

CLICK ON 3_b

Click on 3 is a modular secondary-level course for learners of English at pre-intermediate level. The series combines active English learning with a variety of lively topics presented in themed modules.

Key Features

- ◆ realistic, stimulating dialogues featuring people in everyday situations
- ◆ development of vocabulary and grammar skills through interactive tasks
- ◆ clear presentation and thorough practice of the target language
- ◆ carefully controlled dialogues for learners to reproduce
- ◆ wide variety of listening practice
- ◆ Writing sections containing models and project work
- ◆ variety of stimulating and interesting texts
- ◆ Pronunciation sections, games and songs
- ◆ self-assessment tests after every module
- ◆ an illustrated story giving learners the chance to have fun while learning
- ◆ fully dramatised audio CDs
- ◆ interesting and informative sections comparing UK and US cultures

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Workbook & Grammar Book Teacher's
Test Booklet
Class Audio CDs
Student's Audio CD
Video/DVD
Video Activity Book

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



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CLICK ON

Student's Book

Virginia Evans - Neil O'Sullivan

3_b

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Lead-in

- 1 a) Look at the pictures. Which forms of entertainment do/don't you enjoy? What sort of person are you: a cinema goer/ a sports fan/ a culture buff/ a TV addict/ a bookworm/ a loner or a sociable person?

b) In pairs make dialogues.

invitations/suggestions

- Do you fancy ...?
- Why don't we ...?
- How about ...?
- Would you like to ...?
- Shall we ...?
- Let's go to ...
- Are you doing anything ...?

accepting

- I'd love to ...
- Great idea!
- Yes. That would be nice.
- Brilliant idea!

refusing

- I'm afraid I can't, I have to ...
- I don't really like ... How about ... instead
- I'm really sorry, but I'm busy
- I'd love to but ...

A: *Are you doing anything tomorrow?*

B: *No, nothing special.*

A: *Shall we go to the football match, then?*

B: *No, I don't really like football. Let's go to the circus.*

A: *Brilliant idea!*

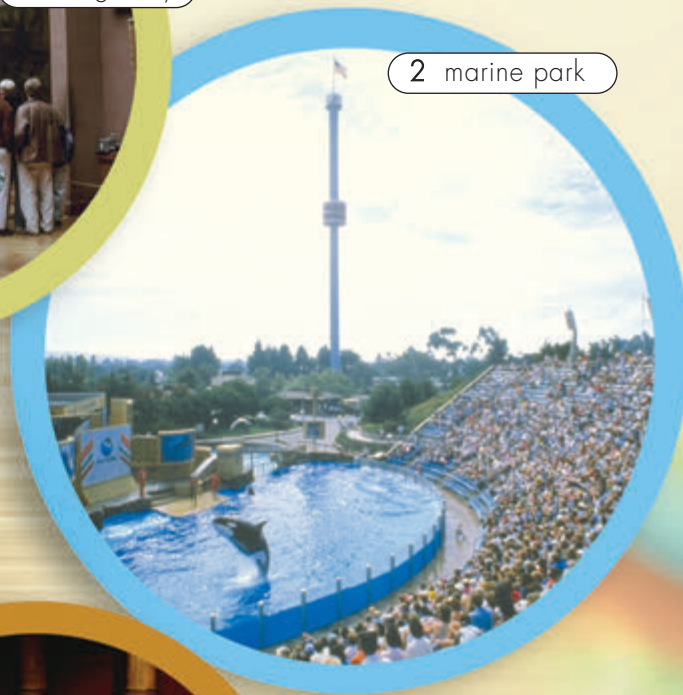
- 2 Match the words to the places in pictures, then use them to make sentences, as in the example.

- safety net • sculptures • marine park
- acrobat • conductor • band • players
- paintings • referee • screens • audience
- orchestra • musicians • half-time • singer
- whale trainer • guide • visitors • pool
- spectators • exhibits • lighting • tightrope
- instruments

The safety net will catch the acrobat if he falls.



