

Part 1. New English File Elementary

File 5

File 5A: Who were they?

- G** past simple of be: was/were
V word formation: paint → painter
P sentence stress

Overview

This lesson uses the context of historical figures to introduce and practise the past simple of the verb *be* (*was/ were*). The first context is tourists asking about famous statues, a situation which SS later roleplay. The speaking involves deciding who are the top three people of all time in your country. This idea is based on a BBC radio and TV survey in the UK where listeners and viewers chose the Top Ten British people of all time.

1. LISTENING

a. Look at the photo of Mount Rushmore. Who are the men? Match their first names and surnames.

George	Jefferson
Thomas	Lincoln
Theodore	Washington
Abraham	Roosevelt

* Books open. Focus on the photo of Mount Rushmore with the heads of four famous US presidents. They are all presidents of the USA.

* Now to try to match the names and surnames and say which head is which.

b. Listen to an American tour guide. Check answers.

Play the tape/CD once or twice. Then check answers to **a**.

George Washington

Thomas Jefferson

Theodore Roosevelt

Abraham Lincoln

c. Listen. Complete with numbers and dates.

Guide: The second head is of Thomas Jefferson. He was President of the United States from *1801* to

Tourist 1: When was he born?

Guide: He was born in, in Virginia. His parents were very rich.

Tourist 1: Was he President after Washington?

Guide: No, he was the President.

Tourist 2: What's Jefferson famous for?

Guide: Well, he's famous for writing the Declaration of Independence- that was when he was, before he was President- and for buying the state of Louisiana from Napoleon in

Now focus on the dialogue. Stress that the missing words are either numbers or dates. Go through the dialogue before listening. “*was*” (*He was President of the United States*) is the past simple of *is* and that *were* (*His parents were very rich*) is the past simple of *are*. *When was he born?* You may find it confusing that this concept is expressed by a passive construction in English.

SS read the dialogue and work out what kind of number is missing before listening remember how to say years, e.g. 1801, 1842, etc.

- Play the tape/CD once. Compare your answers, and then play it again. Check answers.
- Go through the dialogue line by line.

2. GRAMMAR was/were

a. Complete the sentences with *was* or *were*

Present simple	Past simple
The heads are of four famous Americans.	They all Presidents of the USA.
The first head on the left is Washington.	He the first American President.

BÀI GIẢNG MÔN TIẾNG ANH 2

Focus on the chart and the instructions. Look at the examples of *was/ were* in the dialogue if you are not sure of the difference between them. Check answers.

- They **were** all Presidents of the USA.
- He **was** the first American President.

b. Go through the rules .

Grammar notes

- *was* is the past of *am* and *I*, *were* is the past of *are*.
- *was* and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (*he was* → *was he?*) and *not* (*n't*) is added to make negatives (*wasn't*, *weren't*).
- some SS have a tendency to remember *was* and forget *were*.

* Focus on the exercises for **5A** . Do the exercises individually or in pairs.

* Check answers, Read out the full sentences, not just say the verbs.

Ex a: 1. was 5. was
 2. were 6. was
 3. were 7. weren't
 4. was

Ex b: 1. were 7. were
 2. Was 8. was
 3. wasn't 9. Were
 4. was 10. weren't
 5. were 11. was
 6. was 12. Was

3. PRONUNCIATION sentence stress

a. Listen and repeat.

(+) He was born in Virginia. His parents were very rich.

(-) He wasn't the second President .They weren't all famous.

(?) Where was he born? When was he born?

Was he famous? No, he wasn't.

Were they good Presidents? Yes, they were.

Focus on the sentences and play the tape/CD once. Then play it again pausing after each sentence to repeat.

Pronunciation notes

- *was* and *were* have two different pronunciations depending on whether they are stressed or not (i.e. they can have either a strong or weak pronunciation).
- *was* and *were* tend to have a weak pronunciation in (+) sentences: *I was born in 1990. They were famous.*
- *was/ wasn't* and *were/ weren't* have a strong pronunciation in short answers and (-) sentences: *Yes, I was, No, I wasn't/ Yes, we were, No, we weren't* .
- As pronunciation of strong and weak forms tends to occur quite naturally when there is good sentence stress and rhythm, it is best to concentrate your efforts on this (as in **3a**).

b. Ask and answer about Washington, Lincoln and Roosevelt.

* Go through the instructions and drill the questions, e.g. *What was (Washington's) first name? Which president was he? When was he born? Where was he born? Where were his parents from?*

* Ask and answer questions to complete the chart.

* When you have finished the activity, check the answers by looking at each other's books.

c. In pairs, ask and answer.

+ When were you born?

+ Where were you born?

+ Where was your mother/ father born?

+ Where were your grandparents born?

* Focus on the questions. SS ask the questions in pairs.

4. READING

a. Look at the four statues. Who are they? Where are they? Label the photos with the people and cities.

* Focus on the photos, names and cities. SS match the names, places and photos. Check answers.

- | | |
|----------------|--------|
| 1. Chopin | Warsaw |
| 2. Joan of Arc | Paris |
| 3. Nelson | London |
| 4. Garibaldi | Rome |

b. Complete the biographies with the names of the people and the countries they were from.

1. The statue of in

..... was born in Mazovia in P..... in 1810. When he was seven years old he was already a brilliant pianist. He was a great composer and his piano music is world-famous and very popular.

2. The statue of in

..... was born in 1412 in the village of Domremy in F..... She was only a young girl but she was also a soldier and a famous leader in the war against the English.

3. The statue of in

..... was born in Norfolk, E....., in 1758. He was a great sailor. He was famous for his victory against the French at the Battle of Trafalgar in 1805. His statue is in Trafalgar Square.

4. The statue of in

..... was born in 1807. His family were from Genoa, in I..... He was a famous politician and soldier, and a great leader.

Now focus on the biographies, and set a time limit again for SS to read them and complete the missing information.

- | | |
|----------------|--------|
| 1. Chopin | Poland |
| 2. Joan of Arc | France |

3. Nelson England

4. Garibaldi Italy

c. Listen and check. Cover the texts. What can you remember about the people?

* Play the tape/CD to check the answers, and to hear how to pronounce the names and place names.

