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«Белорусский государственный университет  
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Кафедра иностранных языков №2

***РАЗВИТИЕ УСТНОЙ РЕЧИ***

ПРАКТИКУМ  
ПО АНГЛИЙСКОМУ ЯЗЫКУ  
ДЛЯ СТУДЕНТОВ I КУРСА

В 3-х частях

Часть 2

***ENRICHING ORAL SPEECH***

ENGLISH PRACTICE BOOK  
FOR 1 ST YEAR STUDENTS

In 3 parts

Part 2

2-е издание,  
исправленное и дополненное

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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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# 5 On the move

## Future form

### Traveling around

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#### 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

Things to buy

sugar

electricity bill  
plane tickets from  
the travel agent  
the library  
a hair-cut  
the dog for a walk

tea  
cheese  
yoghurt  
2 avocados  
apples  
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?      | <b><u>15 Friday</u></b>                            |
| - What's she doing?      | 9.00 - 10.00 <i>Visiting a factory</i>             |
| - What are her plans     | or 11.00?  |
| for the rest of the day? | 12.30 <i>Having lunch with a designer</i>          |
|                          | 2.00 - 2.30 <i>Seeing a customer in the office</i> |
|                          | 2.30 - 5.30 <i>In the office</i>                   |

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 a 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 Glockenspiel 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?
- a holiday abroad / at home?
- a holiday like the Schumachers'?
- sightseeing?
- an active holiday?

**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 \_\_\_\_\_

Page 1 of \_\_\_\_\_

Date \_\_\_\_\_

To fax no \_\_\_\_\_

From fax no \_\_\_\_\_

Message

- 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
- a) and husband like room I My double balcony a would with preferably a
- b) require Our a two teenage daughters twin room
- c) are all en-suite that We understand your bedrooms
- d) you this confirm Could ?
- e) a sea view possible Is have it rooms to with ?
- f) 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 Easton 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?**

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

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	a profit
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 \_\_\_\_\_.
- a) Ssh! You mustn't \_\_\_\_\_. The baby's asleep.
- b) 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 + *-ing*  
*love doing*

2) verb + infinitive (with to)  
*want to do*

3) verb + person +  
infinitive with to  
*want someone to do*

4) verb + person +  
infinitive without to  
*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	<b>People</b> rich	old	<b>Towns</b> busy
rude	high	young	rural
antique	starving	antique	seaside
wealthy	crowded	agricultural	industrial
sophisticated		overcrowded	

  

	disgusting
delicious	tasteless
boiled	tasteful
fresh	plain
rich	<b>Food</b> 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

**'Eventoday, 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 20<sup>th</sup> 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 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 three 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**

##### **TERRY**

- What are they like?
- What is important to them?
- What do they like doing?
- Where do they live?

##### **BOB AND SHEILA**

#### **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 join 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 your 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**

**SERVICES**

*Is service included?*

**KEEP OUT OF REACH  
OF CHILDREN**

**20 MILES**

**FOR EXTERNAL**

*Yours faithfully,*

*Veronica Vazey*

**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?
- 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!

- 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.
- In my family? Well, everybody says I look like my mother but I think I look more like my father.
- Oh, I looked awful! Really ugly! I was fat and spotty until I was 16!
- Coffee, please. I don't like tea.
- Yes, I love it. I play every weekend in summer.
- Yes, I'd love to. What time does the film start?
- We've only had one lesson with her, but she seems very nice. Much less strict than Mr Winter was.
- 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 Ngorongoro 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 known 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 to be more careful with your homework in future.  
that you are

b) I stopped to smoke when I was thirty.  
smoke  
smoking

c) Why did I agree to work with you? I can't stand it.  
work  
working

d) I tried to tell you that you were making a mistake, but you  
telling wouldn't listen.

e) I'm looking forward to seeing you again soon.  
to see  
seeing

f) My parents let me do what I wanted when I was young.  
to do  
doing

g) I wasn't allowed to go out unless they knew where I was going.  
going  
to go

h) I finished watching the television, and then I want 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.
- e) The film that I've always wanted to see is on TV tonight.
- f) The flat that they bought was very expensive.
- g) The room in our house that is most used is the kitchen.
- h) I didn't like the meal that we had yesterday.
- i) The people who work here are very interesting.
- j) The man who you were talking About has just come in the room.

**8. Gap filling**

Fill the gaps *with, who, which, where, whose, or that*.  
Where possible, leave out the relative pronoun.

- a) I received a letter this morning \_\_\_\_\_ really upset me.
- b) Toby, a boy \_\_\_\_\_ I went to school with, is ill in hospital.
- c) He's going to have an operation \_\_\_\_\_ could save his life.
- d) Toby, \_\_\_\_\_ parents both died a few years ago, is the same age as me.
- e) I recently went back to the town \_\_\_\_\_ I was born.
- f) The people \_\_\_\_\_ used to live next door moved a long time ago.
- g) I met a girl \_\_\_\_\_ I used to go out with.
- h) She told me a story \_\_\_\_\_ I found hard to believe.
- i) She said she'd married a man \_\_\_\_\_ had been married ten times before.
- j) Apparently, he lost all his money gambling, \_\_\_\_\_ really annoyed her.