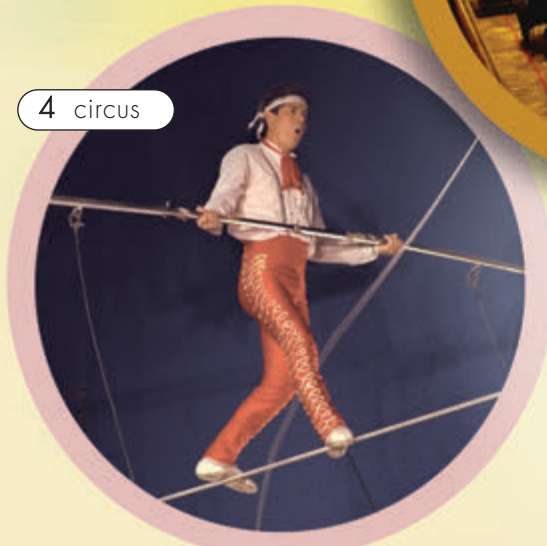
1 art gallery



2 marine park



3 orchestral performance




4 circus




5 rock concert

Listening & Reading

3  Listen and repeat. Then close your books and try to remember as many sentences as possible.

- Calm down.
- I won't be long.
- Do you think it's going to be hot?
- Just give me two seconds.
- I'll have to leave without you.
- Did that make any difference?
- What am I going to do?
- You're in luck, sir.

4  Listen to the dialogues and match the people to the way they feel.

Ted relieved
Angela anxious
Thomas annoyed

5 a) Read the dialogues and answer the questions. Then explain the phrases in bold.

- 1 Why can't Ted be late?
- 2 What is Beth's problem?
- 3 Did Angela like the concert?
- 4 What happened during the performance?
- 5 What does Chloe think of classical music?
- 6 Why is there going to be a second rock concert?

A Ted: Come on! If you don't **hurry up**, the match will start before we get there. You know that I have to be there **in time** for **the kickoff**.

Beth: Calm down, Ted! I won't be long. I just can't decide what to wear. Do you think it's going to be hot?

Ted: Wear whatever you want – just hurry up!

Beth: OK, here I am. What do you think?

Ted: You can't wear that! We're going to a football match!

Beth: OK, I'll change. Just give me two seconds.

Ted: Hurry up! If you're not ready in ten minutes, I'll have to leave without you. You know I can't be late. I am **the referee**, after all!



6 football match

B Chloe: How was the concert last night, Angela?

Angela: Well, the music was great. I've never heard Vivaldi played so well. The orchestra really was fantastic.

Chloe: I'm glad you liked it, although I don't really enjoy classical music myself. I think it's rather boring.

Angela: So did the people who sat behind me last night! They **chatted constantly** throughout the performance.

Chloe: Oh no! What did you do?

Angela: Well, I couldn't really do anything without making it worse. So I just turned around a couple of times and **glared** at them.

Chloe: Did that make any difference?

Angela: No, they just continued talking **regardless**. People like that shouldn't be allowed to go to concerts.

C Operator: Hello, **Central Booking Office**. Can I help you?

Thomas: Yes. I'd like to book two tickets for the Savage Garden concert on Saturday.

Operator: I'm sorry, sir. I'm afraid that Saturday's concert is **sold out**.

Thomas: Oh, no! What am I going to do? I promised my brother we'd go. I have to **get hold of** some tickets.

Operator: Well, you're in luck, sir. Due to **popular demand**, there's going to be a second concert on Sunday.

Thomas: That's great! You're a **lifesaver**! Can I book two tickets for Sunday, then?

Operator: Certainly, sir. Could I have your name, please?

Thomas: It's Thomas Martin.

Operator: Right then, Mr Martin. Now, the tickets have to be paid for and **picked up** from the ticket office 24 hours **in advance**.

Thomas: That's fine.

b) In pairs, read out the dialogues.

Vocabulary

• Social Life

- 1 a) Which of the following do you do in your free time?
 b) Which of these do you prefer doing if you want: to have a relaxing evening; to have a lot of fun; be around a lot of people?

If I want a relaxing evening, I prefer listening to CDs.



