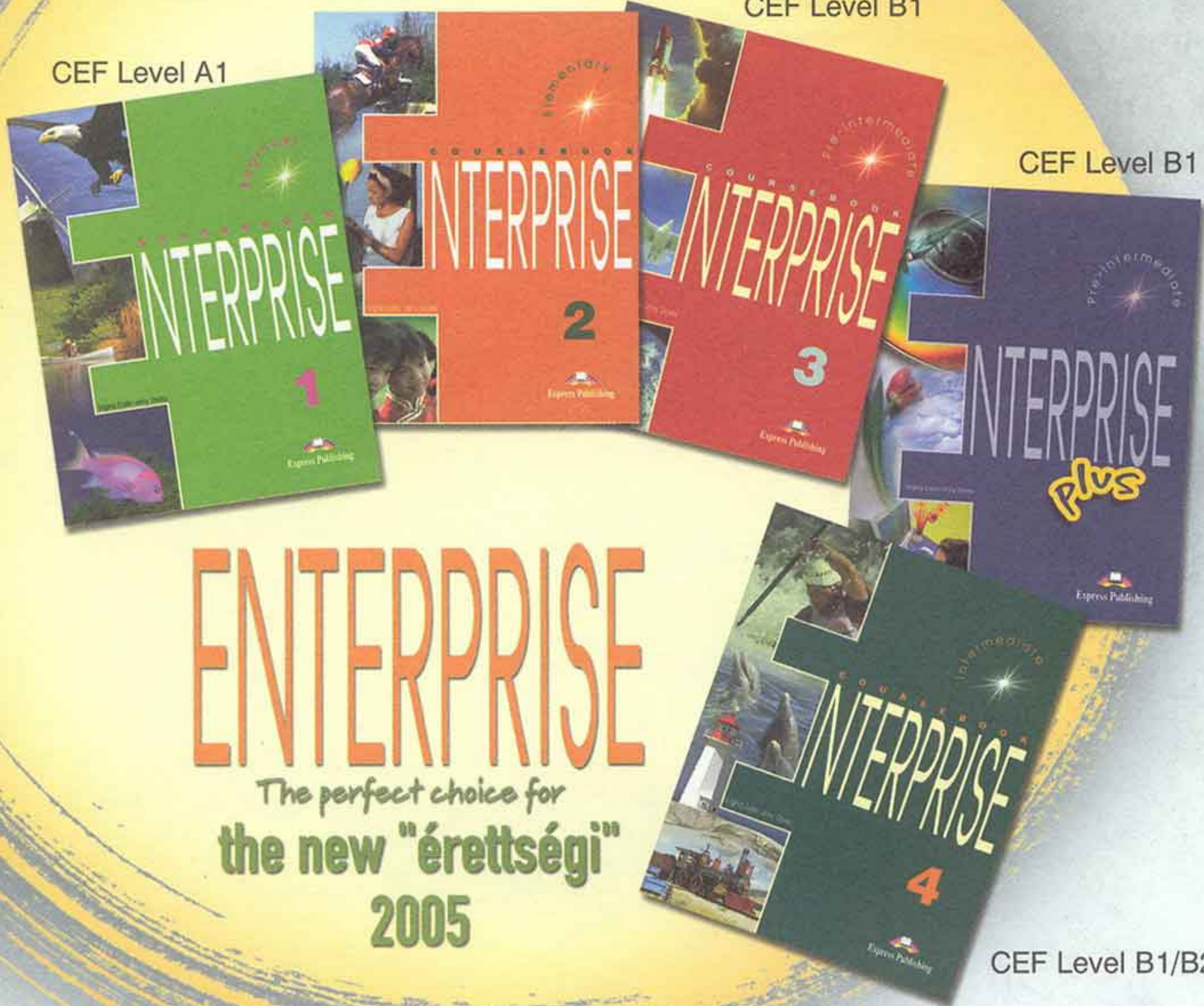
Express Publishing

CEF Level A2

CEF Level B1

CEF Level A1

CEF Level B1



ENTERPRISE

The perfect choice for
the new "érettségi"
2005

The ENTERPRISE series
is the perfect choice to **prepare students**
for the two levels of the new 'érettségi'

The series features thorough practice in each of the four language skills, providing systematic, well balanced development of all-round language performance.

Throughout the series, each unit is theme-based. All tasks are directly linked to the theme of the unit, so that language practice is contextualised, while each task exploits, consolidates and extends previous learning. Grammatical and lexical items are likewise presented and practised in the context of skills-oriented learning.

Tasks in each skill are fully integrated with other skills, and are preceded by thorough preparation. Wherever appropriate, tasks are closely guided to ensure that the intended learning objectives are accomplished.

There is a careful balance between skills development and specific exam tasks. All task types included in the intermediate and advanced levels of the Hungarian exams are thoroughly practised; in addition, close attention is paid to the methodical development of language skills, strategies and component sub-skills.

UNIT 3

Lead-in

- 1 a) Look at the picture and fill in the gaps with the correct letters.
b) Where is each room? The study is in the attic.
on the ground floor: the living room C the dining room ... the kitchen ...
on the first floor: the main bedroom ... the bathroom ... the child's bedroom
in the attic: the study ... outside the house: the garage ...
- 2 a) Fill in the gaps with the correct numbers. b) What is there in each room?
There is a sofa in the living room.
There are some chairs in the dining room.

Home Sweet Home



ENTERPRISE 1
p.18 Home



UNIT 10 Holidays with a Difference

Lead-in

- 1 The *Alton Towers Hotel* is a famous hotel in England. Look at the pictures. Which shows a flying machine? □ a reception desk made of piles of ancient logs? □ a themed room and cafe? □ a barbers restaurant? □

2 Circle the correct answers.

- 1 A guest is someone who...
a works at a hotel
b is staying at a hotel
- 2 When you book a hotel room...
a you pay for it
b you reserve it
- 3 A baby-sitting facility...
a helps you listen to your baby while it is sleeping in another room.
b looks after your baby while you are sleeping.

3 Listen and tick (✓) what you see find at the *Alton Towers Hotel*.

- | | |
|-------------|-----------------|
| a gym | d tennis courts |
| b a cinema | e a pool |
| c a barbers | f a cafe |
| d a barbers | g a cinema |



Reading

- 1 a) Read the article about the *Alton Towers Hotel* and explain the words in bold.
b) What themed rooms and cafes are there in the hotel?

ENTERPRISE 2
p.82 Travel

ENTERPRISE 3
p.92 Art & Culture

UNIT 21



A Modern Myth

Reading

- 2 Read the text and answer the following questions.

To celebrate twenty years of Star Wars, George Lucas has finally allowed the film to be reprinted in its original form. It has always been the story of a young boy who grows up to be a hero, but now it's a story of a young boy who grows up to be a hero. The story is a classic tale of a young boy who grows up to be a hero. The story is a classic tale of a young boy who grows up to be a hero. The story is a classic tale of a young boy who grows up to be a hero.

Lead-in

- 1 Look at the pictures. Do you know which film they come from? What kind of film is it? Do you recognize any of the characters? Which are the heroes and which are the villains? Think of some typical film heroes or heroines. What are the good things they do?

- 2 Read the words below which describe the Star Wars universe. Listen to the track and match the words from column A with the words from column B.

