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БЕЛОРУССКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
ИНФОРМАТИКИ И РАДИОЭЛЕКТРОНИКИ

Кафедра иностранных языков №2

**ПРАКТИКУМ
ПО РАЗВИТИЮ УСТНОЙ РЕЧИ
НА АНГЛИЙСКОМ ЯЗЫКЕ
ДЛЯ СТУДЕНТОВ I КУРСА**

В 3-х частях

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Практикум предназначен для развития навыков устной речи на английском языке у студентов I-II этапов обучения.

Цель его – способствовать развитию навыков говорения и активизировать грамматический минимум в диалогизированной речи. Каждая тема представлена комплексом речевых упражнений, образцами монологической и диалогической речи; типовыми ситуациями.

Практикум создан на базе оригинального английского учебного пособия “HEADWAY” LIZ & JOHN SOARS и может быть использован для самостоятельной работы студентов и для работы в аудитории под руководством преподавателя.

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С Коллектив авторов, 2000

1 What a wonderful world!

Auxiliary verbs
Social expressions

Test your grammar

1. Make questions with *you* from the sentences.

Example

I come from Australia. (*Where?*).....Where do you come from?

- a) I live in a flat near the centre of town. (*Where?*)
- b) I speak three languages. (*How many?*)
- c) I'm learning English because I need it for my job. (*Why?*)
- d) I've been to France, Germany, Sweden, and the United States. (*Which countries?*)
- e) I was born in Dublin in 1961. (*Where? When?*)
- f) I've been learning English for three years. (*How long?*)
- g) I have two brothers and a sister. (*How many?*)
- h) I've got \$10 in my pocket. (*How much?*)
- i) I went to the cinema last night. (*Where?*)
- j) I'm wearing jeans and a jumper. (*What?*)

In pairs, ask and answer the questions about *you*.
Tell the class about your partner.

2. Make the statements negative.

Example

I smoke.....I don't smoke.

- a) My mother works in a bank.
- b) It's raining.
- c) I went out last night.
- d) I'm learning Russian.
- e) We've got a dog.
- f) I had a shower this morning.
- g) English is spoken in every country in the world.

PRESENTATION

Auxiliary verbs

1. Answer the questions in the QUIZ.

1. When did the modern Olympic Games start?

- a) 1876 b) 1888 c) 1896
2. How long does it take for the sun's rays to reach Earth?
a) 8 minutes b) 8 hours c) 8 days
 3. What was Neil Armstrong doing when he said, 'That's one small step for a man, one giant leap for mankind'?
 4. What doesn't a vegan eat?
 5. If you are buying things with rupees, which country are you in?
 6. Where were the first books printed?
a) Germany b) Egypt c) China
 7. In which religion are the gods Brahma, Vishnu and Siva worshipped?
 8. Which record album has sold more than any other?
 9. What does VIP stand for?
 10. Why didn't Ben Johnson get the gold medal for the 100 metres at the Seoul Olympics?
 11. What was Abraham Lincoln doing when he was assassinated?
 12. How many times has Brazil won the World Cup?
 13. How many wings does a butterfly have?
 14. If you are eating *sushi*, what exactly are you eating?

T.1 Listen and check your answers.

2. Find an example of the following tenses in the quiz.

| | | |
|------------------------|--------------------|------------------------|
| Present Simple | Present Continuous | Present Simple passive |
| Present Perfect Simple | | |
| Past Simple | Past Continuous | Past Simple passive |

3. Write some general knowledge questions. Ask the class.

PRACTICE

Grammar and pronunciation

1. Correct the factual mistakes in sentences a) – k) and give the right information.

Example

The sun rises in the west.

It doesn't rise in the west!

It rises in the east!

- a) The Pope comes from Australia.
- b) The teacher's wearing a swimming costume.
- c) People drive on the right in Britain.
- d) My mother has got ten sisters and brothers.
- e) We went to Iceland on holiday last summer.
- f) I had a huge breakfast.
- g) It'll snow tomorrow.
- h) We're learning Chinese.

- i) I live in a palace.
- j) Champagne is made in Scotland.
- k) Cats and dogs can swim.

T.2 Listen and check your answers.

1. Write questions for the answers.

Example

How many books *did you read* on holiday?

Four.

- a) What _____ last night?
I stayed in and watched television.
- b) What sort of books _____ reading?
I like horror stories and science fiction.
- c) _____ been to America?
Yes, I have. I went there last year. I really enjoyed it.
- d) What _____ the teacher _____ ?
She's helping Maria with this exercise.
- e) _____ your father do?
He works in a bank.
- f) Why _____ your homework last night?
Because I didn't feel well.
- g) How long _____ it take you to come to school?
It takes me about twenty minutes. I come by bus.
- h) What _____ doing next weekend?
I don't know. I haven't got any plans yet.
- i) _____ you _____ a CD player at home?
No, I haven't. Just a tape recorder.

In pairs, ask and answer the questions about *you*.

Short answers

1. **T.3** Read and listen to the breakfast conversation.

- Dad Morning! Did you sleep well?
- Emma Yes.
- Dad Do you want any breakfast?
- Emma No. I'm not hungry.
- Dad Oh. Have you fed the cat?
- Emma Yes.
- Dad Has the post come?
- Emma No.
- Dad OK. Are you going to be late tonight?
- Emma No. I'll be back at the usual time.

2. T.4 Listen to a similar dialogue. What's the difference?

3. Ask three students the following *yes/no* questions. Add one or two questions of your own. Put a tick (✓) or a cross (+) in the columns. Give short answers in your reply.

S1 S2 S3

Do you play a musical instrument?

Does anyone in your family smoke?

Have you got any pets?

Can you cook?

Are you going out tonight?

Did you watch TV last night?

Have you been to the cinema recently?

Reading and tenses

Read the text about *The Times* newspaper. Put the verbs in brackets into the correct tense. There are examples of active and passive sentences.

Example

The Times is printed (print) six days a week, from Monday to Saturday.

The Times, symbol of tradition and establishment

THE TIMES is one of Britain's oldest and most influential newspapers. It (a) ____ (begin) its life in 1785. It (b) ____ (start) by John Walter. In those days it (c) ____ (cost) two and a half old pennies. In the nineteenth century, *The Times* (d) ____ (develop) a reputation for accurate reporting and independent editorial views. Now it (e) ____ (sell) over 650,000 copies a day. It (f) ____ (publish) in London, along with its sister newspaper, *The Sunday Times*, which (g) ____ (have) at least ten sections and takes all week to read! 'The Times (h) ____ (have) an excellent reputation for over 200 years', said its editor, who (i) ____ (work) for the paper since 1980, 'and now we (j) ____ (try) our best to continue that tradition in order to produce a newspaper for the twenty-first century'.

READING AND LISTENING

Pre-reading task

1. In the 2nd century BC a list was made of the most impressive and beautiful man-made objects in the world. These were called **The Seven**

Wonders of the World: The Pharos, lighthouse of Alexandria
The Hanging Gardens of Babylon
The Statue of Zeus at Olympia
The Pyramids of Egypt

The Colossus of Rhodes
The Tomb of Mausolus
The Temple of Diana

2. How many can we still see today? What do you think are some of the greatest wonders of the twentieth century? Don't just think of buildings!

Reading

1. In the text, the journalist, Ann Halliday, describes what are for her the seven wonders of the modern world. Read about them.

2. In what way does she say modern wonders are different from ancient wonders? Put them in order, 1 – 7, according to which you think is the most important (1 = the most important, 7 = the least important).

| | | | |
|-------------------|--------------|-------------------|----------|
| computers | space travel | medical science | holidays |
| the Olympic Games | agriculture | we are still here | |

Discuss your decisions as a class.

WONDERS OF THE MODERN WORLD

by Ann Halliday

I DON'T believe that today's wonders are similar in kind to the wonders of the Ancient World. They were all buildings and statues. In the last two centuries we have seen unprecedented technical and scientific achievements. These are surely our modern wonders. Here is my list.

1. Computers

They have already revolutionized the way we live and work. But it is early days for computers. We don't know how much they are still changing the world. More computer wonders are yet to come.

2. Space Travel

Only a few years before men were walking on the moon, reputable scientists declared that it was impossible. But in 1969 Neil Armstrong stepped out of his space capsule and made his famous statement: 'That's one small step for a man, one giant leap for mankind'

3. Medical Science

Surely nothing has done more for the comfort and happiness of mankind than the advance of medical knowledge! How many millions of people have benefited from the humble aspirin? How many lives has penicillin saved? Average life expectancy in Europe has risen dramatically over the last hundred years, from about 50 years in 1906 to about 75 years today.

4. Holidays

Yes – holidays! In fact there have always been holidays – in ancient Rome there were more than 150 a year – but a holiday used to mean simply a day when you didn't work. Now holidaymakers travel to all parts of the world. Perhaps you don't like so many tourists in your country, but you must agree that a phenomenon which sees the population of Greece treble in summer, and which sends office workers and shop assistants to Spain, Turkey, or the Caribbean is a wonder of the world.

5. The Olympic Games

It is true that the Olympic Games are now commercialized and there is greed and drug abuse. However, it is a competition in which every country in the world takes part. Every four years, for a brief moment, we see these countries come together in peace and friendship. We feel hope again for the future of mankind.

6. Agriculture

In 1724, Jonathan Swift wrote, 'Whoever makes two blades of grass or two ears of corn grow where only one grew before serves mankind better than the whole race of politicians'. In Europe our farmers have done this. In 1709, whole villages in France died of hunger. Now, in Europe we can't eat all the food we produce. If only the politicians could find a way to share it with those parts of the world where there is still famine.

7. We are still here

The last wonder of the modern world is simply that we are still here. We have bombs that could destroy the world but we have not used them. This is surely the greatest wonder of all!

Comprehension check

Here are seven more statements made by Ann about her choice of wonders. Which statement goes with which wonder? Discuss your answers with a partner.

1. Surgeons can perform the most amazing operations.
2. We see people from warring countries shake hands.
3. Small children can program them, sometimes more easily than adults!
4. No government dares to use such weapons.
5. Maybe visiting one country a day is not your idea of the best way to see the world.
6. We produce enough to feed the world!
7. Progress in this area is slower now. Not as much money goes into research as in the 1960s.

Language work

Complete the following with the correct auxiliary verb in the positive or negative form. Check your answers with the text.

1. Computers _____ already revolutionized the way we live and work.
2. We _____ know how much they _____ still changing the work.
3. Only a few years before men _____ walking on the moon, scientists said that it was impossible.
4. How many lives _____ penicillin saved?
5. A holiday used to mean a day when you _____ work.
6. The Olympic Games _____ now commercialized.

Listening

T.5 You will hear three people giving their ideas of the wonders of the modern world.

- Make a list of the wonders they mention.
- What is good about each wonder?
- Are there any problems with it?

SPEAKING

Discussion

1. What machines are important in your life? In pairs, put the invention in order. Which do you think is the most important? Which has changed the world the most? Mark them 1 for the most important down to 10 for the least important.

| | | | |
|----------------|------------------|---------------------|---------------------|
| the telephone | the atom bomb | the plane | the washing machine |
| the car | the space rocket | the fax machine | |
| the television | the computer | the space satellite | |

2. Work in groups of four. Try to persuade the others that your order is the right one!

3. Talk together as a class. What other machines would you add to the list?

Social expressions

1. When we're talking and chatting, we use a lot of idiomatic expressions!

Example

- Hurry up, we're late! - Hang on a sec. I'm just going to the loo.
- Mach a line in **A** with a line in **B**.

A

- a Sorry I'm late. I got held up in the traffic.
- b Bye, Mum! I'm off to school now.
- c Have you heard that Jenny's going out with Pete Boyd?
- d How long did it take you to do the homework?
- e I don't know about you, but I'm fed up with this weather.

- f Who was that I saw you with last night?
- g I'm tired. I'm having next week off.
- h Right! Let's go for a ten-mile jog in the park!
- i Let me buy you a drink.
- j Shall we meet this afternoon at 3.00?
- k What a fantastic coat! Was it expensive?

B

1. No, no It's my round. What would you like?
2. That's a good idea. The break will do you good.
3. Me, too. I'm just longing for some sunshine.
4. Never mind. You're here now. Come and sit down.
5. Ages. What about you?
6. It cost an absolute fortune!
7. Really? I don't know what she sees in him.
8. Sorry. I can't make it then. What about a bit later?
9. Take care, my love. Have a nice day!
10. You must be joking!
11. Mind your own business!

2. T.6 Listen and check your answers. Memorize some of the dialogues. Close your books and practise them in pairs.

3. T.7 Listen to the sentences. Reply, using one of the lines in column **B**. You will have to change some of them a little.

4. Choose some of the dialogues and continue them.

Example

A What a fantastic coat! Was it expensive?

B It cost an absolute fortune. But the material's beautiful, and it's got a silk lining.

A Where did you get it?

B I saw it in the window of that new shop in town; you know, it's called 'Chic'.

A Yes, I know it. They have some lovely stuff, don't they?

1 Auxiliary verbs

have/ have got

Auxiliary verbs

1. The forms of *do*, *be* and *have*

Read the following sentences.

- a) I like tea.
- b) I don't like coffee.
- c) Do you like tea?
- d) My father likes tea.
- e) My mother doesn't like tea.
- f) Does your father like tea?

Continue the following sentences in the same way.

- a) I work in an office.
- b) c) d) e) f)
- a) I'm learning Spanish.
- b) c) d) e) f)
- a) I saw the Taj Mahal.
- b) c) d) e) f)
- a) I've met the Queen.
- b) c) d) e) f)

2. Full verb or auxiliary verb?

Write **A** or **F** next the following sentences to show whether *have*, *be*, or *do* is used as an **auxiliary** verb or a **full** verb.

Example

Have you ever stayed at the Ritz? **A**

We had breakfast in bed. **F**

- a) **Did** John give you those flowers?
- b) I **did** my homework very quickly last night.
- c) She **has** a shower ever morning before school.
- d) We **weren't** talking to James about his exam.
- e) Lots of tree **were** blown down.
- f) Where **were** you yesterday?
- g) Mary never **does** the washing up.
- h) Thank goodness we **have** a dishwasher!
- i) How many people **have** you invited to the party?
- j) Why **are** you leaving so early?
- k) We've got a beautiful puppy called Molly.
- l) We **have** a beautiful puppy called Molly.

3. Contracted forms

Rewrite the sentences with contracted forms where they are possible.

Example

I do not know where the post office is.

*I **don't** know where the post office is.*

- a) She has got two brothers and she does not get on with either of them.
- b) He has no brothers or sisters, he is an only child.
- c) We were not interested in the film so we did not stay until the end.

- d) He did not go to the party because he had a cold.
- e) They are getting married when they have saved enough money.
- f) John is not sure where Jill is.
- g) She is feeding the dog. It is always fed at six o'clock.
- h) I do not want them to know who I am.
- i) Do you not understand what I am saying?
- j) Where is the man who has been to New Zealand?

4. My computer's gone wrong!

1. Read the telephone conversation and put the correct auxiliary verb into each gap. Use the contracted form where possible.

D Good afternoon, Apple Helpline here. I'm Damian. How can I help you?

V Oh, at last! Hello, Damian. I **(a)** _____ got a terrible problem with my computer. It **(b)** _____ (not) working at all!

D OK, OK. Tell me your name and your company name and describe what **(c)** _____ happened.

V My name's Valerie, Val actually, Valerie Marks. I **(d)** _____ (not) work for a company, I'm self-employed. I work at home, and I **(e)** _____ trying to meet an important deadline at the moment. This morning I **(f)** _____ working away happily, when suddenly everything stopped and a message came on the screen. Then the screen went blank.

D OK Val, **(g)** _____ (not) worry! What **(h)** _____ the message say?

V I can't remember exactly, because I **(i)** _____ (not) understand it, but I think it said something about 'not enough memory'.

D It's OK, Val. I understand. Tell me, Val, **(j)** _____ you switched the computer off?

V No, I **(k)** _____ (not). It's still on.

D Fine, Val. Now do exactly what I say. Go to your computer, OK? Can you see a 'W' in the top right-hand corner? Click on that 'W' with the mouse. What **(l)** _____ it say? Can you read it to me?

V It says three things. There's a list of three things. First it says...

2. Here are some questions about the conversations. The words are mixed up. Put them in the right order. Then answer the question.

a) Val the is why Apple Helpline ringing ?

Because _____

b) work for Val does company which ?

She _____

c) doing when computer she her was what stopped ?

She _____

d) Val why remember message the can't ?

Because _____

e) switched computer she has her off ?

No, _____

5. Making questions

1. Put the words in the right order to make questions. Then answer them about yourself.

Example

parents where were your born ? *Where were your parents born?*
My mother was born in Scotland and my father was born in Durham.

- a) moment what you at are the wearing ?
- b) living you started were where when you school ?
- c) go you where holiday were did child when you on a ?
- d) play any the at sports weekend you do ?
- e) up time morning what did get this you ?
- f) pyramids Egypt ever to to been the have see you ?
- g) mother look your you like do ?

2. Reply to the following sentences with a suitable question.

Example

' I'm going shopping. ' *What are you going to buy?*

- a) 'David speaks four languages.'
- b) 'We had a wonderful meal in the restaurant.'
- c) 'Joy and Eric paid a lot of money for their house.'
- d) 'Bob's cat has just had kittens.'
- e) 'Lily's going to the cinema tonight.'
- f) 'Joan's writing a letter.'
- g) 'My job's really interesting.'
- h) 'We had a wonderful holiday.'

6. Negatives and short answers

1. Complete the sentences with the correct auxiliary in the positive or negative.

Example

Anna likes ice-cream but John doesn't. I don't like ice-cream but Jill does.

- a) I've been to Australia but Anna _____.
- b) Maria isn't studying hard but I _____.
- c) John loves flying but we _____.
- d) I watched TV last night but my sister _____.
- e) Bill hasn't finished his work but we _____.
- f) We don't want to leave early but they _____.

- g) They didn't remember my birthday but you _____.
 h) Your English is really improving but mine _____.

2. Answer the questions about you with a short answer and some more information.

Example

Do you speak three languages?

Yes, I do. I speak French, German, and Russian.

No, I don't. I only speak two, French and Russian.

- a) Are you having a holiday soon?
 b) Did you have a good holiday last year?
 c) Have you ever been to Amsterdam?
 d) Do you often travel abroad?
 e) Does your friend sometimes go on holiday with you?

7. Sentence completion

Complete the sentences with the correct form of *have* or *have got*. There are questions, negatives, positives, and various tenses.

Example

Excuse me! *Do you have* the time, please?

or Excuse me! *Have you got* the time please?

- a) I'm starving. I _____ anything to eat last night.
 b) 'Excuse me! _____ a light, please?' 'Sorry. I don't smoke.'
 c) 'Why's Ann taking some aspirin?' 'Because she _____ a headache.'
 d) 'What would you like to drink?' 'I _____ a Coke, please.'
 e) 'Can you lend me two pounds?' 'Sorry. I _____ any money on me at all.'
 f) Maria _____ her baby. It's a girl. They're calling her Lily.
 g) We _____ a party next Saturday. Would you like to come?
 h) David! Can I _____ a word with you for a moment?
 i) How was the party last night? _____ you _____ a good time?
 j) Peter, could you help me? I _____ a problem, and I don't know what to do.
 k) 'What time _____ she usually _____ lunch?' 'About 1.00'

Vocabulary

8. Holidays and medicine

1. In the text about the Wonders of the Modern World, the journalist mentioned holidays and medicine. Complete this vocabulary network on holidays with words from the box. Some are done to help you.

water-skiing
rucksack
caravan
hotel
exploring
ski instructor
travel agent

traveller's cheques
flight attendant
swimming costume
farmhouse
beach towel
guest-house
sunbathing

youth hostel
camp-site
suitcase
relaxing
sight-seeing
tour guide
suntan lotion

HOLIDAYS

things to take
suitcase

people

activities

places to stay
hotel

2. In the box are words to do with medicine. They can be divided into four groups. Decide what the four groups are, then complete the network.

surgeon
sore throat
constipation
diarrhoea

heat
patient
rash
kidney

stomach
X-ray
specialist
sprain

injection
prescription
operation
check-up

lungs
cough
liver
pills

MEDICINE

**1) things that
doctors give you**

2)

3)

4)

Preposition

9. Verb + preposition

Many verbs are followed by a particular preposition. Fill each gap with a preposition from the box. Some are used more than once.

of about to in with for on

- I think you're wrong. I don't agree ____ you at all.
- I'm not interested ____ what you think or what you want.
- We might have a picnic. It depends ____ the weather.
- What are you listening ____ ?
- If you have a problem, talk ____ the teacher.
- 'What did you talk ____ ?' 'Oh, this and that.'
- You aren't concentrating on your work. What are you thinking ____ ?
- 'What do you think ____ Pete?' 'I really like him.'

- i) Where's the cash desk? I'd like to pay _____ this book.
j) 'I've lost your pen. Sorry...' 'It's all right. Don't worry _____ it.'

2 Happiness!

Present states and actions

Active and passive

Numbers

Test your grammar

Look at the pairs of sentences. Which one is correct? Why?

- 1 She speaks five languages.
She's speaking five languages.
- 2 Look at that man! He wears such a funny hat.
Look at that man! He's wearing such a funny hat.
- 3 Don't take that book back to the library. I'm reading it.
Don't take that book back to the library. I read it.
- 4 They have two daughters and two sons.
They're having two daughters and two sons.
- 5 Do you understand Spanish?
Are you understanding Spanish?
- 6 We're thinking opera is boring.
We think opera is boring.
- 7 English speaks all over the world.
English is spoken all over the world.

PRESENTATION (1)

Present Simple

What do you think is the happiest time of a person's life: when you are a child or an adult?

T.1 Read and listen to the text.

THE HAPPIEST PERSON IN BRITAIN

The happiest person in Britain today is a professional married man between the ages of 35 and 54. He *lives* in the south of England but not in London. He *owns* a comfortable, detached house and has two children.

What does he do? He *has* a steady job in an office in London. After a hard day at work, he *relaxes* in front of the television or *watches* a video. He *doesn't go* out every evening, but two evenings a week he *meets* friends for a drink in the local pub. He *owns* a pet, usually a dog, and *takes* it for a walk every day after work. He *spends* on average 120 pounds per week.

Where does he go? At the weekend, he regularly *eats* in restaurants, *goes* to see shows, and *plays* a sport (usually golf). Most weekends he *puts* on a pair of old blue jeans, and *potters* in the garden. He usually *goes* on holiday abroad more than once a year.

What does his wife do? His wife is happy, too, but not quite as happy. She *runs* the home and *has* a job, but she *doesn't earn* as much as her husband.

Grammar questions

- What tense are all the verbs in *italics*? Why?
- Why do the verbs in the text end in *-s*?
- Which auxiliary verb is used to form questions and negatives in the Present Simple?

PRACTICE

Speaking

1. Ask and answer questions about John Smith.

John Smith aged 45, an accountant from Surrey.

Example

... married? - *Is he married?* - *Yes, he is.*

- a) Where ... live?
- b) What ... do?
- c) How many children ... ?
- d) How ... relax after work?
- e) How much ... per week?
- f) What ... do at the weekend?
- g) How often ... holiday abroad?

T.2 Listen and check your answers.

2. Ask and answer the same questions with a partner.

- Are you married? - No, I'm not.

3. John Smith's lifestyle doesn't very exciting.

- Why do you think he is so happy?
- Why is his wife less happy?
- Do you think men are generally happier than women in your country?

PRESENTATION (2)

Present Simple and Present Continuous Active and passive

1. **T.3** Listen to Roger Dromard, also aged 45, talking about himself. Answer the questions.

- What's the best thing that ever happened to him?
- What was his job before? What does he do now?

- Where does he live?
- Is he married?
- What does Fiona do? Does Roger earn more than Fiona?
- What is Roger's hobby? What is Fiona's hobby?
- Does Roger play any sports?
- Are there any problems with his job?
- Does he often eat out in restaurants?
- Is Roger's life like John Smith's? Is he happy?

4. Listen again. Complete the sentences with the exact words Roger uses.

- a) In summer I *usually* _____ home at about 5.30 in the morning.
- b) I _____ a small van, and I _____ all my tools and equipment in that.
- c) It's autumn now so I _____ the gardens and _____ the leaves.
- d) I _____ lots of daffodils and tulips.
- e) After work I *always* _____ home and _____ in a hot bath.
- f) I *usually* _____ our evening meal because she (Fiona) _____ home from work after me.
- g) At weekends we *often* _____ into the country and _____ to antique shops and antique sales.
- h) We _____ a television! Everybody _____ one these days but we _____.
- i) I _____ old radios and Fiona _____ old cookery books.
- j) I've just bought two 1930s radios and I _____ them and _____ them.
- k) I *never* _____ any sports.
- l) I _____ much in autumn and winter so I _____ much at the moment.

Grammar questions

- What tense are the verbs in sentences a) and b)? Why? Find some more examples of this tense.
- What tense are the verbs which complete sentence c)? Why? Find some more examples.
- What part of speech are the words in *italics*? Which tense do they (nearly always) go with?

PRACTICE

Note-taking and speaking

Write notes about John Smith and Roger Dromard under the headings.

John Smith: Work

Leisure

Home & Family

Roger Dromard: Work

Leisure

Home & Family

Talk to a partner. How many similarities and differences can you find?

Dialogues

1.T.4 Read and listen to the dialogue. Then work in pairs, and read and memorize it.

A What do you do?

B I'm an interior designer. I decorate people's houses, and give them ideas for furniture and lighting.

A And what are you doing at the moment?

B Well, I'm not working on a house. I'm working on a hotel. I'm designing a new dining-room for the Hilton.

2. Work in pairs. Make up similar dialogues with some of the jobs:

a film director

a journalist

an actor

an artist

a mechanic

a traffic warden

a farmer

a plumber

a football manager

a travel agent

a ski instructor

an architect

3. Ask each other about your own jobs or studies.

Discussing grammar

1. Ten of the verbs are *not* usually used in the Present Continuous.

Underline them.

go understand believe like agree enjoy

cost want listen to think (=opinion) mean know play love tell

2. Put + if the sentence is right and - if it is wrong. Correct the mistakes.

Example

I don't understand English newspapers. +

What are you wanting to drink? - *What do you want to drink?*

a) Jim isn't wanting an ice-cream. He doesn't like it

b) We're enjoying the course very much. We're learning a lot.

c) I'm understanding you but I'm not agreeing with you.

d) Do you think that Vanessa plays golf well?

e) I'm sorry. I'm not knowing the answer.

f) I'm not believing you. You're telling lies.

g) They know the car costs a lot of money but they want to buy it.

h) She listens to a French song but she doesn't understand what it is meaning.

3. Complete the following pairs of sentences using the verb in *italics*. Use the Present Simple for one and the Present Continuous for the other.

a) *come*

Alec and Mary are Scottish. They _____ from Glasgow.
They'll be here very soon. They _____ by car.

b) *have*

Lisa can't answer the phone. She _____ a bath.
She _____ two new pairs of jeans.

c) *think*

I _____ that all politicians tell lies.
I _____ about my girlfriend. She's in New York at the moment.

d) *not enjoy*

We _____ this party at all. The music is too loud.
We _____ going to big parties.

e) *watch*

Be quiet! I _____ my favourite programme.
I always _____ it on Thursday evenings.

f) *see*

John's not at home. He _____ the doctor about his sore throat.
I _____ the problem but I can't help you. Sorry.

g) *smell*

Mmmmm! Dinner _____ good. What is it?
Why _____ you _____ those roses? They're plastic!

i) *use* (Careful!)

This room _____ usually _____ for big meetings. But today it _____ for a party.

Present Simple active or passive?

1. Which of the sentences are active and which are passive?

- a) I use this room as a study.
- b) This room is used for meetings.
- c) We feed our cats twice a day.
- d) But the dogs are fed just once a day.

2. Read about some of the things that happen all over the world. Put the verb in brackets into either Present Simple or Present Simple passive.

Example

Every hour the planet Earth travels (travel) 66,620 miles around the sun.
Eleven earthquakes are felt (feel) somewhere in the world.

LOOK AT WHAT HAPPENS IN JUST 60 MINUTES!

- 1. The world's population _____ (grow) by 9,3000.
- 2. 75 millions pounds _____ (spend) on all kinds of weapons.
- 3. Your heart _____ (beat) 4,800 times.
- 4. Your hair _____ (grow) 0.18796 mm.

5. 12,540,000 cans of Coca-cola _____ (drink).
6. 916,500 McDonald's hamburgers _____ (eat).
7. 17,465 bottles of whisky _____ (produce) in Scotland.
8. 1,426,940 letters _____ (send).
9. The Pentagon in Washington _____ (receive) 8,300 telephone calls.
10. 558,000 pounds worth of goods _____ (sell) in Harrods department store.
11. 12,000 passengers _____ (pass) through Heathrow airport.
12. 166 Volkswagen cars _____ (make) in Germany.

READING AND SPEAKING

Pre-reading task

1. What do you think the life of a nun is like? What do they *always* do, *sometimes* do, and *never* do?
2. Which of the following do you think are important to nuns?

sport clothes prayer food and drink children television
 solitude hotels travel gardening reading singing money

Reading

1. Read the text. Which of the things in the box above does she mention?

SISTER WENDY, TV STAR!

Sister Wendy Beckett has been a nun for nearly 50 years, since she was 16. Most of the time she lives in solitary confinement in a caravan in the grounds of Carmelite monastery in Norfolk, often not speaking to anyone for 22 hours a day. But every few months she leaves her caravan and travels round Europe, staying in international hotels and eating in famous restaurants. Why is she leading this double life? How does a nun who has devoted her life to solitude and prayer become a visitor to the Ritz?

Sister Wendy has a remarkable other life. She writes and presents an arts programme for BBC television called 'Sister Wendy's Grand Tour'. In it, she visits European art capitals and gives her personal opinions on some of the world's most famous works of art. She begins each programme with these words: 'For over 20 years I lived in solitude. Now I'm seeing Europe for the first time. I'm visiting the world's most famous art treasures'.

She speaks clearly and plainly, with none of the academic verbosity of art historians. TV viewers love her common-sense wisdom, and are fascinated to watch a kind, elderly, bespectacled, nun who is so obviously delighted by all she sees. They are infected by her enthusiasm. Sister Wendy believes that although God wants her to have a life of prayer and solitary

contemplation, He has also given her a mission to explain art in a simple manner to ordinary people. She says: 'I think God has been very good to me. Really I am a disaster as a person. Solitude is right for me because I'm not good at being with other people. But of course I enjoy going on tour. I have a comfortable bed, a luxurious bath and good meals, but the joy is mild compared with the joy of solitude and silent prayer. I always rush back to my caravan. People find this hard to understand. I have never wanted anything else; I am a blissfully happy woman.'

Sister Wendy's love of God and art is matched only by her love of good food and wine. She takes delight in poring over menus, choosing a good wine and wondering whether the steak is tender enough for her to eat because she has no back teeth. However, she is not delighted by her performance on television.