- go to a football match
- surf the net
- go to a rock concert
- go to the cinema
- go to the theatre
- listen to CDs
- chat on the phone
- have dinner with friends
- go for a walk/a coffee/a swim
- drive to the beach
- read a book
- go to the gym

2 **Work in pairs. Ask and answer as in the example.**

A: *Do you fancy going to the theatre?*
 B: *No, I'd rather not. I'd prefer to go to the cinema.*

3 **Make sentences using *must/mustn't* as in the example.**

- 1 Formal dress only!
- 2 No pets allowed!
- 3 Late arrivals not admitted!
- 4 Show tickets at door!
- 5 Payment by credit card only!
- 6 Wait here to be seated!

1 *You must dress formally.*

• Music and Mood

- 4 **Look at the different types of music. How do they make you feel? In pairs, use the adjectives in the table to act out dialogues, as in the example.**

rock	excited	aggressive
heavy metal	relaxed	happy
jazz	depressed	lively
classical	moved	sad
country	cheerful	lonely
pop	romantic	annoyed
opera	bored	

- A: *What makes you feel excited?*
 B: *Listening to rock music.*
 A: *Really? What else apart from listening to rock music makes you feel excited?*
 B: *Watching an adventure film. What about you? What makes you feel excited?*

Listening

5 Listen and complete the advertisement.

Birmingham NEC
 Wednesday 12th - Saturday 14th
 1) April
 Tel. 0121 780 4133

Sheffield Arena
 Thursday 26th - Friday 27th
 2)
 Tel. 0114 2565256

Wembley Arena
 3) 11th - Monday 14th
 4) Tel. 0208 795 9570

Tickets £ 5) from
 Box Offices
www.ticketrus.co.uk

• Comments and Feelings

6 a) Read the comments and say what each person could be talking about. Use the words in bold to comment on other types of entertainment.

1 The plot was really **uninteresting**.
I was **bored** to tears.
film/theatre performance

2 The acting was so **realistic**. I was really **impressed** with the scenery, too.

3 The acrobats were **fantastic**, but there were moments I was **afraid** they would fall.

4 The solos were so **uplifting**. I was **moved** almost to tears.

5 The first half was a little **slow**, but the second half was **action packed**.

6 The collection was **first rate**. I've never seen so many **imaginative** pieces in one place.

Note: Present participles describe something.
*It was a **boring** film. (How was the film? Boring.)*
Past participles tell us how someone felt.
*We were **bored**! (How did we feel? Bored.)*

b) Use the words in the list to talk about two films you have watched.

- interesting/interested • impressed/impressive
- bored/boring • moved/moving
- excited/exciting

c) You and your friend are going to the cinema. You want to see a new comedy, but your friend wants to see a new adventure film. Persuade your friend to see the comedy with you.

- Tell him/her that you want to watch the comedy and give a reason.
- Disagree with the arguments presented by your friend and give your own arguments.
- Suggest a solution.

• Project

Answer the questions about a film you recently watched.

- What is the name of the film?
- Who was it directed by?

- What type of film is it?
- Who is the main character?
- What is the plot?
- How did you like the film (plot, acting, sound effects)?
- Would you recommend it? Why?/Why not?

Use your answers to write a review about the film.

• Clothes & Accessories

7 a) Match the words in the list to the people.

- hat • top hat • striped tie • riding hat • beret
- long jacket • flat shoes • shawl • gloves • sandals
- slippers • riding boots • jodhpurs • long dress
- whip • waistcoat • parasol • jeans • bonnet
- checked trousers • smock • suit • cane
- cotton pyjamas • cravat



Note: trousers, shoes, gloves, shorts, sandals, boots, jeans, pyjamas, or anything which consists of two parts (scissors, etc) are always in the plural.

Speaking

b) Describe the costumes above in detail. What kind of costume would you like to wear to a fancy dress party? Describe it.

Grammar

• Infinitive, -ing form

1 a) Study the examples and identify the verb forms in bold.

She agreed **to come** to the party with us.
 He made us **watch** the film.
 I can't stand **listening** to classical music.
 It's difficult **to play** the drums.
 Travelling abroad is part of his job.

b) Write *to -infinitive, -ing form or bare infinitive* next to each verb/phrase, then use the phrases to make sentences of your own.