- | | |
|--------------|-------------------|
| 1 driving | g hit |
| 2 fantastic | h space adventure |
| 3 amazing | i fighting robots |
| 4 surprising | j sound |
| 5 surprising | k space battles |

- 1 Where and when is the story set?
- 2 Who are the heroes?
- 3 Who are the villains?
- 4 What is the story about?
- 5 Who are the characters?
- 6 Why do they fight?

ENTERPRISE 4 - Unit Themes

Unit	Title	Final Exam Topics
1	People & Jobs	Personal information Work/Jobs/Careers
2	Places to Visit	Home Travel/Tourism English culture
3	Stories	Feelings Art & culture
4	Disasters/Accidents	Threats of modern life Ways of life Feelings
5	Festivals/Celebrations	Family & social life English culture
6	Eating Habits	Eating Health
7	Crime	Threats of modern life People & Society The state & citizens
8	Sports/Hobbies	Free time activities Feelings
9	Earth: SOS	The world of nature-our environment
10	Education	School Science, technology & progress
11	Entertainment	Free time activities Art & culture Feelings
12	Transport	Travel Science, technology & progress

ENTERPRISE 4
p.106 The World of nature



Throughout the ENTERPRISE series, units are **theme-based** and all language presentation and practice is completely **contextualised**. These themes are **directly linked to the topics of the new 'érettségi'**. All topics are thoroughly covered in the ENTERPRISE series.

LISTENING

The ENTERPRISE series features frequent listening tasks throughout all five books. A very wide variety of topics, task types and text types, suitably graded for each level, provides systematic development of listening skills.

The recordings for all listening tasks feature native speakers with a range of regional and national accents. The texts, which include all of the text types listed in the Hungarian exam syllabus, reflect real life situations and approximate normal speech as far as is appropriate to the level.

Listening tasks are fully integrated with other skills. As well as serving to highlight and practise items of grammar, vocabulary and so on, listening tasks may introduce new learning material; in addition, a listening text frequently acts as a model for a speaking task which follows.

In every listening task, the task objective is perfectly clear. Most tasks are accompanied by attractive photographs, graphics, charts and so on, which not only motivate students but clarify the topic and task. There is a variety of task activities (ticking specific information, numbering, gap-filling, chart completion, etc) as well as a variety of listening focus, such as listening for general understanding, listening for specific information, deducing a speaker's feelings or intention, and so on.

Students are systematically trained, throughout the course, to develop appropriate listening strategies, such as distinguishing between important information and irrelevant material, recognising key words and expressions or deducing meaning from context, to name but a few.

The ENTERPRISE series offers regular practice in a wide variety of carefully graded listening tasks

- 23 a) Look at the table below and the key. Which day(s) does Helen love/like/not like/hate? Helen hates Mondays.
 b) Now, listen and tick (✓) the days Helen does the following activities. Then, ask and answer questions, as in the example.
 S1: Why does Helen hate Mondays?
 S2: Helen hates Mondays because she gets up very early. Why does she like Tuesdays?...

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Helen	XX	X					
get up very early							
get up very late							
go to the cinema							
meet friends							
go shopping							
do the ironing							
clean the house							

ENTERPRISE 1 p.30

- 13 You will hear four people talking about environmental problems and solutions. Match the speakers (1-4) to the pictures (A-D). There is one extra picture that you do not need.



ENTERPRISE 2 p.78

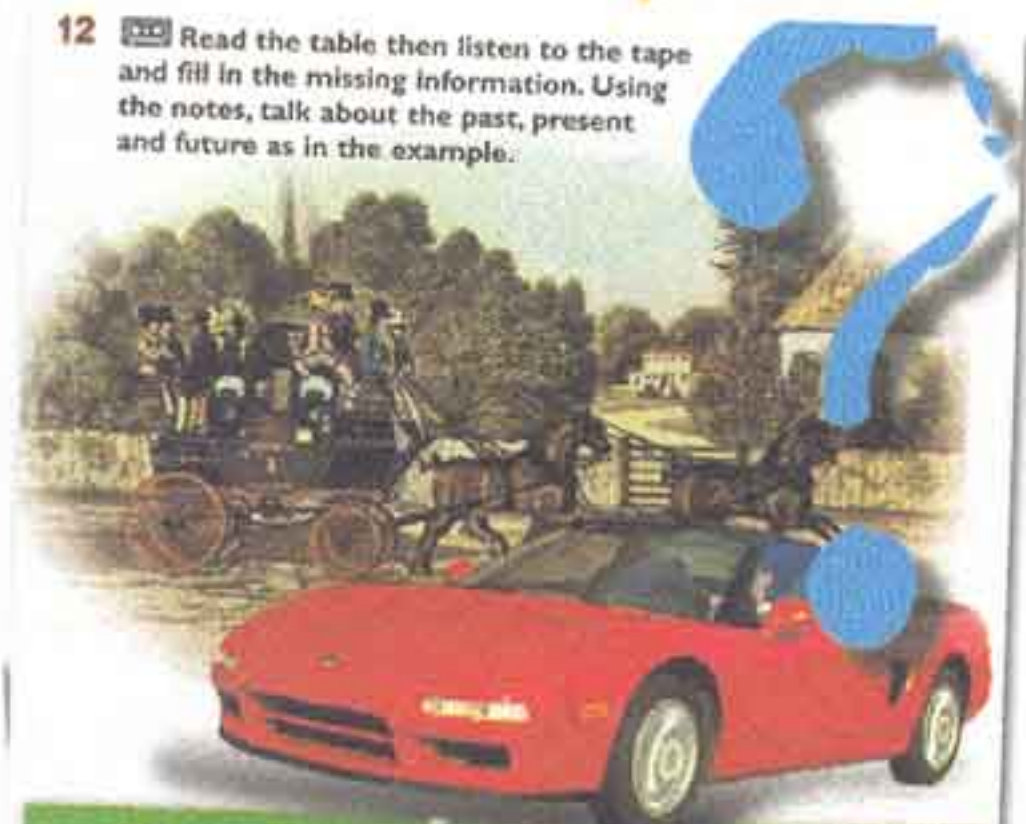
- 16 Listen to Jeff and Cathy, then say where they decide to go and why.



ENTERPRISE 2 p.95

ENTERPRISE plus p.60

- 12 Read the table then listen to the tape and fill in the missing information. Using the notes, talk about the past, present and future as in the example.



- 16 Put the sentences in chronological order. Then listen to the tape and see if your guesses were correct.



- Two men came out of a building.
- Mark was driving through the streets.
- Mark followed them.
- Mark arrested the men.
- The men jumped into a car and sped away.
- Mark radioed for help.
- The police officers handcuffed the men.
- Police cars blocked the road.