* Read the texts aloud to get more practice with the rhythm of *was* and *were*, i.e. not stressing them in (+) sentences, and clarify meaning of any new words.

* Now cover the texts and try to remember what you have read. In pairs, **A** says anything he/she can remember about the first statue. **B** checks and prompts. Then swap roles for the second statue.

5. VOCABULARY word formation

a. You can often make the word for a person by adding an ending to a verb or noun. Look at the examples. What letters do you add?

verb → person

paint painter

act actor

write writer

noun → person

art artist

science scientist

music musician

* Focus on the explanation about making the word for a person (e.g. painter) and remember what letters you add to a verb or noun. SS look at the examples and find the answers.

-er or *-or* to a verb, *-ist* or *-ian* to a noun

* Sometimes with nouns you have to make more changes, e.g. *science* - *scientist* (the *ce* disappears and a *t* is added).

* Cover the words and then say the noun/ verb , e.g. *art* - *artist*

b. Read the texts again and find the words for people from these verbs and nouns.

1. piano

2. compose (v)

3. lead (v)

4. sail (v)

5. politics

Find the words in the texts or guess first and then check with the texts.

c. Underline the stressed syllable and practice saying the words.

Check answers and underline the stress.

- | | |
|-------------|---------------|
| 1. pianist | 4. sailor |
| 2. composer | 5. politician |
| 3. leader | |

Elicit a famous name(s) for each of the professions in **a** and **b** (preferably a dead person), then say a full sentence, e.g. *(X) was a famous pianist.*

d. Think of a famous statue of a person in your town or in the capital of your country. Write a short text about it. Say where it is, who it is and what the person was famous for.

You can do some research to prepare the texts, e.g. from the Internet, and include photos of the statues.

6. SPEAKING

a. In groups of three, decide who you think are the top three people of all time from your country.

Who was the top British person of all time?

In BBC survey the winner was Winston Churchill. Other people in the top ten were William Shakespeare, Lord Nelson, John Lennon and Queen Elizabeth I.

* Focus on the photo and answer the questions “ who he is and what he was” (Winston Churchill, a politician). Then go through the short text.

* You can know who the top ten were. They were 1 Churchill, 2 Brunel (engineer), 3 Princess Diana, 4 Charles Darwin (scientist), 5 Shakespeare, 6 Isaac Newton (scientist), 7 Queen Elizabeth I, 8 John Lennon, 9 Lord Nelson, and 10 Oliver Cromwell (17th century leader of the English Revolution who executed King Charles I).

b. Choose and describe one person.

File 5B: Sydney, here we come!

- G** **past simple regular verbs**
- V** **past time expressions**
- P** **–ed endings**

Overview

Past simple regular verbs are introduced in this lesson. The context is provided by the true story of two young people (from Sidcup in south-east England) who booked tickets to what they thought was Sydney, Australia but which turned out to be a remote town in Canada also called Sydney. The focus in this lesson is mainly on the (+) form and the practice of the –ed ending. Irregular verbs will be introduced in the next lesson where the focus will move to question forms.

* Answer the questions *What's the capital of Australia?* (Canberra) *What other big cities are there?* (Sydney, Melbourne, Perth, etc.) *What's Australia famous for?* (e.g. Sydney Opera House, Ayers Rock (Uluru), kangaroos, koalas, the 2000 Olympic games, beaches, beer, dangerous spiders and snakes, etc.)

1. READING

a. Read and listen to the true story about Raoul and Emma. Answer the question at the end.

* Books open. Focus on the photo.

* Focus on the text, you are going to read and listen to a true story which was in the news all over the world. The story will be in the past simple (the first time in the book that you have seen this form of the verb).

* Play the tape/CD once, read and listen. Then focus on the final question.

b. Read the story again and number the pictures 1-9.

* Now focus on the pictures. Read the story again and number the pictures in order. You can use the pictures to guess any new vocabulary.

- | | |
|------|------|
| 1. I | 6.C |
| 2. G | 7. E |
| 3. B | 8. A |
| 4. F | 9. H |
| 5. D | |

* Read the text again quickly and underline all the words and phrases you don't know, e.g. teenagers, journey, lucky, etc. Then try to guess the meaning or use the dictionaries to check.

c. Now play the end of the story to discover that Emma and Raoul were in Sydney, Canada, not Sydney, Australia.

d. Read about what happened to Emma and Raoul in the end. Is it easy to make a mistake like this?

* Go to **Communication Sydney** on p.112 to read about what happened next. Answer a few comprehension questions, e.g. *Do you think Sydney Nova Scotia is exciting?* (not very) *How many days did they stay there?* (four days) *Where did they go next?* (back to London- they never went to Australia).

* Go back to the main lesson on p.55.

2. GRAMMAR past simple regular verbs

a. Look at the highlighted verbs in the text and complete the chart.

* Focus on the chart, and complete the past simple column with the highlighted verbs from the story. Check answers.

- They **wanted** to go to Australia
- I **didn't want** to say anything
- Where **did** you **want** to go?

b. Go to Grammar Bank 5B on p. 130.

Go through the rules.

Grammar notes

past simple (regular verbs)

- The past simple is used for completed actions in the past however distant or recent.
- The past simple of regular verbs is very easy. There is no third person change, (+) verbs all end in *-ed*, *didn't* is used instead of *don't/ doesn't* for (–) sentences, and *Did ...?* instead of *Do/Does ...?* for (?).
- The infinitive is used after *did/didn't*, not the past.
- The word order in questions is the same as in the present simple, i.e. **ASI** (Auxiliary, Subject, Infinitive) and **QUASI** (Question Auxiliary, Subject, Infinitive)

* Focus on the exercises for **5B** on p.131. Do the exercises.

* Check answers. Read the sentences aloud.

a.1. I watched TV yesterday.

2. Did you listen to the radio yesterday?

3. We studied English yesterday.

4. He didn't work yesterday.

5. The film finished at 7.00 yesterday.

6. I didn't like the film yesterday.

7. Did she smoke yesterday?

8. They played tennis yesterday.

b.1. stayed

2. didn't book

3. Did watch

4. didn't remember

5. lived

6. did want

7. arrived

8. landed/ turned on

* Go back to the main lesson on p.55.

c. Complete the questions with *Was/ Were* or *Did*.