I feel that I look so silly – a ridiculous black-clothed figure. Thank God we don't have a television at the monastery. I suppose I am famous in a way, but as 95% of my time is spent alone in my caravan, it really doesn't affect me. I'm unimportant.'

Sister Wendy earned 1,200 pounds for the first series. The success of this resulted in an increase for the second series. The money is being used to provide new shower rooms for the Carmelite monastery.

Comprehension check

1. What do these numbers in the text refer to?

16 22 20 95% 50 1,200

2. Are the following statements true (+) or false (-)? Correct the false ones.

- a) Sister Wendy spends a lot of time alone.
- b) She travels to art capitals all over the world.
- c) Her television programmes are popular because she meets famous art historians and interviews them.
- d) She believes that God wants her to lead this double life.
- e) She doesn't enjoy being alone in her caravan any more.
- f) She only eats plain food and she doesn't drink alcohol.
- g) Some of her teeth are missing.
- h) She loves watching herself on television.
- i) The other nuns at the monastery always watch her programmes on television.
- j) Sister Wendy is using the money she has earned to improve the monastery.

Language work

1. Complete the interview with Sister Wendy.

- I** (a) _____ ?
SW When I was sixteen. Goodness, that's nearly fifty years ago!
- I** (b) _____ ?
SW In Norfolk. In a Carmelite monastery. Well, not actually in the monastery but in the grounds. I have a caravan.
- I** (c) _____ ?
SW No, I don't. Just in Europe – that's far enough!
- I** (d) _____ ?
SW I don't really know. I'm not sure why they're popular. I feel that I look so silly, but perhaps people find it funny to watch a silly old nun!
- I** (e) _____ ?
SW Yes, I do. Of course I do. The tours are really interesting and everybody enjoys a life of luxury now and then. I love good food and drink, but you know, I'm happiest on my own in my caravan.
- I** (f) _____ ?
SW No, I don't! I look ridiculous. I never watch if I can help it!
- I** (g) _____ ?
SW I'm using it to help the monastery. Some new shower rooms are being built. That's good, isn't it?

2. T.5 Listen and check your answers.

Discussion

Work in groups. Look at the list in Exercise 2 of the Pre-reading task. Which of them are important to *you*? Why?

VOCABULARY AND LISTENING

Sport

1. Make a list of as many sports and leisure activities as you can think of.
2. Write in *play*, *go*, or *do*. There are three of each.

| | | |
|-----------------|------------------|----------------|
| _____ tennis | _____ athletics | _____ football |
| _____ exercises | _____ volleyball | _____ fishing |
| _____ jogging | _____ aerobics | _____ skiing |

Can you work out the rules?

3. T.6 Listen to three people talking about their favourite sport or leisure activity and make notes under the following headings.

a) Which sport or activity are they talking about? c) Where do they do it?

b) What equipment do they need?

d) How often do they do it?

4. Work in pairs. Ask and answer questions.

What sports do you do? Where? How often ...? Are you good at ...?

WRITING

Describing a person

1. Think of someone in your family. Write three sentences about them. Read your sentences aloud to the rest of the class.
2. Which relative did you choose? Why did you choose that person? Did you write about their character, appearance, or both?
3. Read the description of Aunt Emily.

MY AUNT EMILY

Of all my relatives, I like my Aunt Emily the best. She's my mother's youngest sister. She has never married, and she lives alone in a small village near Bath. She's in her late fifties, but she's still quite young in spirit. She has a fair complexion, thick brown hair which she wears in a bun, and dark brown eyes. She has a kind face, and when you meet her, the first thing you notice is her lovely, warm smile. Her face is a little wrinkled now, but I think she is still rather attractive. She is the sort of person you can always go to if you have a problem.

She likes reading and gardening, and she goes for long walks over the hills with her dog, Buster. She's a very active person. Either she's making something, or mending something, or doing something to help other. She does the shopping for some of the old people in the village. She's extremely generous, but not very tolerant with people who don't agree with her. I hope that I am as happy and contented as she is when I'm her age.

4. She's 'not very tolerant'. This is a nice way of saying she is 'intolerant'. Sometimes we try to be polite by not using a negative adjective. We can say **not very** + the opposite adjective.

Use a tactful way to describe someone who is:

a) rude b) boring c) mean d) ugly e) cruel f) stupid

5. Write a similar description of a member of your family in about 200 words. Include the following:

- your opinion of the person

- physical description
- their character, habits, likes and dislikes.

Numbers

1. Read aloud the following numbers. When do we say *and*?

15 50 406 72 128 90 19 850
1,520 36 247 5,000 100,000 2,000,000

2. Practise the numbers.

Money: 100 50p 9.40 47.99
 \$400 5,000FF 1,000DM

Fractions: $\frac{1}{4}$ 12 $\frac{1}{2}$ $\frac{3}{4}$ $\frac{2}{3}$

Decimals and percentages: 6.2 17.25 50% 75.7% 100%

Dates: 1995 1939 1789 15/7/94 30/10/67

Phone numbers: 01865 87676 0171 586 4431 00 44 925 270992

3. **T.7** Read the numbers in Exercise 2 aloud. Listen and check your answers after each line.

4. **T.8** Work in pairs. You will hear five short conversations. In each one there are some numbers. Write down the numbers you hear. Discuss what each number refers to with your partner.

2

PRESENT TIME ALWAYS

Present Simple

1. Profiles

Read the profiles of the different people. Which paragraphs go with who? Put them in the right order:

13-year-old **Ursula Buhlmann**
lives with her family in Lucerne, Switzerland.

Vichai is 18.

He lives in a townhouse with his family in Bangkok, Thailand.

Sue Morris and her husband **Geoff** run a corner shop in North Carlton, a suburb of Melbourne, Australia. This kind of shop is called a milkbar.

a) **His older sister** also lives at home. Their house is near Kasertsart University, where he is in the second year of an engineering course. Lessons start at 8 in the morning and go on until 3 in the afternoon, Monday till Friday. When he graduates, he wants to be a civil engineer.

b) '**My father** is a lorry driver and my mother is a housewife. I'm the youngest of five children. We live in a small block of flats with five other families in the old part of town'.

c) 'I usually have boiled rice for breakfast, then at lunch-time I have chicken with fried rice or a bowl of noodles in the university canteen. In the evening I eat with my family. My mother cooks. Her food's the best in the whole world!'

d) 'Shops like these are like community meeting places. We look after people's keys, pass on messages, look after kids, we even cash cheques for those people who never have time to go the bank'.

e) It takes her about fifteen minutes to walk to school, but in summer she goes by bike. She's in the second year of the Mariahilf secondary school. It has about 250 pupils, with eighteen to twenty girls and boys in each class.

f) At the weekend he earns some extra money teaching computer studies at a private computer school. He enjoys playing 'takraw', a Thai game played with a light ball made of rattan, which you can hit with your foot, knee elbow or heel, but not your hand. He loves living in Bangkok, but he hates the traffic and traffic jams, which get worse every year.

g) 'I have about thirty lessons a week from Monday to Saturday, starting at 7.45 am and going on until 4.30 or 5.00 pm, with Wednesday and Saturday afternoons free and a lunchbreak of two and a half hours every day. Schools here don't provide lunch so everyone goes home. When I leave school, I want to work with children, maybe in a kindergarten'.

h) **It sells** all sorts of food and household goods from sandwiches to washing-up liquid, from magazines to nails and screws. 'We offer a huge range of products. It's like three or four shops rolled into one'.

i) The hours are terribly long. The shop opens at 6.00 am and closes at 10.00 pm, except on Sunday when it's 8.30 am until 9.30 pm. Their whole lives are controlled by the shop. 'There are a lot of things we can't do anymore. We don't go to the movies, we don't go camping at the weekend. But it's the long hours that make the money'.

2. Sentence completion

Complete the sentences about the people in Exercise 1.

a) Sue and Geoff ____ a shop.

b) This kind of shop ____ a milkbar.

- c) Most days the shop _____ at 10.00 pm.
- d) They _____ camping any more.
- e) Ursula _____ four brothers and sisters.
- f) It _____ her fifteen minutes _____ to school.
- g) She _____ school at 7.45 am.
- h) Her school _____ lunch.
- i) 'When I _____, I _____ to be a civil engineer'.
- j) 'I _____ lunch in the university canteen'.
- k) 'I _____ extra money teaching computer studies'.
- l) 'I _____ the traffic in Bangkok'.

3. Questions

Here are the answers to some questions about the profiles in Exercise 1. Write the questions.

- a) All sorts of food and household goods.
- b) Six am.
- c) Why _____ movies _____? Because they work such long hours.
- d) He's a lorry driver.
- e) In a small block of flats.
- f) Eighteen to twenty.
- g) About thirty a week.
- h) Two and a half hours.
- i) She wants to work with children.
- j) Who _____ live _____? With his parents and his sister.
- k) Boiled rice.
- l) Takraw.
- m) Yes, he loves it, but he hates the traffic.

4. Negatives

Complete the sentences with a negative.

- a) Vegetarians _____.
- b) A vegan _____.
- c) An atheist _____.
- d) I'm unemployed. I _____.
- e) My father's bald. He _____.
- f) They are penniless. They _____.
- g) Selfish people _____ other people.

Present states and actions

5. Present Simple or Present Continuous?

1. Some sentences are right and some are wrong. Put a (+) next to the right ones and (-) next to the wrong ones. Correct the wrong sentences.

- a) I'm thinking you are very impolite.

- b) Where are you thinking of going on holiday?
- c) Why do you leave so early? Don't you enjoy the party?
- d) Nobody is ever laughing at my husband's jokes. It's so embarrassing.
- e) I don't believe a word he says. He always tells lies.
- f) We're seeing our son's teacher at four o'clock.
- g) I'm not seeing what your problem is.
- h) Does the newsagent sell stamps?
- i) He's never knowing the answer.

2. Put the verbs in the correct form, Present Simple or Present Continuous.

Conversation 1

A What (a) _____ (you/do)?

B I (b) _____ (pack) my suitcase. I (c) _____ (leave) you and this house.

A But I (d) _____ (not/understand). Where (e) _____ (you/go)?

B I (f) _____ (not/know). The only thing I (g) _____ (know) is that Peter (h) _____ (meet) me at the airport at six o'clock.

Conversation 2

A What (a) _____ (that man/do) over there?

B He (b) _____ (wait) for the bank to open.

A But the banks (c) _____ (not open) on Saturday afternoons.

B (d) _____ (you/think) he's a bank robber? Watch out! He (e) _____ (take) something out of his pocket. He (f) _____ (walk) towards us!

C Excuse me. Could you tell me the time, please?

3. Complete the pairs of sentences with the verb in *italics*. Use the Present Simple for one and the Present Continuous for the other.

a) *think*

I _____ of learning how to fly a plane.

I _____ that's a good idea.

b) *see*

_____ you _____ what I mean?

What time _____ you _____ the bank manager?

c) *have*

She _____ a wonderful suntan.

She _____ a wonderful time in Spain.

4. Complete the conversations using *always* + Present Simple or Present Continuous. Choose which is more appropriate.

a) A I've left my homework at home again.

B I don't believe it! You ...

b) **A** We're going on holiday to Spain next week.

B How lovely! You went to Spain last year, didn't you?

A Yes, we did. We ...

c) **A** Bob and Janet are going on holiday next week.

B What? Again? They ...

d) **A** I've just spent £2,000 on new clothes. I've bought four pairs of shoes and three new suits.

B How can you afford it? You ...

e) **A** I always walk to work.

B I don't. It's too far to walk. I ...

f) **A** My car's old but it never breaks down.

B You're lucky. My car's not as old as yours and it ...

Present Passive

5. Past participles

Add the past participle to the following sentences. Choose from these verbs. Use each verb once only.

| | | | | |
|---------|---------|--------|-----------|-------|
| grow | produce | make | pull down | take |
| deliver | include | employ | decorate | speak |

a) English is _____ here.

b) Volvos are _____ in Sweden.

c) Is service _____ in the bill?

d) Our kitchen is being _____ at the moment.

e) Whisky is _____ in Scotland.

f) Our factory is being _____ over by an American company.

g) About one thousand people are _____ in that factory.

h) Lots of tulips are _____ in Holland.

i) That block of flats is being _____ because it is unsafe.

j) In Britain milk is _____ to your doorstep.

6. Active or passive?

Look at the text on *Catching a plane*. Put the verb in the correct form, Present Simple active or Present Simple passive.

Catching a plane

When you (a) _____ (arrive) at an airport, you should go straight to the check-in desk where your ticket and luggage (b) _____ (check). You (c) _____ (keep) your hand luggage with you but your suitcases (d) _____ (take) to the plane on a conveyor belt. You can now go to the departure lounge.

If you are on an international flight, your passport (e) _____ (check), and then you and your bags (f) _____ (x-ray) by security cameras; sometimes you (g) _____ (give) a body search and your luggage (h) _____ (search) by a security officer. You (i) _____ (wait) in the departure lounge until your flight (j) _____ (call) and you (k) _____ (tell) which number gate to go to.

Finally you (l) _____ (board) your plane and you (m) _____ (show) to your seat by a flight attendant.

7. A poem

3 Read the poem. Use your dictionary

A MAN IS MADE

| | |
|---|---|
| 3 | 2 |
| A man is made Of flesh and blood Of eyes and bones and water. The very same things make his son As those that make His daughter. | A tree is made Of leaf and sap, Of bark and fruit and berries. It keeps a bird's nest In its boughs And blackbirds eat the cherries. |
| 3 | 4 |
| A table's made Of naked wood Planed smooth as milk. I wonder If tables ever dream of sun, Of wind, and rain, and thunder? | And when man takes His axe and strikes And sets the sawdust flying – Is it a table being born? Or just a tree that's dying? |

2. Find examples of present active and passive forms.

3. Read the poem aloud and/or learn it by heart!

Vocabulary

8. Synonyms and antonyms

We often use prefixes to form the opposite of an adjective. The most common prefixes are *un-*, *in-*, *im-*. Complete the columns. Write one opposite adjective using a prefix, and another opposite adjective which is a different word from the box.

| | | | | | |
|-------------|-----------------------|--------|---------------------------|----------|-------|
| sad | out of date | stupid | ugly | arrogant | cheap |
| cruel | strange/rare | casual | rude | boring | wrong |
| Adjective | Opposite (Adj+prefix) | | Opposite (different word) | | |
| happy | <i>unhappy</i> | | <i>sad</i> | | |
| polite | | | | | |
| expensive | | | | | |
| interesting | | | | | |
| correct | | | | | |
| attractive | | | | | |
| fashionable | | | | | |
| intelligent | | | | | |
| usual | | | | | |
| kind | | | | | |
| formal | | | | | |
| modest | | | | | |

Multi-word verbs

9. *look and be*

1. Look at the dictionary extracts of some multi-word verbs with *look*. Complete the sentences using a multi-word verb with *look*.

Example

Babysitters *look after children* while their parents go out.

- If I don't know the meaning of a word, I _____ it _____ in the dictionary.
- I'm _____ my glasses. Have you seen them anywhere?
- Look _____ ! That glass is going to fall!
- (Ending a letter) I _____ to hearing from you soon.
- Look _____ that strange man over there! What's he doing?
- The nurses _____ my grandmother very well when she was in hospital.

2. The verb *to be* is often followed by a particle to form a multi-word verb.

Example

Goodbye! I'm *off* to Australia for three weeks. (= I'm going...)

Put a word from the box into each gap. Some are used more than once.

on up in up to off away

- (On the telephone in an office)
'Hello. Can I speak to Mr James, please?'
'I'm sorry. He isn't _____ at the moment. Can I take a message?'
- 'Hallo. Can I speak to Mr James, please?'
'I'm sorry. He's _____ on holiday at the moment. Can I help you?'
- 'I feel like going to the cinema tonight.'

- ‘Good idea! What’s _____ at the moment?’
- d) I think this milk’s _____. It smells horrid.
- e) ‘Where shall we go for a meal?’
‘It’s _____ you. It’s your birthday. *You* choose.’
- f) Come on, kids! Aren’t you _____ yet?
Breakfast’s on the table.
- g) I wonder why they aren’t answering the door. There must be someone _____.
All the lights are _____.
- h) I must be _____ soon. I want to get to the shops before they close.
- i) ‘Why isn’t there any hot water?’
‘The central heating’s _____. That’s why.’
- j) ‘You’re crying. What’s _____?’
‘I’m just a bit sad. That’s all.’

3

Telling tales

Past tenses

Active and passive

Giving opinions

Test your grammar

1. Look at the three sentences. What is the difference in meaning?

- a) When Sylvia arrived home at eight o’clock, Tim cooked the dinner.
- b) When Sylvia arrived home at eight o’clock, Tim was cooking the dinner.
- c) When Sylvia arrived home at eight o’clock, Tim had cooked the dinner.

PRESENTATION (1)

Past Simple and Past Continuous

1. Read one of Aesop's fables. Put the verb in brackets into the Past Simple. They are all irregular. Complete the moral of 'The Bald Knight' at the end.

THE BALD KNIGHT

Once upon a time, a long time ago, there was a knight who, as he _____ (grow) older, _____ (lose) all his hair. He _____ (become) as bald as an egg. He didn't want anyone to see his bald head, so he _____ (buy) a beautiful, black, curly wig.

One day some lords and ladies from the castle invited him to go hunting with them, so of course he _____ (put) on his beautiful wig. 'How handsome I look!' he _____ (think) to himself. Then he _____ (set) off happily for the forest.

However, a terrible thing happened. His wig _____ (catch) on a branch and _____ (fall) off in full view of everyone. How they all laughed at him! At first the poor knight _____ (feel) very foolish but then he _____ (see) the funny side of the situation, and he started laughing, too. The knight never _____ (wear) his wig again.

The moral of this story is: When people laugh at us, it is best to ...

2. The following sentences have been taken from the story. Read it again and decide where they fit.

- a) ... as he was dressing in front of his mirror.
- b) He was riding along, singing merrily to himself, when he passed under an oak tree and ...
- c) They were all still laughing when they arrived back at the castle.

3. T.1 Listen and check your answers.

Grammar questions

-What tense are all the underlined verb forms in Exercise 2?

-What is the difference in meaning between the following two sentences?

He laughed when he fell off his horse.

He was laughing when he fell off his horse.

PRACTICE

Grammar

Underline the correct verb form in the following sentences.

- a) While he *rode/was riding* in the forest he *lost/was losing* his wig.
- b) When I *arrived/was arriving* the party was in full swing. Paul *danced/was dancing* with Mary, and Pat and Peter *drank/were drinking* champagne.
- c) When I *finished/was finishing* the ironing, I *cooked/was cooking* dinner.
- d) How fast did they *travel/were they travelling* when their car *had/was having* a puncture?
- e) A police car *passed/was passing* us on the motorway when we *did/were doing* 80 miles per hour.
- f) I *took/was taking* a photograph of him while he *ate/was eating* an ice-cream.
- g) He didn't *like/wasn't liking* the photo when he *saw/was seeing* it.
- h) I'm sorry I *woke/was waking* you. What were you *dreaming/did you dream* about?

Pronunciation

T.2 You will hear twelve regular verbs in the Past Simple. Put them in the right column, according to the pronunciation of -ed.

/t/

/d/

/id/

Speaking

1. Read what Sylvia did yesterday.

| | |
|---------------|-----------------------------|
| 6.30 | woke up |
| 6.45 – 7.15 | packed her suitcase |
| 7.30 – 8.30 | drove to the airport |
| 9.20 – 10.15 | flew to Edinburgh |
| 11.00 – 12.45 | had a meeting |
| 1.00 - 2.15 | had lunch |
| 2.30 - 4.45 | visited a school |
| 6.05 - 6.45 | wrote a report on the plane |
| 8.30 - 9.00 | cooked a meal |
| 9.30 - 11.00 | listened to music |

2. Work with a partner. Ask and answer questions about what Sylvia was doing at the times below.

Example

What was she doing at 6 o'clock in the morning? She was sleeping.

| | | | | |
|---------|----------|---------|----------|---------|
| 7.00 am | 11.30 am | 6.30 pm | 9.45 am | 3.00 pm |
| 8.00 am | 1.30 pm | 8.45 pm | 10.00 pm | |

3. Write a similar list about what you did yesterday. Ask and answer questions with your partner about different times of the day

Example

What were you doing at 7 o'clock in the evening? I was having dinner.

Life stories

Work in pairs. Join a line in **A** with a word in **B** and a line in **C** to take your own story about the lives of a grandmother and grandfather. Read your story to others in the class.

A

They met and fell in love
 They got married
 They had their first son
 They lived in Hong Kong
 They had five more sons
 They sent their sons to
 boarding school
 They lived in six different

B

when
while
during
for

C

they returned to Britain.
 they were living in Hong Kong.
 the Second World War.
 they were working abroad.
 the summer of 1991.
 five years.
 their marriage.
 over forty-five years.

countries
They were happily married
My grandfather died

they were working together in
Malaysia.

T.3 Listen and check the true story of their lives. How different is your version?

PRESENTATION (2)

Past Simple and Past Perfect

1. You are going to listen to the story of another Aesop's fables.
2. Read the story and complete the moral at the end.

THE FARMER AND HIS SONS

There was once an old, dying farmer (1). Before he died he wanted to teach his three sons how to be good farmers. So he called them to him and said, 'My boys, before I die I want you know that there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'

The sons promised and (2) they began looking for the treasure. They worked very hard in the hot sun (3). In their minds they pictured boxes of gold coins, diamonds necklaces and other such things.(4) But they found not a single penny. They were very upset.(5) But then the grapes started to appear on the vines and their grapes were the biggest and best in the neighbourhood, and they sold them for a lot of money.

Now they understood (6) and they lived happily and wealthily ever after.

The moral of this story is: Hard work brings ...

3. Where do the following sentences fit in the story? Put a number 1-6 in the boxes.

- a) as soon as their father had died,
- b) who had worked hard in his vineyard all his life
- c) what their father had meant by the great treasure,
- d) and all the time as they were working they wondered what their father had left for them
- e) They felt that all their hard work had been for nothing.
- f) Soon they had dug up every inch of the vineyard.

4. Listen again and check your answers.

Grammar questions

- What tense are all the underlined verb forms in exercise 3?
- Which sentence is true?
 - a) The sons looked for the treasure when their father was dying.
 - b) The sons looked for the treasure when their father had died.
- What is the difference in meaning between a) and b)?

PRACTICE

Discussing grammar

Work in pairs and discuss your answers.

1. Discuss the difference in meaning between the following pairs of sentences.

- a) When I arrived at the party, they were drinking champagne.
When I arrived at the party, they'd drunk champagne.
- b) When I got home, the children went to bed.
When I got home, the children had gone to bed.
- c) They thanked their teacher for everything she was doing to help them pass the exam.
They thanked their teacher for everything she'd done to help them pass the exam.
- d) He told me that they were staying at the Ritz Hotel.
He told me that they had stayed at the Ritz Hotel.

2. Join the sentences using the conjunction in brackets. Change one verb into the Past Perfect.

Example

The children went to bed. We watched television. (After)
After the children had gone to bed, we watched television.

- a) I took an aspirin. My headache disappeared. (when)
- b) He drove 200 miles. He stopped for a break. (after)
- c) I couldn't pay for my ticket. A thief stole my wallet. (because)
- d) She passed her driving test. She bought a car. (as soon as)
- e) I didn't go to Italy. I learnt Italian. (until)
- f) He didn't tell the policeman. He took the money. (that)
- g) We didn't tell Anna. George rang. (that)

Stress and intonation

1. Student A Read out a statement from your list.
Student B Answer Student A with the correct response from your list.

Student A I went to the airport but I couldn't catch the plane.
I was homesick while I was living in New York.
I met my boyfriend's/girlfriend's parents last Sunday.

My grandfather had two sons from his first marriage.
 I told everyone the good news.
 As soon as I saw him I knew something was wrong.

Student B Hadn't they heard it already?
 Oh dear! Had you forgotten your passport?
 Really? I didn't know he'd been married before.
 Oh! Hadn't you met them before?
 Oh dear! What had happened?
 Poor you! Had you never lived abroad before?

2. T.4 Listen and check your answers. Pay particular attention to the stress and intonation.

3. Change roles and practise the conversations again. Choose one or two and make them into longer conversations.

VOCABULARY

Art, music and literature

Use your dictionary to look up any new words.

1. Look at the nouns below and write them in the correct column.

| | | | | |
|--------------|-----------------|-----------|----------|-----------|
| composer | poem | author | painter | |
| oil painting | instrument | band | palette | sketch |
| tune | chapter | orchestra | bugle | biography |
| brush | detective story | banjo | portrait | fiction |
| play | drawing | novel | pianist | pop group |

| | | |
|------------|--------------|-------------------|
| <u>ART</u> | <u>MUSIC</u> | <u>LITERATURE</u> |
| _____ | _____ | _____ |

2. Which of the following verbs can go with the nouns in exercise 1?
read write compose play in draw paint conduct hum tune

3. Complete each of the following sentences with a verb in the right tense and a noun.

- a) Agatha Christie _____ many famous _____.
- b) I couldn't put the book down until I _____ the last _____.
- c) I don't know the words of the song but I can _____ the _____.
- d) The only _____ I can _____ is the piano.
- e) Picasso often _____ unusual _____ of his girlfriends.
- f) The _____ of Princess Diana _____ by the journalist, Andrew Morton.
- g) Listen! The show is starting. Can you hear the _____? They _____

their instruments.

- h) My brother is a soldier. He _____ the bugle in the army _____.
i) Before I painted the picture I _____ a quick _____ in pencil.

4. Work in groups. Do you have a favourite book or poem, piece of music, or painting? Why do you like it? Think about it for a few minutes then compare your favourites with the rest of the class.

READING AND SPEAKING

The writer, the painter and musician

Pre-reading task

1. **T.5** You are going to read about the lives of three famous people, Agatha Christie, Pablo Picasso, and Scott Joplin.

- Why were they famous?

2. Discuss the following questions about the people.

- What nationality were they?
- Which century were they born in?
- Which one do you know most/least about?

Reading

Work in three groups.

- Group A Read about the writer.
Group B Read about the painter.
Group C Read about the musician.

Read your extract and answer the questions about your person. Try to guess the words underlined from the context. Then use your dictionary to check the words.

1. Where was she/he born?
2. When was she/he born?
3. What do you learn about her/his childhood?
4. Which people played a part in her/his career?
5. What do you think were the most important events in her/his life?
6. What do you learn of her/his works?
7. When did she/he die?
8. Which of the following numbers or dates relate to your person? What do they refer to?

| | | | | | | |
|----|------|-------|------|------|------|-----------|
| 50 | 78 | 6,000 | 11 | 13 | 14 | 4,680,000 |
| | 1882 | 1920 | 1926 | 1937 | 1952 | |

When you have finished, find a partner from each of the other groups and go through the questions together, comparing information.

THE WRITER

Agatha Mary Clarissa Christie is possibly the world's most famous detective story writer. She wrote 79 novels and several plays. Her sales out-number those of William Shakespeare. However, behind her 4,680,000 words was a painfully shy woman whose life was often lonely and unhappy.

She was born in 1890 in Devon, the third child of Clarissa and Frederick Miller, and grew into a beautiful and sensitive girl with waist-length golden hair. She didn't go to school but was educated at home by her mother. Her father died when she was 11 and both she and her mother were grief-stricken.

During World War I, while she was working in a hospital dispensary, she learned about chemicals and poisons, which proved very useful to her in her later career. She wrote her first detective novel, *The Mysterious Affair at Styles*, in 1920. In it she introduced Hercule Poirot, the Belgian detective who appeared in many subsequent novels. Her other main detective was an elderly spinster called Miss Marple.

In 1914, at the beginning of the war, she had married Archibald Christie but the marriage was unhappy. It didn't last and they divorced in 1926. That year there was a double tragedy in her life because her much-loved mother died. Agatha suffered a nervous breakdown, and one night she abandoned her car and mysteriously disappeared. She went missing for 11 days and was eventually found in a hotel in Harrogate, in the North of England. It is interesting to note that it was while she was suffering so much that she wrote one of her masterpieces, the *Murder of Roger Ackroyd*.

Agatha desperately wanted solitude and developed very bitter feelings towards the media because the newspapers had given her hard time over her breakdown and disappearance. She was determined never to let them enter her private life again and she buried herself in her work. On 25 November 1952 her play *The Mousetrap* opened in London. Today, over 40 years later, it is still running. It is the longest running show in the whole world.

She enjoyed a very happy second marriage to Max Mallowan, an archaeologist. Her detective skills were a help to him in his excavations in Syria and Iraq. By successfully staying out of the limelight she ultimately found happiness with her beloved husband. She died peacefully in 1976.

THE PAINTER

*On 25 October 1881 a little boy was born in Malaga, Spain. It was a difficult birth and to help him breathe, cigar smoke was blown into his nose! but despite being the youngest ever smoker, this baby grew up to be one of the 20th century's greatest painters – **Pablo Picasso**.*

Picasso showed his truly exceptional talent from a very young age. His first word was *lápiz* (Spanish for pencil) and he learned to draw before he could talk. He was the only son in the family and very good-looking, so he was thoroughly spoilt. He hated school and often refused to go unless his doting parents allowed him to take one of his father's pet pigeons with him!

Apart from pigeons, his great love was art, and when in 1891 his father, who was an amateur artist, got a job as a drawing teacher at a college, Pablo went with him to the college. He often watched his father paint and sometimes was allowed to help. One evening his father was painting a picture of their pigeons when he had to leave the room. He returned to find that Pablo had completed the picture, and it was so amazingly beautiful and lifelike that he gave his son his own palette and brushes and never painted again. Pablo was just 13.

From then onwards there was no stopping him. Many people realized that he was a genius but he disappointed those who wanted him to become a traditional painter. He was always breaking the rules of artistic tradition and shocked the public with his strange and powerful pictures. He is probably best known for his 'Cubist' pictures, which used only simple geometric shapes. His paintings of people were often made up of triangles and squares with their features in the wrong place. His work changed our ideas about art, and to millions of people modern art means the work of Picasso. *Guernica*, which he painted in 1937, records the bombing of that little Basque town during the Spanish Civil War, and is undisputedly one of the masterpieces of modern painting.

Picasso created over 6,000 paintings, drawings and sculptures. Today a 'Picasso' costs several million pounds.

Once, when the French Minister of Culture was visiting Picasso, the artist accidentally spilt some paint on the Minister's trousers. Picasso apologized and wanted to pay for them to be cleaned, but the Minister said, 'Non! Please, Monsieur Picasso, just sign my trousers!'

Picasso died of heart failure during an attack of influenza in 1973.

THE MUSICIAN

*Ever since it was the musical theme in the film 'The Sting', there are few people who have not tapped their feet to the hit piano tune, 'The Entertainer' – the most famous composition of the American musician, **Scott Joplin**.*

Scott was born in Texas in 1868, into a poor but musical black family. His father, who was a freed slave, played the violin, and his mother played the banjo and sang. Scott played the violin and bugle but his favourite instrument was his neighbour's piano. His father worked extra hours to buy him a battered old grand piano, and soon Scott was playing by ear negro tunes, blues, and spirituals. Music flowed naturally from his fingers, and he quickly became the talk of the town.