ENTERPRISE 3 p.35

100 years ago	now	by the year 2100
people travelled by _____ and carriage or by _____	we ride _____ and aeroplanes	
most people died before they were _____ years old	the average lifespan is about _____ years	
many children had to _____	all children go to _____	
cities were _____ and more people lived in the countryside	cities are much _____ and full of huge _____ of flats	
people communicated by _____ to each other	we communicate by _____ and e-mail	

11 Listen to a critic commenting on a book and tick (✓) the adjectives she uses to describe the characters and the plot.

- Characters**
- convincing
 - predictable
 - well-developed
 - realistic
 - weak
 - original

- Plot**
- gripping
 - boring
 - involving
 - dramatic
 - dull

radio programme (review)
ENTERPRISE 4 p.137

interview
ENTERPRISE 4 p.109

3 Look at the table, then listen to a radio interview with an ecologist and tick (✓) the solutions mentioned. Listen again and discuss the solutions adding any ideas of your own. Use words like:

I think, I believe, I agree, also, as well as, in addition, moreover, besides, etc.

e.g. A: *I think we should give financial support to the poorer countries where people are destroying the countryside.*
B: *I agree. In addition to this we should...*

PROBLEMS	SOLUTIONS
Destruction of habitat	<ul style="list-style-type: none"> • give financial support to poorer countries • plant more trees • protect jungles and forests
Pollution	<ul style="list-style-type: none"> • use bicycles instead of cars • encourage industries to use cleaner methods of production

The ENTERPRISE series includes a very wide range of listening text types, including all those in the Hungarian exam syllabus:

- interview ✓
 - phone conversation ✓
 - recorded message ✓
 - conversation ✓
 - public announcement ✓
 - TV/radio announcement ✓
 - instructions ✓
 - recipe ✓
 - weather forecast ✓
 - news item ✓
 - advert ✓
 - literary/dramatic text ✓
 - debate ✓
 - lecture ✓
 - public speech ✓
 - narrative monologue ✓
- and many more ...

recipe
ENTERPRISE 4
p.78

1 You are going to listen to a chef describing how to make a traditional Mediterranean dish. Read the recipe then listen to the tape and fill in the missing verbs.

Stuffed Tomatoes

Ingredients

- 4 large tomatoes
- 4 tablespoons of rice
- 1 large onion
- 2 cloves of garlic
- 2 cups of olive oil
- 1 cup of water
- some parsley
- a pinch of salt and pepper
- 2 tablespoons of finely grated breadcrumb

Preparation

... with a spoon

7 a Listen to the weather forecasts and fill in the missing words related to weather conditions. Then, talk about the weather in each country.
b Some people are talking about their holiday plans. Listen to them and make a chart listing the reasons for their preferences.

<p>SWITZERLAND</p>  <p>1 fog, cold,</p>	<p>ENGLAND</p>  <p>2 dull, wet, heavy,</p>
<p>JAMAICA</p>  <p>3 clear, cloudy, showers</p>	<p>EGYPT</p>  <p>4 hot, strong sandstorms,</p>

weather forecast
ENTERPRISE 4 p.22

5 Read these announcements and guess the missing words. Then, listen to the tape and fill in the gaps. Where would you hear each announcement? Finally, close your books and say as many words as you can remember related to each announcement.

A "Good afternoon ladies and gentlemen. This is your purser speaking. On behalf of our 1) and crew I would like to welcome you all 2) the M.S. Jubilee. We wish you a pleasant and comfortable 3) As passengers on the 4) can see, we are now lifting the anchor and shall be leaving the 5) immediately. Passengers are reminded, for security reasons, that at 17.30 we shall be holding a life saving drill. Your 6) can be found in the bottom of your wardrobes. The number of your muster station is on the back of your 7) door."

public announcement
ENTERPRISE 4 p.147

1 Look at the pictures and try to put them in order. Then listen to the tape and check your answers. Listen again and answer your teacher's questions then tell the story through the pictures using your own words.



narrative monologue
ENTERPRISE 4 p.39

ENTERPRISE 4 offers specific test practice in all listening task types included in the Hungarian exam

p.26

Listening Task

You are going to listen to a dialogue between a travel agent and Mrs Cohen. For questions 1 to 7, write T (for True) or F (for False) next to each statement.

- 1 There was a nice beach very close to the apartments.
- 2 They weren't able to swim in the swimming pool.
- 3 They didn't have to share a bathroom.
- 4 There were lots of activities for the children.
- 5 There was a babysitting service.
- 6 It was very quiet at night.
- 7 Mrs Cohen decides to take a discount on another holiday as compensation.

TRUE / FALSE

Listening Task

You are going to listen to a dialogue between a radio presenter and a woman who are talking about aeroplanes and pilots. For questions 1 - 6 decide which of the choices A, B or C is the correct answer.

- | | |
|---|--|
| <p>1 In the United Airlines crash</p> <p>A more than 100 people died.
B exactly 100 people died.
C less than 100 people died.</p> | <p>4 Where did the number two engine fail?</p> <p>A over the eastern United States
B over the southern United States
C over the western United States</p> |
| <p>2 Nicole trains pilots to</p> <p>A think clearly in everyday situations.
B stay calm in an emergency.
C fly aeroplanes.</p> | <p>5 The plane's captain</p> <p>A's engine wouldn't work.
B course after the crash.
C ly.</p> |
| <p>3 The black box</p> <p>A is not always useful.
B plays taped instructions to the crew.
C can give information about the cause of a crash.</p> | <p>A a trainee pilot landed the plane.
B the pilot behaved correctly.
C the plane landed in the sea.</p> |

MULTIPLE CHOICE

p.52

Listening Task

You will hear five people talking about events which they attended. For questions 1 - 5, choose from the list of statements (A - F) which statement applies to which speaker. Use the letters only once. There is one extra letter you do not need to use.

- | | |
|---|------------------------------------|
| A This speaker has been to an international sports event. | Speaker 1 <input type="checkbox"/> |
| B This speaker attends an event in his birthplace. | Speaker 2 <input type="checkbox"/> |
| C This speaker had a new experience. | Spe <input type="checkbox"/> |
| D This speaker was involved in the preparations. | Sp <input type="checkbox"/> |
| E This speaker attended a music event. | Speaker 5 <input type="checkbox"/> |
| F This speaker tasted a variety of foods. | |

MATCHING

p.64

READING

The ENTERPRISE series features frequent reading tasks throughout all four books, suitably graded for each level. These tasks cover a **wide range of topics** directly linked to the topics in the Hungarian exam syllabus, and a **variety of text types**, including **quasi-authentic short texts** such as advertisements, forms, questionnaires and so on. The task types include all those in the Hungarian exam syllabus.

Reading tasks are fully integrated with other skills and follow thorough preparation; for instance, longer texts are preceded by a listening task as well

as discussion. Texts are not only used to present, **highlight and contextualise grammatical and lexical items**, but also **act as models for writing tasks** while familiarising students with issues related to the topic.

The tasks provide systematic development of **appropriate reading strategies and component sub-skills**, such as reading for gist or for specific information, **skimming/scanning**, **deducing meaning from context**, and so on.