- | | | |
|-----------------|----------------|--------------------------|
| 1 easy | to-inf. | 11 look forward to |
| 2 begin | | 12 want |
| 3 can't help | | 13 must |
| 4 hate | | 14 expect |
| 5 let | | 15 would rather |
| 6 like | | 16 had better |
| 7 would like | | 17 don't mind |
| 8 could | | 18 deny |
| 9 prefer | | 19 finish |
| 10 would prefer | | 20 fancy |

It's easy to learn to ride a bicycle.

Study the table:

stop + to inf = stop briefly to do something else
 stop + -ing form = finish
 remember + to inf = not forget
 remember + -ing form = recall
 forget + to inf = not remember
 forget + -ing form = not recall

2 Put the verbs in brackets into the correct form, infinitive or -ing form.

- Don't forget (lock) the door.
- He stopped (have) a snack, then went back to work.
- I'll always remember (visit) Venice. It was so romantic.
- She made him (eat) all his dinner before watching TV.
- "Do you want (go) to the cinema?"
 "No thanks. I'd prefer (stay) at home."
- We expect (receive) a reply soon.
- Stop (talk) at once!
- I must (see) the manager immediately.
- He'll never forget (meet) Mel Gibson.
- Remember (send) a postcard.

- Do you fancy (join) us?
- "Tim isn't very sociable, is he?"
 "No, he prefers (be) alone rather than with others."

Speaking

3 What do you do in your free time? Use the verbs in the list to ask and answer, as in the example.

- like • enjoy • prefer • fancy • love
- crazy about • hate • don't like

A: *What do you do in your free time?*

B: *I like watching TV, but if I have time I prefer going to the cinema. I don't like reading. What do you do etc*

• Modals

4 Study the examples and match the verbs in bold to the meanings.

- | | |
|----------------------------|---|
| 1 <input type="checkbox"/> | You must have a ticket to enter. |
| 2 <input type="checkbox"/> | You have to be at the meeting. |
| 3 <input type="checkbox"/> | You can use the phone. |
| 4 <input type="checkbox"/> | You don't have to walk the dog. |
| 5 <input type="checkbox"/> | You mustn't drive without a licence. |
| 6 <input type="checkbox"/> | You can't use this computer. |
| 7 <input type="checkbox"/> | You may use the recreation area. |
| 8 <input type="checkbox"/> | You may not talk during the lesson. |

- | | |
|------------------------------|---|
| a You have permission. | e That's the rule. |
| b You are allowed to. | f You are not allowed to. |
| c It's forbidden. | g It's necessary. |
| d You don't have permission. | h It's not necessary, but you can if you want to. |


• must/mustn't - have to/don't have to - can/can't

5 a) Use the prompts below to make sentences about a visit to a museum.

You	must/have to mustn't/can't don't have to can	take photographs. be silent. buy a ticket to enter. enter restricted areas. touch the exhibits. visit all the exhibitions. buy postcards here.
-----	---	--

b) Which modal verb expresses: permission; refusal of permission; prohibition; necessity; lack of necessity; obligation?

6 You are going to hear a dialogue between a zookeeper and a person who has been hired as an assistant zookeeper. Listen and tick (✓), then ask and answer, as in the example.

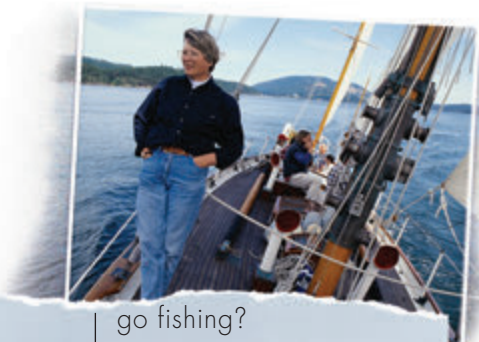


	must/ have to	mustn't/ can't	can
wear a uniform			
enter the animals' cages			
fill the water containers			
unlock the cages			
eat in the restaurant			
hand in ID badge after work			
talk to visitors			
stay after hours			

A: *Do I have to wear a uniform?*
 B: *Yes, you do.*
 A: *Can I enter the animals' cages?*
 B: *No, I'm afraid you can't.*

7 You are going on a boating holiday. Use the prompts to ask questions, as in the example.

Can I go fishing?



Do I have to	go fishing?
Can I	wear special shoes?
	bring a fishing rod?
	know how to swim?
	sleep on deck?
	wear a life jacket?