* Focus on the questions and complete them.

1. ***Did*** they want to go to Australia?
2. ***Was*** it a long journey?
3. ***Did*** they book their tickets at a travel agent's?
4. ***Were*** the tickets expensive?
5. ***Did*** they check in at Heathrow airport?
6. ***Did*** they change planes three times?
7. ***Was*** the second plane big?
8. ***Was*** Emma worried?
9. ***Did*** the plane land in Australia?
10. ***Did*** they stay in Nova Scotia for a long time?

d. Listen and check. Then listen and repeat. Copy the rhythm.

* Play the tape/CD to listen and check.

* Play the tape/CD again pausing after each sentence to repeat and copy the rhythm.

e. In pairs, ask and answer the questions about Raoul and Emma.

* Focus on the speech bubbles, ask and answer the questions. You should be able to remember the answer. Although it isn't necessary to always answer *yes/no* questions with a short answer using the auxiliary verb, i.e. *Yes, they did*, you use them here as it will help to reinforce the difference between *was* and *did*.

3. PRONUNCIATION *-ed* endings

a. Listen and repeat the verbs. In which group do you pronounce the *e* in the *-ed*? Why?

* Underline the regular verbs in the first paragraph of the story. Focus on the (!) box and read through it.

* Focus on the verbs in the three columns and play the tape/CD once. Listen and concentrate on how the *-ed* is pronounced.

* There are three different ways of pronouncing *-ed*. Two are similar (the first two columns) but the third column is very different.

Pronunciation notes

- The regular past simple ending (*-ed*) can be pronounced in three different ways:
 1. *-ed* is pronounced /t/ after verbs ending in these unvoiced sounds: /k/, /p/, /f/, /s/, /t/, /ʃ/, e.g. *booked, hoped, laughed, passed, washed, watched*.
 2. After voiced endings *-ed* is pronounced /d/, e.g. *arrived, changed, showed*
 3. After verbs ending in /d/ or /t/ the pronunciation of *-ed* is /ɪd/, e.g. *wanted, needed, decided*
- In practice, the difference between 1 and 2 is very small and can only be appreciated when a verb is said in isolation or is followed by a word beginning with a vowel (e.g. *I liked it*).
- However the difference between 3 and the other two is significant (it is an extra syllable) and you tend to transfer this ending to verbs from groups 1 and 2 by mistake.
- If you want more information about when the *-ed* is pronounced /t/ and when it is pronounced /d/, note explain that *-ed* is pronounced /t/ after verbs ending with unvoiced sounds (made in the mouth without using the voice, see above). After all other endings (except /d/ and /t/) it is pronounced /d/.

* Focus on the phonetics which show the three different pronunciations of *-ed* (/t/, /d/ and /ɪd/). Then play the tape/CD again, pausing after each verb to repeat it.

1./d/ arrived, changed, showed, tried

2./t/ booked, checked, looked, walked, asked

3./ɪd/ wanted, landed, waited

* Look at the spelling of the verbs, and see what letters come before the *-ed* (*d* or *t*). It would be impossible to pronounce another /d/ or /t/ after a *d* or a *t*. For that reason an extra syllable is added, which is why the pronunciation here is /ɪd/. Emphasize that this group of verbs is very small.

* The most important rule to remember is not to pronounce the *e* in *-ed* (unless it comes after a *t* or *d*).

b. Listen and repeat Emma and Raoul's story.

* Now focus on the sentences telling Raoul and Emma's story. Play the tape/CD and repeat the sentences. You should "link" the past simple verbs with the words following them, e.g. *They arrived at Heathrow airport.*

You may find it difficult to pronounce sentences 1,2, and 8 because the *-ed* ending is followed by a word beginning with *t*. At this level you will find it easier in these cases if you pronounce each word separately.

* Quickly match the nine sentences to the pictures in **1b** and try and memorize the story.

c. Use the pictures in 1b to re-tell the story from memory. Try to pronounce the past simple verbs correctly.

* Now cover the sentences and focus on pictures A-I in **1b** and retell the story.

4. VOCABULARY & SPEAKING

a. Number the past time expressions 1-7.

* Write a true + sentence about yourself in the past with a regular verb, e.g. *I started learning English in 1999.* Then write underneath it *I started learning English (x) years ago.*

* Focus on the past time expressions and must number them from the most recent (*five minutes ago*) to the most distant (*a year ago*).

* Check answers, read the whole sentence, e.g. *I booked the tickets five minutes ago.*

* Go through the (!) rule and note that in time expressions with *last* (e.g. *last week*) the definite article *the* is not used. We say *last night* NOT *yesterday night*.

1. five minutes ago.
2. last night.
3. yesterday morning.
4. three days ago.
5. last week.
6. last November.
7. a year ago.

b. Stand up and move around the class. Ask *Did you ...?* questions. When somebody answers *Yes, I did* write down their name and ask the next question, e.g. *Where to?*

* Focus on the instructions. You have to ask *Did you travel by plane last year? Did you start learning English a long time ago?* Then focus on the follow-up questions, *Where to? When?* and should just use these words (not full questions) to get more information.

File 5C: Girls' night out

G **past simple irregular verbs**

V *go, have, get*

P **sentence stress**

Overview

This lesson is based on an article from the magazine *Marie Claire*. The magazine asked women members of staff in different offices round the world to have a “girls’ night out” and then to write a report about it. The reports from Moscow, Beijing and Rio de Janeiro provide the context for the introduction of common past simple irregular verbs. The main focus of the lesson is question formation to ask each other about your last night out. The vocabulary focus is common collocations of the key verbs *go, have, and get* (e.g. *go out, get home, etc.*)

* Revise some of the verbs and expressions from **Vocabulary Bank Daily routine** on p.147.

* Go to **Vocabulary Bank Go, have, get** on p.150 (see **1b** below)

1. VOCABULARY go, have, get

a. Can you remember? Write *go, have, or get*.

* Books open. Focus on the three collocates and decide if you are *go, have, or get*. Check answers.

have lunch **go** shopping **get** up

b. Go to Vocabulary Bank Go, have, get on p. 150.

* Do **a** for five minutes. You should be able to do this quite quickly as many of the words will be familiar .