The ENTERPRISE series includes a wide range of reading text types, including all those in the Hungarian exam:

leaflet ✓
advertisement ✓
form ✓
questionnaire ✓
announcement ✓
news bulletin ✓
weather forecast ✓
interview ✓
commentary ✓
letter ✓

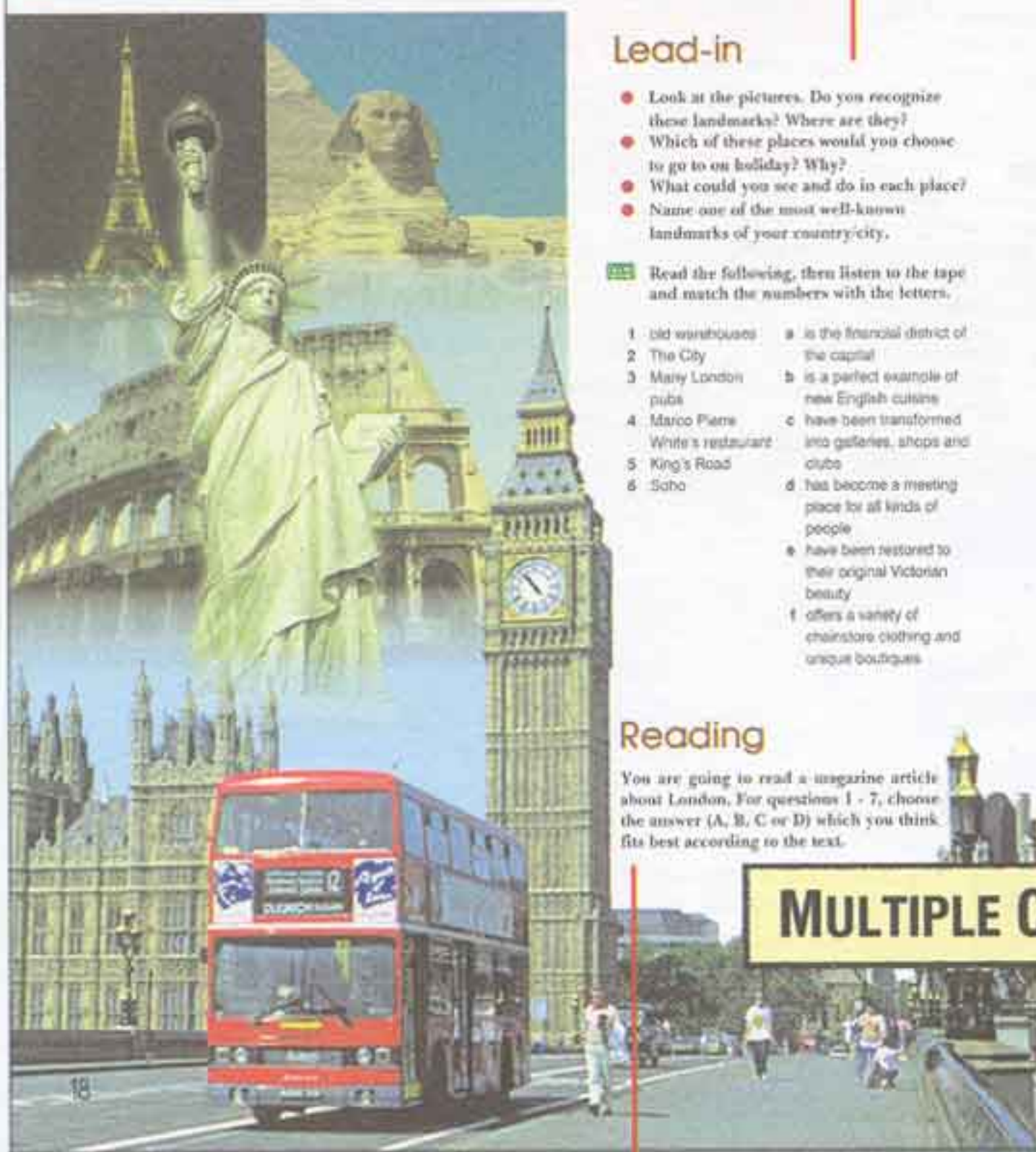
story ✓
anecdote ✓
literary text ✓
journalistic text ✓
scientific text ✓
biography ✓
newspaper report ✓
account of event ✓

and many more ...

Reading task preceded by integrated preparation in a variety of skills

Interesting text on cultural topic directly linked to theme of unit

Unit 2 Places to Visit



Lead-in

- Look at the pictures. Do you recognize these landmarks? Where are they?
- Which of these places would you choose to go to on holiday? Why?
- What could you see and do in each place?
- Name one of the most well-known landmarks of your country/city.

Read the following, then listen to the tape and match the numbers with the letters.

- | | |
|----------------------------------|--|
| 1 Old warehouses | a is the financial district of the capital |
| 2 The City | b is a perfect example of new English cuisine |
| 3 Many London pubs | c have been transformed into galleries, shops and clubs |
| 4 Marco Piani White's restaurant | d has become a meeting place for all kinds of people |
| 5 King's Road | e have been restored to their original Victorian beauty |
| 6 Soho | f offers a variety of chainstore clothing and unique boutiques |

Reading

You are going to read a magazine article about London. For questions 1 - 7, choose the answer (A, B, C or D) which you think fits best according to the text.

MULTIPLE CHOICE

The Spirit of London

London often gives the impression of being more comfortable with its past than its present. From the world-famous landmarks of St Paul's Cathedral, Buckingham Palace and the Tower of London to the traditional and well-loved double-decker buses, the theatres and the many grand hotels, England's capital offers visitors a journey through centuries of history. This journey is even better now that the building works, which covered many historic sites, have been taken down. Newly cleaned and restored buildings are revealed, and the city looks as if it has been revitalised.

The city has also rediscovered its river. The area between the South Bank Arts Centre, which includes the National Theatre, and Tower Bridge, has been brought back to life and the city has found a new heart along the forgotten riverside. As you walk eastwards along the river from Westminster, you will discover that old warehouses have been transformed into galleries, shops and clubs.

Across the river from London Bridge is 'The City of London', the financial district of the capital. The City has its own historic delights such as the 15th century Guildhall and churches designed by Sir Christopher Wren. The best way to explore the City is on foot. For instance, you can 'walk through the ages', starting from Fournier Street and ending at the modern Lloyd's building on Lime Street. Remember, however, that in London you are never far away from the past; the old-fashioned red telephone boxes are becoming popular again and many London pubs — where a visitor might ask for a pint of beer — have been restored to their original Victorian beauty.

But the capital is not a historical theme park. It is a lively and exciting metropolis which is well-known for its popular culture, music, clubs, street fashion, and visual arts. Today, many of its wide variety of restaurants claim to be as good as in any other European capital. For example, Marco Piani White's highly recommended restaurant at the Hyde Park Hotel is a perfect example of new English cuisine — unusual, sophisticated and extremely expensive. When it comes to shopping, Covent Garden and King's Road in Chelsea offer a mixture of reasonably priced chainstore clothing and unique boutiques selling everything from save gear to skateboards. Shoppers with tall wallets and more sophisticated tastes should head for Knightsbridge, where Harrods and Harvey Nichols compete to be the most exclusive department store in London.

Much of London's energy and originality is now centred in Soho, the city's liveliest and most bohemian area, squeezed in between smart stores of Oxford Street and the bookshops of Grosvenor Road. Soho, once considered one of the dirtiest and roughest parts of London, was cleaned up in the early 1960s, with its gurgling cappuccino machines and cafes. It has become a meeting place for all kinds of people from all over the world, whatever the hour of day or night.

So, even if you are new to the city, you don't have to try hard in order to experience the real London. Despite its heavy traffic and shaking underground railway, it is still one of the world's greatest and most cosmopolitan cities.