8 Study the examples, then fill in *mustn't*, *needn't/don't have to/don't need to*.

You mustn't talk in class. (Talking in class is forbidden.)
You needn't/don't have to/don't need to wear formal clothes to the party. (It isn't necessary to wear formal clothes.)

- A: You type those letters now. They're not urgent.
B: Great. I'll type them after lunch, then.
- A: Shall I pick you up from work today?
B: No, you I'll take the bus.
- A: You talk during the exam.
B: I know. It's forbidden.
- A: Am I allowed to park here?
B: No, you park in this area.
- A: You forget to take your medicine at 6 o'clock.
B: Don't worry. I won't.

9 Study the sentences and match the verbs to their meanings: a) expressing possibility; b) asking for permission; c) giving permission; d) refusing permission; e) making a request.

- Ann *may/might/could* be at home.
- You *may/can* use the lift.
- May/Can/Could* I borrow your book?
- You *can't/may not* wear high-heeled shoes on deck.
- Can/May* I sit here?

10 Study the situations and write sentences as in the example using *may, might, can, could, can't* or *may not*.

- You want to take a week off work. Ask for your boss' permission.
Could I have a week off work, please?
- Your friend wants to borrow your best jacket. Give him/her your permission.
.....
- You want to go to a party on Saturday night. Ask for your dad's permission.
.....
- A friend asks you where another friend is. You think she is at home. Express this possibility.
.....
- Your brother wants to borrow your car, but you are using it. Refuse permission.
.....
- You are at a friend's house and you need to use the telephone. Ask for your friend's permission.
.....
- You have just missed the last bus home. You find a phone box and call your mother. Ask her to pick you up.
.....

Listening & Reading

- 1 a) Look at the picture and the title. What is strange about the picture? Have you ever seen a living statue? Do you think it is a difficult job? Which of the sentences below could be true for these people?

- 1 They work hard at what they do.
- 2 They spend hours practising their movements.
- 3 They take a long time getting ready.
- 4 They don't need to have any special skills.

- 5 They can earn a lot of money.
- 6 They have to be convincing to attract a crowd.
- 7 They don't like people touching them.

b) Listen and check if your guesses were correct. Write Yes or No.

- 2 a) Read the article and circle the correct answer A, B, C or D, then explain the highlighted words.

TIP

First read the statements, then scan the article to find the answers. Don't be discouraged by unknown words. Use the context to guess the meanings.

Living Statues

Many of Europe's biggest cities have found they have a new tourist attraction in the form of living statues. Whether you consider them an art form or just a nuisance, these new **crowd pleasers** certainly deserve a second look!

Rachel Allchin talks to performers and spectators on the streets of Milan, where living statues are no longer a **novelty**.

Paula Burns - Professional Living Statue

I really don't see how anyone can think of me as a public **nuisance**! I'm a professional performer – art galleries and organisers of special events and exhibitions usually hire me for private **functions**. I work very hard at what I do. I spend hours practising my movements – or should I say, my **lack** of movement! I have to stand **incredibly** still for hours on end in all kinds of situations – usually **surrounded** by crowds of people. It takes me two hours just to make myself up and get dressed. I have to paint my skin very carefully and arrange the **folds** of my costume so I look like I'm made of **marble**. So why do I do it? Well, I enjoy watching the **reactions** of the audience when I suddenly move – they can't believe their eyes! If you ask me, living statues **are** an art form – there aren't many people who could do what I do for a **living**!

Mark Sorby - Tourist

I'm not usually a **fan** of street performers. I never stop to watch jugglers or acrobats – they're boring – but I think living statues are brilliant! It takes a lot of patience and skill to stay completely **motionless** for such lengths of time. I've seen some stand for hours even in the **boiling hot** temperatures of summer. I'm sure I'd get **cramp** if I tried it!

The best living statue I ever saw was here in Milan. It was a guy on a **pedestal** dressed as an Egyptian mummy with the gold mask and all. It was fantastic, although I suppose the mask was cheating a bit. Anyway, he looked fantastic and he was pulling a huge crowd who were giving him an amazing amount of money! He **deserved** it, though, he was very **convincing**!