* Check answers.

1. go shopping

13. have a shower

2. go to bed

14. have a good time

3. go out

15. have breakfast/lunch/dinner

- | | |
|------------------------|--------------------------|
| 4. go to the beach | 16. have a car |
| 5. go by bus | 17. get a taxi/bus/train |
| 6. go to church/mosque | 18. get home |
| 7. go for a walk | 19. get to a restaurant |
| 8. go home | 20. get dressed |
| 9. go away | 21. get a newspaper |
| 10. go to a restaurant | 22. get an e-mail/letter |
| 11. have a sandwich | 23. get up |
| 12. have a drink | |

* Focus on **b** and remember that *go home* = go to your house, *get home* = arrive at your house.

* Focus on **c**. Cover the words and use the pictures to test yourselves.

* Go back to the main lesson on p.56.

2. READING

a. Do women go out together in your country? Where do they go?

* Answer the questions.

b. Look at the photos and read the reports. Where do you think the women are? Write Rio de Janeiro, Beijing, or Moscow.

* Focus on the photo and the introduction to the article. Understand that the women went out for the night and then wrote a report about it.

* You are only going to read *two* of the reports and must decide which two cities the women are from, choosing from Rio, Beijing and Moscow.

* Note the past of *go* = *went*. You have four or five minutes to read the text and then decide where Sabina and Sharon live. You can use the photos to help. Check answers.

Sabina lives in Moscow. Sharon lives in Beijing

c. Match the questions with the women's answers.

* Focus on the questions and answer if they are in the present or in the past (the past). Tell how you know (because of the auxiliary *did*). Then SS match the questions and the answers. Check answers.

1. What did you wear?
2. What did you do?
3. What did you have to eat and drink?
4. What did you talk about?
5. How did you go home?
6. What time did you get home?
7. Did you have a good time?

d. Read the report again. Complete the chart with √ (= yes) or x (= no).

* Quickly read the text again and complete the chart.

Complete the chart first from memory and then read the text again to check.

e. Compare your answers with a partner. A ask about Sabina, B ask about Sharon.

* Focus on the instructions. Ask and answer questions , answering with short answers.

* Finally check answers .

	Sabina	Sharon
wear a dress	x	√
go to a bar	√	x
drink alcohol	√	x
talk about men	√	√
talk about clothes	x	√
go home by taxi	√	x
get home after 1.30	√	x

* Go through the text again quickly and underline any words and phrases you don't know, e.g. *dress*, *traditional*, *fashions*, etc. Then try to guess the meaning or use the dictionaries to check.

3. GRAMMAR past simple irregular verbs

a. Look at the reports again and find the past tense of these irregular verbs.

* Focus on the ten infinitives and find the past simple verbs in the text. Use the phonetics to help you.

Grammar notes

- The vast majority of verbs in the past are regular. However a small number of verbs (several of which are very common) are irregular in the past simple. These verbs don't add *-ed* in the past, they change their form. This change can be just one or two letters, e.g. *wear* → *wore*, or can be a completely new word, e.g. *go* → *went*.
- Irregular verbs are only irregular in the affirmative. In questions and negatives, as with regular verbs, the infinitive is used after *did/ didn't*.
- There is a list of the most common irregular verbs on pp. 154-155 of the Student's Book

b. Listen and check. Practise saying the verbs.

* Write down the ten infinitives. Play the tape/CD, pausing after each verb to check answers. Write the past simple next to the infinitives.

wear	wore
go	went
see	saw
have	had
buy	bought
get	got
leave	left
drive	drove
meet	met
can	could

- * Focus on the phonetics and listen to the pronunciation. Play the tape/CD again.
- * Play the tape/CD again, pausing after each pair of verbs to repeat them.
- * Cover the past simple and check if you can remember it, uncovering them one by one to check the answers.
- * Go to **Grammar Bank 5C** on p.130. Go through the rules.
- * Now focus on the exercises for **5C** on p. 131. Do them. Highlight in **a** that if the verb is not an irregular one you just learned, then it is regular.

BÀI GIẢNG MÔN TIẾNG ANH 2

If you are having problems with word order in **b**, remember **QUASI** and **ASI** (see p.33 of this book).

* Check answers. Read the sentences and questions aloud.

- | | |
|--------------|----------------|
| a. 1. bought | 7. saw |
| 2. went | 8. met |
| 3. wore | 9. danced |
| 4. looked | 10. didn't get |
| 5. couldn't | 11. was |
| 6. had | 12. went |

- b.** 1. What did you wear?
2. Where did you go?
3. What did you do?
4. Did your sister go with you?
5. What did you have to eat?
6. What time did the party finish?
7. What time did you get home?
8. Did you have a good time?

* Go back to the main lesson on p.57.

4. LISTENING

a. Look at the third picture in *Girls' Night Out*. Where are they?

* Focus on the third photo with the *Girl's Night Out* article and answer where the women are (Rio de Janeiro in Brazil).

* Cover the questions from **2c** to check if you can remember them.

b. Listen to Sylvia talking about their "girls' night out". Listen once. Did they have a good time? How many points out of 10?

* Now you are going to listen to Silvia from Rio answering the questions. You relax and listen, and just focus on the answer to the two questions: *Did they have a good time?* and *How many points out of 10?*

* Play the tape/CD once.

They had quite a good time- 7 out of 10

c. Listen again. Answer the questions 1-6 from 2c.

* Now listen for the answers to questions 1-6, and play the tape/CD again. You can listen again if necessary.

* Check answers. You may not have understood *French fries* (US English for *chips*).

1. jeans and jackets

2. They went to a restaurant (in Ipanema) and saw a famous actor. Then they went to a beach bar and a party

3. beer, French fries and coconut water

4. men

5. by taxi

6. very late - she doesn't remember

* Finally answer which "Girls' night out" you think was the most fun, in Moscow, in Rio or in Beijing.

5. SPEAKING & PRONUNCIATION

a. Look at the questions below. What words are missing?

* Go through the instructions and focus on the questions. Note that the missing words are *did you*.

b. Listen and repeat the questions. Copy the rhythm.

* Play the tape/CD once just to listen and focus on the rhythm. Then play it again pausing after each question to repeat, trying to copy the rhythm.