Scott didn't learn to read music until he was 11, when an old German music teacher spotted his talent and gave him free, formal piano lessons. He learned to play the works of such composers as Bach, Beethoven, and Mozart as well as his improvised music. Thus when he started to write music, his tunes were a wonderful mixture of classical European and African beat. This unique style was known as Ragtime, and was played everywhere in the USA in the early 1900s by both black and white musicians.

In 1882, when Scott was 14, his mother died and he left home to seek his fortune in St. Louis. In the 1880s, St. Louis was noisy and bustling with life. The waterfront of the Mississippi River was full of gangsters, gamblers, and sailors. The sound of music was everywhere – black, white and mixed. The hot steamy nights were filled with blues, working songs, banjos, and honky tonk pianos. Scott was soon playing Ragtime piano in cheap bars on the waterfront. This was a rough, tough area of the city where arguments over girls, whisky, and money were settled with fists and guns. Scott grew up very fast and his musical talent continued to develop. All in all he wrote about 50 piano rags.

Scott Joplin died in 1917. Today he is the undisputed King of Ragtime, thanks to his natural ability, his unusual musical education, and the popularity of the film, *The Sting*.

Comprehension check

1. Read the other two extracts quickly. Help each other with any new words, particularly those words which are underlined in your text.

2. Here are some answers about all three people. Write in the questions.

- a) What ____? She was beautiful and shy, with long, golden hair.
- b) Why ____? To help him breathe, after a difficult birth.
- c) How ____? By working extra hours.
- d) Why ____? Because they gave her a hard time over her breakdown and disappearance.
- e) When ____? In 1937.
- f) Where ____? To St. Louis.

Language work

1. *The 'Mousetrap' was written by Agatha Christie.*

In the sentence above, *was written* is an example of the Past Simple passive. Find some more examples of this in the texts and put a box around them.

2. Put the auxiliaries *was*, *had*, or *didn't* into the gaps.

- a) Agatha Christie _____ educated at home. She _____ go to school.
- b) She _____ found in a hotel in Harrogate, after she _____ been missing for 11 days.
- c) She _____ stop writing while she _____ suffering from a nervous breakdown.
- d) Pablo Picasso _____ like going to school unless he _____ allowed to take one of his father's pigeons with him.
- e) His father _____ paint again after Pablo _____ completed the picture of the pigeons.
- f) Some paint _____ spilt on the French minister's trousers when he _____ visiting Picasso.
- g) Scott Joplin left home after his mother _____ died.

Note-taking and discussion

Choose one of the most famous writers, painters or musicians in your country and write some notes about him/her. Discuss your notes with a partner.

- Is he/she alive or dead?
- What is/was he/she?
- What works do you know?
- Do you like his/her work? Why? Why not?
- What do you know about his/her life?

WRITING AND LISTENING

Adverbs in a narrative

Work in pairs.

1. Think about the worst holiday you ever had. Write some notes about it, then swap information with your partner.

2. Read about Jack and Liza's holiday. Put the words on the right into the correct place in each line, and make any necessary changes to the punctuation.

THE HOLIDAY THAT WASN'T.

Just after Christmas two years ago, Jack and

Liza decided to go away for New Year. They didn't want to stay in a hotel with crowds of people and they were delighted when they saw an advertisement in the Sunday Times for a holiday flat in a village near Oxford. It was no ordinary flat. It was on the top floor of an old Tudor mansion. They booked it and on New Year's Eve they set off in the car. It was raining and freezing cold. They were happy and excited.

suddenly somewhere

so really

However
immediately

Although heavily

They had been driving for three hours when they saw the house in the distance. It looked magnificent with tall chimneys and a long, wide drive. They drove up to the huge front door, went up the steps, and knocked. Nothing happened.

nearly

finally

incredibly

loudly

They knocked again.

more loudly eventually slowly

The door opened and a small, wild-looking, old lady stood there.

3. T.6 Listen to Jack and Liza talking about what happened next and complete this part of the story.

- a) The old lady was wearing... d) When she was leading them upstairs...
 b) She was carrying... e) When they saw the rooms they couldn't
 c) The house was ... believe their eyes...

4. Read the end of the story. Put the words on the right into the correct place.

When they got outside again the rain turned to snow. They ran to the car, laughing. They felt that they had been released from a prison and now they wanted to be with lots of people. They drove to the next village and as midnight was striking, they found a hotel with a room for the night. 'Happy New Year!' cried Jack, as he kissed the surprised receptionist on both cheeks. 'You have no idea how beautiful your hotel is!'

hysterically

desperately
fortunately just

warmly

5. Write the story of your worst holiday in about 250 words.

- a) When was it? c) Who were you with?
 b) Where was it? d) Why was it bad?

Giving opinions

1. What do the words in *italics* refer to in the sentences below?

- a) *It* was so boring I fell asleep in the first act.
- b) I didn't like his last *one*, but I couldn't put his latest *one* down until the last chapter.
- c) *It* was excellent. Have you seen *it* yet? *It* starts Anthony Hopkins and Emma Thompson.
- d) *She's* usually very good but I don't think *she* was right for this part.
- e) I think *they* spoil *them*. They always give *them* whatever they want.
- f) *It* was a good break, but the weather wasn't very good.
- g) *They* were delicious. John had tomato and mozzarella topping and I had ham and mozzarella.
- h) *It* was really exciting, especially when Smith scored in the closing minutes.

2. T.7 The following questions are all asking for opinions. Match them with the opinions given in Exercise 1

- a) Did you like the film?
- b) What was the match like?
- c) Did you enjoy your pizzas?
- d) What was your holiday like?
- e) What do you think of their children?
- f) What did you think of the play?
- g) Do you like Ben Brown's novels?
- h) What did you think of Hannah Smart?

Listen and check your answers. Practise some of the questions and answers with a partner.

3. Write down some things you did, places you went to and people you met last week. Work with a partner and ask for and give opinions about them.

Example

Student A

I went to Peter's party.

Great! I really enjoyed it.

What did you think of her?

Student B

Oh! What was it like?

I met Maria's sister.

She's lovely. I liked her a lot.

3

PAST TIME

WHILE, DURING, FOR

Past Simple and Past Continuous

1. Complete the story about Mrs Taylor using the correct verbs and phrases from the boxes.

Past Simple: ran up killed arrived put up called rang rescued

ran him over couldn't get down invited them for tea
tried to tempt him down

Past Continuous: was waiting was watering the plants were leaving
was playing were having tea

Yesterday evening, Mrs Taylor (a) _____ in her garden, while her cat, Billy, (b) _____ near her. Suddenly, Billy (c) _____ a tree. Mrs Taylor (d) _____ to Billy, but he (e) _____, so she (f) _____ the Fire Brigade. While she (g) _____ for them to arrive, she (h) _____ with some fish. The Fire Brigade eventually (i) _____, (j) _____ their ladder and (k) _____ Billy. Mrs Taylor was so pleased that she (l) _____. While they (m) _____, they didn't see Billy go outside again, and ten minutes later, as they (n) _____, they (o) _____ and unfortunately they (p) _____ him.

2. Correcting facts

The following statements about the story are *all* incorrect. Correct each one first with the negative statement and then add the correct information.

Example

The story happened last month.

The story didn't happen last month, it happened yesterday evening.

- Mrs Taylor was cutting the grass.
- Billy was sleeping in the garden.
- Billy jumped over the wall.
- Mrs Taylor rang the Police.
- The Fire Brigade used the rope to get Billy down.
- Billy died when he fell from the tree.

3. Past Simple or Past Continuous?

Underline the correct verb form.

Example

We met/were meeting when we lived /were living in Italy.

- She worked/was working quietly at her desk when suddenly the door opened/was opening and her daughter rushed/was rushing in.
- He stood/was standing up, walked/was walking across the room, and closed/was closing the window.
- A strange man walked/was walking into the room. He wore/was wearing red trousers and a pink shirt.
- Didn't you meet/Weren't you meeting your wife while you worked/were working in Chile?
- I saw/was seeing you in the park yesterday. You sat/were sitting on a bench with your arm round Tom.

- f) As soon as I *walked/was walking* into the room, he *handed/was handing* me the letter.
- g) His father was really angry with him because he *listened/was listening* to music while he *did/was doing* his homework.
- h) Why didn't they *visit/weren't* they visiting me while they *stayed/were staying* in London?
- i) As he *passed/was passing* the bank, a man in a mask *knocked/was knocking* him onto the ground.
- j) What did you *write/were writing* when your computer *crashed/was crashing*?

4. A holiday in Madeira

Put the verb in brackets into the correct form, Past Simple or Past Continuous.

A special holiday in Madeira

Last February, I (a) _____ (decide) to go on holiday to the island of Madeira. On the morning I (b) _____ (leave) England it (c) _____ (rain), but when I (d) _____ (land) in Funchal, the capital of Madeira, the sun (e) _____ (shine) and a lovely, warm breeze (f) _____ (blow) from the sea. I (g) _____ (take) a taxi to my hotel. As I (h) _____ (sign) the register, someone (i) _____ (tap) me on the shoulder. I (j) _____ (not can) believe my eyes! It was my old girlfriend. She (k) _____ (stay) at the same hotel. The next day, we (l) _____ (go) for a walk together in the hills and we (m) _____ (see) hundreds of beautiful wild flowers. It (n) _____ (get) dark when we (o) _____ (return) to our hotel after a very interesting day. We (p) _____ (spend) the rest of the week together; it was very romantic. We (q) _____ (feel) very sad when the holiday (r) _____ (end).

5. What did he do? What was he doing?

Read the stories and answer the questions.

HERO SAVE MAN'S LIFE

Thirty-eight-year-old Jack Easton was driving home from work at around 6.30 in the evening when he saw a yellow VW van, driven by Ken Sharpe, crash into a tree. Without thinking of his own safety, he pulled the young man out of the van and took him straight to hospital. Ken is making good progress.

a) What was Jack doing when he saw the accident?

b) What did Jack do when he saw the accident?

LOTTERY WIN FOR UNEMPLOYED MAN

Unemployed painter, John Parrott, received a very pleasant surprise last night. He was at home repairing his car when a man from the lottery came to his house to inform him that he had won \$300,000. He immediately gave his wife a big kiss and took his whole family out for a slap-up meal.

c) What was John Parrott doing when he heard the good news?

d) What did John Parrott do when he heard the good news?

SHOCK FOR BANK CUSTOMERS

Customers in BARCLAYS BANK, Heston, received a terrible shock yesterday. People were standing in queues chatting to each other when two masked robbers burst into the bank. 60-year-old Martin Webb suffered a heart attack and was taken to hospital. The robbers escaped with \$500.

e) What was happening in the bank when the robbers burst in?

f) What happened to Martin Webb when the robbers burst in?

Past Perfect

6. Regular and irregular verbs

Complete the chart with the missing verb forms.

| infinitive | Past Simple | Past participle |
|--------------------------|--------------------|------------------------|
| grow | | |
| | left | |
| find | | fallen |
| feel | | sold |
| fly | | driven |
| travel | left | |
| lie (not tell the truth) | | |
| won | | |
| | spent | |

7. Choosing the right tense

Underline the correct tense in the story.

It was ten o'clock in the evening. Peter (a) *sat/had sat* down on his sofa and thought about the day. What a busy day it (b) *was/had been*! This was his first night in his own flat. He (c) *lived/had lived* his entire life in the family home, and now for the first time, he (d) *was/had been* on his own.

He sat surrounded by boxes that they (e) *didn't manage/hadn't managed* to unpack during the day. It (f) *took/had taken* months to get all his things together. His mother (g) *was/had been* very generous, buying him things like towels and mugs.

He (h) *went/had gone* into the kitchen and (i) *got/ had got* a beer from the fridge. He suddenly (j) *felt/had felt* very tired and yawned. No wonder he (k) *was/had been tired*! He (l) *was/had been* up since six o'clock in the morning. He (m) *decided/had decided* to finish his beer and go to bed.

8. Sentence completion

Complete the sentences, or add a sentence, using the ideas in brackets and a verb in the Past Perfect.

Example

I was broke because I ... (spend/money/clothes)

I was broke because I had spent all my money on clothes.

- a) Jane was furious ... (oversleep and miss the bus)
- b) Mary was very disappointed with her son. She ... (send/good school; but he/not do any work; fail/exams)
- c) Brian was sent to prison for three years. He ... (steal money/employer; spend/drugs)
- d) I was very nervous as I waited in the departure lounge. I ... (never/fly/before)
- e) Jack wanted a new challenge in his work. He ... (be/same job/ten years)
- f) I didn't know his name, but the face was familiar. I was sure ... (see/somewhere/before)
- g) Mick was now a penniless beggar, but he ... (not always/be/poor. be/millionaire; business/collapse; lose/everything)
- h) When I got home, I was starving. I ... (not have/anything to eat all day)

9. had or would?

Say if 'd is the contracted form of *had* or *would*

Example

I'd like a cup of tea. = *would*

I knew I'd seen him before. = *had*

- a) You must try bungee jumping! You'd love it!
- b) She said she'd give him everything.
- c) She said she'd given him everything.
- d) I was tired because I'd been up since six.

- e) I told you they'd arrive on time!
 f) I told you they'd bought the house!

Past Simple active and passive

10. Biographies

Read the biographies of three brave people. Fill the gaps with the correct verb.

HELEN KELLER
 a successful writer,
 who was deaf and blind
 (American, 1880–1968)

| | | | | | |
|--------|-----------|-------------|-------------|--------|-------------|
| taught | was made | came | didn't know | toured | were caused |
| had | were told | was offered | | found | |

Helen Keller's deafness and blindness (a) _____ by a severe illness when she was a baby. Her parents (b) _____ what to do, and they (c) _____ it difficult to control their growing daughter. One day they (d) _____ about a brilliant young teacher called Anne Sullivan. She (e) _____ to work with Helen and, very firmly and patiently, (f) _____ her that every object (g) _____ a name. Eventually Helen (h) _____ a place at university. After this she (i) _____ the world helping people like herself. In 1962 the story of her life (j) _____ into a film, *The Miracle Worker*.

CHARLES BLONDIN
 the world's most famous
 tightrope walker
 (French, 1824-1897)

| | | | | |
|------------|---------------|---------|---------|------|
| was taught | were carried | walked | became | fell |
| was born | wasn't killed | watched | was put | died |

Charles Blondin (a) _____ into a circus family. He (b) _____ to walk on a tightrope when he was 5. In 1859 he (c) _____ very famous when a high wire (d) _____ above the Niagara Falls between America and Canada and he (e) _____ across it. Thousands of people (f) _____ him do it. Afterwards many of them (g) _____ across the water on his back. Blondin sometimes

(h) _____ from the high wire but he (i) _____; he (j) _____ peacefully in bed in his sleep!

AMY JOHNSON
the first woman pilot
to fly to Australia
(English, 1903 – 1941)

| | | | | |
|-------------|--------|----------------|-------------|--------------|
| disappeared | joined | didn't succeed | returned | were married |
| was taught | held | was introduced | was written | tried |

Amy Johnson (a) _____ the London Aeroplane Club when she was still a schoolgirl. There, she (b) _____ how to service planes and she (c) _____ to a pilot called Jim Mollison, who (d) _____ the record for a flight to Australia. In 1930, Amy (e) _____ to beat his record. She (f) _____, but she was still the first woman to fly to Australia. When she (g) _____, she and Jim Mollison (h) _____. Amy was very popular and song (i) _____ about her: *Amy, wonderful Amy!* Her death is a mystery. During the war, in 1941, she and her aeroplane (j) _____ into the sea.

11. Somebody did that!

Rewrite the sentences using the passive.

Examples

Somebody stole my handbag. *My handbag was stolen.*

Nobody asked him to come. *He wasn't asked to come.*

a) Somebody robbed the bank last night.

The bank _____

b) Somebody told me to wait outside.

I _____

c) Nobody invited her to the party.

She _____

d) Somebody drove them to the airport.

They _____

f) Nobody sent us any tickets.

We _____

g) Did anybody find the missing child?

Was _____?

h) Did anything disturb you in the night?

Were _____?

While, during and for

12. Gap filling

Put *while, during, or for* into each gap.

missed the plane.

- l) I'm tall to be a policeman, but I haven't got qualifications.

*nearly so
enough
enough*

14. *in, at, on* for time

Put *in, at, on*, or nothing into each gap.

- a) 'It's my birthday _____ next week.'
'When?'
'_____ Monday.'
'_____ what time were you born?'
'_____ 8.00 _____ the morning.'
- b) 'I'm meeting Alan _____ this evening.'
'What time?'
'_____ six.'
- c) 'What did you do _____ the weekend?'
'_____ Friday evening we went to a party. We slept in late _____ Saturday morning, and then _____ the afternoon we went shopping. _____ 7.00 some friends came round for a drink. We didn't do anything _____ Sunday. What about you?'
- d) The weather in England is unreliable. _____ summer it can be hot, but it often rains _____ April and June. _____ last year the summer was awful. The best English weather is _____ spring and autumn.
- e) I learned to drive _____ 1980 _____ the age of 17. My brother learned _____ the same time as me, but I passed first.
- f) I'll phone you _____ next week. _____ Thursday, maybe. _____ the afternoon. _____ about 3.00. OK?
- g) I don't see my parents much. _____ Christmas, usually, and _____ the holidays.

Pronunciation

15. Words that sound the same

In each sentence there are two words in phonetic script. They have the same pronunciation but different meanings and spellings. Write in the words.

Example

The Queen was / / / thrown off the / / / throne.

- a) She / / / _____ the right / / / _____ the window and into the garden.
- b) The soldiers / / / _____ khaki uniforms when they went to / / / _____.
- c) I must / / / _____ you that ties must be / / / _____ at the Ritz.
- d) The police / / / _____ the burglar and he ended up in / / / _____ in front of Judge Jordan.
- e) I / / / _____ up six red balloons and ten / / / _____ ones for the party.
- f) We / / / _____ that Sue and Jim had bought a / / / _____ car.

- g) I / / _____ Jack at the doctor's with a / / _____ throat.
 h) The book I / / _____ had a / / _____ cover.
 i) We / / _____ our horses along the narrow / / _____.

4

Doing the right thing

Modal verbs (1)

Requests and offers

Test your grammar

1. Look at the sentences.

You _____ *can / must / should / have to* go

2. Make the sentences negative. Make them into questions. Make them into the third person singular (He/she ...). Which verb is different?

PRESENTATION (1)

can, have to, and allowed to

1. The teenage years can be difficult for both parents and children! What sort of problems can there be?

2. T.1 Listen to Megan and Laura, aged 14 and 15. What are some of the things they like and don't like about being a teenager?

3. Complete the gaps.

- a) You _____ go out to work.
 b) You _____ pay bills.
 c) You _____ go out with your friends.
 d) I always _____ tell my Mum and Dad where I'm going.
 e) We _____ do the housework.
 f) You _____ buy what you want.
 g) Adults _____ worry about bills.
 h) We _____ wear a stupid school uniform.
 i) We _____ wear make-up.
 j) We _____ chew gum!

Listen again and check. Practise saying the sentences.

4. Laura's parents are called Malcom and Barbara. What are some of the things they have to do, and some of the things they don't have to do?

Examples

Barbara doesn't have to work full-time.

Malcolm has to drive over a thousand miles a week.

- Who do you think has an easier life, Barbara or Malcolm?
- What about your family?
- Is there a division between what the men do and what the women do in your family?

Grammar questions

- Put *have to* or *don't have to* into the gaps.

Children _____ go to school.

Adults _____ go to school, but they _____ go to work.

Old people _____ go to work.

Teenagers _____ study for exams.

- Which sentence in each pair below is correct?

- You don't have to drive on the right in Britain. You mustn't drive on the right in Britain.
- You don't have to go to England to learn English. You mustn't go to England to learn English.

PRACTICE

Grammar and speaking

- Put the sentences into the negative, the question, and the past.

Example

We can smoke. *We can't smoke. Can we smoke? We couldn't smoke.*

- I have to go.
- She has to work hard.
- He can do what he likes.
- We're allowed to wear what we want.

- Look at the chart. Make true sentences about you and your family.

| A | B | C |
|--------------------------|-----------------|------------------------------|
| I | | |
| My parents | | get up early in the morning. |
| My father | | do the shopping. |
| My mother | has to | keep my room tidy. |
| My sister | have to | do the cooking. |
| My brother | doesn't have to | take the dog for a walk. |
| My grandparents | don't have to | do the washing. |
| My husband/wife | had to | do the washing-up. |
| My girlfriend/ boyfriend | didn't have to | go out to work. |

Compare your sentences as a class.

Are/were your parents strict? Can/could you do what you want/wanted?

3. Make questions using *have to* or *had to*.

Example

We had to get up very early to catch the bus.

What time *did you have to get up*?

- | | |
|---|-------------------|
| a) My mother has to go abroad a lot. | How often _____ ? |
| b) I have to leave tomorrow morning. | What time _____ ? |
| c) We had to wait for ages. | How long _____ ? |
| d) I have to take my car to the garage. | Why _____ ? |
| e) Peter had to stay in bed for a week. | Why _____ ? |

Listening and speaking

T.2 You will hear Bert Atkins, who was born in 1919, talking about his school days.

Check these words in your dictionary: to knit a cloth a slate chalk
What does he say about the following?

- | | | |
|-----------------------|-------------------|---------------|
| knitting | exams | |
| paper and pencils | walking to school | |
| chalk and a slate | a bike | |
| the 'Big Boys' school | leaving school | writing lines |
| | taking in class | homework |

2. Work in groups. Talk about *your* school rules.

- What aren't/weren't you allowed to do?
- What do/did you have to do?
- What punishments are/were there if you do/did something wrong?

PRESENTATION (2)

must* and *should

1. T.3 Jim is going to backpack around the world for a year, but his mother is worried. Listen to them.

- Mum You must write to us every week!
Jim Yes, Mum! I will.
Mum You mustn't lose your passport!
Jim No, Mum! I won't.

Work in pairs. Make similar dialogues between Jim and his mother.
Use the cues and *must* or *mustn't*.

- | | |
|-------------------------|-----------------------|
| - look after your money | - talk to strangers |
| - go out when it's dark | - drink too much beer |

- make sure you eat well
- phone us if you're in trouble

- have a bath regularly
- go anywhere that's dangerous

T.4 Listen and check your answers.

2. T.5 Jim is going to travel with his friend, Anthony. Listen to them talking about their trip.

Use *I think...should* or *I don't think... should* to make more suggestions. Take an idea in column **A**, and match it with a line in column **B**.

A

- a) . . . take plenty of suncream.
- b) . . . buy a book called *See the World on \$25 a Day*.
- c) . . . put too much in our backpacks.
- d) . . . take anything valuable.
- e) . . . go to Australia first.
- f) . . . go to Indonesia by boat.
- g) . . . wait too long before we go.

B

We might lose it.

I've got some friends there who'll put us up.

I want to get started.

It'll have some good ideas about where to go and where to stay.

It'll be really hot.

We won't be able to carry it all.

It'll be cheaper than flying.

Grammar questions

*You **must** look after your money. We **should** take travellers' cheques.*

- Which sentence expresses strong obligation?
- Which sentence expresses a suggestion?
- Who is more forceful, Jim's mother or Anthony?

PRACTICE

Giving advice

Give advice in the following situations. Use *I think . . . should* or *I don't think . . . should*.

Example

Peter's got a very bad cold.

I think he should go to bed.

I don't think he should go to work.

- a) I've lost my cheque book and credit cards.
- b) Tony wants to drive home, but he's had too much to drink.

- c) (In a restaurant) Ugh! My soup's cold!
- d) I never have any money!
- e) Jenny and Paul are only sixteen, but they say they want to get married.
- f) I'm really fed up with my job.

Do you have any problems? Ask the class for advice!

must or have to

Which sentence on the right goes with the sentence on the left?

Example

I must have a drink of water.

The doctor told me to.

I have to drink lots of water.

I'm really thirsty.

I must do my homework tonight.

I'm telling myself that it's important.

I have to do my homework tonight.

This is why I can't come out with you. Sorry.

We must go to Paris some time.

Another boring business trip. Yawn!

We have to go to Paris next week.

It would be really nice!

I must wear something nice to the disco.

It's the rule.

Men have to wear a shirt and tie to go into a posh restaurant.

I want to look good.

You must register for next term before Thursday.

It says on the noticeboard.

You have to register for next term before Thursday.

One student is talking to another.

I must water the plants today.

I haven't done them for ages.

You have to water this plant daily.

It needs lots and lots of water.

Correcting mistakes

There is a grammar mistake in each of the following sentences. Find it and correct it!

a) Do you can help me a minute?

b) What time have you to start work?

c) I must to go now. Bye-bye.

d) We no allowed to wear jeans at school.

e) We no can do what we want.

f) I mustn't do the washing and ironing because my mother does for me.

g) You can't smoking in here. It's against the rules.

h) My mother have to work very hard six days a week.

READING AND SPEAKING

Pre- reading task

Work in pairs

1. Read this description of a stereotype. Which nationality do you think it is?

They're overweight & loud.

Their voices are loud, their behaviour is loud & their clothes are loud – yellow checked trousers & a red flowery shirt. They've always got three cameras round their neck, and they want to buy everything that's more than fifty years old.

2. To what extent do you think there are national stereotypes?

Are they fair?

People are generally afraid of what is unfamiliar or different.

Do you think this is why we have stereotype images of other nationalities?

3. What is the stereotype English man or woman? Think of their clothes, behaviour, attitudes & interests.

What do you think is the stereotype for your nationality? Do you believe in stereotypes?

4. Which adjectives in the box do you think go with the nationalities below?

Use your dictionary to check new words.

hard-working easy-going punctual friendly reserved emotional
lazy outgoing hospitable sociable formal casual enthusiastic
quiet tolerant talkative sophisticated well-dressed fun-loving
respectful humorous serious nationalistic romantic

American

Japanese

French

Italian

Is your nationality one of those above? If so, which adjectives did you choose?

If not, choose some adjectives which you think go with your nationality.

Reading

Look at the title of the article. Do you think the article will be serious or light-hearted? Why?

First read the article quite quickly.

1. Write down one thing about each nationality that you can remember.
2. Share what you have written with other students in the class.

A WORLD GUIDE TO GOOD MANNERS

How not to behave badly abroad

by Norman Ramshaw

Travelling to all corners of the world gets easier and easier. We live in a global village, but how well do we know and understand each other? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they're German, they'll be bang on time. If they're American, they'll probably be 15 minutes early. If they're British, they'll be 15 minutes late, and you should allow up to an hour for the Italians.

When the European Community began to increase in size, several guidebooks appeared giving advice on international etiquette. At first many people thought this was a joke, especially the British, who seemed to assume that the widespread understanding of their language meant a corresponding understanding of English customs. Very soon they had to change their ideas, as they realized that they had a lot to learn about how to behave with their foreign business friends.

For example:

- The British are happy to have a business lunch and discuss business matters with a drink during the meal; the Japanese prefer not to work while eating. Lunch is a time to relax and get to know one another, and they rarely drink at lunchtime.
- The Germans like to talk business *before dinner*; the French like to eat first and talk afterwards. They have to be well fed and watered before they discuss anything.
- Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland, but in Germany people regard it as taking it easy.
- American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked. Showing the soles of your feet is the height of bad manners. It is a social insult only exceeded by blowing your nose in public. The Japanese have perhaps the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man. The Japanese business card almost needs a rulebook of its own. You must exchange business cards immediately on meeting because it is essential to establish everyone's status and position. When it is handed to a person in a superior position, it must be given and received with both hands, and you must take time to read it carefully, and not just put it in your

pocket! Also the bow is a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet thereafter.

- The Americans sometimes find it difficult to accept the more formal Japanese manners. They prefer to be casual and more informal, as illustrated by the universal 'Have a nice day!' American waiters have a one-word imperative 'Enjoy!' The British, of course, are cool and reserved. The great topic of conversation between strangers in Britain is the weather – unemotional and impersonal. In America, the main topic between strangers is the search to find a geographical link. 'Oh, really? You live in Ohio? I had an uncle who once worked there.'

‘ When in Rome, do as the Romans do.’

Here are some final tips for travellers.

- In France you shouldn't sit down in a cafe until you've shaken hands with everyone you know.
- In Afghanistan you should spend at least five minutes saying hello.
- In Pakistan you mustn't wink. It is offensive.
- In the Middle East you must never use the left hand for greeting, eating, drinking, or smoking. Also, you should take care not to admire anything in your hosts' home. They will feel that they have to give it to you.
- In Russia you must match your hosts drink for drink or they will think you are unfriendly.
- In Thailand you should clasp your hands together and lower your head and your eyes when you greet someone.
- In America you should eat your hamburger with both hands and as quickly as possible. You shouldn't try to have a conversation until it is eaten.

Comprehension check

Read the article again and answer the questions. Discuss the questions in pairs.

1. Which nationalities are the most and least punctual?
2. Why did the British think that everyone understood their customs?
3. Which nationalities do *not* like to eat and do business at the same time?
4. 'They (the French) have to be well fed and watered.' What or who do you normally have to feed and water?
5. An American friend of yours is going to work in Japan. Give some advice about how he/she should and shouldn't behave.
6. Imagine you are at a party in (a) England (b) America. How could you begin a conversation with a stranger? Continue the conversations with your partner.

7. Which nationalities have rules of behaviour about hands? What are the rules?
8. Why is it *not* a good idea to...
 - ... say that you absolutely love your Egyptian friend's vase.
 - ... go to Russia if you don't drink alcohol.
 - ... say 'Hi! See you later!/' when you're introduced to someone in Afghanistan.
 - ... discuss politics with your American friend in a McDonald's.

Discussion

1. Do you agree with the saying 'When in Rome, do as the Romans do'? Do you have a similar saying in your language?
2. What are the 'rules' about greeting people in your country? When do you shake hands? When do you kiss? What about when you say goodbye?
3. Think of one or two examples of bad manners. For example, in Britain it is considered impolite to ask people how much they earn.
4. What advice would you give somebody coming to live and work in your country?

VOCABULARY AND PRONUNCIATION

Word formation

Complete the charts with the different parts of speech. The missing words are all from the article *A World Guide to Good Manners*. Mark the stress.

Use your dictionary to help you with the pronunciation.

| <i>Verb</i> | <i>Noun</i> | <i>Noun</i> | <i>Adjective</i> |
|-------------|--------------|-------------|------------------|
| _____ | be'haviour | 'foreigner | _____ |
| _____ | ar'rangement | shock | _____ |
| meet | _____ | _____ | high |
| ad'vise | _____ | _____ | re'spectful |
| _____ | di'scussion | 'difficulty | _____ |
| feel | _____ | re'serve | _____ |
| deal | _____ | _____ | strange |
| _____ | ac'ceptance | of'fence | _____ |

2. Rewrite the sentences, using the word in italics in a different word class.

Example

We had a long *discussion* about politics.

We *discussed* politics for a long time.