**9. Antonyms and synonyms**

1 Write the opposite.

**Examples**

an old house            *a new house*  
an old man             *a young man*

- a) a single person \_\_\_\_\_  
a single ticket \_\_\_\_\_
- b) a strong man \_\_\_\_\_  
strong beer \_\_\_\_\_
- c) a rich person \_\_\_\_\_  
rich food \_\_\_\_\_
- d) a sweet apple \_\_\_\_\_  
sweet wine \_\_\_\_\_
- e) a hot curry \_\_\_\_\_  
a hot drink \_\_\_\_\_
- f) dark hair \_\_\_\_\_  
a dark room \_\_\_\_\_

2 Write another adjective with a similar meaning.

**Examples**

a pretty girl

*an attractive girl*

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

clear 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 new idea, a new drug

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

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#### Test your grammar

1. Working in pairs. Ask and answer the questions.

- a) What do you do?
- b) How long have you had your present job?
- c) What did you do before that?
- d) Do you live in a house or a flat?
- e) How long have you lived there?
- f) When did you move there?
- g) How long have you known your teacher?
- h) When did you first meet your teacher?
- i) Have you ever been to America?
- j) 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**

- She was born
- She went to boarding school in England
- She studied French and German
- She hasn't spoken Spanish
- She's worked in both eastern and western Europe
- she worked in Brussels
- She's worked for the BBC
- 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.
- when she was twenty-one.
- when she was at Oxford University.
- in Argentina in 1959.
- 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?                 | win / a competition?            |
| be / on TV                           | lose / your job?                |
| write / a love letter?               | hear / an opera?                |
| ride / a motor bike?                 | see / a horror movie?           |
| have / an English breakfast?         | forget / an important birthday? |
| try / ice tea?                       | sleep / in the open air?        |
| drive / a van?                       | sing / in a choir?              |
| read / a book in a foreign language? | 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.

- DANGEROUS PRISONER ESCAPES**
- Floods bring road chaos**
- Kidnapped baby found***
- 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

- The murderer Bruce Braden \_\_\_\_\_ from Parkhurst Prison on the Isle of Wight.
- After the heavy rain of the last few days, floods \_\_\_\_\_ chaos to drivers in the West Country.
- Amy Carter, the kidnapped baby from Leeds, \_\_\_\_\_ safe and well in a car park in Manchester.
- 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.

- |                |                          |
|----------------|--------------------------|
| <b>Group A</b> | Read about the nanny.    |
| <b>Group B</b> | Read about the cook.     |
| <b>Group C</b> | 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  
take over

be in the end  
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 learnt 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.

1. a) The plane to Hong Kong has just *taken off*.  
 b) *Take* that vase *off* the table. It's going to fall.  
 c) He's very famous now. His popularity really *took off* when he made that film.
2. a) I'll *bring you up* some water when I come to bed.  
 b) Have you *brought up* the question of borrowing the money?  
 c) They *brought up* six children with very little money.
3. a) Her health has really *picked up* since she moved to a sunny climate.  
 b) Can you *pick up* my pen for me? It's under your chair.  
 c) I *picked up* a little Italian when I was working in Rome.
4. a) It took me a long time to *get over* the operation.  
 b) Mario doesn't speak much English so it was difficult to *get over* to him what I wanted.

c) Can you help me *get over* this wall? The gate is closed.

5. a) I *looked up* Bob's number in the phone book.

b) The new manager is very good. Sales have really *looked up* since he came.

c) 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 out with      get on with      run out of      look forward to

a) I don't      my sister's husband very well.

Our teacher told us to      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**.

a) I've just looked up *the word* in my dictionary.

b) He's looking after *my cats* while I'm away.

c) She has brought up *those children* really well.

d) We picked up *Spanish* very quickly.

e) I don't think they'll ever get over *the shock of her death*.

f) 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 when 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 I \_\_\_ 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	>>>	Thanks a lot. Goodbye.

2. Work in pairs.

Your teacher will give you role cards. Act out a telephone conversation!



# 7

## Present Perfect Tense review

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### 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.  
                              c) studied
  
- 4) Over the past twenty years, he      a) has travelled  
  b) travels                to most parts of the  
  c) travelled                world.
  
- 5) He first              a) went  
                              b) has gone            to America when he was twenty-five.  
                              c) has been
  
- 6) His most famous work is called A Bigger Splash,  
                              a) painted  
                              which    b) has painted        in 1967.  
                              c) was painted
  
- 7) Hockney              a) also designed  
                              b) has also designed        stage sets and books.  
                              c) is also designed
  
- 8) He                    a) lives  
                              b) has lived            in Los Angeles for many years.  
                              c) lived
  
- 9) He                    a) never married.  
                              b) has never married.  
                              c) is never married.

- 10) He      a) lives  
             b) has lived      with friends in a villa in the mountains about  
             c) lived                Los Angeles.