Unit 2 Places to Visit

1 According to the first paragraph, what is the most outstanding characteristic of London?

- A the number of hotels
- B the number of historic sites
- C the number of landmarks
- D the number of theatres

2 What has recently happened alongside the river?

- A The area has been redeveloped.
- B A new bridge has been built.
- C New warehouses have been built.
- D Old warehouses have been torn down.

3 The City of London

- A was built by Sir Christopher Wren.
- B is mainly made up of churches.
- C is a museum of architecture.
- D contains different styles of architecture.

4 The new English cuisine is

- A well represented by White's restaurant.
- B only available at the Hyde Park Hotel.
- C available in all London restaurants.
- D not worth the price the diner is expected to pay.

5 What does the writer think of London's shopping facilities?

- A They are too expensive for most people.
- B They provide for a variety of tastes.
- C They are all quite reasonably priced.
- D They don't have enough customers.

6 Before the 1960's, Soho was

- A most well liked.
- B popular among foreigners.
- C very crowded.
- D unsafe and unclean.

7 What does 'it' in line 46 refer to?

- A Soho
- B London
- C Oxford Street
- D shopping in London

Formal practice in one of the specific reading task types included in the Hungarian exam

ENTERPRISE 4 pp.18 -19

Development of component sub-skills and reading strategies (e.g. deducing meaning from context)

READING

ENTERPRISE 4

offers specific test practice in all reading task types included in the Hungarian exam

ENTERPRISE 4 pp.120-121

Reading

You are going to read a text about a new teaching method. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

MISSING SENTENCES

Cooperative Kids

The concept of cooperative learning is alien to all of us who were taught the traditional way, but it offers our children the adventure of finding their own answers. Di

doctor from the 19th century and put her in operating theatre, she would have no idea but if you put a teacher from the 19th a modern classroom she would be able to iching without pause. **0** **D** mains that students are empty containers teacher fills with knowledge, and that all students have to do is listen and write.

Education consultant Alyce Miller says: "This approach does not work in today's changing world. We are not teaching creative problem-solving. We encourage competition, believing that this brings out the best in people." But this is not so. **1** **A** She goes on to say that the teacher's role is no longer to lead students with information. The facts are available in libraries, on CD-ROMS and on the Internet. What students need are the skills to find this information, to use it and to think creatively in order to solve the problems of our world."

Miller believes that cooperative learning is the future of education and thinks of it as the best way to encourage responsibility, tolerance and helpfulness towards othe **2** **B**

In cooperative learning classes, the traditional classroom physical layout is abando **3** **C** Pupils learn to work first in pairs, then in threes, and finally in teams of four. Students are required to participate actively in discussing and shaping their own knowledge. The teacher, who is still very important to the process, becomes the helper rather than the master.

Aarnout Brombacher, head of the mathematics department at Westford High School, says: "The incorrect assumption that many people make about

cooperative learning is that it is merely group work. It is much **4** **E** With this technique, most of the time in the classroom is spent teaching them these skills - life skills."

Brett Melville, a 17-year-old pupil at the school, agrees. "You learn the same material as you would using the normal method, but this way you learn how to work with others at the same time. In our class, we are given enough time to discuss issues and problems in detail." **5** **F**

One teacher, Lynne Gedy, has been using cooperative learning in her classes for two years. She says: "This year we have several pupils in the class who can hardly speak a word of English. I was tearing my hair out, wondering what to do, but I need not have worried. The children's response was amazing." **6** **G**

All in all, it seems that cooperative learning turns the classroom from a competitive arena into a place where learning facts and life skills is both more fun and more effective for pupils and teachers alike.

- A Children do not sit in straight rows of desks facing the teacher, but rather face one another to make it easier to share ideas.
- B The strong ones coached the weak ones endlessly so that they could participate in the question time too.
- C However, she believes that this method is not suitable for all pupils.
- D Teaching methods have hardly changed in one hundred years.
- E She says that good relationships are the key to effective learning.
- F Encouraging children to concentrate on getting the best marks destroys motivation and takes the fun out of learning.
- G He adds that it might take longer than simply listening to the teacher lecture, but the students remember much more afterwards.
- H It recognises that pupils do not have the skills to work together.

Surf's up!

Riding the waves can be the thrill of a lifetime. But what does it take to become a surfer?

0 **C**
If you have ever dreamt about incredibly big seas with huge powerful waves crashing onto sandy beaches, then you should definitely think about learning to surf. It's the most exciting watersport there is. Serious surfers must be very brave, love adventure and have lots of energy. Once they've experienced the excitement of a ride on top of the waves, they never want to stop.

1 **A**
Surfers say they feel it's the only place to be. Many travel around the world searching for the perfect wave, moving from one surf festival to another and checking weather forecasts to see where the really exciting waves are expected next. Some even carry pagers which beep when there are weather reports of perfect conditions. A surfer's greatest disappointment would be missing the opportunity to surf in the best weather conditions.

2 **B**
Hawaii is where the sport began - the place which most surfers see as their 'true home'. They love nature and the excitement you get from the deep waters. Enormous waves crash along mile after mile of beautiful sand, and every surfer dreams of experiencing surfing in Maui or Oahu. Other great surfing locations include Australia, the west coast of the U.S., the Caribbean, Brazil, Japan, Hong Kong, South Africa, the Canary Islands, and Cornwall. Experienced surfers are always in search of the best waves in some totally unspoilt paradise that hardly anyone has heard of.

3 **D**
It takes time for a beginner to learn the technique, but during a long hot summer, who minds practising? The professionals, of course, are in the sea every day, then come back onto the beach to do some exercises with weights. You need to be a strong swimmer with good balance and plenty of courage to be an expert surfer.

4 **E**
You can surf almost anywhere in any weather if you are wearing a wet suit. All you need to do then is choose



5 **F**
a surfboard and you're ready to go - hopefully waves that are warm, with an experienced lead you. You don't need to wear a wet suit in but many surfers keep them on all the time since protect you from the hot sun as well as from cold water.

6 **G**
It can take a few weeks or it can take a whole summer for you to learn to catch a wave at the right moment, stand up on your board and stay there. It's an amazing feeling when you look down and see your feet on the board and realise you are finally standing up on the sea, even if you aren't very steady. Professional surfers look as if they learned to surf as soon as they could walk. For example, Shane Powell, an Australian professional, watched videos of Australian surfing heroes like Peter Townsand, Barton Lynch and Tom Carroll as he was growing up. He says: "As a boy I'd watch those surfers and just imagine myself riding the waves." Powell seems to move over the sea without any difficulty. He first practised on small waves, but clearly had talent. By the age of 17 he was touring with the world's best surfers, and now, at 23, he practises every day and an even younger generation of surfers study videos of him in action.

Simply watching great surfers will make you want to try the sport. If you do try it, you'll find muscles you never knew you had; you may begin to think you might never get it right, but you'll have a lot of fun.