Toni Moreno - Amateur Living Statue

I don't actually make a living as a street performer. I just do it in my spare time or during the summer to make some extra **cash**. You'd be surprised how generous people can be! I usually dress up as a Greek god and I find that spectators admire my make-up and costume as much as my performance. It's a real **challenge to stay still** when someone – usually a child – tries to touch you to see if you're real or not! I've never had a bad experience, though, people are usually really nice and I enjoy making them happy too, even if it is just for a few minutes. However, I have known people to stand looking at me for hours. No, I don't think I'm **bothering** anyone. People don't have to watch me if they don't want to, no one's **forcing** them. All they have to do is keep walking!

Speaking

- b) What are the pros and cons of this job? Do you have living statues in your country? What do they usually dress as?

- How does Paula Burns feel about her job?
 - She thinks it takes too much preparation.
 - She only does it for the money.
 - She is proud of what she does.
 - She thinks anyone can do it.
- What does Paula say about the audience?
 - They think she's a nuisance.
 - She likes to frighten them.
 - They are entertained by her sudden movements.
 - They believe she is a real statue.
- Why does Mark Sorby talk about an Egyptian mummy?
 - Because it was the best living statue he had ever seen.
 - Because it was the first living statue he had ever seen.
 - Because he earned a lot of money.
 - To explain how convincing living statues can be.
- What does Toni Moreno say about children?
 - They think she's a real statue.
 - They always want to touch her.
 - She doesn't want them to touch her.
 - They make it difficult for her to stand still.

Vocabulary Practice

3 Fill in the correct word from the list, then make sentences using the completed phrases.

- have • spare • extra • crowd • street
- public • form • believe • tourist
- demand • look • stand

- | | | |
|-----------------|-----------------|---------------|
| 1 popular | 7 | attraction |
| 2 to | 8 to ... | an experience |
| 3 | 9 | nuisance |
| 4 art | 10 to | one's eyes |
| 5 | 11 | performer |
| 6 | 12 second | |

4 Fill in: *at, for, in, of*, then make sentences using the completed phrases.

- 1 to be time sth; 2 to glare sb; 3 to get hold sth; 4 due sth; 5 advance; 6 to think sb as sth; 7 to be made marble; 8 to do sth a living; 9 fan sb; 10 my spare time

Phrasal Verbs

5 Study the table, then underline the correct particle.

set about - to begin to do
set aside - to save for a special purpose
set back - to delay
set off/out - to start a journey
set up - 1) to build/erect sth, 2) to start sth (e.g. a business), 3) to arrange sth (e.g. a meeting)

- Setting **about/up** your own business involves a lot of hard work.
- The Patterson's loaded up their car, locked the house up and set **up/off**.
- The earthquake has set **back/about** the construction of the new Olympic Stadium.
- We need to set **aside/up** a meeting with the client to discuss costs.
- Fred is very busy, but he always manages to set **back/aside** a little time to spend with his kids.

Word Formation

(forming nouns from verbs)


6 Study the table, then complete the sentences with the correct form of the word in bold.

We can form nouns from verbs by adding *-ance, -al, -ion, -ence, -ery, -ation* to the verb.
 e.g. resist - **resistance** persist - **persistence**
 refuse - **refusal** cook - **cooking**
 react - **reaction** alter - **alteration**

- The doctor said that the REMOVE
of the lump would be a simple operation.
- Mrs Taylor is sure to have a good ACT
reason for her
- With your ASSIST
I'll be able to finish the report by Friday.
- "I've made an incredible DISCOVER
.....," shouted the scientist.
- The Prime Minister made a REFER
..... to the new law in his speech.
- Ben refused to give her any INFORM
..... about his new invention.

Communication

• Making Suggestions

1  Fill in the missing words, then listen and check. In pairs, use the prompts to act out similar dialogues.

- A: Hi, **Angie!** It's 1)!
 B: Oh. Hi, **Brett.**
 A: Listen, are you free **tonight?**
 B: I don't know 2) Why?
 A: Well, do you 3) coming to a **barbecue at Graham's house** with me?
 B: I'm not sure. Can I call you 4)?
 A: Yeah, but can you 5) me know before **6:00?**
 B: I'll try.
 A: 6), bye!