Who did you go with?

What did you wear?

Where did you go?

What did you do?

What did you have to eat and drink?

Did you meet anyone?

How did you go home?

What time did you get home?

Did you have a good time?

c. Think about the last time you went out with friends. Look at the questions and plan your answers.

* Now you plan your own answers for a few minutes.

6. SONG Dancing Queen

Here listen to a song by the Swedish group Abba. This was one of their most popular songs and it is about a girl who goes out on a Friday night and wants to dance.

File 5D: Murder in a country house

- G** **past simple regular and irregular**
- V** **irregular verbs**
- P** **past simple verbs**

Overview

The aim of this lesson is to revise all forms of the past simple, regular and irregular. Do not go to the **Grammar Bank**, but revise the past simple through reading, listening and speaking, and learn several new irregular verbs. The story is presented in the form of a Graded Reader and is also on tape/CD (as many Graded Readers are). This provides a good opportunity for you to start reading Graded Readers if you haven't already done so.

* Write down the following types of texts : novels, textbooks, song lyrics, the Internet, newspapers, magazines, then answer *Which do you read in your language?*

* Now answer *Which do you read in English?* Some SS may try to read e.g. song lyrics and information from the Internet in English.

1. READING

a. Read the information on the back of the book. What's it about?

* Focus on the photo of the house and answer a few questions, e.g. *What is it? How old do you think it is? Where do you think it is?*

* Then focus on the text. Answer what kind of information is usually on the back of a book (an introduction to or summary of the story), and read it for a couple of minutes .

* Go through the text, answer a few comprehension questions, e.g. *When does the story take place?* (in 1938), *Who is the main character and murder victim?* (Jeremy Travers), *Why was June 22nd an important day for him?* (it was his birthday), *What did he do that night?* (he had dinner with his wife, his daughter, and two guests).

b. Cover the back of the book and look at the photographs. Can you remember who they are?

* Focus on the photos, and note that they are the people who were in the house when the murder happened.

* Focus on the speech bubbles and practise saying who everybody is in relation to Jeremy, e.g. *Who's Claudia?* (she's Jeremy's secretary). This will help you to remember who's who as you read/ listen to the story and also revises using the possessive 's.

* Answer *Who do you think the murderer is?*

c. Read and listen to the story. Mark the sentences T (true) or F (false). Correct the false sentences.

* Now focus on the text and you are going to read the story and listen to it at the same time.

* Play the tape/CD to read and listen. Then reread the text and mark sentences 1-7 T (true) or F (false).

* Check answers, say why the F sentences are false.

1. F He died between midnight and seven in the morning.
2. F In the library.
3. T
4. F They slept in separate rooms.
5. T
6. F She got up at 7.15
7. T

d. Look at the ten highlighted irregular verbs in the story. What are the infinitives?

* Focus on the instructions and on the highlighted verbs in the story. Guess your infinitives (they are all verbs that have come up before, and that the context will also help them).

e. Now go to *Irregular Verbs* on p. 154. First check the answers to d. Pay particular attention to *read* /red/ which is spelt but not pronounced like the infinitive, and *said* /sed/ which has an unusual pronunciation.

- | | |
|----------|----------|
| 2. say | 7. think |
| 3. speak | 8. read |
| 4. sit | 9. take |
| 5. sleep | 10. find |
| 6. hear | |

* You will be coming back to the list at the end of the lesson.

* Go back to the main lesson on p.59.

2. PRONUNCIATION past simple verbs

a. Put these irregular verbs in the correct column. Listen and check.

* Focus on the chart, and elicit the picture words and sounds.

* Now put the irregular verbs in the correct column. Then play the tape/CD to check.

It's not two verbs in each column. Some columns only have one verb, others two or three.

cat	had, sat
horse	bought, saw, thought, wore
bull	could, took
bird	heard
egg	read, said, slept
train	came
phone	drove, spoke
owl	found

* Play the tape/CD again, pausing after each column to repeat the verbs

b. Find and underline nine past simple regular verbs in the story. How do you pronounce them? Listen and check.

* Find and underline nine regular verbs in the story. Check answers and say how they are pronounced.

* Play the tape/CD, pausing after each verb to repeat it.

arrived	died	killed	looked	followed
finished		opened	closed	hated

3. LISTENING

a. Listen to the inspector question Barbara. Write the information in the chart. Listen again and check.

* Focus on the questions and Amanda's answers in the chart. You are now going to hear the inspector interview the other three suspects, Barbara, Gordon, and Claudia. You have to complete the chart.

* Answer *Who's Barbara?* (Jeremy's daughter). Then play the tape twice to complete the chart.

b. Listen to the inspector question Gordon. Write the information in the chart.

* Answer *Who's Gordon?* (Jeremy's business partner). Then play the tape twice to complete the chart.

c. Listen to the inspector question Claudia. Write the information in the chart.

* Answer *Who's Claudia?* (Jeremy's secretary). Then play the tape/CD twice to complete the chart.

d. Compare your chart with a partner.

* Now check answers.

Barbara

She played cards with Gordon

11.30

No

No motive, she loved him

Gordon

He played cards with Barbara. He had a whisky

He doesn't remember

No

Now he has the business

Claudia

She went to her room and had a bath

11.00

She heard somebody go into Jeremy's room. She thinks it was Amanda.

She loved him but he used her. He said he wanted to marry her but he didn't.

e. Who do you think was the murderer? Amanda, Barbara, Gordon, or Claudia? Why?

* Now look at your charts and decide who you think the murderer is (you don't have to agree).

f. Now listen to what happened. Were you right?

* Play the tape/CD to see if you were right. Pause the tape after Amanda says "Dinner everybody", and answer comprehension questions, e.g. *What happened before dinner? What did Gordon tell Jeremy?*, etc.

* Now play the last part. Explain why Gordon killed him (because he wanted to marry Barbara and have all the money and Jeremy said that he couldn't).

4. SPEAKING

* This activity will take at least 15-20 minutes. If you don't have time this lesson, go straight to the vocabulary and do it next lesson.

* Do this with his/her partner. Go to **Communication Police interview A** p.109, **B** p.112

* Go through the instructions carefully. Then give at least five minutes for **As** to prepare their questions and for **Bs** to prepare their alibis.