"First printed in British Airways High Life"

Reading

You are going to read an article about surfing. Choose the most suitable headings from the list (A-H) for each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

MISSING HEADINGS

- A Finding the waves
- B Surfers love the crowds
- C Surfing - it's addictive
- D Little equipment and a good trainer
- E Never easy - but always enjoyable
- F The international sport
- G Learning from previous generations
- H Two essentials: strength and fearlessness

Reading

You are going to read a story about a married couple. Seven paragraphs have been removed from the story. Choose from paragraphs A - H the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

MISSING PARAGRAPHS

3 Put the paragraphs into the correct order, then underline the descriptive techniques employed. Finally, give the paragraph outline.



A The captain was showing Danny the different controls and dials when suddenly the cockpit door burst open. A tall man with a scar on his left cheek, who was carrying a gun, grabbed Danny by the shoulder and said, "This is a hijack. Don't think of anything. I have a hand on your forehead and I'm in pain. I've just injected the gut while the captain knocked the hijacker unconscious."

B Danny looked excitedly out of the window as the aeroplane was taking off into the bright sky. Then he smiled happily at his dad who was holding his soft hand tightly.

C "This is going to be the best Christmas ever," thought Danny. "I can't wait to tell Granddad about what I did." When the plane landed Danny was given a hero's welcome. As a reward the airline gave Danny and his family free flights for the rest of their lives.

D They had been flying for an hour when Danny's father disappeared for a few minutes. He came back followed by a friendly looking stewardess in a blue and red uniform. "Would you like to see the cockpit, Danny?" she asked. Danny couldn't believe it. "This is a dream come true," he thought as he followed the stewardess to the front of the plane.

ORDERING PARAGRAPHS

I took a sip of cappuccino and relaxed in the first-class seat of the Eurostar train as it sped towards Paris.

When I had got home from work the night before I'd found a note from Sandra on the kitchen table. It said that she needed to get away for a few days and would come back later in the week.

We had been having a few problems recently, and I had to admit that our relationship had got a bit boring since our youngest daughter had left for university.

After re-reading Sandra's note, it suddenly occurred to me that the following day would be exactly 25 years since Sandra and I first met in Paris. We had always celebrated this date together, but this time she had obviously decided to spend it away from me.

I decided to catch the first Eurostar train the next morning. Soon after the train arrived at the Gare du Nord in Paris, unsure of where I was going, I bought a ticket and went straight down to the Metro. As the train rushed through the black tunnel, I found my mind going back to that day, 25 years before.

I'd only been there a few minutes when a gorgeous young lady came up and asked if she could join me. She had a thermos flask of coffee and a bag of fresh fruit.

Coming out of the Metro, I realised I was quite close to the Tuileries so I decided to see if I could find our bench.

I paused at the gates of the gardens, wishing that Sandra was with me. I eventually went through the gates and walked along the path past the same green trees, statues and flowerbeds.

"May I join you?" it said. Startled, I turned around. In disbelief, I watched as my wife, holding a thermos flask of coffee and a large bag of fruit, came round and sat next to me. She looked wonderful. She'd had her hair done and was wearing a floral print dress.

"Sandra!" I exclaimed.

"I was hoping you'd come, Bill," she smiled.



A I'd been working in the Paris branch of a London-based merchant bank. I remember it was a beautiful spring day and I'd decided to spend my lunch break in the Tuileries gardens. I had bought a baguette and some cold meat and found myself a bench next to a pool.

B I wasn't really sure why I was on the train in the first place. It certainly wasn't typical of me to drop everything and run off to somewhere like Paris. Actually, my wife Sandra keeps telling me I've become boring in my old age. In fact, Sandra was the reason why I was heading for the French capital.

C When I arrived at the pool I saw that the bench was still there. It was empty, so I went over and sat down. I took the food out of the bag, tore off a piece of the baguette and began to eat. Suddenly I heard a woman's voice behind me.

D I couldn't really blame her; I'd been working such long hours that we barely saw each other. When we did have some time together, I was usually so exhausted that I simply fell asleep in front of the TV. I suddenly felt I had to go to Paris on the anniversary of our first meeting. On my own, perhaps, I would be able to see things more clearly.

E She'd done the same thing several times during our twenty-two years of marriage. When she got fed up with things at home she would pack a bag and go, but she always came back when she was ready.

F I was so worried that I could hardly concentrate on my driving. As I left the centre of Paris I wondered if I would ever go back there again.

G We sat on the bench, shared our lunch and chatted for ages. Her name was Sandra and she was working in Paris as a nanny. We fell in love, and eventually married three years later in London.

H As it was nearly midday, I bought some lunch - the same lunch I'd had 25 years before. Then I headed for the gardens, making my way through the tourists who crowded the *Flux de Rivoli*.



ENTERPRISE 4 pp.30-31

ENTERPRISE 4 p.40

Travel Tips

Travelling abroad is getting easier and easier for young people nowadays. If you take the time to talk to travel 1) and shop around, some really good 2) can be found.

EuroRail and Interrail are two travel cards which 3) in Europe, people aged 20 or under, unlimited 4) mainly by train. It's quite a good idea to plan your 5) before you set off. Most young travellers stay on campsites or in youth 6) as they are quite cheap.

Unbelievable bargains can be found by making last-minute 7) for charter flights. Remember to 8) your luggage two hours before 9) for international flights. But don't take too much with you or you won't be able to 10) it to the bus or taxi that will take you to your hotel.

It is advisable to carry travellers' 11) rather than cash, and keep them in a money belt around your waist. Look after your passport and tickets carefully. If disorganised, and all your valuables are 13) there they'll help you with 14) and make 15) you get home safely.

- | | | | |
|------------------|------------|-------------|-------------------|
| 1 A officers | B agents | C guides | D representatives |
| 2 A sales | B amounts | C purchases | D free |
| 3 A allow | B list | C make | D tour |
| 4 A distance | B wander | C travel | D path |
| 5 A way | B route | C map | D apartments |
| 6 A hotels | B villas | C hostels | D closings |
| 7 A reservations | B bookings | C holdings | D apply to |
| 8 A sign in | B register | C check in | D departing |
| 9 A take-off | B lifting | C lift-off | D carry |
| 10 A bring | B lift | C hold | D notes |
| 11 A cheques | B checks | C bills | D knocks |
| 12 A strikes | B his | C beats | D stolen |
| 13 A burgled | B robbed | C removed | D ambassador |
| 14 A council | B bureau | C embassy | D definite |
| 15 A secure | B sure | C definite | D assured |

ENTERPRISE 4 p.25

Worldwide Taxis

London, U.K.

The drivers of London's black cabs learn their trade the hard way. In order to get their famous green badge, the drivers have to complete 'The Knowledge'. Getting this qualification involves getting on a moped and memorising every street within six miles of Charing Cross. Taxi drivers are regulated by the Metropolitan Police, and discipline is very important. Exams are conducted with military formality and 'cabbies' are often extremely nervous beforehand. Nevertheless, it's worth it. Although the minimum fare is only £1.50, the driver's weekly wage can be up to £900, making London's cabbies possibly the best-paid in the world.

Hong Kong

Hong Kong's rickshaw 'boys' - who are usually around the age of 60 - are a dying breed. This is because the city has decided to stop using rickshaws. The last licence was issued in 1975. Nowadays, \$4 is the minimum fare for a rickshaw ride. In 1950 there were 8,000 rickshaw boys, but now there are only 20, so it is not surprising that they consider themselves an endangered species. They pay no attention to traffic laws, red lights are always ignored, they often go the wrong way down one-way streets and even pull their embarrassed passengers down pedestrian subways - all this for £200 per week! These days rickshaws are used chiefly by tourists.