- Veronica/Leo/on Saturday evening/exhibition – art gallery/7:00
- Mary/Craig/on Sunday afternoon/hockey game – ice rink/5:30

Pronunciation (rising intonation in polite requests)

2  Listen and repeat.

- Could I have your telephone number?*
Can I take a message?
Could I use your pen?
Can I leave early?

Writing (a letter to the editor)

We write letters to the editor of a newspaper/magazine when we want to express our opinion about a topic/article which has been published in the newspaper/magazine. We usually write our letter to express our agreement or disagreement using formal language. We start our letter with "Dear Sir/Madam, ". Then, in the **introduction**, we state the reason for writing and our opinion about the topic. If our letter is a reply to another letter or article, we also write where and when we read it, as well as the name of the person who wrote it. In the **main body**, we present our viewpoints giving reasons/examples. We write each viewpoint in separate paragraphs. In the **last paragraph**, we summarise our opinion and state what action we expect to be taken. We end our letter with "Yours faithfully," and our full name.

3 a) Read the extracts from the article, then look at the comments made. How does the person who wrote the notes feel? Why?

Silver Moon

...The venue didn't open its doors until half an hour before the concert started. As a result, we missed twenty minutes of the first performance. ...

...The support group *Silver Moon* was not the one advertised and were a poor substitute for *Black Mud*. ...

...The sound quality was so poor that only those in front of the stage could hear the music. ...

not true! opened two hours before

well-known entertainers – no one complained

temporary problem – lasted ten minutes

b) Read the letter and replace the phrases in bold with those in the list, then answer the questions.

- I feel I have to express my disagreement ...
- I am opposed to ... • In addition ...
- In conclusion ... • Firstly ...

Dear Sir,

I am writing with regard to your recent review of The Friends of Forest Hill charity rock concert. **I wish to disagree with** several of your comments as follows.

To begin with, the venue opened its doors two hours before the event began. The writer must have been a latecomer who arrived after the performance had begun.

I **strongly disagree with** your comment regarding *Silver Moon*. Although it is true that *Black Mud* did not play as advertised, their replacement, *Silver Moon*, are equally well-known entertainers. No one felt disappointed by the change.

Furthermore, regarding the problem with the sound quality, this was only a temporary problem and lasted no more than ten minutes. Technicians quickly repaired the fault and we were all able to enjoy the music again.

To sum up, I believe the whole event was well organised and an overall success. I hope, therefore, that you will print this letter together with an apology to the performers, fans and event organisers like myself, who are looking forward to a similar event in the near future.

Yours faithfully,

T Fuller

Timothy Fuller

- 1 Why has the writer written the letter? Is it a friendly or formal letter?
- 2 Who is going to read this letter?
- 3 What are the writer's objections? Has he included all his points in the letter?
- 4 What does the writer expect the editor to do?

4 Replace the informal language in bold, with phrases from the letter in Ex. 3b keeping the same meaning.

- 1 I would like to say a few things **about** your recent article on last Sunday's book exhibition at Greenbury Town Hall.
.....
.....
- 2 I **hate to read** articles that make criminals look like heroes.
.....
.....
- 3 **One more thing**, it is our responsibility to keep our town clean.
.....
.....
- 4 **Well, that's all**, so I believe that we should take action before it is too late.
.....
.....

5 You recently attended an outdoor theatre performance which you found very disappointing. However, while you were reading your local newspaper, The Morpeth Daily, you came across the following article. Read the article and your notes, then write a letter to the editor expressing your opinion (120-150 words).

Use the plan and the letter in Ex. 3b as a model.

This year's *Theatre in the Park* at Whitby Park was another spectacular success. All three performances were crowded with theatre-goers of all ages. The audience, seated outdoors on blankets and chairs, enjoyed every moment of the performances.