## 2. Dialogues

- a) A You / be / brown! Where / you / be?  
   B We / be / on holiday.  
   A Where / you / go?  
   B We / go / Spain.  
   A When / you / get back?  
   B Last night. The plane / land / 6.00 in the evening.
- b) A What / you / do / to your finger?  
   B I / cut / myself.  
   A How / you / do that?  
   B I / cook / and the knife / slip.  
   A you / put / anything on it?  
   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?

### 6. *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	<b>Henry George Whitfield</b>
Address	22 Collier Lane Horsham Leeds LS3 6PT
Telephone	01532 27963
Date of birth	18 February 1974
<b>Education</b>	
1983 –92	Southfield High School, Leeds
1993 – 6	Nottingham University BA (Hons) English and Sociology
Languages	Fluent French

Computing skills	Microsoft
<b>Work experience</b>	
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.
<b>Interest</b>	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.

- e) He \_\_\_\_\_ with disabled children since April 1996.  
 f) He \_\_\_\_\_ climbing and going to the cinema in his free time.  
 g) 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 form in each of the following sentences.

- a) Tom's *just promoted* / *'s just been promoted* to area manager of Eastern Europe.  
 b) I've applied / *'ve been applied* for a new job.  
 c) How many times *have you made* / *have you been made* redundant?  
 d) Bob's wife *has just lost* / *has just been lost* her job.  
 e) My father *has taken* / *has been taken* early retirement.  
 f) My brother *has given* / *has been given* the sack. His boss said he was lazy.  
 g) The number of people out of work *has risen* / *has been risen* to nearly 3 million.  
 h) A strike *has called* / *has been called* by the air traffic controllers.  
 i) They *haven't offered* / *haven't been offered* more money by the management.  
 j) 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	'll be	'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 sentence 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 saying 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 letter 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 later.
- 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.*

- How / she / feel / if / late for the interview?
- When / Sue / phone / Joe?
- When / know / if / she's got the job?
- What / she / do / if / they / offer her the job?
- What / they / have to do / if / she / accept / job?
- What / Joe / do / when / get / office?
- What / happen / if / Sue / not hurry?

### PRESENTATION (2)

#### **Grammar questions**

- Read the example below. Do we use the past tense forms *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 than 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?

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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.*

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**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 the 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 still 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 three 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 Malcolm Price. Why are 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                                     |
| e) asking (for something) |   |
| very strongly             |   |

- f) keep (something) safe, defend                      water gets in

## 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  
delicious  
fascinating  
horrid, horrible, awful,  
terrible, disgusting  
perfect, marvellous, superb,  
wonderful, fantastic, brilliant  
filthy  
astonished, amazed  
furious  
hilarious  
terrified  
beautiful  
brilliant

### Base adjective

*big*

3. T.7 Listen to the dialogues. Complete them, using an adverb and an adjective.

#### **Example**

What did you do last night?  
What did you see?  
Was it good?

We went to the cinema.  
*Murder in the Park*.  
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 an 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 my news. How are you all? What are you up to?*

*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 I 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 ...?
- b) eat out tonight?
- c) I think we should

Why don't we go to the cinema?

Why don't we eat out tonight?

I think we should eat out tonight.

Let's go to the cinema.

- a) Why don't we ...?
- b) eat out tonight?
- c) I think we should
- d) invite Pete to dinner tomorrow
- e) redecorate the house
- f) If I were you, I'd
- g) You ought to
- h) buy some new clothes
- i) go shopping
- j) Shall we ...?

Why don't you phone Pat?

- a) You'd better
- b) the police
- c) tell the truth
- d) If I were you, I'd
- e) look for a different job
- f) You should
- g) She
- h) ought to
- i) have a break
- 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!*

- a) 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.
- b) You both have the evening free, and there's nothing on TV.
- c) Your flat's a mess, it hasn't been decorated for ages, and the furniture is ancient. Suddenly you inherit some money!
- d) 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.
- e) 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 in **B** and a line in **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,

**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 lots more things to see in the shop.

**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.

**2. Dialogues**

Here are two dialogues mixed up. In one, Tom and Fran are talking about going shopping; in the other they are planing 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 so 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 a 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

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	
Nouns	Verbs	Adjective	
-----	-----	-----	

2. Underline the most suitable word in the sentences.

- I'm *bankrupt* / *broke*. Can you lend me a fiver until the weekend?
- My aunt keeps all her money in a *cash dispenser* / *safe* under her bed.
- The president said that *economic* / *economical* situation was very serious.
- She has *squandered* / *invested* all her money in government bonds.
- Isn't the pfenning a German *coin* / *currency*?
- My uncle's *an accountant* / *a spendthrift*, he helps me look after my finances.
- I didn't *bet* / *win* any money at the races. I don't believe in gambling.
- He *earned* / *wasted* all his money betting on the horses. He died penniless.

- i) Alan's parents are very *hard up* / *well-off*, they've just bought him a sports car.
- j) My *salary is* / *wages are* paid into my bank account every month.
- k) If only my grandfather had left me something in his *will* / *savings*.

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для студентов I курса  
В 3-х частях  
Часть 2

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