* Go back to the main lesson on p.59.

5. VOCABULARY irregular verbs

* Go back to **Irregular verbs** on p.154-155.

* This is the reference list of irregular verbs. There are three columns, because irregular verbs also have irregular past participles, but that for the moment you should just concentrate on the first two columns.

* Cover the past simple column, looking at the present, and saying the sentences again but with the verb in the past.

* Go through the verbs one by one to highlight or tick the ones you already know.

* Finally go through the text about Graded Readers .

QUICKTEST 5

GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name _____ David.

A am ☐ B is ☒ C are ☐

- 1 Chopin and Mozart _____ famous composers.
A is ☐ B was ☐ C were ☐
- 2 _____ your mother born in India?
A Were ☐ B Was ☐ C Is ☐
- 3 Joan of Arc _____ English. She was French.
A doesn't ☐ B weren't ☐ C wasn't ☐
- 4 He _____ work yesterday. He was ill.
A didn't ☐ B doesn't ☐ C wasn't ☐
- 5 They _____ tennis yesterday.
A plaid ☐ B plays ☐ C played ☐
- 6 I _____ last night.
A not cooked ☐ B didn't cook ☐ C didn't cooked ☐
- 7 **A** What _____ on Friday night?
B I went out with my friends.
A did you do ☐ B did you ☐ C you did ☐
- 8 Did you _____ a good time?
A had ☐ B have ☐ C has ☐
- 9 I _____ my boyfriend yesterday. He was in London.
A didn't saw ☐ B didn't see ☐ C don't see ☐
- 10 He _____ me some beautiful flowers for my birthday.
A buy ☐ B buyed ☐ C bought ☐
- 11 Washington _____ the first American president.
A was ☐ B were ☐ C is ☐
- 12 **A** Where _____ you born?
B In Liverpool.
A were ☐ B was ☐ C did ☐
- 13 **A** _____ you book your tickets on the Internet?
B No, I didn't.
A Had ☐ B Was ☐ C Did ☐
- 14 We _____ TV last night.
A did watch ☐ B watched ☐ C watch ☐
- 15 **A** Did you study French at school?
B No, I _____ German.
A studied ☐ B studyed ☐ C did study ☐
- 16 The bus didn't stop in Lyon. It only _____ in Paris.
A did stop ☐ B stopped ☐ C stoped ☐

- 17 **A** What did you _____ on Saturday night?
B I went to a party.
A do ☐ B go ☐ C doing ☐
- 18 I _____ to a Japanese restaurant yesterday.
A was ☐ B go ☐ C went ☐
- 19 **A** What did you wear?
B I _____ my new jacket.
A wore ☐ B weared ☐ C wearing ☐
- 20 I didn't _____ out last night. I was very tired.
A going ☐ B went ☐ C go ☐

20

VOCABULARY

a Tick (✓) the correct job.

Example: act

A actor ☐ B actor ☒ C acting ☐

1 write

A writing ☐ B writter ☐ C writer ☐

2 music

A musician ☐ B musical ☐ C musiccian ☐

3 art

A artist ☐ B artor ☐ C artiste ☐

4 lead

A lead ☐ B leader ☐ C leeder ☐

5 politics

A politician ☐ B political ☐ C politikian ☐

b Tick (✓) the past simple verb.

Example: speak

A spoke ☒ B speaked ☐ C speak ☐

6 leave

A leave ☐ B leaved ☐ C left ☐

7 say

A said ☐ B sayed ☐ C saide ☐

8 sleep

A sleppt ☐ B slept ☐ C slepted ☐

9 think

A thought ☐ B thinked ☐ C thoughted ☐

10 can

A can ☐ B could ☐ C canned ☐

c Tick (✓) A, B, or C to complete the expressions.

Example: _____ a friend

A meet ☒ B look ☐ C come ☐

11 _____ dressed

A make ☐ B get ☐ C go ☐

12 _____ a drink

A have ☐ B use ☐ C come ☐

13 _____ out on a Friday night

A have ☐ B see ☐ C go ☐

14 _____ an email

A get ☐ B take ☐ C do ☐

15 _____ breakfast

A can ☐ B come ☐ C have ☐

d Tick (✓) A, B, or C to complete the sentences.

Example: I didn't go to work _____.

A yesterday ☒ B the yesterday ☐ C ☐

16 We didn't go out _____.

A last night ☐ B the last night ☐ C tomorrow night ☐

17 I started learning English _____.

A ago three years ☐ B three years ago ☐ C three years before ☐

18 She didn't come to class _____.

A afternoon yesterday ☐ B the last afternoon ☐ C yesterday afternoon ☐

19 We went out on _____.

A the night ☐ B night of Friday ☐ C Friday night ☐

20 My sister got married _____.

A the last year ☐ B last year ☐ C year last ☐

PRONUNCIATION

a Which word has a different sound? Tick (✓) A, B, or C.

Example: A cinema ☐ B high ☒ C his ☐

1 A bought ☐ B wore ☐ C no ☐

2 A made ☐ B bad ☐ C came ☐

3 A could ☐ B took ☐ C two ☐

4 A money ☐ B drove ☐ C spoke ☐

5 A said ☐ B want ☐ C went ☐

b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: A shopping ☒ B shopping ☐ C shopping ☐

6 A president ☐ B president ☐ C president ☐

7 A composer ☐ B composer ☐ C composer ☐

8 A grandparents ☐ B grandparents ☐ C grandparents ☐

9 A ago ☐ B ago ☐ C ago ☐

10 A remember ☐ B remember ☐ C remember ☐

	10
--	----

Grammar, Vocabulary, and Pronunciation total	50
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File 6

File 6A: A house with a history

G *there is/ there are*

V **houses and furniture**

P **sentence stress**

Overview

This lesson links back to the murder story in **5D**. Many years later, an American couple who are looking for a house to rent are shown round Jeremy Travers' house by an estate agent. It is only after they have decided to rent it that they discover that the house has a dark secret and that someone was murdered there. You practise *there is/ there are* and learn house and furniture vocabulary.

* Go to **Vocabulary Bank Flats and houses** on p.151 and continue from **1c** below.