Fez, Morocco

Most of Morocco's 'grand taxis' are Mercedes limousines, which cater for long journeys between cities. For shorter trips most rely on 'petits taxis', which are mainly small European cars and are far cheaper, with a minimum fare of £1.50. Drivers make about £45 per week. Typical cars are the Fiat 124 and late-sixties Simca 1000 (which has an engine in the back rather than the front). These cars are confined to the city limits. To stop them straying, the cars are colour-coded: red with a black roof signifies the city of Fez.

Surakarta, Indonesia

Indonesian bicycle rickshaws - called becaks - are unique in that the passengers sit at the front. This can be irritating because the passengers take the impact of any head-on collisions. Of course with a minimum fare of only twenty pence, it can be said that you get what you pay for. The drivers, who earn about £5 per week, are reckless. Perhaps that's why the use of becaks is now forbidden in the capital, tourist-conscious Jakarta.

Venice, Italy

Gondolas have been a feature of Venetian life since the 16th century and working as a gondolier used to be a profession that you couldn't get into unless you knew somebody who was already a gondolier - a relative, for example. Two years ago everything changed and now it's much more democratic. Training is difficult, since gondoliers are tested not only on skill but also on their knowledge of Venetian history, geography and culture. Of course with a weekly wage of about £450, it's worth studying a bit. A journey in a gondola will cost you at least £20, so be prepared to pay.

Reading

You are going to read an article about taxis in different cities. Choose from the cities (A-G). Some cities are mentioned more than once. When more than one city is given in any order. There is an extra city (H) which you do not need to use.

In which city or cities ...

- | | | | |
|--|--|---|---|
| are taxi drivers very old? | <input type="checkbox"/> 0 <input checked="" type="checkbox"/> D | is the minimum fare less than £1? | <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 |
| are the best-paid taxi drivers found? | <input type="checkbox"/> 1 | are there taxis which cannot travel outside the city? | <input type="checkbox"/> 11 |
| must taxi drivers take an exam? | <input type="checkbox"/> 2 <input type="checkbox"/> 3 | are taxi drivers very young? | <input type="checkbox"/> 12 |
| are passengers especially afraid of accidents? | <input type="checkbox"/> 4 | do people have a choice of different taxis? | <input type="checkbox"/> 13 <input type="checkbox"/> 14 |
| do taxi drivers ask passengers for help? | <input type="checkbox"/> 5 | do drivers ignore the traffic laws? | <input type="checkbox"/> 15 |
| are the most expensive taxis found? | <input type="checkbox"/> 6 | | |
| do taxi drivers charge passengers more than they should? | <input type="checkbox"/> 7 | | |

MULTIPLE MATCHING

ENTERPRISE 4 pp.144-145

WRITING

The ENTERPRISE series features frequent writing tasks on a very wide variety of topics directly linked to the theme of the unit so that writing practice is contextualised. The range of text types and writing tasks, which cover all those in the Hungarian exam syllabus, include both short applied texts and longer formal tasks.

Writing tasks are fully integrated with other skills, and follow thorough preparation. Longer tasks are preceded by thorough discussion of the topic, reading texts which act as models, planning tasks and contextualised practice with relevant grammatical and lexical items. Tasks are closely

guided with a variety of prompts, as well as vocabulary, useful expressions, functions and so on.

Throughout the series, the numerous component sub-skills of writing are dealt with thoroughly; these include mechanical aspects such as spelling, punctuation, paragraphing and error correction, as well as more abstract concerns such as awareness of the target reader, suitable register and style and so on. Close attention is likewise paid to planning; students are given outline plans for all longer tasks, and there is regular practice in brainstorming, decoding information, selecting and arranging points and so on.

The ENTERPRISE series offers regular practice in writing short applied texts



- Short writing tasks are preceded by **thorough, integrated preparation** in a variety of skills.
- Tasks are closely guided with a variety of prompts, examples, etc.
- Clear presentation and extensive practice of vocabulary, functions, useful expressions, etc is provided.

ENTERPRISE 1 p.17

Writing

Complete the table with information about yourself, then write an Internet advertisement for a pen-friend. Use the texts in Ex. 4 as a model. Start with: *Hello!/Hi!...* Finish with: *Please e-mail me today./Please, be my e-mail pen pal/Hope to hear from you soon.*

Name: _____
 Age: _____
 Live in: _____
 Hair: _____
 Eyes: _____
 Height: _____
 Build: _____
 Like: _____
 Can: _____

ENTERPRISE 2 p.97

24 Your teacher has asked you to write a composition about the last birthday party you had (100 - 150 words). First, answer the questions, then use your answers to write your composition.

- 1 What kind of party did you have?
- 2 Where and when did it happen?
- 3 What preparations did you make before the party?
- 4 What happened during the party?
- 5 How did you feel at the end of the party?



Plan

Introduction

Para 1: place, date/time of the party

Main Body

Para 2: preparations before the party
 Para 3: activities during the party

Conclusion

Para 4: your feelings

ENTERPRISE plus p.97

Writing (Project)

16 Look at the table, then listen to the tape and fill in the missing words. Finally, use the information to make a poster for a tourist information centre in London. Cut pictures from the Photo File Section at the back of the book to use with your project.



TOWER BRIDGE

built between -1894
 by Sir Horace Jones

- steam were used to raise the bridge so that could pass underneath
- impressive twin Gothic

THE TOWER OF LONDON

built during the century
 by William the Conqueror

- was the Royal Residence until the century
- has 19 towers
- see the Crown Jewels in the



BIG BEN

BUCKINGHAM PALACE

ENTERPRISE 4 p.125

10 Listen to the witnesses' statements and match them with the drawings. Listen again and, using the words in the list, describe the accidents as if you were a witness to them. Finally, write a short description of each accident.

approach junction, go through stop sign, throw to the ground, slam on the brakes, cross road, turn left off the main road, swerve, collide



A

8 Look at the following notes and decide which can be done by computers. Then, listen to some students expressing their opinions and tick (✓) the boxes. How correct were your guesses?

- a teach a grammatical structure
- b print out information or compositions
- c help students to revise for tests or exams
- d help students with their personal problems
- e enable students to contact other people around the world
- f encourage students to work together
- g have information available when you need it
- h stop an argument in the classroom
- i help students with pronunciation
- j teach new vocabulary

Write a short paragraph explaining the different ways in which computers can be used to help learners.

e.g. Computers can be used to help learners. This means that instead of spending time going to libraries, you can get the information you need much faster on your computer...



ENTERPRISE 4 p.48

WRITING

The **ENTERPRISE** series includes a very wide range of writing tasks, including all those in the Hungarian exam syllabus:

- form ✓
- announcement ✓
- postcard ✓
- advertisement ✓
- CV ✓
- personal letter ✓
- formal letter ✓
- letter to the editor ✓
- letter of application ✓
- news report ✓
- survey report ✓
- assessment report ✓
- summary ✓
- article ✓
- review ✓
- opinion essay ✓
- "for-and-against" essay ✓
- story ✓
- description of a person ✓
- description of a place ✓
- description of an event ✓
- and many more ...