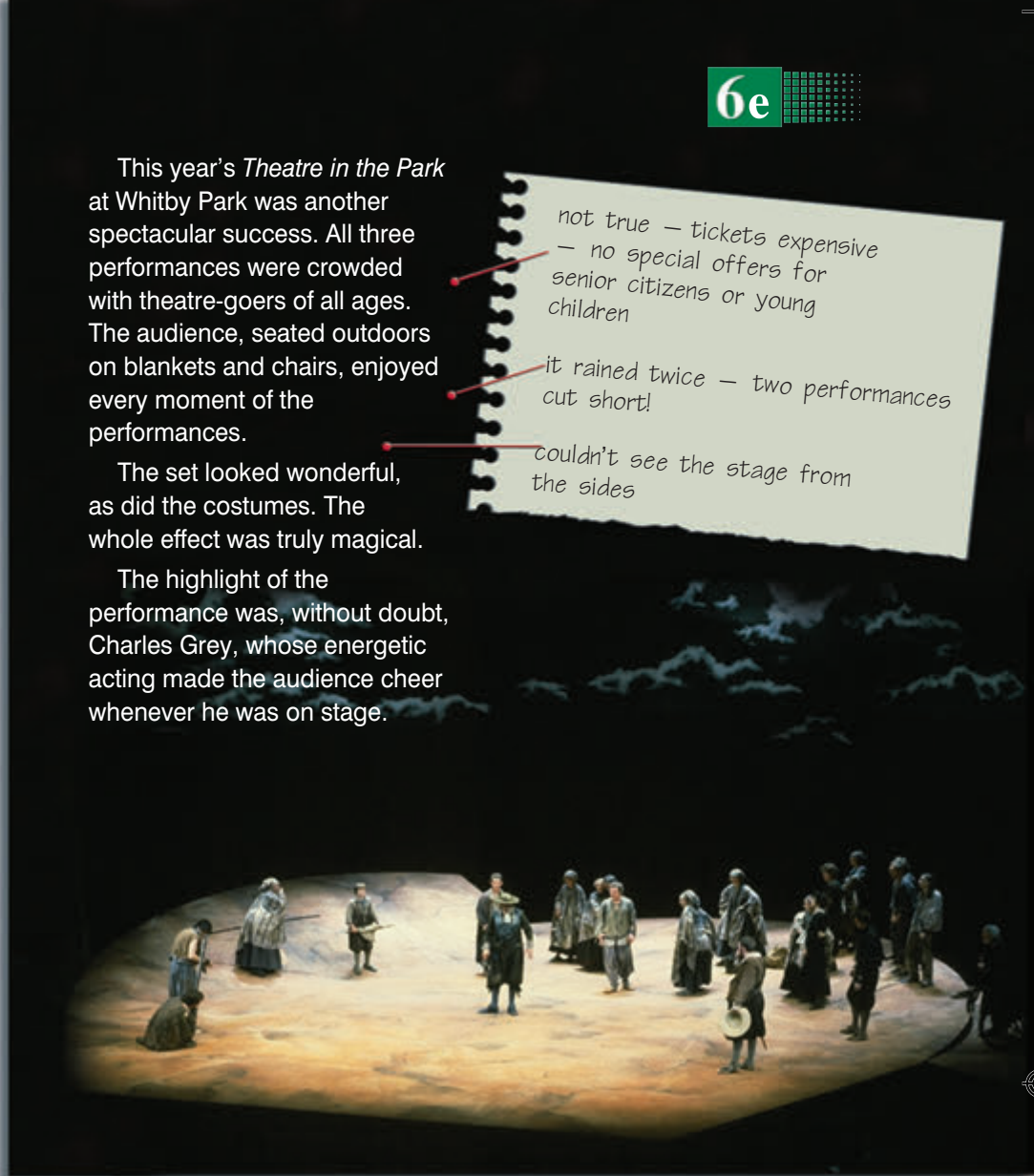
The set looked wonderful, as did the costumes. The whole effect was truly magical.

The highlight of the performance was, without doubt, Charles Grey, whose energetic acting made the audience cheer whenever he was on stage.

not true – tickets expensive – no special offers for senior citizens or young children

it rained twice – two performances cut short!

couldn't see the stage from the sides



Plan

Dear Sir/Madam,
Introduction
 (Para 1) *reason for writing and opinion*
Main Body
 (Paras 2-4) *viewpoints and reasons/examples*
Conclusion
 (Para 5) *restate your opinion/state action you expect to be taken*

Yours faithfully,
signature
 (your full name)

6 Read the sentences. What do they mean?

What's in a word?

- Art is long and life is short.
- Beauty is in the eye of the beholder.
- They that dance must pay the fiddler.