1. VOCABULARY houses and furniture

a. Order the letters to make three rooms in a house.

* Books open. Focus on the three anagrams. They are three rooms in a flat or house. Re-order the letters.

* Check answers.

kitchen bedroom bathroom

b. Name two things you usually find in these rooms.

* Name two items of furniture for each room, e.g. *bath, toilet, cooker, fridge, bed, cupboard*.

c. Go to Vocabulary Bank Flats and houses on p.151

You should be able to do this quite quickly, as many of the rooms will be familiar to you.

* Check answers.

1. the bedroom

6. the living room

2. the study

7. the hall

- | | |
|--------------------|----------------|
| 3. the bathroom | 8. the kitchen |
| 4. the toilet | 9. the garden |
| 5. the dining room | 10. the garage |

* Now do **2a** for five minutes . Check answers.

- | | | |
|-------------|----------------|---------------------|
| 1. shelves | 9. a clock | 16. a desk |
| 2. a light | 10. a fridge | 17. central heating |
| 3. a bed | 11. a cooker | 18. an armchair |
| 4. carpet | 12. a cupboard | 19. a fireplace |
| 5. a wall | 13. floor | 20. a picture |
| 6. a shower | 14. stairs | 21. a sofa |
| 7. a mirror | 15. a lamp | 22. a plant |
| 8. a bath | | |

* Now cover the words and use the pictures to test yourselves with the words from **1** and **2**.

* Close your books and try to tell each other what you have in at least two rooms in your own house/ flat.

* Go back to the main lesson on p.64.

2. LISTENING

a. Read the advert and look at the photo. Would you like to live in this house? Why (not)?

* Focus on the advertisement and photo and answer if you would like to live in it and why (not)?

b. Larry and Louise are from the USA. They want to rent the house. Cover the dialogue and listen. Which three rooms in the house do they go into?

* Focus on the picture and instructions. Answer *Who is the young man?* (he is an estate agent, a man who sells and rents houses and flats.)

* Now close your books and listen. Play the tape/CD once, and check answers.

You should listen to find out which rooms they actually go into, not which ones they or the estate agent mention.

the hall the living room the kitchen

c. Listen again and complete the dialogue.

* Focus on the gapped conversation. Play the tape/CD again to complete it.

* Check answers.

- | | |
|----------------|---------------|
| 1. dining room | 6. television |
| 2. study | 7. piano |
| 3. bathroom | 8. fridge |
| 4. upstairs | 9. glasses |
| 5. showers | 10. cupboard |

Read through the dialogue and think about what kind of words are missing (i.e. furniture or rooms) before playing the the tape/CD.

d. Larry and Louise and the estate agent go upstairs. Listen. What problem is there with one of the bedrooms? Do they decide to rent the house?

* Focus on the instructions. Then play the tape/CD twice to check answers.

One of the bedrooms is very cold.

They decide to rent the house.

*Answer a few more comprehension questions, e.g. *How old is the house?* (100 years old). *What kind of heating is there?* (central heating). *Why do they go back to the estate agent's office?* (to sign the contract). *Who lived in the house before?* (the Travers family). That is the same house as in **5D**.

3. GRAMMAR there is/ there are

a. Read the dialogue in 2c. Complete the chart.

* Focus on the chart and complete it.

singular	plural
There's a piano	There are some glasses in the cupboard.
There isn't a fridge	There aren't any showers.
Is there a TV?	Are there any glasses?

b. Look at the question and answer. Note that *some* = we don't know how many exactly.

c. Go to **Grammar Bank 6A** on p.132. Go through the rules.

Grammar notes

there is/ there are

- *There is* is used with singular nouns, *there are* with plural nouns.
- Questions are formed by inversion
(*There is – Is there ...?*) and negatives by adding *not* or *n't* (*There is - There isn't*).
- There is no written contraction of *are* in *there are* (NOT *There're*) but in speaking *are* is unstressed
- When giving a list of things we use *there is* (NOT *there are*) when the first word is singular, e.g. *In my living room there's a sofa and two armchairs.*

some and any

- *Some* and *any* are indefinite articles used here with plural countable nouns. *Some* and *any* with uncountable nouns is presented in **7A**.

* Focus on exercises **6A** on p.133. Do the exercises.

* Check answers and read out the full sentences.

- a. 1. There are
2. There's
3. There are
4. There's
5. There are
6. There's
- b. 1. There's a table in the kitchen.
2. Is there a fireplace in the living room?
3. There aren't any plants in the living room.
4. Are there any cupboards in the kitchen?
5. There isn't a shower in the bathroom.
6. There are some shelves in the study.

* Go back to the main lesson on p.65.

4. PRONUNCIATION sentence stress

a. Listen and repeat. Copy the rhythm.

* Focus on the dialogue and play the tape/CD. Note that all the examples of *th* are pronounced / / like *mother*, and that the other highlighted letters all have the / / sound, like *chair*.

* Play the tape/CD again, pausing after each sentence to repeat, copying the rhythm.

Underline the stressed words (see tapescript) and pronounce them more strongly when you practise the dialogue.

* Read the dialogue .

A Where's the bathroom?

B It's upstairs.

A Is there a lift?

B No, there are stairs.

A Where are the stairs?

B They're over there.

b. In groups of three, roleplay the dialogue in 2c between the estate agent and Louise and Larry.

* Do this with your partners. They play the roles of Larry, Louise, and the estate agent. Read the dialogue in **2c**, focusing on getting the right rhythm. If you have time you can change roles.

5. SPEAKING

a. Complete the questions with *is there* or *are there*. In pairs, ask and answer.

* Focus on the questions and complete them with *Is there* or *Are there*.

In your house/ flat

1. How many bedrooms **are there**?
2. How many bathrooms **are there**?
3. **Is there** a study?
4. **Is there** a garden?

5. **Is there** a garage?

6. **Is there** central heating?

In your bedroom

7. **Is there** a TV?

8. **Are there** any pictures on the wall?

9. **Are there** any plants?

10. **Is there** a mirror?

11. **Are there** any cupboards?

12. **Is there** a computer?

* Now SS interview each other with books closed.

b. Quickly draw a plan of your living room. “Show” the room to your partner.