- a) She gave me some *advice* about which clothes to wear. She ____.
- b) How *high* is that wall? What's the ____.
- c) Children should never speak to *strange* people. Children ____.
- d) I *felt* that there was someone watching me. I had ____.
- e) We had a lot of *difficulty* in finding the way here. It was ____.
- f) My son's *behaviour* at the party was very bad. My son ____.
- g) There are a lot of *foreign* people in town at the moment. There are ____.
- h) The *shock* made my hair turn white. I was so ____.

LISTENING AND SPEAKING

Entertaining friends

1. Have you ever been a guest in someone's house in a foreign country? When? Why? What happened?

2. T.6 You will hear three people describe how they entertain guests in their country. Sumie is from Japan, Rosa is from Spain, Leslie is from the United States.

Listen and take notes under the following headings:

- the kind of invitation, formal or informal
- the time of day
- the preparations that the host or hostess makes
- the presents that people take
- the food and drink served

3. Work in small groups. Compare information. What similarities and differences are there?

4. What happens in your country? Is it usual to invite people to your home for a meal? What are such occasions like in your home?

WRITING

Filling in a form

1. Most people hate filling in forms! What occasions can you think of when you have to fill in a form? What sort of information do you have to provide?

2. Forms do not usually ask questions, but they ask for information. Match a line in **A** with a question in **B**.

A

1. First name
2. Surname
3. Date of birth
4. Country of origin
5. Present address
6. Permanent address
7. Marital status
8. Occupation
9. Annual income

B

- a) Where do you live?
- b) What do you do?
- c) Where are you living at the moment?
- d) Are you married or single?
- e) What's your first name?
- f) How much do you earn a year?
- g) When were you born?
- h) What's your surname?
- i) Where were you born?

3. Forms ask you to do certain things. Do the following:

Write your name in block capitals.

Sign your name. _____

Delete where not applicable.

I am a student/an employee/an employer.

Put a cross if you are male.

Put a tick if you are female.

4. Fill in the form. It is an application form to open a bank account.

CITY BANK ACCOUNT APPLICATION FORM

Applicant

Title Mr Mrs Miss Ms

Surname

First name(s)

Date of birth

Country of origin

Present address

Post code

When did you move to this address?

Permanent address (if different from above)

Post code

Telephone no. (home)

Telephone no. (work)

2. **T.7** Listen and check your answers. Practise the dialogues, paying particular attention to intonation and voice range.

3. **T.8** Listen to the six dialogues. Answer the questions.

- a) Where are the people?
- b) What is the relationship between them? (parent and child; customer and shop assistant)
- c) What exactly are the words of the request?

Roleplay

Work in pairs. Make up a dialogue for one of these situations using the prompts given.

- **A** is a customer in a restaurant; **B** is a waiter.
Prompts: table near the window; menu; wine list; ordering; clean fork; dessert; bill.
- **A** is going on holiday very soon; **B** offers to help.
Prompts: pack; confirm flight; passport; travellers cheques; look after cat; water plants.
- **A** is cooking a meal for twenty; **B** offers to help.
Prompts: prepare the vegetables; check the meat; the table; do the washing up; open the wine.

4 Modal verbs of obligation and permission *can* and *be able to*

have to / don't have to

1. What do they have to do?

1. Who is saying the sentences below:

- a) a retired man b) a teenager c) a businesswoman

- 'I have to wear smart suits.'
- 'I always have to be home before midnight.'
- 'I often have to travel overseas.'
- 'My dad usually has to work in the evenings.'
- 'I don't have to get up at 6.30 am any more.'
- 'My husband has to take our children to school every morning.'

- 'My wife has to go to hospital every week'
- 'I have to get good results in my exams.'
- 'My sister doesn't have to help with the housework.'

2. Change each statement in Exercise 1 into a question with *Why* and write it above the relevant answer below.

Example

'Why *do you have to wear smart suits?*'

'Because I have to meet a lot of important people.'

- a) 'Because I work for an international company.'
- b) 'Because my parents say that I have to.'
- c) 'Because I don't have to catch the 7.32 am train to work.'
- d) 'Because he's a teacher and he has to mark homework.'
- e) 'Because she has arthritis and she has to have physiotherapy.'
- f) 'Because my mum says that she is still too young.'
- g) 'Because I start work very early and he doesn't have to be at work until 9.30 am.'
- h) 'Because I want to go to Oxford University.'

2. Forms of *have to*

Complete the sentences with a suitable form of *have to*.

Example

I'm having to work very hard at the moment because I have an exam next week.

You won't have to work hard after your exam. You can have a holiday.

- a) My father's a customs official so he always ____ wear a uniform at work, but my mother's a teacher so she ____ wear one.
- b) When I was a teenager, we ____ be home by nine o'clock. But we ____ take as many exams as teenagers nowadays.
- c) I can't see the small print very well. I think I ____ wear glasses soon.
- d) Nobody enjoys ____ get up at five o'clock in the morning.
- e) ____ we ____ have any vaccinations before we go to Barbados?
- f) ____ your grandmother ____ leave school when she was only fourteen?
- g) You ____ be a millionaire to shop in Harrods but it helps!
- h) If I fail my exam, ____ I ____ take it again?

can* and *allowed to

3. Who says?

1. Who says the following sentences? Where are the people?

Example

You aren't allowed to sit there. Get off the grass!

The park attendant in a park.

- a) You can't park there. I'll give you a parking ticket.
- b) I'm sorry sir, but customers aren't allowed in without a tie.
- c) You're allowed to bring in 250 cigarettes and a bottle of spirits.
- d) You can't talk in here. People are studying.
- e) You can take your safety-belt off now and walk around, but you aren't allowed to smoke in the toilets, and you can't use personal computers.
- g) We're allowed to make one phone call a week, and we can go to the library, but we spend most of the time in our cells.

2. Think of some things that you *can* and *can't do* in the following places.

Example

a church

You aren't allowed to ride a bike in a church.

You can light a candle and say a prayer.

- a) a hospital
- b) a museum
- c) a swimming pool
- d) a park

4. Dialogues for permission

Here are two dialogues mixed up. One is between Jack and his daughter, Jill; the other is between Sam, a businessman, and his boss, Anna. Sort them out and put them in the right order.

| | | | | | | | |
|---|------|------|------|------|------|------|------|
| n | Jill | Jack | Jill | Jack | Jill | Jack | Jill |
| j | Sam | Anna | Sam | Anna | Sam | Anna | Sam |

- a) But I'm taking Dave to see his girlfriend in hospital!
- b) Yes, what is it?
- c) I told you. I need it.
- d) Well, it's not a very convenient time at the moment. We're very busy.
- e) You know my father is having problems with his legs and he can't walk. Well, he needs to go into hospital next week, and I was wondering if I could have the day off.
- f) Thanks a lot, dad. I won't be late back.
- g) Oh, please! He won't be able to go if I don't give him a lift.
- h) That's very kind. Thank you very much. I'm very grateful.
- i) No, you can't. I need it.
- j) Anna? Have you got a minute? Can I have a word?
- k) I know we're busy, but he won't be able to get to the hospital if I don't take him.
- l) All right. I suppose I can walk. The exercise will do me good.
- m) Well, if that's the case then you must take him, of course.
- n) Dad, can I have the car tonight?

5. *can* and *be able to*

1. Complete the sentences with a form of *can*, *could*, or *be able to*. Some of the sentences are negative.

Example

In my country you can get married when you're sixteen.

- a) Speak up! I_____ hear you!
- b) _____ I borrow your dictionary?
- c) I'd love _____ help you, but I can't. I'm sorry.
- d) I_____ get into my house last night because I'd lost my key.
- e) Women_____ vote in England until 1922.
- f) I'm learning Spanish because I want _____ speak to people when I'm in Mexico.
- g) The doctor says I_____ walk again in two weeks' time.
- h) I asked the teacher if I_____ open the window, but she said I _____ because it would be too noisy.
- i) I'm sorry, but I _____ come to your party next week.
- j) I love driving! _____ drive has changed my whole life.

2. Complete the sentences with *could*, *couldn't*, or *manage to*.

Example

I phoned the plumber because I could smell gas in the kitchen.

We managed to put out the fire by throwing water on it.

- a) Jane and John saved and saved, and finally they _____ buy the house of their dreams.
- b) I phoned you yesterday, but I _____ get an answer. Where were you?
- c) The neighbours were having a row, and I _____ hear every word they said.
- d) _____ you speak French before you moved to Paris?
- e) I went for a ten-mile run last Saturday. It nearly killed me! I _____ move on Sunday.
- f) _____ you _____ find all the things you wanted at the shops?
- g) The police _____ find the man who had stolen my car. He was sent to prison.
- h) My grandfather _____ speak four languages.
- i) When we got to the top of the mountain we _____ see for miles.

6. Giving advice

Give advice to people in the following situations. Use *should*.

- a) My twenty-year-old son just stays at home all day watching television!
- b) My car keeps breaking down.
- c) I just can't get to sleep these days.

- d) Since my father retired, he doesn't know what to do with himself.
 e) I just don't know what to do with my hair. It looks awful!

7. *mustn't* or *don't have to*?

Underline the correct verb form.

Example

We have a lot of work tomorrow.

You mustn't / *don't have to* be late.

- a) You *mustn't* / *don't have to* tell Mary what I told you. It's a secret.
 b) The museum is free. You *mustn't* / *don't have to* pay to get in.
 c) Children *mustn't* / *don't have to* tell lies. It's very naughty.
 d) Terry's a millionaire. He *mustn't* / *don't have to* go to work.
 e) I *mustn't* / *don't have to* do my washing. My mother does it for me.
 f) We *mustn't* / *don't have to* rush. We've got plenty of time.
 g) You *mustn't* / *don't have to* play with guns. They're dangerous.
 h) This is my favourite pen. You can borrow it, but you *mustn't* / *don't have to* lose it.
 i) 'Shall I come with you?'
 'You can if you want, but you *mustn't* / *don't have to*.'

Vocabulary and pronunciation

8. Nationality words

1. Complete the chart with the country and the nationality adjective. Notice that all nationality words have capital letters in English!

Put in the stress marks.

Country

'Italy
 'Germany
 'England
 'Finland

Adjective

I'talian
 Greek
 Dutch
 Chi'nese
 'Scottish (Scotch is a drink!)

2. Match the people with a suitable sentence about them. Notice the stress marks.

The I'talians
 The Greeks

had many great philosophers.
 grow lots of tulips.

| | |
|--------------|-------------------------------|
| The 'Germans | like taking saunas. |
| The Dutch | wear kilts. |
| The 'English | are good at business. |
| The Chi'nese | talk a lot about the weather. |
| The Finns | eat a lot of pasta. |
| The Scots | cook lots of noodles. |

3. Complete the chart and mark the stress. Add some countries of your own choice at the end.

Example

Country – Wales;

Adjective – *Welsh*;

A sentence about people – *The Welsh love rugby.*

Country: 'Ireland, Spain, Ja'pan, 'Russia, 'Sweden,
'Switzerland, 'Mexico, Au'stralia, 'Turkey.

9. Correcting wrong information

1. Read the telephone conversation between Mrs Maddox and Mr Hardcastle, her bank manager. In each line of the conversation, Mr Hardcastle gives some wrong information and Mrs Maddox corrects
2. him.

Mark the main stressed word or words in Mrs Maddox's replies like this '.

Mr H Good morning Miss Maddox.

Mrs M It's 'Mrs Maddox actually.

Mr H Oh yes. Mrs Marry Maddox of ...

Mrs M Mrs Maureen Maddox.

Mr H Yes, of course. Maureen Maddox of twenty-three ...

Mrs M Twenty-two, actually.

Mr H Twenty-two Hillside Lane, Chesterfield.

Mrs M Hillside Road, Chesterfield.

Mr H Ah yes. Now Mrs Maddox, I believe you want to borrow five hundred pounds.

Mrs M No, in fact, I want to borrow five thousand pounds. Haven't you got my letter?

Mr H No, I 'm afraid not. But I understand you want to open a music shop for your son.

Mrs M Oh, dear me, no. I want to open a gift shop for my daughter. Don't you think you should read my letter, Mr Hardcastle?

Mr H A gift shop for your daughter. Well, I'll send you a form to ...

Mrs M But you sent me a form last week, and I'm ringing because I have some queries about it.

Mr H Oh, so you've filled in the form ...

Mrs M No, I haven't filled in the form. I can't fill it in because I don't understand it. That's why I'm ringing.

Mr H Oh I see! You want to ask me some questions about the form.

Mrs M Not any more. I don't want to ask you questions about anything!!
Good bye!

2. Practise reading the conversation aloud.

Multi – word verbs

10. Separable or inseparable?

1. Use your dictionary to see if the multi-word verbs in the exercise are separable or not. Put the word *it* into the correct place in the sentences.

Example

You must be very hot with your coat on.

Why don't you take it off ___?

- a) The music is too loud! Turn _____ down _____!
- b) You can borrow my camera, but you must look _____ after _____.
- c) I haven't read the newspaper yet. Don't throw _____ away _____.
- d) My shirt is filthy! Look _____ at _____!
- e) It'll be a great party! I'm really looking forward _____ to _____.
- f) Is that story true, or did you make _____ up _____?
- g) I saw a lovely jumper today. I tried _____ on _____ but it was too small.
- h) Don't drop your litter in the street! Pick _____ up _____!
- i) You can't have my dictionary. Give _____ back _____ to me!
- j) 'What's the answer to this question?'
'Don't ask me. Work _____ out _____ for yourself!'

5 On the move

Future form

Traveling around

Test your grammar

T.1 Read and listen to the joke. Underline the verb forms that refer to the future. What is the difference between them?

A PENGUIN JOKE!

One day a man and his wife were walking down the street when they came across a penguin.

‘Oh!’ exclaimed the man. ‘What a surprise! What shall we do with it?’

‘I know,’ said his wife. ‘We’ll ask a policeman.’

So they found a policeman and explained what had happened.

‘Mmm,’ said the policeman, ‘I think the best thing is to take it to the zoo.’

‘What a good idea!’ said the woman. ‘We’ll go there straight away.’

The next morning the policeman was walking down the same street when he saw the couple again with the penguin.

‘I thought I told you to take that penguin to the zoo,’ the policeman said.

‘Well, we did,’ said the man ‘We took it to the zoo and we all had a really good time. So this afternoon we’re taking it to the cinema, and this evening we’re going to have a meal in a fish restaurant.’

PRESENTATION (1)

going to and will

1. John always writes himself a list at the beginning of every day. What’s he going to do today? What’s he going to buy?

Example

He’s going to fill up the car with petrol.

Things to do

petrol
electricity bill
plane tickets from
the travel agent
the library
a hair-cut

Things to buy

sugar
tea
cheese
yoghurt
2 avocados
apples

the dog for a walk

melon

2. T.2 Read and listen to the dialogue between John (**J**) and Anna (**A**)

J I'm going to the shops soon. Do you want anything?

A No, I don't think so. Oh, hang on. We haven't got any sugar left.

J It's all right. It's on my list. I'm going to buy some.

A What about bread? We haven't got any bread.

J OK. I'll go to the baker's and I'll buy a loaf.

A I'll be at work when you get back.

J I'll see you later, then. Don't forget Jo and Andy are coming round for a drink tonight.

A Ah, right. Bye.

J Bye, honey.

PRACTICE

1. Dialogues

John said, *I'll go to the baker's and I'll buy a loaf.* Look at the list of items. What would Anna ask? What would John say?

Example

- some stamps

Anna *Could you get some stamps?*

John *OK. I'll go to the post office and buy some.*

- a newspaper

- a bottle of wine

- a joint of beef

- a film for her camera

- some shampoo

- a tin of white paint

- a video

- some felt-tip pens

2. Listening

T.3 Listen to the conversations. Say what's going to happen.

Example

A Have you seen the air tickets?

B Yes. They're with the travellers' cheques.

/ They're going to catch a plane./

A And do you have the address of the hotel?

B No. I've just got the name. Do we need the address?

A No. Maybe not. The taxi driver will know.

/ They're going to stay in a hotel./

B What about the milk? Have you cancelled the milk?

A Yes. No milk for a fortnight. Right?

B That's it. Well done.

/They're going to be away for two weeks./

3. I think I'll ...

1. Use the prompts in **A** to make sentences with *I think ... will*. Match them with a sentence in **B**.

Example

I think Jeremy will win the match. He's been playing really well recently.

A

- a) ... Jeremy/ win the match
- b) ... it/be a nice day tomorrow
- c) ... I/pass my exams
- d) ... you/like the film
- e) ... we/get to the airport in time
- f) ... you/get the job

B

- But we'd better get a move on. _____
- He's been playing really well recently. _____ a
- The forecast is warm and dry. _____
- You've got all the right qualifications. _____
- It's a lovely story, and the acting is superb. _____
- I've been revising for weeks. _____

2. Now make sentences with *I don't think ... will* with the words from **A** in Exercise 1. Match them with a sentence in **C**.

Example

I don't think Jeremy will win the match. He hasn't practised for ages.

C

- There's too much traffic. _____
- I haven't done any revision at all. _____
- The forecast said rain and wind. _____
- He hasn't practised for ages. _____ a
- You're too young and you've got no experience. _____
- It's not really your cup of tea. _____

3. Make true sentences about *you*.

Example

I/bath tonight.

I think I'll have a bath tonight / I don't think I'll have a bath tonight.

- it/rain tomorrow
- I/go shopping this afternoon
- I/be a millionaire one day
- I/eat out tonight
- we/have a white Christmas

- the teacher/give us a lot of homework

4. Grammar

Underline the correct verb form in the sentences.

Example

'Oh, dear. I'm late for work.'

'Don't worry. *I'm going to give* / *I'll give* you a lift.'

a) 'I've got a headache.'

'Have you? Wait a minute. *I'll get* / *I'm going to get* you an aspirin.'

b) 'It's Tony's birthday next week.'

'Is it? I didn't know. *I'll send* / *I'm going to send* him a card.'

c) 'Why are you putting on your coat?'

'Because *I'll take* / *I'm going to take* the dog for a walk.'

d) 'Are you and Alan still going out together?'

'Oh, yes. *We'll get married* / *We're going to get married* next year.'

e) (a telephone conversation)

'Would you like to go out for a drink tonight?'

'*I'll watch* / *I'm going to watch* the football on television.'

'Oh! I didn't know it was on.'

'Come and watch it with me!'

OK. *I'll come* / *I'm going to come* round at about 7.30.'

f) 'Did you phone Peter about tonight?'

'No, I forgot. *I'll do* / *I'm going to do* it now. What's his number?'

PRESENTATION (2)

Present Continuous

1. Nina Kendle works in the fashion business. Look at her diary for today. Imagine it is 9.30 in the morning.

- Where is she now?

- What's she doing?

- What are her plans

for the rest of the day?

15 Friday

9.00 - 10.00 *Visiting a factory*

or 11.00?

12.30 *Having lunch with a designer*

2.00 - 2.30 *Seeing a customer in the office*

2.30 - 5.30 *In the office*

2. T.4 Listen to a telephone conversation between a businessman, Alan Middleton, and Nina Kendle's secretary.

3. Look at the conversation between Nina Kendle's secretary (S) and Alan Middleton (A). Try to complete the gaps.

S Hello. Nina Kendle's office.

- A Hello. Could I speak to Nina Kendle, please? This is Alan Middleton.
 S Oh, I'm afraid she's out at the moment. She (a)___ a factory.
 A I see. What time (b)___ she ___ back in the office?
 S I'm not sure. I don't know how long she's going to stay there.
 A All right. What about lunch-time? Is she free then?
 S Just one moment. I (c)___ check. No, she (d)___ lunch with designer.
 A Till what time? Do you know?
 S Erm... Well, she (e)___ a customer here in her office at 2.00.
 A Ah! So when's a good time to try again?
 S Any time after 2.30.
 A Are you sure?
 S Definitely. She (f)___ in her office for the rest of the afternoon.
 A OK. I (g)___ phone back then. Thank you.
 S That's all right. Goodbye.
- Compare your answers with the group.

PRACTICE

1. Discussing grammar

Work in pairs and discuss your answers. Underline the correct verb form.

Example

I must hurry because I'm going / I'll go to the doctor's.

- a) *Are you doing/ Will you do* anything tonight? Would you like to come round for a game of cards?
 b) 'The phone's ringing!'
 'OK. *I answer/ I'll answer* it.'
 c) 'I've just booked our summer holiday.'
 'Really? Where *are you going/ will you go*?'
 '*We go/ We're going* to Spain.'
 d) 'There's a good film on at the cinema tonight. Are you interested?'
 'Yes, I am.'
 'Great! *I'll see/ I'm seeing* you outside the cinema at 7.30.'
 e) Do you think *it's raining/ it'll rain* this afternoon?
 f) '*We're having/ We have* a party next Saturday.'
 'Who *are you going to invite/ do you invite*?'
 'Just a few friends. Can you come?'
 'I'd love to, but *I'll go / I'm going* away for the weekend.
 Thanks, anyway.'

2. Arranging to meet

1. Imagine it is Friday morning. You need to arrange to meet someone over the weekend. First, fill in your diary. What are *you* doing this weekend? When are you free?
2. Work in pairs. First decide *why* you want to meet. Is it for business, or to go out together somewhere? Consult your diary and try to find a time and a place to meet.

LISTENING AND VOCABULARY

A weather forecast

1. Put the adjectives to do with temperature in the right order.

| | | | |
|------|-------|-------------|----------|
| It's | _____ | (100 ^ C) | freezing |
| | _____ | | boiling |
| | _____ | | cold |
| | _____ | | warm |
| | _____ | | chilly |
| | _____ | (0 ^ C) | hot |

2. Complete the chart with a word from the box.

snowing windy misty wind fog stormy snow storm rain
blowing snowy cloud foggy shower raining sunny cloudy

Verb

The sun's shining.
It's _____.
It's _____.
The wind is _____.

Adjective

It's _____ .
It's rainy.
It's _____ .
It's _____ .
It's showery.
It's _____ .
It's _____ .
It's foggy.
It's _____ .

Noun

snow

cloud

mist

3. T.5 Listen to a weather forecast for the British Isles. What the weather will be like there tomorrow.

4. Work in pairs. Write a weather forecast for where *you* are. Read it to the rest of the class.

LISTENING AND READING

Pre-listening task

1. Discuss the following questions.

- Do you get many foreign tourists in your country?
- What do they come to see? What do they come to do?
- What are the most popular towns for them to visit?
- What are the most popular places?
- Which countries do the tourists come from?

2. You are going to listen to, and then read, an interview from a German newspaper. It is about some American tourists in Europe. It's title is 'If it's Tuesday ... we must be in Munich'.

What type of holiday does this describe?

Listening

1. Try to remember the most popular cities and places in Europe for tourists to visit. Make the list of them.

2. T.6 Read the introduction and then listen to the American family. Put a plus (+) next to the city or place from your list if they mention it.

“ If it's Tuesday ...

we must be in Munich”

Americans do it faster. Kate Faller, a German journalist, meets a family on the Express Tour: seven countries in twelve days. Breakfast in Paris, lunch in the Alps and dinner on the banks of the Rhine.

3. Why is holiday called the Express Tour?
 Which countries have they already visited?
 Which are they going to visit?
 Where is the family now?

Reading

Now read the article and answer the questions.

- Who are the members of this American family?
- Who do you think is enjoying the holiday most?
- Who is not enjoying it so much? Why?

“ IF IT'S TUESDAY ... WE MUST BE IN MUNICH ”

Ruthie Schumacher, aged 68, and her husband Bob, 72, from Maryland have never been out of the US before. They are with their son, Gary, and his wife Gayle. I met them in Munich, in a cafe, two thirds of their way round a lightning cultural tour of Europe.

Can I ask a few questions?

RUTHIE No problem. It's our pleasure. Isn't it, Bob?

BOB Yup.

OK. What did you think of the Munich Glockenspiel? You always see tourists standing in front of it for hours, just watching and waiting.

GAYLE The Glockenspiel?

Yes, you know, the clock with those little wooden figures that play music and dance round. Here in Munich, on the Marienplatz.

RUTHIE Did we see that, Gary?

GARY Oh, yeah, this morning. It was real interesting. You Europeans probably can't understand it, but for us, something like that is real-life history.

GAYLE In America, if something is a hundred years old, that's pretty old. But in Europe everything is just so much older.

RUTHIE All those castles. Do you remember all those castles we saw when we went from Munich to Bonn in that boat?

GARY That was Heidelberg to Bonn.

RUTHIE You know, I can *feel* the history every time I look up from the sidewalks. I always say to Bob, 'Bob, if only the streets and stones could talk'. Well, I've gotten goose bumps now just thinking about it.

Do you feel that it is possible to get to know the real Europe in such a short time?

GAYLE Of course. We're seeing so much. Seven countries, 3,500 miles. So many towns, it's just wonderful. Best vacation ever!

Yes, but sometimes you don't have time to get off the bus and walk round the town. You had to see Paris from the bus because you only had two hours. Isn't that frustrating?

GARY Well no, it isn't a problem. You see, we have a bathroom on the bus.

So what about the people? What do you think of Europeans?

RUTHIE Well, everyone we've met has been real nice, real friendly.

BOB That's no surprise. They are all waiters and chambermaids. Everybody is friendly if they are waiting for a tip.

Are the people you've met in Europe different from Americans?

GARY Yup. Americans are much more materialistic. Look at the store opening times. We wanted to buy a cuckoo clock in Lucerne, but we couldn't get one because it was lunch-time and the store was closed for lunch. These people consider their break more important than just money, money, money.

So have you picked up any souvenirs?

RUTHIE Oh yeah. I bought some clothes in London and some lace from Brussels. And I'm going to buy some crystal in Venice. I got a leather bag today in Munich. Did I forget anything?

GARY All your souvenir spoons. Mom collects these little coffee spoons which have a picture of the city on them.

BOB Please, don't remind me of the stress we've had over those damn spoons. I can tell you: London, Paris, Lucerne, Bonn ...

RUTHIE Now, now ... don't get worked up about it, Bobby. I think it's real interesting to go shopping in all these countries. It's a cultural experience.

So what's happening on the rest of the trip?

GARY This afternoon we're driving through Austria, but not stopping, on our way to Venice.

GAYLE So tomorrow we're going on a gondola, and then doing a few museums and galleries. We're going to have a few days in Italy. I'm really looking forward to seeing that tower in Pisa. What's it called?

The Leaning Tower of Pisa. Where else are you going in Italy?

RUTHIE The itinerary is Venice, Pisa, and a morning in Florence. We're going to see that David thing – you know, the painting by Michelangelo.

It's a statue, actually. But tell me, where exactly have you been already? Which cities?

GARY Well, we started in London, then Brussels and on to Paris, ...

GAYLE The other way round, wasn't it?

GARY No. I'm sure it was Brussels first, then Paris. From there we went to Lucerne, then up to Bonn, and now we're in Munich.

I make that six countries. What's the seventh?

RUTHIE After Italy we're going to Spain, to Madrid, and from there we're flying back to the States.

How will you feel when you get back?

RUTHIE Pretty exhilarated.

GARY Yeah, and exhausted.

GAYLE But excited, too.

BOB I'll just feel poor.

Comprehension check

Read the text again more carefully. Check any new words in your dictionary.

1. Are the following statements true (+) or false (-)?

Correct the false ones.

- a) The Schumacher family often go abroad for their holidays.
- b) Munich is over half-way through their tour of Europe.
- c) They're going to see the Clockenspiel tomorrow.
- d) Ruthie gets a strange feeling when she walks through the streets of old towns and thinks about all their history.
- e) The interviewer asks a question about the toilets in Paris.
- f) They bought a cuckoo clock when they were in Lucerne.
- g) They think Swiss people are only interested in money.

- h) Bob is fed up with Ruthie because she is always looking for souvenir spoons.
- i) The next stop of the tour is Vienna.
- j) They're going to have just one afternoon in Italy.
- k) None of them knows very much about the places they are going to visit.
- l) They are catching the plane home from Florence.

2. Find three occasions when people correct each other in the interview. Who corrects who? About what?

Language work

Complete the following questions and answers.

Example

How long does the tour last? Twelve days.

- a) _____ ever _____ before?
No, this is the first time they've visited an other country.
- b) _____ interview take place?
In Munich.
- c) When _____?
They saw it this morning.
- d) _____?
Some clothes.
- e) _____ in Venice?
Some crystal.
- f) Why _____?
Because she thinks it is a cultural experience.
- g) What are they doing this afternoon?
_____.
- h) How long _____ in Italy?
A few days.
- i) _____?
The Statue of David.
- j) Where _____ home from?
Madrid.
- k) How _____ Bob _____ when he gets back to the States?
Poor.

Class survey

Ask your neighbour the following questions.

What sort of holidays do you like?

- relaxing in the sun?
- sightseeing?
- a holiday abroad / at home?
- an activity holiday?

- a holiday like the Schumachers'?

Compare answers with the rest of the class.

WRITING

Sending a fax

1. Janet Cooper wants to go to Spain on holiday with her family. She decides to fax the receptionist at the Hotel Plaza in Alicante to see if they have the accommodation she requires.

Look at the information on this page, and fill in the first part of Janet's fax. She will get all the information on one page. The code for Spain from the UK is 00 34.

2. Write out the words of Janet's fax message in the correct order.

HOTEL PLAZA

This luxury hotel is situated on the water's edge of one of the most beautiful beaches in Spain.

For reservations and enquiries:

PHONE (6) 527 21 56

FAX (6) 527 15 02

Janet and Peter Cooper

8 Fast Lane

Chesswood

Herts WD5 8QR

tel 01923 284908

fax 01923 285446

4 June

Dear Lynette,

It was lovely to see ...

Love, Janet

FAX TRANSMISSION

From _____

To _____

For the attention of _____

Message _____

Page 1 of _____

Date _____

To fax no _____

From fax no _____

- a) rooms hotel I to some would like reserve at your
- b) in 28 July We on Alicante are arriving
- c) ten hope stay to We for nights leaving 7 August on
- d) and husband like room I My double balcony a would with preferably a
- e) require Our a two teenage daughters twin room
- f) are all en-suite that We understand your bedrooms
- g) you this confirm Could ?
- h) a sea view possible Is have it rooms to with ?
- i) available if me let you Please for know have dates these rooms
- j) grateful if I be would also me you could tell room each price the of

k) from I forward look you to hearing

Yours faithfully
Janet Cooper

3. T.7 Listen and check your answers.

4. You are the receptionist at the hotel. Write a reply to Janet, either by letter or fax.

- Thank her for her enquiry.
- say you are pleased to confirm her reservation for the rooms she wants, and for the dates she wants.
- Tell her that all the rooms have an en-suite bathroom, and all the rooms have a sea view.
- The rooms are 21.000 pesetas per room per night.
- End the letter saying that you look forward to welcoming her and her family to your hotel.
- Finish with *Yours sincerely, Reception.*

Travelling around

1. Here are some lines from conversations on different kinds of transport. Where does each conversation take place? Choose from the box the given variants.

car bus taxi train plane ferry underground

1. Do you think it'll be a rough crossing?
2. Excuse me, I think you'll find those seats facing the front are ours.
3. Two to the British Museum, please. And could you possibly tell us when it's our stop?
4. Can you take us to Euston Station, please?
5. I'll get a couple of coffees from the buffet car.
6. That's all right, you can keep the change.
7. No, no! He said turn left at the pub, not right!
8. Excuse me, are we landing on time?
9. Which line is it for Oxford Circus?