ENTERPRISE systematically practises all component sub-skills of writing, including error correction, punctuation, spelling and so on

ENTERPRISE 4 p.151

10 Read the letter and cross out the unnecessary words.

Dear Jane,
Thanks so much for your last letter. I ~~have~~ had to fly to Paris for a business conference last week, and what a terrible journey this it turned out to be. The first of all, when I arrived at the airport I discovered that my flight was been delayed by three more hours. After a too long boring wait I eventually boarded on my plane. I had to sit next to a man who he wouldn't stop talking. To make matters more worse, the weather was so very terrible that the flight was very uncomfortable. Worst of all, when we were finally arrived in Paris, I discovered that my luggage was missing, along with all of my important papers. I was much furious when I found out that it had been sent to Mexico City by the ~~rr~~ ~~Needless~~ is to say, I won't be travelling with that again. A lots of love. Write soon.
Cathy

5 Punctuation is very important in story writing. Read the information in the Grammar Reference Section: Unit 3, then read the model and punctuate it. Finally, give the paragraph plan.

i was alone in the house reading a scary ghost story as snow fell silently outside the only sound was the ticking of my old grandfather clock the dying fire cast an orange glow onto the walls of my study i was absorbed in the story when suddenly i began to feel that someone was watching me the clock stopped ticking i looked around but i could see no one was my mind playing tricks on me trying to ignore my intense fears i returned to my book after a few seconds through the book was knocked to the floor by an explosion there i cried i saw something standing in



5 You have decided to go on an organised day trip to France. Your cousin wants to come, but needs more information. Using the notes below, write a letter to your cousin, giving all relevant details.

Day Trip to France

- meet 7am coach station
- don't forget an up-to-date passport
- need at least £50 spending money
- back home 11 pm
- phone Mr Graham by Friday to book a place (01223-527739)

ENTERPRISE 4 p.41

ENTERPRISE 4 p.105

2 You are a policeman and have received a letter from the teacher of a local school. She wants you to talk to her class about road safety. Read Miss Sharp's letter carefully and the following notes which you have made for yourself. Then write a letter, setting up the appointment.

- children – what age?
- do I need to bring photos, slides, etc?
- how long do I have to speak for?
- where will the talk take place?

... so I feel that the children would benefit greatly from hearing you speak about road safety. Please let me know when it would be convenient for you to come.

As in the Hungarian exam, writing tasks are often closely guided by a variety of prompts and tasks providing practice in decoding information, selecting and arranging points, etc

Preparation for longer, formal writing tasks includes:

- writing tips and techniques
- full models for analysis & discussion
- outline plans and planning tasks
- tasks to practise specific component sub-skills
- contextualised grammar practice
- useful language, vocabulary, etc
- discussion of register and style
- self-check

6 Fill in the gaps with the correct linking words from the list below.

on the other hand to sum up however
therefore first of all what is more
moreover



Should animals be kept in zoos?

The question of whether it is right to keep animals in captivity is one that has been under discussion for some time now. After all, what right do we have to decide if an animal should be free or not?

There are several points in favour of keeping animals in zoos. 1) _____ it gives people the chance to see and learn about animals which they would probably otherwise never see. 2) _____ many species are saved from becoming extinct by being kept in zoos, where they are encouraged to breed. 3) _____ animals in zoos are forced to live in a completely unnatural environment and are often not given the amount of living space that they need. 4) _____ living in captivity makes animals dependent on humans and means that they cannot be released back into the wild, as they would not be able to survive. 5) _____, it is obvious that keeping animals in zoos can deprive them of the right to live in their natural environment. It is. 6) _____ sometimes the only way to prevent more species from becoming extinct. 7) _____, we should try to ensure that animals are only kept in captivity when necessary.

7 Look at the following points. In pairs, give examples to support the points for and against travelling by bicycle.

For	Against
environmentally friendly good exercise economical quick in heavy traffic	dangerous unhealthy fumes breathed in does not protect from weather not good for long trips

e.g. Travelling by bicycle is environmentally friendly because you do not have to use petrol and a bicycle does not produce any pollution.



8 Read the following points and match them with the justifications. Then, say which are in favour of going on a cruise and which are against.

Points

- 1 A cruise holiday can be very expensive.
- 2 You are unlikely to get bored on a cruise ship.
- 3 A cruise is a relaxing way to spend one's holiday.
- 4 Young people may feel lonely on a cruise ship.
- 5 You may not be able to explore places as much as you would like.
- 6 One is given the chance to see many different sights within a short space of time.

Justification

- A Most cruise ships have a wide range of activities designed to appeal to all passengers' tastes.
- B You do not have to worry about travel arrangements and can spend all day sunbathing if you wish.
- C Passengers are usually allowed to spend only a short amount of time at each port visited.
- D This is because the majority of people who take cruises tend to be middle-aged or older.
- E Cruise ships usually visit a variety of places and passengers are allowed to make excursions at each port.
- F A cruise can cost three times as much as other types of holidays.

Self Check

9 Answer the following T/F statements.

- 1 The writer's opinion is stated in the introduction.
- 2 Linking words are not necessary.
- 3 Strong personal feelings must be expressed in an argumentative composition for and against.
- 4 Points for and against should be justified.
- 5 Plan your composition before writing it.

10 Write any two of the following compositions using 120 - 180 words.

- 1 Your school newspaper needs an article about the good and bad points of being rich and famous. Write your article for the newspaper.
- 2 Your teacher has asked you to write a composition discussing the advantages and disadvantages of living in cities.
- 3 Your teacher has asked you to write a composition discussing the pros and cons of travelling by bicycle.

- Compositions expressing opinions are formal in style. Unlike for/against argumentative essays, this type of topic asks for your own opinion, which should be clearly stated and supported by reasons. A good argumentative composition expressing opinion should consist of:
 - a) an introduction in which your opinion is clearly stated,
 - b) a main body which can consist of two or more paragraphs. Each viewpoint, supported by a logical reason, should be presented in a separate paragraph. The opposing viewpoint is mentioned in a new paragraph. In the same paragraph you might include a lead-in opinion to your conclusion.
 - c) a conclusion in which you sum up your viewpoints and re-state your opinion.

Points to remember

- Never start writing your composition before making a plan.
- Each paragraph should start with a topic sentence which summarises the paragraph.
- Each viewpoint should be joined to the others with linking or sequence words e.g. in the first place, to start with, what is more, also, furthermore, besides, apart from this, it is argued that, etc.

Useful Words and Phrases

To list viewpoints: Firstly, In the first place, To begin with, Secondly, Thirdly, Finally, etc.
To add viewpoints: both...and, What is more, not only...but also, In addition, Furthermore, Besides, not to mention the fact that, etc.
To present the other side of the argument: Contrary to what most people believe, As opposed to the above ideas, Some people argue that ... etc.
To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, I feel that, It seems to me that, etc.

Paragraph 1
state topic and your opinion clearly

Main Body

Paragraph 2
viewpoint 1 and reason

Paragraph 3 *
viewpoint 2 and reason

Paragraph 4
give the opposing viewpoint and reasons

Conclusion

Final Paragraph

restate your opinion, using different words

* you may include more viewpoints, and therefore more paragraphs in the main body

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