2. Match a line in Exercise 1 with a reply

- a) Look! You drive and I'll navigate from now on! Right!
- b) Yes, of course. Hop in!
- c) Would you mind getting me a sandwich as well?
- d) I'm terribly sorry. We didn't notice that they were reserved.
- e) Yes. We're beginning our descent soon.
- f) Well, the forecast is good, so it should be very smooth.

- g) One pound eighty, please. Just sit near me and I'll give you a shout.
- h) The Jubilee to Green Park. Then change to the Victoria Line.
- i) Thanks a lot. Do you want a hand with those bags.

T.8 Listen and check your answers. Practice some of the conversations with a partner.

Roleplay

Work in pairs. You are in a hotel. **A** is the receptionist, and **B** is a guest. The guest has several requests, and phones Reception from his/her room. Change roles after 3 conversations.

Example

There are no towels.

A *Hello. Reception. Can I help you?*

B *Yes, please. There are no towels in my room. Could you send some up, please?*

A *Certainly. I'll see to it straight away.*

B *Thanks. Bye.*

Use these situations for **B**.

- You'd like some tea and a sandwich in your room.
- You want the telephone number of the railway station.
- You want Reception to recommend a good place to eat.
- You can't get the television to work.
- You want to be woken at 7.00 in the morning and have breakfast in your room.
- You want to order a taxi to take you to the airport.

5 Future forms **somebody, nobody, anybody, everybody**

FUTURE FORMS (1)

1. will or going to?

T.9 Complete the dialogues using a form of *will* or *going to*, and any other necessary words. Sometimes both future forms are possible.

Example

'Why are you wearing your old clothes?'

'Because I'm going to wash the car.'

- a) 'I've got a headache. Have you got any aspirin?'
- 'Yes. It's in the bathroom. I ___ it for you.'
- b) 'Don't forget to tell me if I can help you.'
- 'Thank you. I ___ a ring if I think of anything.'

- c) 'Why are you making sandwiches?'
 'Because we ___ a picnic on the beach.'
 'What a lovely idea! I ___ the towels and swimming costumes.'
- d) 'I'm going now! Bye!'
 'Bye! What time ___ you ___ back tonight?'
 'I don't know. I ___ phone you later.'
- e) 'Who do you think ___ win the next election?'
 'The Labour Party ___ win, definitely.'
- f) 'You still owe me ten pounds. Have you forgotten?'
 'I'm sorry. Yes. I'd forgotten. I ___ back tomorrow.'
- g) 'Wow, Pete! What a lovely new bike!'
 'It's good, isn't it?'
 'Pete ... I was wondering. What ___ do with your old bike?'
 'I don't know. Why? Do you want it?'
 'Er ... well, maybe.'
 'Fine. You can have it.'
 'I ___ you for it. How much do you want?'
 'It's OK. You can have it for nothing.'
- h) 'Your exam start in two weeks' time. When ___ you ___ start revising?'
 'You haven't done any yet.'
 'I know. I'll do some tonight.'
 'You're going out tonight.'
 'I ___ tomorrow night, then.'
- i) 'Can you repair my watch, please?'
 'Certainly.'
 'How much ___ it ___ cost?'
 'I charge twenty pounds an hour.'
 'That's fine. When ___ it ___ ready?'
 'Friday morning.'
 'Lovely.'
- j) 'Do you like the shirt I bought for Peter's birthday?'
 'Mmm. I'm sure he ___. What ___ you ___ do for his birthday?'
 'We're going out for a meal.'

2. I'm sure they'll ...

Complete the sentences using *will* or *won't* and any other necessary words.

Example

Mary's been working very hard for her exams.

I'm sure she'll pass the exams easily.

- a) If you don't feel well, go to bed and rest. I'm sure you ___ soon.
 b) Ask John if you have problems with your homework. I'm sure ___ you.

- c) I'll ask my sister for some money, but I know she _____. She's really mean.
- d) You don't need your umbrella today. I don't think _____.
- e) I can't read small writing any more. I think I _____ soon.
- f) Don't sit in the sun for too long. You _____.
- g) Don't try that new restaurant. I'm sure you _____.
- h) It's my driving test soon, but I know I _____. I haven't had enough lessons.

3. Making offers

T.10 Make offers with *I'll* for the following situations.

Example

'It's so hot in this room!'

I'll open the window.

- a) I'm dying for a drink! _____.
- b) There's someone at the door. _____.
- c) I haven't got any money. _____.
- d) I need to be at the station in ten minutes. _____ a lift.
- e) My suitcases are so heavy! _____.

FUTURE FORMS (2)

4 Making arrangements

1. T.11 Complete the conversation with verbs in the Present Continuous. Use each of the verbs which are given in the box *once* only. Read the dialogue to the end before you start.

invite stay come have make get book give travel deliver

- A** Can you keep a secret?
- B** Yes, of course. What is it?
- A** I (a) ___ a surprise party for Rosa. Next Saturday. It's her thirtieth birthday.
- B** A surprise party! That'll be difficult to arrange without her knowing. Who (b) ___ you ___ ?
- A** Everybody. All our friends, her friends from work, all her family, even her two aunts from Scotland. They (c) ___ down by train on Friday evening and they (d) ___ overnight in that small hotel at the end of our road.
- B** What about the food and drink? Where (e) ___ you ___ that from?
- A** It's all arranged. Marcello's restaurant (f) ___ all kinds of food and drink on Saturday afternoon, and their chef (g) ___ even ___ a special birthday cake with pink icing and sugar flowers.

B Excellent! And what (h) ___ you ___ Rosa for her birthday? Have you got her a good present?

A Oh yes! I (i) ___ a very special holiday. A weekend for two in Paris! We (j) ___ by Euro Star, through the Euro Tunnel!

B That's a great idea. Very clever! I can see that you are going to enjoy her birthday, too! Am I invited to this party?

A Of course. But keep it a secret!

2. All the future forms in the dialogue could be expressed by the *going to* future as well, but one example does not sound very natural. Which is it?

5. Choosing the correct form

In the following pairs of responses, one verb form is right and one is wrong. Put a plus (+) for the correct response and a minus (-) for the wrong one.

a) 'Have you booked your holiday?'

() 'Yes, we have. We're going to Italy.'

() 'Yes, we have. We'll go to Italy.'

b) 'Have you got toothache again?'

() 'Oooh! It's agony! But I see the dentist this afternoon.'

() 'Oooh! It's agony! But I'm seeing the dentist this afternoon.'

c) 'What a beautiful day! Not a cloud in the sky!'

() 'Ah, but the weather forecast says it's raining.'

() 'Ah, but the weather forecast says it's going to rain.'

d) 'I thought you had just bought a fax machine.'

() 'Yes, that's right. It's being delivered tomorrow.'

() 'Yes, that's right. It will be delivered tomorrow.'

e) 'Please don't tell anyone. It's a secret.'

() 'Don't worry. We won't tell anybody.'

() 'Don't worry. We're not telling anybody.'

f) 'I haven't got enough money to pay for my ticket.'

() 'It's OK. I'm going to lend you some.'

() 'It's OK. I'll lend you some.'

g) 'You two look really shocked. What's the matter?'

() 'We've just learnt that we'll have twins!'

() 'We've just learnt that we're going to have twins!'

h) 'Can you meet me after work?'

() 'I'd love to, but John's taking me out tonight.'

() 'I'd love to, but John'll take me out tonight.'

6. Compound words

somebody, nobody, anybody, everybody

Put one of the compounds into each gap.

- a) Does ___ want a game of tennis?
 b) What's that smell? Can you smell ___ burning?
 c) I asked if ___ wanted an ice-cream, but ___ did, so I just bought one for myself.
 d) Did ___ phone me while I was out?
 e) Your face looks terribly familiar. Haven't I seen you ___ before?
 f) She left the room without saying _____.
 g) This doesn't look a very nice restaurant. Can we go ___ else?
 h) I have ___ more to say to you. Goodbye.
 i) I have never been ___ more beautiful than Scotland.
 j) I felt so embarrassed. I was sure that ___ was looking at me.
 k) 'What do you want for supper?'
 '_____. I don't mind.'
 l) It was Sunday, and the town was deserted. ___ was in the streets, and ___ was open.
 m) 'Who was at the party?'
 '_____. Pete, Anna, James, Kathy, all the Smiths, Sally Beams and Sally Rogers.'
 n) 'Where do you want to go on holiday?'
 '____ hot. I don't care if it's Greece, Spain, Italy or the Sahara, but it's got to be hot.'

VOCABULARY

7. *make* or *do*?

1. Which words and expressions go with *make*? Which go with *do*? Write them in the correct line.

| | | | | |
|---------------|------------------|----------------|---------------|----------|
| a mistake | my homework | the shopping | up my mind | love |
| a complaint | someone a favour | sure that | the housework | |
| my bed | nothing | my best | money | a speech |
| business with | exercises | a noise | a phone call | a mess |
| friends with | a will | the washing-up | progress | |

make a mistake, ...

do my homework, ...

2. Complete the sentences using one of the expressions in Exercise 1 in the correct form.

- a) Is there a public call box near here? I have to _____.
 b) First she said 'Yes', then she said 'No' but in the end she _____ to marry him.

- c) When you're not sure what to do the best thing is to _____.
- d) Ssh! You mustn't _____. The baby's asleep.
- e) My teacher says I must work harder, but I can't work any harder, I'm _____.
- f) We asked to see the manager and we _____ about the terrible service in the restaurant.
- g) At first I found learning English very easy, but now I don't think I'm _____ any _____ at all!
- h) Could you _____ please? Could you give me a lift to the airport?
- i) My uncle died without _____ and it was very difficult for our family to sort out his money and possessions.
- j) We have some lovely new neighbours; we've already _____ with them.
- k) I like to keep fit, so I _____ every day.
- l) Before you go on holiday you should _____ that all the doors and windows are shut and locked.
- m) _____, not war!

PREPOSITIONS

8. *in, at, on for place*

Put *in, at, or on* into each gap.

- a) I met husband ____ Italy. He was ____ a shop, buying pasta. I was ____ a queue, waiting to buy some bread.
- b) Last night I was ____ the kitchen when I lost my glasses. I looked ____ all the shelves and ____ all the cupboards. I thought I'd put them ____ one of the drawers, but they weren't there. They certainly weren't ____ the table or ____ the floor. Had I left them ____ work? Were they ____ the car? Then I realized where they were. They were ____ my nose.
- c) 'Where were you at 2.00?'
 '____ the beach.' '____ work.' '____ Manchester.' '____ Sally's house doing my homework.' '____ the bath.' '____ home.' '____ a boat.'

6

Likes and dislikes

Like
 Verb+ -ing or infinitive?
 Signs and soundbites

Test your grammar

1. In the following sentences, is *like* used as a verb or a preposition?

- a) How do you *like* your coffee, black or white?
- b) I'm just *like* my father. We're both tall and thin with black hair and brown eyes.
- c) Don't you think that Pedro looks *like* Tom Cruise?
- d) What would you *like* to do tonight?
- e) 'We went to that restaurant last night.' 'Really? What was it *like*?'
- f) 'How do you tie a tie? 'Let me show you. *Like* this.'
- g) 'Shall we go home now?' 'If you *like*.'

PRESENTATION (1)

Questions with *like*

1. In Britain, some school children go on exchanges to another country. They stay with a family for two weeks, and then the boy or girl of the family comes back to Britain for two weeks.

Does this happen in your country?

2. Read the conversation between Anna and Nina, two schoolgirls. Put one of the questions from the box into each gap.

What does she like doing? How is she? What's she like?

What does she look like? What would she like to do?

Anna My French exchange visitor came yesterday.

Nina What's her name?

Anna Marie-Ange.

Nina What a pretty name! (1) ___ ?

Anna She's really nice. I'm sure we'll get on really well. We seem to have a lot in common.

Nina Why do you say that? (2) ___ ?

Anna Well, she likes dancing, and so do I. And we both like tennis and listening to music.

Nina That sounds great. I saw you with someone this morning. Was it Marie-Ange? (3) ___ ?

Anna She's quite tall, and she's got long, dark hair.

Nina No, it wasn't her, then. Now, we're all going out tomorrow, aren't we? Shall we go for a pizza, or shall we go to the cinema? (4) ___ ?

Anna I'll ask her tonight and tell you tomorrow. By the way, someone told me your mum's not very well. What's the matter? (5) ___ ?

Nina Oh, she's OK. She's had a bad sore throat, that's all, but it's getting better now.

Anna Oh, it's not too bad, then.

T.1 Listen and check your answers. In pairs, practise the conversation.

Grammar question

- Match the questions from the box in Exercise 2 with the definitions below.
 - a) Tell me about her physical appearance.
 - b) Tell me about her interests and hobbies.
 - c) Tell me about her because I don't know anything about her.
 - d) Tell me about her health.
 - e) Tell me about her preferences for tomorrow evening.
-
- In which questions is like used as a verb, and in which is it a preposition?

PRACTICE

1. Questions and answers

Match a question in **A** with an answer in **B**.

A

- a) What does he like?
- b) What's he like?
- c) What does he look like?
- d) How is he?

B

- He isn't very well, actually. He's got the 'flu.
- He's really nice. Very friendly and open, and good fun to be with.
- He likes swimming and skiing, and he's a keen football fan.
- He's quite tall, average build, with straight brown hair.

2. Listening

T.2 Listen to nine short descriptions of people or things. Write an appropriate question for each.

Example

Description: Gosh! Haven't you ever tried Indian food? It's absolutely delicious. Really rich! It can be hot, but it doesn't have to be.

Question: What's Indian food like?

3. Description

In pairs, ask and answer the following questions.

- a) What sort of things do you like doing?
- b) How are your parents?
- c) Who do you look like in your family?
- d) Who are you like in terms of character?

- e) What are you like as a person?
- f) What's your school like?
- g) What does your teacher look like?

PRESENTATION (2)

Verb+ *-ing* or infinitive?

1. Read the letter and underline the correct verb form.

Example

We've decided *going* / *to go* / *go* to Kenya for a holiday.

Dear Dennis

We just wanted (a) *say* / *to say* / *saying* thank you for putting us up before we caught the plane last week. It was a lovely evening, and we enjoyed (b) *meeting* / *to meet* / *meet* your friends, Pete and Sarah. We managed (c) *get* / *getting* / *to get* to the airport with plenty of time to spare. We even tried (d) *getting* / *to get* / *get* an earlier flight, but it wasn't possible.

We had a wonderful holiday in Spain. We just loved (e) *driving* / *to drive* / *drive* through the countryside, and we often stopped (f) *walk* / *walking* / *to walk* round a mountain village. We met our friends, Bill and Sue, and they invited us (g) *having* / *to have* / *have* a meal with them. They wanted (h) that we *stay* / *us to stay* / *we to stay* with them, but we couldn't, as we had already booked a hotel.

The weather was fantastic. The sun didn't stop (i) *shining* / *to shine* / *shine* all the time we were there. Leaving Spain was very sad. It made me (j) *want* / *wanting* / *to want* to cry.

Anyway, we're looking forward to hearing from you, and hope (k) *see* / *to see* / *seeing* you soon. Let us (l) *to know* / *knowing* / *know* if you're ever in the area. You must call in.

Best wishes

Sandra and Jim.

PRACTICE

1. Grammar and listening

1. When one verb is followed by another, different patterns are possible. Put the verbs from the Presentation text in the correct box.

- | | |
|--|---|
| 1) verb + <i>-ing</i> <i>love doing</i> | 2) verb + infinitive (with to) <i>want to do</i> |
| 3) verb + person + infinitive with to | 4) verb + person + infinitive without to |

want someone to do

make someone do

2. **T.3** You will hear sentences with the verbs below. Add them to the correct box in Exercise 1.

Example

The teacher **told me to do** my homework. Box.3

I promised to do it carefully. Box.2

tell promise hate agree manage need forget choose
like refuse can't stand finish ask continue

2. Discussing grammar

Work in pairs and discuss your answers.

1. In the following sentences, two verbs are possible and one is not. Underline the verb that is *not* possible.

- a) My father ___ to mend my bike.
1 promised 2 didn't mind 3 tried
- b) She ___ her son to turn down his music.
1 asked 2 wanted 3 made
- c) I ___ going on long walks.
1 refuse 2 can't stand 3 enjoy
- d) We ___ to go shopping.
1 need 2 'd love 3 enjoy
- e) She ___ me do the cooking.
1 wanted 2 made 3 helped
- f) I ___ working for the bank twenty years ago.
1 started 2 stopped 3 decided

2. Change the sentences in Exercise 1 using the verbs you underlined.

VOCABULARY

Words that go together

Use your dictionaries to look up any new words.

1. Look at the following groups of words. Which four of the surrounding words in each group cannot go with the noun in the centre?

| | | | |
|----------|---------------|----------|--------------|
| | expensive | | cosmopolitan |
| reserved | sociable | polluted | modern |
| bored | elderly | historic | exciting |
| boring | young | capital | excited |
| tall | People | old | Towns |
| rude | rich | young | busy |
| | high | | rural |

| | | | |
|---------------|-------------|--------------|------------|
| antique | starving | antique | seaside |
| wealthy | crowded | agricultural | industrial |
| sophisticated | | overcrowded | |
| | disgusting | | |
| | delicious | tasteless | |
| | boiled | tasteful | |
| | fresh | plain | |
| rich | Food | tasty | |
| fast | | frozen | |
| wealthy | | starving | |
| | disgusted | vegetarian | |
| | home-grown | | |

2. Put a suitable adjective from Exercise 1 into the gaps in the following conversations. If necessary, use their comparative or superlative forms.

Example

Billy's only two so he's the youngest in the family.

- a) 'What is Anna's brother like?'
 'Well, he is certainly ____, dark and handsome, but I didn't enjoy meeting him at all. He is even ____ that she is!'
- b) 'What was your meal like?'
 'Ugh! It was awful. The pizza was _____. We were absolutely _____, but we still couldn't eat it!'
- c) 'Did you have a good time in Amsterdam?'
 'Excellent, thank you. There's so much to do. It's a really _____ city. And there are so many people from all over the world, it's even _____ than London.'
- d) 'Mmm! These courgettes are _____. Did you grow them yourselves?'
 'Yes, we did. All our vegetables are _____.'

READING AND SPEAKING

Pre-reading task

Work in pairs.

1. Do you know any typical meals from the following countries?

| | | | | |
|--------|--------|-------------|---------|--------|
| France | Turkey | Italy | England | India |
| Spain | Mexico | Switzerland | America | Greece |

What do you think influences a country's food? what influences the food in your country?

2. Read these quotations about English food. Do all the people have the same opinion about English food?

‘It takes some skill to spoil a breakfast – even the English can’t do it!’

J K Galbraith, economist

‘On the Continent people have good food; in England people have good table manners’.

George Mikes, writer and humorist

‘If the English can survive their food, they can survive anything!’

George Bernard Shaw, writer

‘Even today, well-brought up English girls are taught to boil all vegetables for at least a month and a half, just in case one of the dinner guests comes without his teeth!’

Calvin Trillin, American writer

‘English cooking? You just put things into boiling water and then take them out again after a long while!’

An anonymous French chef

Reading

Read the text quickly.

Match a paragraph 1-5 with a summary below.

- Historical and climatic influences on British cooking.
- There’s everything except an English restaurant.
- The legacy of World War II
- Where there is hope for the future
- The British love affair with international cooking.

IN SEARCH OF GOOD ENGLISH FOOD

by Verona Paul and Jason Winner

How come it so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese. Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian – but where are the English restaurants?

It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd’s pie? Why do they now like

cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding 'No', but to understand this, we have to go back to before World War II.

The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchen, like the English language, absorbed ingredients from all over the world – chicken, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

However, World War II changed everything. Wartime women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food. The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched that the world for sophisticated, new dishes which gave hope of a better future. The British people became tourists at their own dining tables and in the restaurants of their land! This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

However, there is still one small ray of hope. British pubs are often the best place to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherd's Inn in Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are there of the gastronomic wonders of the world!

Comprehension check

Read the article more carefully. Choose the best answer, a), b), or c).

1. The writers believe that British cooking ...
 - a) has always been very bad.
 - b) was good until world war II.

- c) is good because it is so international.
2. They say that the British ...
 - a) eat only traditional British food in their homes.
 - b) don't like cooking with foreign ingredients.
 - c) buy list of foreign ingredients.
 3. They say that the British weather ...
 - a) enables the British to produce good quality food.
 - b) often ruins fruit and vegetables.
 - c) is not such an important influence on British food as foreign trade.
 4. They say that World war II had a great influence on British cooking because ...
 - a) traditional British cooking was rediscovered and some good cheap recipes were produced.
 - b) people had limitless supplies of home-grown food.
 - c) people started to believe that British food was boring, so after the war they wanted to cook more interesting and international dishes.
 5. They say that ...
 - a) British tourists try lots of new dishes when they are abroad.
 - b) nowadays it is very unusual for British people to cook British food.
 - c) literature and language are more culturally important than food.
 6. The writer's final conclusion about British cooking is that ...
 - a) there is no hope.
 - b) you will only be able to get British food in expensive restaurants.
 - c) you will be able to get more good traditional British dishes, especially in pubs.

Discussion

1. Do you agree that food is as much a part of a country's culture as its landscape, language, and literature?
2. Which are your favorite places to eat in your country? Why?

LISTENING AND SPEAKING

New York and London

Pre-listening task

What do you know about the cities?

Have you been there? What did you do?

What did you think of these cities?

Listening

1. T.4 Listen to Sheila and Bob talking about when they lived in New York.

Bob and Sheila spent two years living in New York because of Bob's work as a banker. Neither of them had lived in a big city before. They now live back in England, in a small village outside London.

2. Listen to Terry. She is an American who lives in London.

Terry Tomscha talks about her experience of living and working in England, where she has been for the past eleven years.

Comprehension check

What do they/does she say about the following things?

Write down their answers into two columns.

1 People

- What are they like?
- What is important to them?
- What do they like doing?
- Where do they live?

BOB AND SHEILA

TERRY

1 Shops

- What are they like?
- Do they like them?
- What time do they open?

3 Work and holidays

4 Transport

- What do they mention?

5 General opinions

- Is it a good place to live? Why?

WRITING AND SPEAKING

Describing a room

1. Think of your favourite room.

Write down why you like it and some adjectives to describe it.

My favourite room is ...

I like it because it is ...

2. T.5 Read and listen to the description of a favourite room. Use dictionary to look up any new words.

MY FAVOURITE ROOM

My favourite room is our kitchen. Perhaps the kitchen is the most important room in many houses, but it is particularly so in our house because it's not only where we cook and eat but it's also the main meeting place for family and friends. I have so many happy memories of times spent there: special occasions such as homecomings or cooking Christmas dinner; trouble times, which lead to comforting cups of tea in the middle of the night; ordinary daily events such as making breakfast on dark, cold winter mornings for cross, sleepy children before sending them off to school, then sitting down to read the newspaper with a steaming hot mug of coffee. Whenever we have a party, people gravitate with their drinks to the kitchen. It always ends up the fullest and noisiest room in the house.

So what does this special room look like? It's quite big, but not huge. It's big enough to have a good-sized rectangular table in the centre, which is the focal point of the room. There is a large window above the sink, which looks out onto two apple trees in the garden. The cooker is at one end, and above it is a wooden pulley, which is old-fashioned but very useful for drying clothes in wet weather. At the other end is a wall with a large notice-board, which tells the story of our lives, past, present, and future, in words and pictures: a school photo of Megan and Kate, a postcard from Auntie Nancy in Australia, the menu from a take-away Chinese restaurant, a wedding invitation for next Saturday. All our world is there for everyone to read!

The front door is seldom used in our house, only by strangers. All our friends use the back door, which means they come straight into the kitchen and joint in whatever is happening there. The kettle goes on immediately and then we all sit round the table, drinking tea and putting the world to rights! Without doubt some of the happiest times of my life have been spent in our kitchen.

3. The relative pronouns *which* and *where* are used in the text. Find them and underline them. What does each one refer to?

4. Link the following sentences with the correct relative pronoun: *who*, *which*, *that*, *where*, *whose*.

- a) The blonde lady is my wife. She's wearing a black dress.
- b) There's the hospital. My sister works there.
- c) The postcard arrived this morning. It's from Auntie Nancy.
- d) I passed all my exams. This made my father very proud.
- e) Did you meet the girl? Her mother teaches French.

5. Write a similar description of your favourite room in about 250 words. Describe it and give reasons why you like it.

Signs and soundbites

Where would you see or hear the following?

DRY CLEAN ONLY

A table for four, please.

PAY AND DISPLAY

Government health warning
Tobacco seriously damages you health

VACANT

*No, I'm just looking,
thank you.*

The management accepts no responsibility.
Coats and other articles left at owner's risk.

**Coming next on
Capital – traffic news
and the weather**

**VISITORS ARE REQUESTED
TO KEEP TO THE PATHS**

**KEEP OUT REACH
OF CHILDREN**

**SERVICES
20 MILES**

Is service included?

*Yours faithfully,
Veronica Vazey*

**FOR EXTERNAL
USE ONLY**

Don't forget to give my love to everyone at home.

6 *like* as a verb *like* as a preposition Relative clauses

Like

1. Questions with *like*

1. Answer the questions about yourself.

- What do you like doing most in your English class?
- Do you like working alone or with a partner?
- Would you like to have more or less homework after class?
- What's your classroom like?
- What are your classmates like?
- What is your spoken English like?

g) Would you like to speak more or write more in class?

2. Write suitable questions for the following answers, using *What ... like?*, *Do ... like ...?*, *Would ...like ?*, or *How ...?*, *What/Who ... look like?*

Example

What's the weather like?

It's raining again!

Do you like cooking?

No, I don't. I can't even boil an egg!

- a) It's boring and the hours are so long. 8.30 in the morning until 6.00 at night. I'm looking for another one.
- b) In my family? Well, everybody says I look like my mother but I think I look more like my father.
- c) Oh, I looked awful! Really ugly! I was fat and spotty until I was 16!
- d) Coffee, please. I don't like tea.
- e) Yes, I love it. I play every weekend in summer.
- f) Yes, I'd love to. What time does the film start?
- g) We've only had one lesson with her, but she seems very nice. Much less strict than Mr Winter was.
- h) My father's away in Poland at the moment. But they're both very well, thank you. I'll tell them you asked about them.

3. Fill the gaps with a suitable question.

A I'm applying for a job in East Africa.

B Are you? I used to live there. In Tanzania. I was there about ten years ago.

A Really!(a) What _____?

B It was really interesting. I was there for two years. I liked everything except the climate.

A Why? (b) _____ that _____?

B Well, I was on the coast, in Dar es Salaam, so it was very hot and humid all of the time.

A And the people, (c) _____?

B Very nice. Very kind. And of the course the Masai people look wonderful.

A (d) _____?

B Well, they're very tall and they wear the most amazing colored beads, in their hair, round their necks, on their arms and legs. And the unmarried men put red mud in their hair. They're a magnificent sight.

A I suppose you went on safari when you were there.

(e) _____ that _____?

B It was very exciting. I went to the Serengeti Plain and the Ngoro Ngoro Crater.

A (f) Which animals _____ best?

- B** Actually, I think it was the giraffes. They were so graceful, so elegant – but I liked all the animals. **(g)** What _____ to see if you go there?
- A** The lions, of course. Especially those that live in the trees. I hope I get the job. It's been great talking to you.
- B** And you. Give me a ring and let me know what happens.

2. *like* versus *would like*

1. Match a line in **A** with a line in **B**

A

- a I only like white chocolate.
- b Would you like a lift?
- c Would you like some more cake?
- d Would you like a cold drink?
- e Don't you like your boss?
- f I don't like cabbage.
- g I wouldn't like to work for her!
- h Would you like to come to dinner?
- i What do you like doing at the weekends?

B

- I'd love one very thirsty.
- I hate him.
- I'd love to. That's very kind.
- I'd love some. It's delicious.
- I don't. I can't stand it.
- Nor would I.
- Nothing.
- Really? I love it.
- It's OK. I'll get the bus.

2. In A's questions in the following exercise one question is right and one is wrong. Put (+) next to the right one and (-) next to the wrong one.

- a) **A** What do you like to do tonight?
What would you like to do tonight?
B Something a bit different. I feel like a change.
- b) **A** Where do you like going on holiday?
Where would you like to go on holiday?
B We usually go skiing in winter, then somewhere hot in summer.
- c) **A** Do you like Coke?
Would you like a Coke?
B Yes, please/
- d) **A** What sort of books you like reading?
What sort of books would you like to read?
B Science fiction and detective stories. But I don't read much.
- e) **A** Do you like your teacher?
Would you like to be a teacher?
B She's OK.

- f) **A** Do you like your teacher?
 Would you like to be a teacher?
B I couldn't stand it!

3. *like* versus *as*

Put *as* or *like* into each gap.

- a) I'll be back in touch ___ soon ___ possible.
 b) This wine tastes ___ vinegar!
 c) I've know Andy for years. He went to the same school ___ I did.
 d) My sister's a teacher, ___ me.
 e) 'We had a new teacher today called Mary'
 'What was she ___?'
 f) Who do I look ___, my mother or my father?
 g) She really annoys me. I can't stand people ___ her.
 h) I'll see you tomorrow at 11.00, ___ usual.
 i) It's July and the weather's awful! It's ___ winter!
 j) I need to buy all sort of things ___ socks, shirts and knickers.
 k) My wife has found a job ___ a personal assistant.
 l) Dave drinks ___ a fish! I've never seen anyone drink as much.
 m) My brother has a car ___ yours.
 n) Don't touch anything. Leave everything ___ it is.
 o) It's freezing. My feet are ___ blocks of ice.

VERB PATTERNS

4. Choosing the correct form

Put a tick () next to the correct form of the verb.

- a) I want

| |
|--------------|
| you be |
| you to be |
| that you are |

 more careful with your homework in future.
- b) I stopped

| |
|----------|
| to smoke |
| smoke |
| smoking |

 when I was thirty.
- c) Why did I agree

| |
|---------|
| to work |
| work |
| working |

 with you? I can't stand it.
- d) I tried

| |
|-------------|
| tell you |
| to tell you |
| telling |

 that you were making a mistake, but you wouldn't listen.

- e) I'm looking forward _____ to see you again soon.
to seeing
seeing
- f) My parents let me _____ do what I wanted when I was young.
to do
doing
- g) I wasn't allowed _____ go out unless they knew where I was going.
going
to go
- h) I finished _____ watching the television, and then I went to bed.
to watch
watch

5. A puzzle

Complete the sentences with a verb from the box. You need either the *-ing* form or the infinitive.

Write your answers in the puzzle.

The vertical words spell what we all like to eat (9,4)!

| | | | | | |
|-------|--------|-------|---------|-------|-----------|
| count | invite | touch | pull | wish | complain |
| speak | wash | feed | defrost | stand | find fill |

????????????

- a) I hate _____ in a queue. It's such a waste of time.
- b) My baby daughter is just learning to _____. She can say two words – 'Mama' and 'pussy'.

- c) Can you remember to ___ up the car with petrol? It's nearly empty.
- d) I'd love to ___ Dave and Maggie round for a meal some time.
- e) I couldn't sleep last night. I tried ___ sheep, but that didn't help.
- f) My jeans need ____. They're filthy.
- g) The customer tried to ___ about the service in the restaurant, but the waiter refused to listen to him.
- h) Stop ___ my hair! It hurts!
- i) I just want to ___ you Happy Birthday.
- j) Would you mind ___ our cat while we're away on holiday?
- k) When you go round a museum, you aren't allowed to ___ anything.
- l) Don't forget to ___ the chicken before you cook it.
- m) Did you manage to ___ what you were looking for?

6. Using a dictionary

Some of the verb patterns in the sentences are right, and some are wrong. Tick () those that are right, and correct the wrong ones.

Use your dictionary while doing this exercise.

- a) We like going to eat in restaurants.
- b) Would you like coming round to our house for a meal some time?
- c) I like it when you tickle my feet.
- d) I like to go to the dentist's twice a year.
- e) I'd like to make a complaint.
- f) I always like paying my bills on time.
- g) He thinks we should go, and I'm agree.
- h) She thinks she's right, but I'm not agree.
- i) I don't agree with you.
- j) Most scientists agree that global warming is a serious problem.
- k) She thought we should go, and I agreed it.
- l) They agreed discussing the problem further.

RELATIVE CLAUSES

7. Subject or object?

Tick () the sentences where the relative pronoun is necessary. If it is possible to leave out the relative pronoun, cross it out.

Example

I don't like people who arrive late.

The company that he works for is based in Germany.

- a) Where are the scissors that I bought yesterday?
- b) I want you to meet the woman who taught me how to drive.
- c) The meal that you cooked was delicious.
- d) I like animals that don't make a mess.

a handsome man

a good-looking man

- a) a rich woman _____
- b) a funny story _____
- c) a well-dressed person _____
- d) an untidy room _____
- e) a badly-behaved child _____
- f) accurate information _____
- g) friendly people _____
- h) a silly person _____
- i) a clever person _____
- j) a wonderful idea _____
- k) awful news _____
- l) disgusting food _____

MULTI –WORD VERBS

10. Multi-word verbs + objects

1. Some separable multi-word verbs have a strong association with a certain object.

Examples

turn off a light / the television

work out the answers

Match a verb in **A** with an object in **B**.

A

sort out

put out

fill in

find out

try on

try out

bring up

take back

put off

put away

B

clothes in a shop

children

a meeting to another time

a problem

a mess

clothes in a cupboard

a form

something you don't want to a shop

a fire

information

2. Complete the sentences with one of the multi-word verbs in its correct form.

- a) I'll dry the dishes if you ___ them ___. I don't know where they go.
- b) 'Can you ___ the time of the next train to London?'
- c) 'Look at these shoes! They're brand new, and the heel's fallen off already.' '___ them ___ and change them, then.'

- d) 'Oh, dear! The washing machine isn't working, I haven't got any clean clothes, and I've got to go to work. What am I going to do?' 'Don't worry. I'll ___ it all ___. Just go to work.'
- e) The fire was so intense that it took the firemen three hours to ___ it ___.
- f) The government wants to ___ a new scheme to encourage people to start their own businesses.
- g) 'Can I ___ these jeans ___, please?' 'Sure. The changing rooms are over there.'
- h) I won't be able to go shopping with you today, I'm afraid. I've got a lot on at the moment. Can we ___ it ___ till next week?
- i) I don't mind you baking a cake, but just make sure you ___ everything ___ when you've finished.
- j) 'What should I do with this form?' '___ it ___.'

7

The world of work

Present Perfect active and passive

On the telephone

Test your grammar

1. Working in pairs. Ask and answer the questions.

- What do you do?
- How long have you had your present job?
- What did you do before that?
- Do you live in a house or a flat?
- How long have you lived there?
- When did you move there?
- How long have you know your teacher?
- When did you first meet your teacher?
- Have you ever been to America?
- If so, when did you go?

2. Tell the rest of the class about your partner.

3. There are three tenses used in the questions. What are they?

PRESENTATION (1)

Present Perfect Simple

1. Read the job advertisement. Does this job interest you? Do you have any of the necessary qualifications to apply?

WORLDWATCH

Business journalist \$35,000 p.a.

This international business magazine, with 23,000 readers worldwide, requires a journalist to help cover political news in Europe.

The successful applicant will be based in Geneva and should:

- have at least two years' experience in business journalism
- be fluent in French and German, and if possible have some knowledge of Spanish
- have a degree in politics
- have travelled widely.

**Please write with full CV to David Benton, *Worldwatch UK Ltd*,
357 Ferry Rd, Basingstoke RG2 5HP**

2. T.1 Nancy Mann has applied for the job and is being interviewed. Listen to the interview. Do you think she will get the job?

3. Read the first part of Nancy's interview. Put the correct auxiliary verb *do*, *did*, or *have* into each gap.

I Who ___ you work for at the moment, Ms Mann?

N I work for the BBC World Service.

I And how long ___ you worked for the BBC?

N I ___ been with the BBC for five years. Yes, exactly five years.

I And how long ___ you been their German correspondent?

N For two years.

I And what ___ you do before the BBC?

N I worked as an interpreter for the EU.

Grammar questions

- Does she still work for the BBC?
- Does she still work for EU?
- Explain why Nancy says:

I work for the BBC World Service.

I've worked for them for five years.

I worked as an interpreter for the EU.

4. Read and complete the second part of Nancy's interview with *did*, *was*, or *have*.

I As you know, this job is based in Geneva.

___ you ever lived abroad before?

N Oh yes, yes I ___.

- I And when ___ you live abroad?
- N Well, in fact I ___ born in Argentina and I lived there until I was eleven. Also, I lived and worked in Brussels for two years when I ___ working for the EU.
- I That's interesting. ___ you travelled much?
- N Oh yes, yes indeed. I ___ travelled all over western and eastern Europe, and I ___ also been to many parts of South America.
- I And why ___ you go to these places?
- N Well, mostly for pleasure, but three years ago I went back to Argentina to cover various political stories in Buenos Aires for the BBC.

Grammar question

- The interviewer asks:
Have you ever lived abroad?
When did you live abroad?

Nancy says:

I've been to many parts of South America.
... three years ago I went back to Argentina ...

Why are different tenses used?

PRACTICE

1 Biographies

1. Here are some more events from Nancy Mann's life. Match a line in **A** with a time expression in **B** to tell the story of her life. Put a letter a-k in the box.

A

- a) She was born
- b) She went to boarding school in England
- c) She studied French and German
- d) She hasn't spoken Spanish
- e) She's worked in both eastern and western Europe
- f) she worked in Brussels
- g) She's worked for the BBC
- h) She hasn't worked abroad
- i) She married for the first time
- j) She's been married
- k) She married for the third time

B

- for the last five years.
- three times.

- from 1970 to 1977
- at various times in her life. *e*
- when she was twenty-one.
- when she was at Oxford University.
- in Argentina in 1959. *a*
- for two years, from 1989 to 1991.
- last year.
- since her son was born four years ago.
- since she was in Buenos Aires three years ago.

2 Time expressions

Put *for*, *since*, *in*, or *ago* into each gap.

- a) I was born ___ 1961.
- b) I went to university ___ three years.
- c) I passed my driving test fifteen years ____.
- d) I've had a car ___ 1983.
- e) Now I've got a BMW. I've had it ___ two years.
- f) I met my wife ___ 1985.
- g) We've been married ___ nine years.
- h) Our first daughter was born six years ____.
- i) We've lived in the same house ___ 1990.

3 Have you ever ...?

1. The following verbs are *all* irregular. What is the past simple and past participle?

| | | | | | | | |
|------|------|------|--------|-------|-------|---------------|-------|
| have | eat | win | forget | bring | make | be | leave |
| find | give | meet | sleep | write | drive | sing | |
| read | ride | see | hear | lose | drink | go (Careful!) | |

2. Work with a partner. Choose from the list and make dialogues like the example.

Example

be/America

A *Have you ever been to America?*

B *Yes, I have . / No, I haven't. I've never been there.*

A *When did you go?*

B *Two years ago. I went to Disneyland with my family.*

have / an operation?

be / on TV

win / a competition?

lose / your job?

write / a love letter?
ride / a motor bike?
have / an English breakfast?
try / ice tea?
drive / a van?
read / a book in a foreign language?

hear / an opera?
see / a horror movie?
forget / an important birthday?
sleep / in the open air?
sing / in a choir?
meet / anyone famous?

3. Tell the class as much as you can remember about your partner.

PRESENTATION (2)

Present perfect active and passive

1. Read the newspaper headlines. Check any new words.

- a) **DANGEROUS PRISONER ESCAPES**
- b) **Floods bring road chaos**
- c) *Kidnapped baby found*
- d) **US CAR WORKERS MADE REDUNDANT**

2. T.2 Read and listen to the radio news headlines of the same stories. Fill in the gaps with the exact words you hear.

RADIO NEWS HEADLINES

- a) The murderer Bruce Braden _____ from Parkhurst Prison on the Isle of Wight.
- b) After the heavy rain of the last few days, floods _____ chaos to drivers in the West Country.
- c) Amy Carter, the kidnapped baby from Leeds, _____ safe and well in a car park in Manchester.
- d) Two thousand car workers from a US car factory _____ redundant.

GRAMMAR QUESTIONS

-Which of these questions can you answer?
Which can't you answer?

Who has escaped from prison?

What has brought chaos to the West Country?

Who has found Amy Carter?

Who has made the car workers redundant?

-What is the difference between the verb forms in Exercise 2?

T.3 Listen to the news items and fill in the gaps to complete the stories. What other information do you learn about each one?

- a) Last night, the murderer Bruce Braden _____ from Parkhurst Prison. Prison officers _____ his cell empty at six o'clock this morning.
- b) Early this morning, floods _____ chaos to many roads in Devon. Drivers left their cars and _____ to work through the flood water.
- c) Late last night, the kidnapped baby Amy Carter, _____ safe and well in a car park in the centre of Manchester. The car park attendant _____ a noise coming from a rubbish bin and he _____ Amy wrapped in a warm blanket.
- d) Two thousand car workers from the General Motors factory in Detroit _____ redundant yesterday. The management _____ them no warning. The men were shocked and furious when they _____ the news yesterday evening.

Grammar question

-Which tense is used in the full stories in Exercise 3 above? Why?

-Which tense is used in the headlines in Exercise 2.

PRACTICE

1. Here is the news!

Work in pairs.

1. Here are some more headlines from newspapers. Make them into radio news headlines.

Examples

PLANE CRASHES IN COLOMBIA

A Boeing 727 has crashed in the mountains of Colombia near Bogota.

DANGEROUS PRISONER RECAPTURED

The murderer Bruce Braden has been recaptured near Parkhurst Prison.

- a) Famous film star leaves \$3,000,000 to her favourite pet
- b) Priceless painting stolen from Louvre
- c) Seven people killed in train crash
- d) Princess runs away with gardener
- e) President forced to resign

f) Sporting hero fails drug test

2. Choose two of the headlines and write the full stories. Read your news to the rest of the class.

3. What's in the news today? What national or international stories do you know?

2. Giving personal news

What about your personal news? What have you done today? This week? This year? Ask and answer questions with a partner.

Example

have/breakfast?

Have you had breakfast?

Yes, I have. I've just had it.

No. I haven't. I never eat breakfast.

What did you have?

Cornflakes and toast.

Today

This week

This year

travel/by bus

go/cinema?
(Careful!)

have/a holiday yet?

do/any work?

do/any exercise?

move/house?

have/a coffee
break?

play/a sport?

have/your
birthday yet?

have/lunch yet?

watch/TV?

take/any exams?

do/any exercise?

wash/your hair?

apply/for a new job?

3. Discussing grammar

Work in pairs.

1. Read the following sentences. Discuss where the words can go. Sometimes there are several possibilities.

just

yet

already

ever

never

a) I've washed my hair.

b) Have you played basketball?

c) He hasn't learned to drive.

- d) They've finished the exercise.
- e) She's learned a foreign language.
- f) We've met your teacher.
- g) Have they finished doing the washing-up?
- h) Has it stopped raining?

2. Underline the correct verb form.

- a) The Prime Minister of Italy *has resigned / has been resigned* and a new prime minister *has elected / has been elected*.
- b) The Italian people *told / were told* of his resignation on television yesterday evening.
- c) I *lost / have lost* my glasses. *Did you see / Have you seen* them anywhere?
- d) 'Where *has Liz gone / did Liz go* on holiday?' 'She's in Paris.'
- e) 'Where *has Liz gone / did Liz go* on holiday?' 'She went to Paris.'
- f) 'Did John ever go/Has John ever been to Paris?' 'Oh, yes. Five times.'
- g) A huge earthquake has hit/has been hit central Japan. Nearly 1,000 people have killed/have been killed. It happened/has happened mid-afternoon yesterday.

READING AND SPEAKING

Pre-reading task

1. Close your eyes for a few minutes. Imagine it is one hundred years ago and you are very rich.

- What is your life like?
- Where do you live? What do you do?
- Do you have any servants? How many? What do they do for you?
- What do you know about the lives of your servants? Where do they live?

2. Work in small groups and discuss your ideas in your group. Share your ideas with the rest of the class.

3. What about now? Do many people have servants?

Have you ever worked in anyone else's home? In what ways are servants today different from years ago?

Reading

The modern servant – the nanny, the cook, and the gardener

1. You are going to read about three modern servants. Divide into three groups.

| | |
|----------------|--------------------------|
| Group A | Read about the nanny. |
| Group B | Read about the cook. |
| Group C | Read about the gardener. |

Read your article and answer the questions. Use your dictionary to help with new words. Discuss your answers with your group.

- What and who influenced her/his choice of career?
- What did her/his parents want her/him to do?
- What was the parents' attitude to the choice of career at first?
- Has the parents' attitude changed? If so, why?
- In what ways do the parents think that times have changed since they were young?

2. Read your article again.

Which of the following multi-word verbs can you find in your article? Underline them.

| | |
|----------------|--|
| bring up (1) | look after, educate (a child) |
| bring up (2) | mention (in conversation) |
| carry on | continue |
| drop out | leave, not complete (a college course) |
| fall out | quarrel and no longer be friends |
| get on with | have a good relationship with |
| get over | recover from (an illness, a shock) |
| give up | stop (a job, a habit, e.g. smoking) |
| go through | experience |
| grow up | change from child to adult |
| look after | take care of |
| make up (1) | invent |
| make it up (2) | be friends again after an argument |
| pick up | learn unconsciously (e.g. a language) |
| put off | postpone |
| be taken aback | be surprised |
| take after | resemble |
| turn out | be in the end |
| take over | take control of |

THE NANNY

Amanda Peniston-Bird, 21, is the daughter of a judge and has just completed a two-year training course to be a nanny at the Norland Nursery Training College. She and her mother talk about her choice of career.

Amanda

My sister Charlotte was born when I was seven and my mother decided she needed a nanny to look after us. So we got Alison. She was very young, seventeen I think, and wonderful. I adored her. She only worked part-time with us before she started her training at Norland College. She had to dress us in the morning and take me to school. After school she made us delicious teas and read us stories in bed. On Charlotte's birthday she organized a fantastic party.

When Alison left, we had a trained nanny who lived with us and worked full-time. She was called Nanny Barnes by everyone, including my parents. She was older and quite traditional and wore a uniform. It was then that I realized that I wanted to be a nanny. I have always got on well with children. I have always enjoyed taking care of my sister and younger cousins. I told Mummy very firmly that I wanted to be a nanny when I grew up. At the time she laughed. I know that she and Daddy thought it was just a childish phase I was going through, but it wasn't. They thought I would follow in my father's footsteps and study law. But I didn't go to university. I left school and spent a year working at Ludgrove School, where Prince William used to go. Then I started my training course last month and I've applied for the post of nanny to twins aged six months. Mummy and Daddy weren't angry for long, we made it up before I went to college, and they have encouraged me ever since.

Amanda's mother

Her father is still a wee bit disappointed that she didn't take after him and study law, but I think we're both proud, and also pleased, that she has made her own decisions in life and done so well. We have brought her up to be an independent thinker, so we can't complain. Everything has turned out for the best. I had a nanny when I was a child but I never thought of being one myself, but times have changed and 'nannying' has been socially acceptable for a long time. It wasn't just Princess Diana who made it fashionable!

THE COOK

Giles Mildmay, 24, has been a professional cook for three years. His father, George, owns a two-hundred acre farm in Devon. The family have farmed in Devon for over three hundred years. Giles' younger brother Tobias is studying farm management at Exeter University. Giles and his father talk about his choice of career.

Giles

I think I've always been interested in food. My grandparents (on my mother's side) lived in a huge old manor house in Lincolnshire and they had a wonderful cook. She made fantastic standard English food; her roast beef and Yorkshire pudding was out of this world. I used to love going down to the kitchen and watching her work, and I picked up a lot of cooking tips from her. I realized that I wanted to be a cook when I was about 12. I went to a boarding school and when other boys chose to do sport, I chose cookery. By the time I was 15, I had taken over the cooking at home for my parents' dinner parties, and I had started to make up my own recipes. I knew my parents would not approve of cooking as a career, so I decided to introduce them slowly to the idea. I told them that I wanted to do a cookery course for fun, and I went for a month to a hotel in Torquay. I enjoyed it so much, I knew I couldn't put off telling my parents any longer, so I brought the subject up one night over dinner. At first there was silence, and then my father asked me why. I explained that cooking was like painting a picture or writing a book. Every meal was an act of creation. I could see that my father was not convinced, but he didn't get angry, he just patted me on the shoulder and smiled. My mother kissed me. And now that I have opened my own restaurant, I think they are very proud of me. However, my grandfather (on my father's side) is not so kind, he thinks I'm mad to have given up farming.

Giles' father

I know that times have changed, but I was brought up with a butler and a cook to look after me, and I never went near the kitchen. I was taken aback at first when Giles announced what he wanted to do. His grandfather still hasn't got over it, but his mother and I are delighted that he is doing something he enjoys. Nowadays anyone with a job that they enjoy is very lucky.

THE GARDENER

Hugo Grantchester, 26, has been a gardener and a tree surgeon for four years. He went to Oxford University to study archaeology, but he dropped out after just one term.. His father, Hector, is a surveyor and his mother, Geraldine, is an interior designer. Hugo and his mother talk about his choice of career.

Hugo

When I was 11, we moved to a large Tudor house in East Anglia which had three acres of garden. We had a gardener who lived in a little cottage at the end of our drive. I used to spend hours watching him work and talking to him. I think I picked up a lot about gardening without realizing it, because one summer, when I was still at school, I took a job at a garden centre and I knew all the names of the plants, and I could give people advice. Then I went to university and it was a disaster. After a term I told my parents that I was going to give it up and go back to work in the garden centre. They were furious, we had a terrible row, and they didn't speak to me

for months. But I knew it was a waste of time to carry on studying archaeology, and the moment I started gardening again, I knew I'd made the right decision. I've enjoyed every moment of the last four years and my parents have learn to accept what I do, not only because they can see how happy I am, but also because a lot of my university friends have found it difficult to find good jobs or have been made redundant. Sometimes people are quite taken aback when they find out that their gardener went to university, but I think it makes them respect my opinion more when I'm helping them plan their gardens.

Hugo's mother

His father and I were so delighted when he went to Oxford, but when he gave it up so soon we were very, very angry. We thought manual labour was not the career for our only son. We fell out for months, Hector refused to allow Hugo into the house, and we all felt thoroughly miserable. But our daughter told us not to worry because Hugo would be a millionaire by the time he was forty. Anyway, we've made it up now we can see how happy he is, even though he hasn't become a millionaire yet! Times have changed and all kinds of people do all kinds of work, and I think the world's a better place for it!

Comprehension check

Find a partner from each of the other two groups.

1. Go through questions a) – e) in Exercise 1 together. Compare and swap information about the people.
2. Read the other two articles quickly. Are the following statements true (+) or false (-)?
 - a) Only Giles and Hugo were influenced by the servants in their families when they were children.
 - b) Amanda wanted to be a nanny because she liked the uniform.
 - c) Giles wanted to be a cook because the meal were so bad at boarding school.
 - d) Hugo did well in his holiday job because he learnt a lot about plants from the gardener.
 - e) All of the parents were very angry when they were told about the choice of career.
 - f) Hugo's parents were the least angry.
 - g) All of the parents have become friends with their children again.
 - h) Giles' grandfather has not forgiven him for becoming a cook.
 - i) Some of the children have regretted their decision not to go to university.
 - j) Hugo has already become a millionaire.

3. Show each other which multi-word verbs appear in your article. Discuss their meaning.

Which ones appear in more than one article?

VOCABULARY

Multi-word verbs

There are many examples of multi-word verbs in the reading texts.

*She needed a nanny to **look after** us.*

*I told my parents that I was going to **give it up**.*

*I wanted to be a nanny when I **grew up**.*

Use your dictionary to do these exercises.

1 Meaning

In the following groups of sentences *one* meaning of the multi-word verb is literal and *two* are idiomatic. Say which is which.

- The plane to Hong Kong has just *taken off*.
 - Take* that vase *off* the table. It's going to fall.
 - He's very famous now. His popularity really *took off* when he made that film.
- I'll *bring you up* some water when I come to bed.
 - Have you *brought up* the question of borrowing the money?
 - They *brought up* six children with very little money.
- Her health has really *picked up* since she moved to a sunny climate.
 - Can you *pick up* my pen for me? It's under your chair.
 - I *picked up* a little Italian when I was working in Rome.
- It took me a long time to *get over* the operation.
 - Mario doesn't speak much English so it was difficult to *get over* to him what I wanted.
 - Can you help me *get over* this wall? The gate is closed.
- I *looked up* Bob's number in the phone book.
 - The new manager is very good. Sales have really *looked up* since he came.
 - We *looked up* the tree and there was the cat on the top branch.

2. Verbs with two particles

Complete the pairs of sentences with one of the following multi-word verbs.

- | | | | | |
|-------------------------|-------------|--|------------|-----------------|
| put up with | go put with | get on with | run out of | look forward to |
| a) I don't | | | | |
| Our teacher told us to | | my sister's husband very well. | | |
| | | our work quietly. | | |
| b) Has the photocopier | | paper again? | | |
| The children always | | school immediately the bell goes. | | |
| c) Why don't you ever | | Christmas? | | |
| We always | | going on holiday. | | |
| d) I must | | the dog. She hasn't been for a walk yet. | | |
| Tom and Flora used to | | each other when they were teenagers. | | |
| e) How do you manage to | | the noise from your neighbours? | | |
| Some parents | | a lot of bad behaviour from their kids. | | |

In which pairs of sentences is the meaning the same? In which is the meaning different?

3. Separable or inseparable?

Check whether the multi-word verb in the following sentences is separable or not.

Replace the word in *italics* with the pronoun.

Example

He turned on *the light*. He turned **it** on.

She takes after *her father*. She takes after **him**.

- I've just looked up *the word* in my dictionary.
- He's looking after *my cats* while I'm away.
- She has brought up *those children* really well.
- We picked up *Spanish* very quickly.
- I don't think they'll ever get over *the shock of her death*.
- He's taken up *golf* because he has a lot of free time since he retired.

LISTENING AND SPEAKING

Pre-listening task

Work in groups and discuss the following questions.

- Is anyone in your family retired?
Who?
- What job did they do before retiring?
- How old were they when they retired?
- How long have they been retired?

- What do they do now?

Listening

T.4 Thomas Wilson used to be the managing director of a large textile company. He has now retired. Listen to him talking to his granddaughter Philippa. Who do you think is happier, Thomas or Philippa? Why?

Comprehension check

1. Underline the correct question form and then answer it.
 - a) How long was he/has he been retired?
 - b) How long did he/has he worked for the textile company?
 - c) How long was he/has he been married?
 - d) Who did he go/has he gone to Wales with?
2. Why does he like playing golf?
3. Which countries has he visited since he retired? Where did he go two years ago?
4. Why is he brown?
5. Who are the following: Rover, Keith, Miriam, Kylie, and Helen?
6. What are the two sad events in Thomas' life?
7. What does Philippa complain about?
8. What does Thomas mean when he says, 'You only get one go at it?'

Discussion

- What is the usual retirement age for men and women in your country?
- What kind of thing do people like doing they retire?
- Are attitudes to retirement changing?
- What do you think is the best age to retire?
- When would you like to retire?
- when would you like to do when you retire?

WRITING

Formal letters

1. Read Nancy's letter of application to *Worldwatch*. Put *one* word into each gap.

Compare your answers with a partner.

3. Look at Nancy's letter again.

- In what other ways can you begin and end formal letters?
- In what ways can you begin and end informal letters?
- Where is Nancy's address written?
- Where is the address of the company she's writing to?
- In what other way can you write the date?

- Where does Nancy sign her name? Where does she print her name?
There are three paragraphs. What is the aim of each one?

17 Hillside Rd
Chesswood
Herts. WD3 5LB
Tel 01923 284171
Fax 01923 286622

Thursday 17 January

David Benton
Worldwatch UK Ltd
357 Ferry Rd
Basingstoke RG2 5HP

Dear Mr Benton

I saw your ___ for a Business Journalist in today's Guardian newspaper. I am very ___ in the job and I think that I have many of the necessary ___.

I ___ politics and modern languages at Oxford University. I am ___ in French, German and Spanish. I have ___ widely in Europe and South America, and O ___ worked as a business journalist for the BBC ___ the last five years.

I enclose a copy of my curriculum vitae. I look forward ___ hearing from you soon. Please let me know if you need more information.

Yours sincerely

Nancy Mann

3. Write a letter of application for the following job in the *Daily News*.

TRANS – GLOBE

COACHES

want

Travel couriers In*Europe*the Far East*North and South America

Have you got good interpersonal skills?

Can you speak two or more languages?

Do you want to see the world?

Please apply with CV to

The Personnel Manager
Trans-Globe Coaches
Victoria Square

London SW1 6VC

On the telephone

1. All the phrases below are from typical telephone calls. Match a line in **A** with line in **B**.

A

- a) Hello, this is Chesswood 285120. I'm afraid I'm not at home at the moment, but please leave your name and number after the tone and I'll get back to you as soon as I can.
- b) I'm afraid Mr Barrett's in a meeting. Can I take a message?
- c) Shall I ask Miss Jackson to give you a call when she gets back?
- d) Good morning. Payne and Stracey Advertising.
- e) Hello, Mrs Barrett... I'm afraid Mr Barrett's on another line at the moment. Do you want to hold or...? Oh, he's free now. I'm putting you through.
- f) Hello. Is that Sandra?

B

- Good morning. Can I have extension 321, please?
- No, I'm sorry, it isn't. She's just gone out. Can I take a message? She'll be back in a minute.
- Hi, Annie. This is er ... Pete here. Pete Nealy. Er ... I need to speak to you about next weekend. Can you give me a ring? Erm ... I'm at home, by the way. It's ten o'clock. Yes, thanks. Bye.
- Thank you very much. Frank? It's me, Diana.
- Yes please. This is Pam Haddon. He rang me earlier and left a message on my answer phone and I'm returning his call. Can you tell him I'm back in my office now?
- Yes, please. I'm sure she's got my number but I'll give it to you again, just in case. It's 01924 56718.

2. **T.5** Listen and check your answers. Which sound more like business calls?

3. Notice these common expressions on the telephone.

- a) A Hello!
B Hello. Could I speak to Barry Perkins, please?
A Speaking.(= I am Barry Perkins.)
- b) A Can I have extension 366, please?
B Hold the line, please. I'm putting you through.
- c) A Can I speak to Mrs Barret, please?
B I'm afraid she's out at the moment. Can I take a message?

- A Yes. Can you ask her to give me a ring? I'll give you my number.
 d) A Can I speak to Mr bray, please?
 B I'm afraid his line is busy at the moment. Would you like to hold?
 A No. I'll phone back later.

Leaving a message on an answer phone

1. It can be difficult to leave a message on an answer phone! You have to think quickly and speak clearly, and you have to pretend that you're talking to a person, but of course you're talking to a machine!

| How to leave a message on an answer phone! | | |
|--|-----|---|
| introduce yourself | >>> | Hello. This is... / My name is ... |
| give the day and time | >>> | It's three o'clock on Monday afternoon. |
| reason for phoning | >>> | I'm ringing ... / to let you know that ... to find out if ... / because I need ... |
| request action | >>> | Could you ring me back? / help me? |
| give your number | >>> | My number is .../ You can get me on ... I'm on 784 567 until five o'clock. |
| end | >>> | Thank a lot. Goodbye. |

2. Work in pairs.

Your teacher will give you role cards. Act out a telephone conversation!

7 Present Perfect Tense review

Present perfect

1. Choosing the correct tense

In the text about David Hockney, plus (+) for the correct tense.

- 1) David Hockney a) born
 b) is born in 1937 in Bradford, a town in the
 c) was born north of England.
- 2) He a) is
 b) was interested in painting and design all his life.
 c) has been
- 3) He a) studies
 b) has studied at the Royal College of Art from 1959 –62.

B No. It's not that bad.

3. *Been or gone?*

Put *been* or *gone* into each gap.

- a) 'Where's Peter?' 'He's ___ on holiday.'
- b) Where have you ___? You're so brown!
- c) 'Are you going to the shops this afternoon?'
'No, I've already ___. I went this morning.'
- d) 'Can I speak to Jenny, please?'
'I'm afraid she's ___ to lunch. Can I take a message?'
- e) I've never ___ to Australia, but I'd like to go.
- f) 'When's your holiday?'
'We've already ___. We went to France.'
- g) 'Where's Harry these days?'
'didn't you know? He's ___ to another company.'

4. *Time expressions*

1. Put a plus (+) if the time expression and the tense go together. Put a minus (-) if they don't.

| | Past Simple | Present Perfect |
|-----------|-------------|-----------------|
| for | + | + |
| since | - | + |
| in (1960) | | |
| ago | | |
| at (8.00) | | |
| just | | |
| before | | |
| yet | | |
| already | | |
| never | | |

2. Put the word in brackets in the most natural place in the sentence.

- a) I've heard you're getting married. (just)
- b) Have you read the newspaper? (yet)
- c) I've done my homework. (already)
- d) Have you been to Thailand? (ever)
- e) I haven't seen the film. (yet)

3. Write sentences for the situations, using *just*, *already*, or *yet*.

a) You're having a drink. You put down for a minute and the waiter takes your glass away.

You say: Excuse me! _____ (not finish)

b) You put out your cigarette minutes ago. A friend offers you another cigarette.

You say: No, Thanks. _____ (put one out)

c) John went out two minutes ago. The phone rings. It's someone for John.

You say: _____ (go out)

d) You fed the cat. Then your sister start to feed the cat again.

You say: _____ (feed her)

e) You rush home because there's a football match on TV. You want to know if it's over.

You ask: _____ (finish?)

5. Talking about you

Answer the questions about you.

a) Have you been shopping recently?

b) What did you buy?

c) How much have you spent today?

d) Have you had a busy day?

e) Have you seen any good films recently?

f) What lessons have you had today?

7. Correcting mistakes

Correct the mistakes in the sentences.

a) How long do you know the teacher?

b) This is the first time I eat honey with spaghetti.

c) What have you done last night?

d) I study English for four years.

e) When have you got your hair cut?

f) I have seen Peter yesterday.

Tense review

7. Curriculum vitae

1. Read Henry's curriculum vitae.

| CURRICULUM VITAE | |
|----------------------------|--|
| Name | Henry George Whitfield |
| Address | 22 Collier Lane Horsham Leeds LS3 6PT |
| Telephone | 01532 27963 |
| Date of birth | 18 February 1974 |
| Education | |
| 1983 – 92 | Southfield High School, Leeds |
| 1993 – 6 | Nottingham University BA (Hons) English and Sociology |
| Languages | Fluent French |
| Computing skills | Microsoft |
| Work experience | |
| April 1996 to present time | Working with disabled children in Botton Village, a community care centre near York. |
| 1994 – 5 | Secretary of the university climbing club, led a team to the Pyrenees. |
| July 1992 – May 1993 | Lived in Paris. Worked ad as a porter in a children's hospital. Acquired excellent French language skills. |
| October 1990 – June 1992 | Worked at weekends as an assistant in a chemist's shop. |
| Interest | Travel, cinema, working with children, climbing. |

2. Complete the questions and answers in the conversation.

I Where _____ ?

H In Horsham near Leeds.

I _____ you _____ to university?

H Yes, I have. I _____ to Nottingham University from 1993 to 1996.

I What subjects _____ ?

H _____ and _____ .

I _____ any languages?

H Yes, I do. I _____ fluently.
 I _____ you ever _____ in France?
 H Yes, I _____. I _____ and _____ in Paris for a year.
 I What kind of work _____ you _____ there?
 H I _____ .
 I What _____ Now?
 H I _____ near York.
 I How long _____ there?
 H Since _____ .

3. Complete the sentences about him below with suitable verbs in the correct tense.

- Henry _____ in 1974.
- He _____ in the village of Horsham near Leeds.
- He _____ English and Sociology at university.
- He _____ French when he _____ in Paris.
- He _____ with disabled children since April 1996.
- He _____ climbing and going to the cinema in his free time.
- When he was at school he _____ to work in a chemist's at weekends.

Present Perfect passive

8. Active or passive?

Underline the correct verb from in each of the following sentences.

- Tom's *just promoted* / *'s just been promoted* to area manager of Eastern Europe.
- I've applied / 've been applied for a new job.
- How many times *have you made* / *have you been made* redundant?
- Bob's wife *has just lost* / *has just been lost* her job.
- My father *has taken* / *has been taken* early retirement.
- My brother *has given* / *has been given* the sack. His boss said he was lazy.
- The number of people out of work *has risen* / *has been risen* to nearly 3 million.
- A strike *has called* / *has been called* by the air traffic controllers.
- They *haven't offered* / *haven't been offered* more money by the management.
- How much money *have you saved* / *have you been saved* for your retirement?

9 Two newspaper stories

1. Read the news stories and put the verbs in brackets into the correct tense, Present Perfect or Past Simple, active or passive.

THE LOCH NESS WALLET

14 years ago Spanish tourist Gaspar Sanchez (a) ___ (drop) his wallet into the waters of Loch Ness in Scotland. His Passport, his car keys, his business card and his money (b) ___ (lose) in 150m of water. This week the phone (c) ___ (ring) in Senor Sanchez's Barcelona flat and a Scottish policeman told him, 'Sir, your wallet (d) ___ (find)! It (e) ___ (discover) last Sunday on the bed of the loch by some scientists in a submarine looking for the Loch Ness monster!'

Senor Sanchez said, 'The whole thing is absolutely amazing. Apparently my wallet and its contents (f) ___ (put) in the post to me already. I should get them tomorrow. I can't believe it!'

PICASSOS TAKEN IN \$40M RAID

Swedish police (a) ___ just ___ (announce) that five paintings by Picasso (b) ___ (steal) from Stockholm's Modern Museum. The paintings (c) ___ (value) by experts at 500 million kronor (about \$40 million). Police believe that they (d) ___ (take) early on Saturday evening, but for some reason the museum's burglar alarm (e) ___ (not go off) and the theft (f) ___ (not discover) until Monday morning. No clues (g) ___ so far ___ (find) at the scene of the crime.

2. Write the questions for the following answers.

- a) _____? 14 years ago.
- b) _____? Last Sunday.
- c) _____? Five paintings by Picasso.
- d) _____? Yes, they have. At 500 million kronor, that's about \$40m.
- e) _____? Saturday evening.
- f) _____? No. Not yet.

Vocabulary

10. *Words with more than one meaning*

1. In the following sentences, the words in *italics* have more than one meaning. Find one other meaning in a dictionary.

- a) You're got a dirty *mark* on your shirt. Did you spill your food?
- b) How many political *parties* are there in your country?

- c) Where's the glue? I need to *stick* the handle back on this cup.
- d) Everyone has the *right* to live in peace.
- e) I'll check the departure board to see which platform the *train* leaves from.
- f) You gave her ten pounds, but you only gave me five. That's not *fair*!
- g) Some people are so *mean*. They just enjoy keeping their hands in their pockets.
- h) I'll put the picture up for you if you've got a hammer and a *nail*.
- i) We sat in the front *row* at the cinema, so we could see really well.
- j) It's common to *tip* waiters and taxi drivers 10%.
- k) My brother works for a *firm* of accountants.

Prepositions

11. Noun + preposition

There are many nouns and prepositions that go together.

Fill the gaps with a preposition from the box. Some are used more than once.

with for between on to out of in of about

- a) The factory workers are ___ strike because they want more money.
- b) Thousands of people are ___ work in this town. It's really difficult to get a job.
- c) I got a cheque ___ a hundred pounds this morning.
- d) You're really annoying me. You're doing it ___ purpose, aren't you?
- e) Can you tell the difference ___ butter and margarine?
- f) There have been a lot of complaints ___ your behaviour.
- g) The trouble ___ you is that you don't listen to anybody.
- h) I'm fed up with cooking. Let's eat out ___ a change.
- i) How much do you spend a week ___ average?
- j) Watch your step with Dad. He's ___ a terrible mood.
- k) Could you take a photo ___ me, please?
- l) I had a crash this morning. Fortunately I didn't do much damage ___ my car.

8

Imagine! Conditionals Time clauses *would* Making suggestions

Test your grammar

1. Look at the sentences. Put the words under each sentence in the right order to complete them.

- a) I usually get the bus to school, but ...
get I up late lift me Dad gives a my
if _____
- b) I've got my driving test next week, and ...
pass I test the buy I'll car a new
if _____
- c) I don't have any money at all, but ...
million won I a round I'd the pounds travel world
if _____

2. Which situation ... is always true?
... expresses a future possibility?
... is possible but improbable?

PRESENTATION (1)

First conditional and time clauses

1. **T.1** Jim is going to fly to Istanbul, and then he's going to backpack around the world with his friend, Anthony. His mother is very worried! Listen to their conversation. Put the words from the box in the gaps.

| | | | |
|-------------|-----------|-------|---------|
| will you do | won't get | 'llbe | 'll get |
| 'll ask | won't do | get | 'll be |

Mum Oh, dear! I hope everything will be all right. You've never been abroad before.

Jim Don't worry, Mum. I ___ OK. I can look after myself. Anyway, I ___ with Anthony. We ___ anything stupid.

Mum But what ___ if you run out of money?
Jim We ___ a job of course!
Mum Oh. What about if you get lost?
Jim Mum! If we ___ lost, we ___ someone the way, but we ___ lost because we know where we're going!
Mum Oh. All right. But what if ...?

Practise the dialogue in pairs.

2. Make similar dialogues about other things that Jim's mother is worried about. Use *you* and *I*.

*Oh dear! What will you do if you get food poisoning?
Don't worry, Mum. I'll ...*

- lose your passport
- meet a girl who you fall in love with
- get sunburnt
- are homesick
- are mugged
- don't like the food
- don't understand the language
- don't get on with Anthony

3. T.2 Listen to the next part of their conversation. Put the verb into the correct tense.

Mum But how will I know that you're all right?
Jim When we ___ (get) to a big city, I ___ (send) you a postcard.
Mum Oh. But Jim, it's such a long flight to Istanbul!
Jim Mum! As soon as we ___ (arrive) in Turkey, I ___ (give) you a ring!
Mum I ___ (be) so worried until I ___ (hear) from you.
Jim It'll be OK, Mum. Honest!

Grammar questions

- Which sentences a future possibility, and which a future certainty?
If we run out of money, we'll get a job.
When we get to a big city, I'll send you a postcard.
- Plus (+) the one that is right. Minus out (-) the one that is wrong.

□ *If we get lost, ...*

- *If we'll get lost, ...*
- When we go ...
- When we we'll go ...
- As soon as we arrive, ...
- As soon as we'll arrive, ...

PRACTICE

1. Completing a conversation

1. Joe (J) is staying goodbye to his wife, Sue (S), who is going for a job interview. Put *if*, *when*, or *as soon as* into each box. Put the verb into the correct tense.

- J Goodbye, darling! Good luck with the interview!
- S Thanks. I'll need it. I hope the trains are running on time. the trains ___ (be) delayed, I ___ (get) a taxi. I ___ (be) late for the interview, I ___ (be) furious with myself!
- J Just keep calm! Phone me when you can.
- S I will. I ___ (come) out of the interview, I ___ (give) you a ring.
- J When ___ you ___ (know) you've got the job?
- S They ___ (send) me a latter in the next few days. they ___ (offer) me the job, I ___ (accept) it, and I accept it, we ___ (have to) move house. You know that, don't you?
- J Sure. But we'll worry about that latter.
- S OK. What are you doing today?
- J I can't remember. I ___ (get) to the office, I ___ (look) in my diary. I don't think I'm doing much today.
- S Don't forget to pick up the children you ___ (get) back from work.
- J I won't. You'd better go now. you ___ (not hurry), you ___ (miss) the train.
- S OK. I ___ (see) you this evening. Bye!
- J Bye, my love. Take care, and good luck!

T.3 Listen and check your answers.

2. In pairs, ask and answer questions about Joe and Sue's conversation.

Example

What / Sue / do / if / train / delayed?

What will sue do if the train are delayed?

She'll get a taxi.

- a) How / she / feel / if / late for the interview?
- b) When / Sue / phone / Joe?
- c) When / know / if / she's got the job?
- d) What / she / do / if / they / offer her the job?
- e) What / they / have to do / if / she / accept / job?
- f) What / Joe / do / when / get / office?
- g) What / happen / if / Sue / not hurry?

PRESENTATION (2)

Grammar questions

- Read the example below. Do we use the past tense form *had* and *would* to refer to past time, or to show unreality?
If I had \$2 million, I would go round the world.
- *I'd rather*(=I would rather)+infinitive means the same as *I'd prefer to...*
I don't like studying. I'd rather be outside playing tennis.
- *I wouldn't mind* + noun or –ing means *I would (quite) like ...*
I wouldn't mind a cup of tea.
I wouldn't mind having a few weeks off work.

PRACTICE

1. Discussion

What would you do with two million dollars?

Work in groups. Ask and answer questions.

- a) What ... buy?
- b) How much ... give away? Who ... give it to?
- c) ... Go on holiday? Where ... to?
- d) What about your job? ... carry on working or ... give up your job?
- e) ... go on a spending spree?
- f) How much ... invest?
- g) ... be happier that you are now?

2. Various conditional forms.

1. Match a line in **A** with a line in **B** and a line in **C**.

A

- a) If Tony rings,
- b) If you've finished your work,
- c) If I'm not back by 8.00,

- d) If you've got the 'flu,
- e) If you're ever in London,
- f) If you go to Australia,
- g) I'd buy a word processor
- h) If I had more time,

B

- 1) don't wait for me.
- 2) I might do an evening class.
- 3) you have to have a visa.
- 4) you must give me a ring.
- 5) tell him I'm at Andy's.
- 6) you can have a break.
- 7) you should go to bed.
- 8) if I could afford it.

C

- 1) It would be really useful for work.
- 2) He can get hold of me there.
- 3) Keep warm and have plenty of fluids.
- 4) But you must be back here in fifteen minutes.
- 5) We could go out somewhere.
- 6) I'd love to be really good at photography.
- 7) You can get one from the Embassy.
- 8) Go without me. I'll join you at the party.

T. 4 Listen and check your answers. Practise some of the sentences. Look at the lines in **A** and **B**. What are the different possible verb forms?

Notice that when we have a conditional sentence with two present tenses, it expresses a situation that is always true. *If* means *when* or *whenever*. This is called the **zero conditional**.

If you boil water, it evaporates.

2. **T.5** You will hear some questions. Say if they are examples of the first, second or zero conditional. In pairs, practise the questions and answer them.

3. Dialogues with will and would.

Work in pairs.

Look at the following situations. Decide if they are...

... possible;

... imaginary and probably won't happen.

Ask and answer questions about what you *will do* or *would do* in each situation.

Example.

There's a good film on TV tonight. (*Possible*)

What will you do if there's a good film on TV tonight?

I'll watch it.

You find burglars in your flat. (*Imaginary*)

What would you do if you found burglars in your flat?

I'd phone the police.

- a) You can't do this exercise.
- b) The weather's good this weekend.
- c) A good friend invites you out tonight.
- d) You are the president of your country.
- e) You don't have any homework tonight.
- f) Your teacher gives you extra homework tonight.
- g) You can speak perfect English.

READING AND SONG

Pre-reading task

1. Look at the title of the magazine article. It is based on a well-known song from 1950s' American musical.

T.6 Listen to the one or two verses of the song. What *don't* the singers of the song want to do? What *do* they want to do?

2. The article is about people who win huge amounts of money in a lottery or on the football pools, and how this affects their lives. Which of the following do you think are good suggestions (+) or bad suggestions (-) for such people?

If you win a lot of money,...

... you should give up work.

... you should buy a new house.

... you mustn't let it change you.

... it's a good idea to keep it a secret.

... you should give money to everyone who asks for it.

... you should go on a spending spree.

What suggestions would you give to someone who has won a lot of money?

3. The words in **A** are in the article. Match a word in **A** with a definition in **B**.

A

envy

to fantasize a jigsaw

a windfall

a purpose

to fritter away money

B

a sum of money you receive unexpectedly

an aim, a reason for doing something a feeling of discontent because someone has something that you want

to spend money foolishly on small, useless things

to imagine, to dream

a picture cut into pieces that you have to put together again

Reading

Read the article. The following sentences have been taken out of the text. Where do you think they should go?

- a) They were furious!
- b) we feel at home
- c) It is tempting to move to a bigger house
- d) 'nothing but misery'
- e) what the money would do to us!
- f) it seems fantastic!
- g) most of their money will be frittered away
- h) if you lent him some money,

WHO WANTS TO BE A MILLIONAIRE?
WE DO!

The national Lottery creates a millionaire every week in Britain. Maybe this turns you green with envy, but what is it actually like to wake up one day with more money than you can imagine?

Nearly all of us have fantasized about winning the big prize in The National Lottery. We dream about what we would do with the money, but we rarely stop to think about (1) ____.

For most of us, our way of life is closely linked to our economic circumstances. The different parts of our lives fit together like a jigsaw: work, home, friends, hobbies, and the local pub make our world. This is where we belong and where (2) _____. A sudden huge windfall would dramatically change it all and smash the jigsaw.

For example, most people like the idea of not having to work, but winners have found that without work there is no purpose to their day, and no

reason to get up in the morning. (3) ___ in a wealthy neighbourhood but, in so doing, you leave old friends and routines behind.

Winners are usually advised not to publicize their address and phone number, but charity requests and begging letters still arrive. If they are not careful, (4) ___ on lawyers' fees to protect them from demanding pools, and psychotherapists to protect their sanity!

People who get it wrong

There are many stories about people who can't learn how to be rich. In 1989, Val Johnson won \$850,000 on the pools. Immediately, she went on a spending spree that lasted for four years and five marriages. She is now penniless and alone. 'I'm not a happy person,' she says. 'Winning money was the most awful thing that happened to me.'

Then there is the story of Alice Hooper, who says that her \$950,000 win four years ago brought her (5) ____. She walked out of factory where she worked, and left a goodbye note for her husband on the kitchen table. She bought herself a villa in Spain, and two bars (one a birthday present for her eighteen-year-old son). After three months, her son was killed while driving home from the bar on the motorbike which his mother had also bought for him. She found the bars more and more difficult to run. She now sings in a local Karaoke bar to earn money for groceries. 'I wish I was working in the factory,' she says.

'It won't change us!'

That's what all winners say when they talk to reporters and television cameras as they accept the cheque and the kisses from a famous film star. And some winners, like Malcolm Price, really mean it. He refused to change his way of life when he won \$2.5 million. The next Saturday night, he went to his local pub as usual, and as usual he *didn't* buy his friends a drink. (6) ____. He, too, is a lonely man now.

Imagine you are an average family and you have just won \$1 million. At first (7) ____. Just by picking up the phone you can get the toilet seat fixed, and the leak in the roof repaired – all the problems that have been making your life miserable. 'But, it won't change us, darling,' you say to your wife. 'Yes, it will' she insists. 'I want it to change us. It will make life better! It'll be brilliant!'

Already the children are changing. Just this morning they were ordinary, contented kids. Now they are demanding computer games, CD players, motorbikes ... 'Hold on!' you shout. 'Let me answer the door.'

It is your neighbour, with a bunch of flowers and a loving smile on her face. 'Congratulations!' she shouts. 'I was wondering if you could lend me ...' 'You shut the door.'

In the first week you receive two thousand letters advising you how to spend your money, either by investing it or giving it to good causes. Your son comes home with a music system that is bigger than the living-room,

your sixteen-year-old daughter books a holiday to Barbados with her boyfriend, and your wife buys a Rolls-Royce.

‘But darling,’ you say, ‘we haven’t received one penny of this money yet! what about the broken toilet seat? What about the leaking roof? What about me?’

‘I haven’t forgotten you,’ says your wife. ‘I’ve bought you a racehorse!’

The next day you get a begging letter from a man who won the lottery a year ago. He tells you how he spent \$2,000,000 in the weeks. He says (8) ____, he could start his life all over again. You begin to think that winning a fortune brings more problems than it solves! You realize that you are quite fond of the broken toilet seat and the leaking roof after all.

A final thought

When you next buy your lottery ticket, or do the football pools, just stop for a minute and ask yourself why you’re doing it. Do you actually want to win? Or are you doing it for the excitement of thinking about winning?

Comprehension check

1. Look back at the suggestions in the Pre-reading task. Have you changed your mind about any of them?

2. Answer the questions.

a) Does the magazine article talk more about the positive side of winning a lot of money, or the negative side?

b) How can a large amount of money affect ...
... our work? ... our home? ... our friends?

c) How does the article say money can be ‘frittered away?’

d) The following groups are mentioned in the article:
charities, relatives, lawyers, security guards, psychotherapists.

Which of them is speaking in the following lines?

- ‘Tell me about your relationship with your father.’
- ‘Twenty pounds will feed a family for a month. Please give generously.’
- ‘Now, John, you know you’ve always been my favorite nephew.’
- ‘Sorry, sir. You can’t go any further without permission.’
- ‘I strongly advise you to take them to court.’

e) Give three facts each about the lives of Val Johnson, Alice Hopper, and they all mentioned?

f) In the imaginary family that has won \$1 million, who says, ‘It won’t change us’? Who says, ‘I want it to change us’?

g) What do the children want to have? What does the neighbour want?

h) Who in the family doesn’t buy anything? What do the others buy?

What do you think?

- In what way is our life like a jigsaw?
- How does winning a large amount of money smash the jigsaw?
- Why do we need work in our lives?
- In the story of the family that has won \$1 million, what is the joke about the toilet seat?
- What does he mean when he says, 'It won't change us'? What does his wife want to change?
- What for you are the answers to the questions in the last paragraph of 'Who wants to be a millionaire'?

Vocabulary

Find a word or words in the text that mean the same as the following definitions. They are in the same order as they appear in the text.

- | | |
|---|---|
| a) not often | g) a time when you go to the shops and spend a lot of money |
| b) very big | h) having not a penny |
| c) break violently | i) basic things to eat like bread, sugar, vegetables |
| d) area around your house | j) a hole through which water gets in |
| e) asking (for something) very strongly | |
| f) keep (something) safe, defend | |

VOCABULARY

Base and strong adjectives

1. Some adjectives have the idea of *very*. Look at these examples from the article.

a huge windfall

it seems fantastic

It'll be brilliant!

huge means *very big*

fantastic means *very good*

brilliant means *very good*

2. Put a base adjective from the box next to a strong adjective.

| | | | | | | | |
|-------------------|-------------|------|------------|--------|-------|-------|-------|
| good | bad | cold | frightened | funny | tasty | angry | tired |
| pretty/attractive | interesting | hot | surprised | clever | dirty | | |

Strong adjective

enormous, huge

boiling

exhausted

freezing

Base adjective

big

delicious
fascinating
horrid, horrible, awful,
terrible, disgusting
perfect, marvellous, superb,
wonderful, fantastic, brilliant
filthy
astonished, amazed
furious
hilarious
terrified
beautiful
brilliant

3. T.7 Listen to the dialogues. Complete them, using an adverb and an adjective.

Example

What did you do last night?

We went to the cinema.

What did you see?

Murder in the Park.

Was it good?

I thought it was *absolutely brilliant*, but Peter was *really terrified*. There was so much blood!

4. Make up similar dialogues. Talk about: a person, a meal, the weather, a book, an exam, the news.

LISTENING

Pre-listening task

1. Have you ever given money to charity, or worked for a charity?

2. Look at the list of charities and charitable causes below. Which do you think are the most and least deserving?

- a charity that helps old people with food and housing
- a hospice for people who are dying of incurable disease
- an organization that encourages people to sponsor a child in the Third World
- a charity that helps homeless people in cities
- cancer research
- a charity that helps people with HIV or AIDS
- a group that believes we should not exploit animals in any way at all

listening

T.8 Listen to three charity appeals and fill in the chart.

RSPCA -- Royal Society for the Prevention of Cruelty to Animals
Amnesty International Drought and Famine in Africa

| Who or what the charity tries to help | How the charity helps | Some of their successes and/or problems |
|---------------------------------------|-----------------------|---|
|---------------------------------------|-----------------------|---|

What do you think?

Imagine that you have \$5,000 that you want to give to charity.

Who would you give the money to? How would you divide it?

Think about what you would do,
and then discuss your ideas with a partner.

WRITING

Words that join ideas

1. Some words and expressions are used to make a comment on what is being expressed.

Example

'Ah, now, Peter! Come over here!'

*'My name's Jack, **actually**.'* (*Actually* = I'm going to give you some extra information that you didn't know, or that you got wrong.)

*What an awful journey you had! You must be exhausted! **Anyway**, you're here now so let's not worry any more.* (*Anyway* = let's change the subject and talk about something else.)

2. Some words are used to join ideas and sentences.

Example

George was rich. He wasn't a happy man.

*George was rich, **but** he wasn't a happy man.*

***Although** George was rich, he wasn't a happy man.*

*George was rich. **However**, he wasn't a happy man.*

3. In the letter, choose the words that fit best. Nearly all the words have appeared in this unit. The letter is written by Jacky, who is married to Joe and has two children, Samantha and Polly.

16 Cassandra Gardens, London N16

Dear Penny

22 July

I hope you're all well. We're all terribly busy, (a) even / for example Polly, who has finally managed to find some work. (b) Unfortunately / Generally, it's not a very good job, but (c) Therefore / at least it's a job, and maybe she will find something better in the future. She has (d) especially /

also found somewhere else to live – a small flat about five miles away, (e) so / because now there's (f) nearly / only Joe and me left at home. After 24 years of having children to look after, it's very strange to have the house to ourselves, (g) although / so I do appreciate coming home to a tidy house at the end of a day. By the way, Polly has broken up with her boyfriend, Peter. We were very sorry, (h) because / but we got on well with him, and they seemed to be well-suited.

Samantha has some interesting news, (i) either / as well. She passed her final exams. We heard last week, so (j) of course, / however, we had a small family celebration. She doesn't know what she wants to do yet, (k) so / but she has plenty of time to decide. She doesn't have a boyfriend at the moment, (l) either. / too. I don't know what's the matter with them! They're both (m) enough pretty! / pretty enough! Joe's fine, but he hasn't been able to do much in the garden (n) because / because of the weather, which has been terrible. (o) Actually / Meanwhile it has rained every day for the past fortnight. It's unbelievable, isn't it?

(p) After all, / Anyway, that's enough of news. How are you all? What are you upto?

Do write soon and tell me everything!

Love

Jacky

Making suggestions

1. Maggie's bored and Paul's broke. Look at the suggestions made by their friends. are they talking to Maggie or Paul? Which suggestions include the speaker?

Let's go to the cinema!

Why don't we go for a walk?

If were you, I'd get a better-paid job.

I don't think you should go out so much.

Why don't you ask your parents?

Shall we have a game of cards?

You ought to save some money every month!

You'd better get a loan from the bank!

I'm broke!

I'm bored!

2. T.9 Listen to Maggie and Paul and their friends. How can we make suggestions in English?

3. Listen again and read the tapescript. Notice how we accept and reject suggestions.

Work in pairs. Practice the dialogues. Take it in turns to cover the page.

4. Change the sentence using the prompts.

Example

Let's go to the cinema.

- | | |
|----------------------|------------------------------------|
| a) Why don't we ...? | Why don't we go to the cinema? |
| b) eat out tonight? | Why don't we eat out tonight? |
| c) I think we should | I think we should eat out tonight. |

Let's go to the cinema.

Why don't you phone Pat?

- | | |
|-----------------------------------|-----------------------------|
| a) Why don't we ...? | a) You'd better |
| b) eat out tonight? | b) the police |
| c) I think we should | c) tell the truth |
| d) invite Pete to dinner tomorrow | d) If I were you, I'd |
| e) redecorate the house | e) look for a different job |
| f) If I were you, I'd | f) You should |
| g) You ought to | g) She |
| h) buy some new clothes | h) ought to |
| i) go shopping | i) have a break |
| j) Shall we ...? | j) Let's |

5. Work in pairs. Make dialogues for the situations, using ways of making suggestions.

Example

You have got a terrible cold.

A *My head's killing me! And my nose is so sore!*

B *I think you should go to bed with a hot drink.*

A *That's a good idea. I'll go right now.*

B *I'll make you a hot lemon drink.*

A *Oh, that would be lovely!*

- You've just got a job in Moscow, so you need to learn the Russian language, and find out about Russian people and culture as quickly as possible.
- You both have the evening free, and there's nothing on TV.
- Your flat's a mess, it hasn't been decorated for ages, and the furniture is ancient. Suddenly you inherit some money!
- You can't decide whether to go to university (but you don't know what to study) or have a year off and go round the world.
- It's Christmas time! What can you buy for the teacher and the different members of the class?

- f) You've been invited to the Queen's garden party at Buckingham Palace in June. What are you going to wear? The weather in June is very unpredictable.

8

Conditionals

I'd rather ...

wish and if only

Conditionals (1) and time clauses

1. Matching

Match a line in **A** with a line **B** and a line **C**.

Example

- b) If you go to Paris, you must go up the Eiffel Tower.
The views are fantastic.

A

- a) If we can afford it,
b) If you go to Paris,
c) If I don't hear from you
tomorrow,
d) If the pain gets too bad,
e) If the bus doesn't come soon,
f) If you can't see what you
want in the window,
g) If I'm going to be late,
h) If Peter rings,

B

- I'll be late for school
step inside
tell him I never want to see
him again.
we'll buy a new car soon.
I'll let you know
take another dose of
painkillers
you must go up the Eiffel
Tower
I'll expect a call the next day.

C

- You can put my supper in the oven.
The views are fantastic.
The one we have now is very unreliable.
That should help.
That'll be the second time this week.
And don't tell him where I've gone!
I need to speak to you again soon.
There are lost more things to see in the shop.

2. Dialogues

T.10 Here are two dialogues mixed up. In one, Tom and Fran are talking about going shopping; in the other they are planning the menu for a barbecue. Sort them out and put them in the right order.

- a) I'm going to the shops. Do you want anything?
- b) What shall we cook for supper when your sister comes? What does she eat?
- c) They're to go with my suit, they need to be dark brown.
- d) That's a good idea. Let's do that.
- e) Erm ... I'll try to find a pair of dark brown tights in the supermarket, but I'm not very good with colours.
- f) Sure. I'll do a raspberry pavlova.
- g) No, I don't think so. Oh, hang on. I need some tights.
- h) She likes most things, I think. Meat, fish ...
- i) No, I won't.
- j) And another thing. If you're passing the post office, will you get some stamps?
- k) If I do the main course, will you do a dessert?
- l) OK. If I see some, I'll get them for you. What colour do you want?
- m) Don't worry. If you're not sure, don't buy them.
- n) If the weather's good, we could have a barbecue.
- o) Sure. I'll get two books of first-class stamps.
- p) And I'll do hamburgers and steaks.

Shopping

Tom Fran Tom Fran Tom Fran Tom Fran Tom

Menu

Tom Fran Tom Fran Tom Fran Tom

3. Useful tips

Complete the sentences with some advice!

Example

If you have hiccups,
... *hold your breath for twenty seconds.*
... *you should try sipping water slowly.*

- a) If you have a nosebleed, _____
- b) If you spill red wine on a carpet, _____
- c) If you get dandruff, _____
- d) If you have hangover, _____

- e) If you can't get to sleep, _____
- f) If you can't stop biting your nails, _____

4. Combining sentences

Combine the pairs of sentences using the words in brackets. Remember that the verb from in the time clause is usually Present Simple.

Example

I'll pay you back. I'll get some money. (as soon as)

I'll pay you back as soon as I get some money.

- a) I want to speak to you. You're going out. (before)
- b) I'm going to read a lot of books. We'll be away on holiday. (while)
- c) I'll get in touch. I'll get back. (as soon as)
- d) Would you like a cup of tea? You're going to work. (before)
- e) I'll tell you all our news. I'll see you. (when)
- f) I won't speak to her. She'll say sorry. (until)
- g) Let's phone Jack now. It'll be too late. (before)
- h) Don't go without me. Wait . I'll be ready. (until)
- i) I'll give you a ring. We'll get back from holiday. (after)
- j) Can you feed the cats? we'll be away on holiday. (while)

Conditionals (2) and *would*

5. Sentence completion

T.11 Make second conditional sentences for the following situations.

Example

I can't give you a lift because I haven't got a car.

If I had a car, I could give you a lift.

- a) We won't have a holiday because we haven't got any money.
- b) I don't know the answer, so I can't tell you.
- c) There aren't any eggs, so I won't make an omelette.
- d) We have three children, so we won't take a year off and travel the world.
- e) I'm not very clever, so I won't be a doctor.
- f) He spends all his money gambling. He isn't a wealthy man.
- g) I haven't got any spare time. I won't learn Russian.
- h) Jim works very hard. He has no time to spend with his family.
- i) I've got a headache. I can't go swimming.
- j) We haven't got a big house. We can't invite friends to stay.

6. First or second conditional?

Put the verbs in brackets in the correct tense to form either a first or a second conditional clause.

- a) If it _____ (rain) this weekend, we _____ (not be able) to play tennis.
- b) Give me Peter's letter. If I _____ (see) him, I _____ (give) it to him.
- c) I have to work about 80 hours a week, so I'm very busy. But if I _____ (have) any spare time, I _____ (take up) a sport like golf.
- d) If I _____ (be) taller, I _____ (can) be a policeman, but I'm too short.
- e) Please start your meal. If you _____ (not have) your soup now, it _____ (go) cold.
- f) What noisy neighbours you've got! If my neighbours _____ (be) as bad as yours, I _____ (go) crazy.
- g) If you _____ (have) any problems, let me know and I _____ (come) and help you straight away.
- h) You're a brilliant cook! If I _____ (can) cook as well as you, I _____ (open) a restaurant.
- i) If there _____ (be) some nice fish in the supermarket, _____ you _____ (buy) some for supper?
- j) 'We have mice in the kitchen.'
'If you _____ (have) a cat, the mice _____ soon _____ (disappear).'

7. Correcting mistakes

Correct the mistakes in the following sentences.

- a) I'll make some tea when everyone will arrive.
- b) If I'll see peter, I'll tell him to phone you.
- c) If you don't be careful, you'll lose your money.
- d) When I'll go back to my country, I'll write to you.
- e) If I could travel round the world, I'll go to Hawaii.
- f) If you would come from my country, you would understand what I'm saying.

8. I'd rather ...

Say what you *would rather* do in the following situations.

Example

If you're thirsty, would you rather have a hot drink or a cold drink?

I'd rather have a cold drink.

- a) If you could choose between travelling by plane or by train, which would you choose?
- b) .
- c) You have to choose between fizzy mineral water or still mineral water
- d) What do you want to watch on TV, the news or the football match?
- e) In a restaurant, you have to choose between boiled potatoes or French fries.

wish and if only

9. Wishing about the present and the past

What is the fact behind the following wishes?

Example

I wish the streets weren't so dirty.

The streets are very dirty.

- a) I wish I wasn't out of work.
- b) I wish there was something good on TV tonight.
- c) I wish I didn't like chocolate so much.
- d) If only I could lose weight!
- e) I wish I'd won the lottery.
- f) I wish I hadn't left school at sixteen.
- g) If only I'd gone to university!
- h) I wish my girlfriend had rung me last night.

10. A life of regrets

Betty Arnold won nearly \$10 million. Complete her regrets.

Winning the lottery was the worst thing that ever happened to me. I wish I (a) _____. I gave my husband \$5 million and he ran away with my best friend. I wish I (b) _____. The police can't find them. If only they (c) _____. My children have changed. They are always asking me for money, and they won't do their school work. I wish they (d) _____. I left my job at the factory which was a bad mistake. If only I (e) _____ I wouldn't have lost all my friends. I bought a big, new house in an expensive part of town but I can't find any friends here and I'm so lonely. I wish I (f) _____. My life is miserable. My only friend is my psychiatrist. I have to see him every day and he charges \$100 an hour! I wish I (g) _____.

Vocabulary

11. Money

1. All the words in the list are to do with money. Divide them into three groups. Use your dictionary to help if necessary. Some of the words can go into more than one category.

| | | | |
|----------------|-------------|---------|---------|
| currency | wealthy | safe | broke |
| accountant | bankrupt | waste | win |
| millionaire | economy | earn | save |
| cash dispenser | well-off | loan | will |
| stockbroker | credit card | salary | bet |
| penniless | economic | invest | coins |
| spending spree | hard up | wages | cashier |
| economical | squander | savings | |

- e) They haven't met the Queen.
They can't have met the Queen.
- f) Shakespeare might have lived there.
Shakespeare lived there.

2. Which of the sentences in Exercise 1 are about the present?
Which are about the past?

PRESENTATION (1)

Modal verbs of probability in the present

1. Do you ever read the Problem Page in magazines or newspapers? What kinds of problems do people often write about?

2. Here are the replies to letters from two people who wrote to Susie's Problem Page in *Metropolitan Magazine*. Read them and discuss with a partner what you think the problem is. Use your dictionary to check any new words.

Susie's Problem page

Lucy has a problem:

"I live in Scotland and he lives in California ..."

Dear Lucy

Everyone has daydreams and there is nothing wrong with this. There is only a problem when you forget where dreams end and the real world begins. Don't write any more letters to him. It's a waste of time and money, and you know really that a relationship with him is impossible. For one thing he lives in California and you live in Scotland. Try to get out more and find some friends in the real world; sitting at home crying over his records won't help you. You need to find other interests and other people of your own age to talk to. your parents clearly don't have enough time to listen. Study hard and good luck next June!

Yours Susie

Pam has a problem:

"He spends all his time at his mother's! ..."

Dear Pam

If all you say is true, It is remarkable that you are still together. But you are not helping your relationship by saying nothing and doing everything. He doesn't seem to notice how you feel. I know he's worried about his mother but he seems to spend more time at her house than his own. You have a tiring and stressful job, caring for sick people all day, and it is unfair that he is always at his mother's and leaves you to do all the house-

work. The empty whisky bottles under the bed are also worrying. Perhaps he will feel better about himself when he finds work. In the meantime, you must try to talk openly to each other about your feelings, otherwise anger and resentment will grow. Also, buy some earplugs – you need a good night's sleep!

Yours Susie

Grammar questions

- Which statement is the most sure? Which are less sure?
*She **must be** in love.*
*She **could be** in love.*
*She **might be** in love.*
- The about sentences all express *I think it's probable / possible that she is in love.*
- How do you express *I don't think it's probable / possible that she in love?*

PRACTICE

1. Controlled speaking

Put *one* suitable verb from into each gap.

A Lucy ___ in Scotland so she must ___ Scottish. She ___ a lot of letters to a pop star in California, so she must ___ a lot of money on stamps. She ___ in her room and ___ to his music all of the time so she can't ___ many friends or hobbies. She should ___ out more and ___ some friends and then she might ___ the pop star. She could ___ to talk to her parents again, but they might not ___ because they ___ very busy.

B Pam must ___ very tired at the end of day because she ___ a stressful job. She must ___ sorry for her husband because he ___ unemployed but she must also ___ very angry with him because he never ___ any housework. She could ___ her mother-in law to help but she can't ___ a very good relationship with her because her husband ___ too much time at her house. Things might ___ better if he could ___ a job and if they could ___ to each other.

2. Grammar and pronunciation

Respond to the statements or questions using the word or words in brackets.

Example

I haven't eaten anything since breakfast. (must, very)

You must be very hungry!

- a) Mr and Mrs Brown never go on holiday. (can't, much money)
- b) The phone's ringing! (might, Jane)
- c) Paul's taking his umbrella. (must, rain)
- d) There are three fire engines! (must, fire somewhere)
- e) I don't know where Hannah is. (could, her bedroom)
- f) My aunt isn't in the kitchen. (can't, cook dinner)
- g) Whose coat is this? (might, John's)
- h) We've won the lottery! (must, joke!)

T.1 Listen and check your answers. Practice the stress and intonation in pairs.

3. What are they talking about?

Work in small groups.

1. **T.2** Listen to five short conversations and guess the answer to the questions.

Example

A It's Father's Day next Sunday.

B I know. Shall we buy Dad a present or just send him a card?

Who do you think they are?

*They **must be** related. They **can't be** just friends. They **could be** husband and wife but they're **probably** brother and sister.*

- a) Where do you think the people are? At home? In a restaurant? In a pub? In a hotel?
- b) What do you think his job is? A sales manager? A bus driver? an actor? A taxi driver?
- c) What do you think she's talking about? Visiting her parents? A first day in a new job? Meeting her boyfriend's parents? Her wedding day?
- d) Who or what do you think they are talking about? A dog? The au pair? A horse? A baby?
- e) What do you think they are doing? Swimming? Fishing? Rowing? Waterskiing?

PRESENTATION (2)

Modal verbs of probability in the past

1. **T.3** Poor Carl has an accident. He speaking to his friend, Andy, on the phone. In pairs, read and listen to Andy's side of the conversation. What do you think they are talking about? Use a dictionary to check any new words.

- Hi! Carl? It's Andy. Yeah. How are you? Feeling better?
- Really? Still using a crutch, eh? So you're not back at work yet?
- Two more weeks! That's when the plaster comes off, is it?

- No, I'm fine. The suntan's fading, though. Josie's is too. She sends love, by the way.
- Yes, yes, I have. I got them back today. They're good. I didn't realize we'd taken so many.
- Yes, the sunset. It's a good one. All of us together on Bob and Marcia's balcony, with the mountains and the snow in the background. It's beautiful. Brings back memories, doesn't it?
- Yes, I know. I'm sorry. At least it was towards the end; it could have been the first day. You only came home two days early.
- Yes, we have. Yesterday, in fact. Bob wrote it and we all signed it. I don't know if it'll do any good, but it's worth a try.
- Yeah. They found it. It arrived on the next flight. Marcia was delighted.
- Sure. Some ups and downs, but generally I think we all got on well and had a great time. Shall we go again next year?
- Good! Great! It's a date. Next time look out for the trees! I'll ring again soon, Carl. Take care!

2. Plus (+) the two sentences which you think are possible.

Minus (-) the one you think is not possible.

Example

What is the relationship between Andy and Carl?

- They must be friends. +
- They could be father and son. -
- They can't be business colleagues. +

a) Where have they been?

- They must have been on holiday.
- They can't have been somewhere sunny.
- They might have been to Switzerland.

b) What happened to Carl?

- He must have broken his leg.
- He could have broken his arm.
- He must have come home early.

c) How many people went on holiday?

- There must have been at least five.
- There might have been more than five.
- There must have been three.

d) Where did they stay?

- They could have stayed on a campsite.
- They must have stayed in a hotel.

– They might have stayed with friends.

e) What did they do on holiday?

- They must have taken a lot of photos.
- They could have been sunbathing.
- They can't have been skiing.

f) What did Bob write?

- He might have written a letter to his wife.
- He could have written a letter of complaint to the hotel.
- He could have written a letter to the tour operator.

g) How did they travel?

- They must have flown.
- They must have gone by train.
- They might have hired a car.

i) What arrived on the next flight?

- It could have been Marcia's skis.
- It must have been Marcia's suitcase.
- It might have been Marcia's coat.

3. Use some of the ideas in sentences a) – h) to say what you think happened to Andy and Carl.

Example

Andy and Carl must be friends and they must have been on holiday together. They might ...

4. T.4 Listen to the full conversation between Andy and Carl. Which of your ideas were correct?

PRACTICE

1. Pronunciation and speaking

1. Work in pairs. Respond to the following situations using the word or words in brackets and the perfect infinitive (have + past participle). Take it in turns to read aloud and respond.

Example

Student A I can't find my ticket. (must, drop)

Student B *You must have dropped it.*

a) John didn't come to school yesterday. (must, ill)

b) Look at my new gold watch! (can't, buy yourself)

- c) Why is Isabel late for class? (might, oversleep)
- d) I can't find my homework. (must, forget)
- e) The teacher's checking Maria's work. (can't, finish already)
- f) Did you know that Charles got top marks in the exam? (must, cheat)
- g) here's my umbrella? (could, leave it on the train)

2. **T.5** Listen and check your answers. Do the exercise again paying particular attention to stress and intonation.

2. Discussing grammar

1. Fill in the gap in the second sentence with the modal verb in the past. Discuss your answers with a partner. (This exercise includes modal verbs of obligation and ability.)

- a) The pond is frozen. It *must* be very cold outside. (present probability)
You ___ very cold when you were out skiing. (past probability)
- b) You *must* do your homework tonight. (present obligation)
When I was at school we ___ homework every night. (past obligation)
- c) He *can't* be a member of football team. He's hopeless at all sports! (present probability)
He ___ a member of his school football team. He was hopeless at all sports. (past probability)
- d) Jane *can* swim really well. (present ability)
She ___ really well when she was just eighteen month old. (past ability)

2. Work in pairs. Look at the list of modal auxiliary verbs. How many can you fit *naturally* into each gap? Discuss with your partner the differences in meaning.

can can't could must might shall should

- a) He _____ have been born during World War II.
- b) _____ you help me with the washing up, please?
- c) You _____ see the doctor immediately.
- d) It _____ be raining.
- e) _____ we go out for a meal tonight?
- f) I _____ stop smoking.
- g) It _____ have been Bill that you met at the party.
- h) I _____ learn to speak English.

VOCABULARY AND SPEAKING

Character adjective

What sort of person are you?

1. Are you usually smiling and happy?
2. Do you enjoy the company of other people?
3. Do you find it difficult to meet new people?
4. Is it important to you to succeed in your career?
5. Does your mood change often and suddenly for no reason?
6. Do you notice other people's feelings?
7. Do you think the future will be good?
8. Can your friends depend on you?
9. Is your room often in a mess?
10. Do you get annoyed if you have to wait for anyone or anything?
11. Do you put off until tomorrow what you could do today?
12. Do you work hard?
13. Do you keep your feelings and ideas to yourself?
14. Do you often give presents?
15. Do you talk a lot?
16. Are you usually calm and not worried by things?

Work in pairs.

1. Do the personality quiz above to discover what type of person you are. Use a dictionary to check any new words. Write **Y** for yes, **N** for No, and **S** for Sometimes.

2. Ask your partner to do the quiz about you. Look at your ideas and your partner's ideas about you. Are they the same?

3. Match these adjectives with the questions in the quiz.

- | | |
|---------------|-----------------|
| a) untidy | i) lazy |
| b) optimistic | j) generous |
| c) sociable | k) moody |
| d) talkative | l) hard-working |
| e) reserved | m) easy-going |
| f) shy | n) reliable |
| g) impatient | o) cheerful |
| h) ambitious | p) sensitive |

Which are *positive* qualities and which are *negative*? Which could be both?

4. What is the opposite of each of the sixteen adjectives in Exercise 3?

Remember that the prefixes *in-* and *un-* can sometimes be used to make negatives. Which of the adjectives above can use these?

5. Describe someone in the class to your partner but don't say who it is. Can your partner guess who it is?

LISTENING AND SPEAKING

Brothers and sisters

Pre-listening task

Do a class survey.

Find out who has any brothers and/or sisters. How many? Who has the most? Do they like having lots of brothers and sisters? Does anyone have a twin?

How many only children are there in the class? Do they like being an only child?

Listening and note-talking

T.5 Listen to two people talking about their families. First listen to Jillie, and answer the questions.

- How many brothers and sisters does she have?
- Was she happy as a child? Why? Why not?
- Is she happy now? Why? Why not?
- How has the family changed over the years?
- What do you learn about other members of her family and friends?

Now listen to Philippa and answer the same questions.

Discussion

- How many children do you have/would you like to have?
- What size is the perfect family?
- Would you like to have twins?

READING AND SPEAKING

Pre-reading task

Read the following quotation.

'Only when the last tree has died and the last river has been poisoned and the last fish has been caught will we realize that we can't eat money.'

Work in small groups. Who do you think said it?

- | | |
|------------------------------------|--------------------------|
| a) A political leader. | d) An African fisherman. |
| b) A member of <i>Greenpeace</i> . | e) A Greek philosopher. |
| c) An American Indian. | f) A French farmer. |

When do you think it was said?

- a) In the 5th century BC.
- b) In the 19th century.
- c) In the 20th century.

Reading

You are going to read some extracts from a story by the French writer, Jean Giono (1895-1971), called *The Man Who Planted Trees*. In it Giono describes the world of a solitary shepherd who plants trees, while in the background there are two world wars.

T.6a Read and listen to the extracts and answer the questions after each one.

THE MAN WHO PLANTED TREES

Extract 1

About forty years ago, I was taking a long trip on foot over mountain heights quite unknown to tourists. All around was barren and colourless land. Nothing grew there but wild lavender.

After five hours' walking I had still not found water. All about me was the same dryness, the same coarse grasses. It thought I saw in the distance a small black silhouette. It was a shepherd. Thirty sheep were lying about him on the baking earth. He gave me a drink and took me to his cottage on the plain.

I left peace in the presence of this man. I asked if I might rest here for a day. He found it quite natural – or, to be more exact, he gave me the impression that nothing could surprise him. I didn't actually need to rest, but I was interested and wished to know more about him.

1. Giono wrote the story in 1953. In which year does the actual story begin?
2. The story takes place in France. Which part of France do you think it is? Why? What is the countryside like?
3. Why do you think the writer is interested in the shepherd? What do you think he likes about his lifestyle?

The shepherd puts a large sack of acorns onto the table. He inspects each acorn and carefully chooses one hundred perfect ones before going to bed. The writer is curious. The next day when he goes out with the shepherd into the hills, he discovers what the acorns are for.

T.6b Extract 2

I noticed that he carried for a stick on iron rod as thick as my thumb and about a metre and a half long. He began thrusting his iron rod into the

earth, making a hole in which he planted an acorn; then he refilled the hole. He was planting oak trees.

After the midday meal he resumed his planting. I suppose I must have been fairly insistent in my questioning, for he answered me. For three years he had been planting trees in this wilderness. He had planted one hundred thousand. Of the hundred thousand, twenty thousand had sprouted. Of the twenty thousand he still expected to lose half. There remained ten thousand oak trees to grow where nothing had grown before.

That was when I began to wonder about the age of this man. He was obviously over fifty. Fifty-five he told me. His name was Elzeard Bouffier. I told him that in thirty years his ten thousand oak would be magnificent. He answered that if God granted him life, in another thirty years he would have planted so many more that these ten thousand would be like a drop of water in the ocean.

The next day we parted.

1. How old do you think the writer was at the time of the story? A boy in his teens? In his twenties? Middle-aged? Older? Why?
2. How old will Elzeard be in thirty years time? What year will it be?
3. What do you think Elzeard's ambition is? What is his vision of the future?

For the next five years the writer is a soldier and fights in World War I. The war ends in 1918 and his thoughts turn again to the tree-planter in the mountains. He returns to look for him

T.6c Extract 3

I had seen too many men die during those five years not to imagine easily that Elzeard Bouffier was dead, especially since, at twenty, one regards men of fifty as old men with nothing left to do but die. He was not dead. As a matter of fact, he was extremely well. he had changed jobs. He had got rid of the sheep because they threatened his young trees. For, he told me, the war had disturbed him not at all. he had imperturbably continued to plant.

The oaks were then ten years old and taller than both of us. It was an impressive spectacle. I was literally speechless, and as he did not talk, we spent the whole day walking in silence through his forest. It measured eleven kilometres in length and three kilometres at its greatest width. When you remembered that all this had come from the hands and the soul of this one man, you understood that men could be as effective as God in ways other than destruction.

1. Why did the writer think that Elzeard might have died?
2. How had the war affected Elzeard?
3. Why is the writer speechless?

4. What thoughts about human behaviour does he have in the last sentence?

The writer returns for a final visit in 1945 after World War II. Elzeard is still alive. The writer is amazed at what he sees. Not only is there the forest, but many villages have been rebuilt, and by 1953 more than ten thousand people in the area owe their happiness to Elzeard Bouffier.

T.6d Extract 4

The bus put me down in Vergons. In 1913 this village of ten or twelve houses had three inhabitants. All about them nettles were feeding upon the remains of abandoned houses. Now everything had changed. Even the air. Instead of the harsh dry wind, a gentle breeze was blowing, laden with scents. A sound like water came from the mountains: it was the wind in the forest. Most amazing of all, I heard the actual sound of water falling into a pool. I saw a fountain had been built. Ruins had been cleared away, and five houses restored. Now there were twenty-eight inhabitants, four of them young married couples. It was now a village where one would like to live.

When I think that one man was able to cause this land of Canaan to grow from wasteland, I am convinced that in spite of everything, humanity is good.

Elzeard Bouffier died peacefully in his sleep in 1947.

1. What has happened in the writer's life that could have made him pessimistic?
Is he in fact pessimistic about the world? Give a reason for your answer.
2. How is it that so many people owe their happiness to one man? What are the results of his tree-planting?
3. How old is Elzeard when he dies? Why is it so important that he had a long life?

What do you think?

Work in groups.

1. Do you think the story about Elzeard is true?
Do you think Elzeard was ever married?
Give reason for your opinions. Your teacher will tell you if you are correct.
2. How would you describe the personality of Elzeard Bouffier? Do you know any people like him in your life?
3. In the context of the twentieth century and its two world wars, what

message is Giono trying to make about nature and the importance of individual human beings?

WRITING

Sentence combination

1. Read the sentences about Elzeard Bouffier and then compare them with the paragraph below. Note the ways in which the sentences are combined.

Elzeard Bouffier was a shepherd.
He was poor.
He was solitary.
He lived in the mountains.
The mountains were barren.
They were in southern France.
Elzeard had a love of nature.
He had an incredible idea.
During his life he planted thousands of acorns.
The acorns grew into a forest of oak trees.
The forest made the countryside rich and fertile again.
He died when he was 89.

Elzeard Bouffier was a poor, solitary shepherd, who lived in the barren mountains of southern France. His love of nature gave him an incredible idea. During his life he planted thousands of acorns. These grew into a forest of oak trees, which made the countryside rich and fertile again. Elzeard died when he was 89.

2. Rewrite each group of sentences to form a more natural sounding paragraph.

a) **A person**

Alan Higgins is a writer.
He is famous.
He is a millionaire.
He comes from the north of England.
He has gone to live in the USA.
He has written twenty-five novels.
His novels have been translated into five languages.
Hollywood is going to make a film of his latest novel.
The film will star Sunny Shaw.
Sunny Shaw's last film was a big box office hit. The film was called *Hot Night in the Snow*.

b) A place

Oxford is a city.
It is a city in the south of England.
It is on the River Thames.
It has a population of about 100,000.
The city is famous.
It has one of the oldest universities in the world.
It has Lot of other old buildings.
It has the Bodleian Library.
It has the Ashmolean Museum.
The Ashmolean was built in 1683.
Oxford was once the capital of England.
Not many people know this about Oxford.
Charles I made it the capital.
It was the capital from 1642 – 1645.

3. Write a short profile of a person (it could be you) and a place that are important to you.

So do I ! Neither do I!

1. Read the statements in the chart below. Complete the **You** column by putting (+) if it is the same for you and (-) if it isn't.

| | You | Polly | Polly's words |
|---|-----|-------|---------------|
| I want to travel the world. | | | |
| I don't want to have lost of children. | | | |
| I can speak four languages. | | | |
| I can't drive. | | | |
| I'm not going to marry until I'm 35. | | | |
| I went to America Last year. | | | |
| I have never been to Australia. | | | |
| I don't like politicians. | | | |
| I am bored with the British Royal Family. | | | |
| I love going to parties. | | | |

2. T.7 Listen to Polly. She is at a party and lots of friends are talking to her about themselves. Complete the **Polly** column by putting (+) for what is the same and (-) for what is not the same for Polly.

3. Listen again and write on the chart the *exact* words that Polly uses. Choose from the list below.

| | | | |
|----------|---------------|-------|----------|
| So am I. | Neither am I. | I am. | I'm not. |
| So do I. | Neither do I. | I do. | I don't. |

| | | | |
|------------|-----------------|---------|------------|
| So can I. | Neither can I. | I can. | I can't. |
| So did I. | Neither did I. | I did. | I didn't. |
| So have I. | Neither have I. | I have. | I haven't. |

What does she say when it is the same for her?
What does she say when it is different?

4. Work in pairs.

Read out the statements in Exercise 1 to each other and give the correct response for you.

5. Go round the class.

Everyone must make a statement about themselves or give an opinion about something. The others in the class must respond.

Examples

Student 1 *I love chocolate ice cream!*

Other students *So do I./ Me too./ I don't!*

Student 2 *I didn't do my homework.*

Other student *Neither did I./ Me neither./ I did!*

9

Modal verbs of probability Continuous infinitive

Modal verbs of probability in the present

1. Matching

Match a line in column **A** with a line in column **B**.

A

- They must be tired.
- You can't be hungry
- She must be Scottish
- He can't be Scottish
- You must feel very relaxed
- She can't enjoy hang-gliding
- They must know each other well.
- He can't be coming.
- You must be joking!
- They can't be getting married!

B

- She can't stand him.
It's after ten o'clock.
He's kissed her six times!
with a surname like McKenzie.
it's so dangerous.
No one buys two Rolls Royces!
after your holiday.
after such a huge meal.
They've been travelling all night.
with a name like Heinrich.

2. Why is he late?

1. Heinrich is always on time for class but today he is late. Suggest reason using *must, might, could, may*.

Example

Is he still asleep? (might) He might still be asleep.

- a) Is he ill? (must)
- b) Is he in the coffee bar? (might)
- c) Does he have a dental appointment? (could)
- d) Is he stuck in traffic jam? (may)
- e) Is his train late? (might)
- f) Does he want to miss the test? (must)

2. Use *can't* to disagree with each of the classmates' suggestions in Exercise 1 opposite, and give a reason.

Example

He can't still be asleep because he always gets up very early.

3. Continuous infinitives

1. Complete the conversations with suitable verbs in the continuous infinitive.

Example

'Do you know where Tom is?'

'I'm not sure. He may be playing tennis.'

- a) A Where's Hannah?
B She's upstairs. She must _____ her homework in her room.
A She's not in her room.
B Try the bathroom. She might _____ a shower.
- b) A Look over there! It's Anna and Paul.
B She can't _____ his hand. She doesn't like him.
A They're kissing!
B I don't believe it! They must _____ out together.
- c) A I can't find the thing that changes the TV channel.
B Stand up. You could _____ on it.
A No. It's not there.
- d) A Have you seen my hair dryer?
B Well, Ellie's just washed her hair, she may _____ it.
A Oh! She's always washing her hair!

- e) A What's that noise?
 B It sounds like a pneumatic drill. They must _____ up the road out side.
 A What for?
 B I don't know. They could _____ for a gas leak. Our next door neighbour said she smelt gas outside her house last week.
 A No, They can't _____ for a gas leak. There's a big television van there, perhaps they're laying wires for cable TV.

4. Changing sentences

1. Rewrite the following sentences using the modal verbs in brackets.

Example

I'm sure she's had a holiday. (must)

She must have had a holiday.

- a) I'm sure you didn't work hard for your exam. (can't)
 b) I think they've gone to Paris. (could)
 c) Perhaps I left my umbrella on the train. (might)
 d) I'm sure he hasn't bought another car. (can't)
 e) She has probably been on a diet. (must)
 f) It's possible that they got married in secret. (could)
 g) I'm sure I haven't won the lottery. (can't)
 h) Perhaps he called while we were out. (may)

2. Add a reason to each of the sentences in Exercise 1.

Example

*She must have had a holiday **because** she's very brown.*

5. Read the poem opposite.

THE HOUSE IS NOT THE SAME SINCE YOU LEFT

The house is not the same since you left
 the cooker is angry – it blames me
 The TV tries desperately to stay busy
 but occasionally I catch it staring out of the window
 The washing-up's feeling sorry for itself again
 it just sits there saying
 'What's the point, what's the point?'
 The curtains count the days
 Nothing in the house will talk to me
 I think you armchair's dead
 The kettle tried to comfort me at first
 but you know what its attention span is like
 I've not told the plants yet

they think you're still on holiday
The bathroom misses you
I hardly see it these days
It still can't believe you didn't take it with you
The bedroom won't even look at me
since you left it keeps its eyes closed
all it wants to do is sleep, remembering better times
trying to lose itself in dreams
it seems like it's taken the easy way out
but at night I hear the pillows
weeping into the sheets.

Henry normal

2. What has happened in the poem? Put a plus(+) if you think the sentence is possible, and a minus(-) if you think it isn't possible. If you're not sure, put (?).

- a) He must have left her.
She must have left him.
- b) They can't have been husband and wife.
They definitely lived together.
- c) They must have been together for a long time.
They can't have been together for a long time.
- d) He might be glad she's gone.
He must be missing her very quiet.
- e) The house must seem very quiet.
He might have pets to keep him company.
- f) He must have done something to upset her.
She has definitely done something to upset him.
- g) He can't be using the bathroom much.
He might be trying to avoid using the bathroom.
- h) She must have spent a lot of time in the bathroom.
The bathroom might have been her favourite room.
- i) He might be sleeping downstairs.
He can't be sleeping in their old bedroom.

Vocabulary

6. Verbs and nouns that go together

1. Put verb from the box next to the nouns. There are two noun phrases for each verb.

| | | | | |
|-------|------|-------|-------|---------|
| wipe | pour | chop | crush | squeeze |
| plant | pick | twist | rub | tear |

- a) _____ a tree / seeds

- b) _____ an apple / a card from a pack
- c) _____ a drink / down with rain
- d) _____ your shirt / an article out of a newspaper
- e) _____ the board in class / your nose
- f) _____ an onion / wood for a fire
- g) _____ a clove of garlic / a rebellion
- h) _____ a lemon / someone tight
- i) _____ your ankle / the top off a bottle
- j) _____ your hair with a towel to dry it / your eyes when you're tired

2. Choose the best answer.

- a) (In a crowded train) 'Excuse me! Can I just _____ past? Thank you.'
1 twist 2 crush 3 squeeze
- b) Someone has spilled water on the floor. I'll have to _____ it up.
1 pour 2 wipe 3 pick
- c) He thought his cheque had come. He _____ open the envelope, but it was just a bill.
1 tore 2 twisted 3 chopped
- d) There were twenty people in the lift. I was nearly _____ to death!
1 torn 2 crushed 3 rubbed
- e) We _____ the tomatoes when they were ripe.
1 squeeze 2 planted 3 picked
- f) I tried to _____ the last bit of toothpaste out of the tube.
1 squeeze 2 twist 3 crush
- g) 'How do I get the top off this lemonade bottle?' '_____ it'
1 rub 2 tear 3 twist
- h) (To a butcher) 'Could you _____ the chicken into eight pieces, please?'
1 tear 2 chop 3 twist
- i) 'Have a drink,' he said, _____ me a glass of red wine.
1 pouring 2 wiping 3 planting
- j) Peter was _____ his knee where he had fallen over and bruised it.
1 squeezing 2 rubbing 3 picking
- k) Where do you want to _____ this lovely apple tree?
1 plant 2 chop 3 twist
- l) 'Can I borrow one of your books?' 'Sure. _____ any one you want.'
1 plant 2 pick 3 tear
- m) 'What have you done to your fingers?' 'I _____ them in a door. The door slammed closed in the wind, and my fingers were in it.'
1 crushed 2 twisted 3 squeezed
- n) Most people, when they get a spot on their face, have to _____ it.
1 wipe 2 tear 3 squeeze

o) She was angry. She got the letter and _____ it in half, then threw it away.

1 tore 2 crushed 3 twisted

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