* Focus on the instructions. Quickly draw a basic plan of your living room and “show” it to the partners. (You don’t need to draw everything in, just the main pieces of furniture.)

6. LISTENING

* **On their first night in the house, Larry and Louise go to the local pub. Listen and answer the questions.**

* Focus on the picture and answer *Where are Louise and Larry?* (In a pub, near the house they’ve just rented.) Go through the instructions and questions.

* Play the tape/CD twice. Check answers.

1. Champagne; they want to celebrate their new house.

2. That a man (Mr. Travers) was murdered there in 1938.

3. They leave the pub- Louise wants to find a hotel. She doesn’t want to sleep in the house.

* Answer a few more comprehension questions, e.g. Where are Louise and Larry from? (Washington). Why do they always rent the house? (because nobody wants to buy it). Does Louise finish her champagne? (no).

File 6B: A night in a haunted hotel

- G** *there was/ there were*
V **prepositions of place**
P **silent letters**

Overview

This lesson is based on a *Sunday Times* travel article about haunted hotels in the UK. A journalist was sent to stay at one and report on what happened during the night. This provides a context for you to practise *there was/ there were* and prepositions of place. Note that this is a true story, and that it is a real hotel where you could go and spend the night!

1. VOCABULARY prepositions of place

a. Match the words and pictures.

- * Books open. Focus on the nine prepositions of place and the pictures.
- * Answer *What can you see in every picture?* (a ghost). Match the words and pictures.
- * Check answers

- | | |
|----------------|-------------|
| 1. behind | 6. next to |
| 2. in | 7. between |
| 3. under | 8. opposite |
| 4. over | 9. on |
| 5. in front of | |

b. In pairs, ask and answer with the pictures.

- * Focus on the example. Cover the prepositions and test each other in pairs pointing to pictures and asking *Where's the ghost?*

c. Go to Vocabulary Bank Flats and houses on p.151. Choose a room and draw a ghost somewhere in it, e.g. *in the cupboard, under the bed, etc.*

* Go back to the main lesson on p.66.

2. READING

a. Look at the photos and read the introduction below. Answer te questions.

* Focus on the lesson title. Note the meaning of a *haunted hotel* (a hotel where a ghost lives). Then focus on the title of the article and the two photos. This is a real hotel in England. SS now read the introduction (until *I don't believe in ghosts*) and answer the questions.

* Check answers.

1. In Cumbria, in the north of England
2. A (Sunday Times) journalist
3. People say there is a ghost there
4. Stephen spent a night in Room 11
5. Phone or speak to anybody
6. Nervous
7. No

b. Do you believe in ghosts? Would you like to spend a night in Room 11 of Gosforth Hall Hotel? Why (not)?

* Answer the questions “Do you believe in ghosts?”, “Would you like to spend a night in Room 11 of Gosforth Hall Hotel? Why (not)?”

c. Read and listen about Stephen's experience. Label the three pictures with words from the article.

* Focus on the text. It's the journalist's account of his night in Room 11. Focus on the three pictures. Listen and read the text once and then label the pictures.

1. cemetery
2. remote control
3. horror film

d. From memory, correct the information in these sentences. Quickly read the article again to check.

* Now focus on sentences 1-7 and the example. Try to correct the information, and then read the text again to check.

* Check answers.

2. two other guests
3. to the manager
4. on the top floor
5. It was a big room
6. There was a film on, but not a horror film
7. He went to sleep with the TV and the light on

e. Do you think Stephen saw the ghost?

* Answer the question “Do you think Stephen saw the ghost?”. You will now find out what happened to Stephen.

3. LISTENING

a. Listen to Stephen describing what happened. Did he see the ghost?

* Now you are going to hear Stephen being interviewed. Play the tape/CD once and answer the question.

He didn't see the ghost, but he felt something in the room.

b. Listen again. Complete his report.

* Focus on the report form and go through it. Play the tape/CD again, and repeat it if necessary. Check answers.

- | | |
|-------------|-----------------------------|
| 1. Yes | 6. No |
| 2. 2.00 a.m | 7. Yes |
| 3. Yes | 8. Very |
| 4. TV | 9. Yes |
| 5. light | 10. I want to see the ghost |

4. GRAMMAR there was/ there were

a. Complete the sentences from the article with was, wasn't, were, or weren't.

* Focus on the four sentences. Complete them. Check answers.

- | | |
|------------|--------|
| 1. weren't | 3. was |
|------------|--------|

2. were

4. wasn't

b. Go to Grammar Bank 6B on p.132. Go through the rules.

Grammar notes

- *There is/there are* can be used in any tense simply by changing the tense of *be*, thus the past is *there was/ there were*.
- Although it works in exactly the same way as *there is/ there are*, you have a tendency to forget the plural form *there were*.

* Focus on exercise **6B** on p.133. Do the exercises. You use *some* and *any* in plural sentences where no number is mentioned.

* Check answers. Read the full sentences.

a. 1. There were some double rooms.

2. There was a swimming pool.

3. There was a restaurant.

4. There wasn't a car park.

5. There weren't any shops.

b. 1. There were

7. was there

2. There was

8. There was

3. there were

9. Were there

4. Was there

10. there weren't

5. there wasn't

11. There was

6. there was

* Go back to the main lesson on p.67.

5. SPEAKING

* Go to **Communication Room 11** on p.111. Look at the picture for one minute. Try to remember what's in the room.

* Go back to the main lesson on p.67.

6. PRONUNCIATION silent letters

a. Practise saying these words. Cross out the “silent” letter in each one.

* Go through the introductory text and remember the pronunciation of *cupboard* (the *p* isn't pronounced). The phonetics also make this clear. Highlight also that the second syllable in *cupboard* is shortened.

Pronunciation notes

- Cross out silent letters when you learn new words, like this: *listen*.
- You can recognize the phonetic transcriptions next to words in the dictionary. This will help you to identify silent letters.

* Say the words aloud, decide which you think is the silent letter in each word, and cross it out.

b. Listen and check.

* Play the tape/CD to check. Check answers (the silent letters are underlined).

<u>g</u> uest	bu <u>l</u> ding
gh <u>o</u> st	lis <u>t</u> en
ha <u>l</u> f	fr <u>i</u> end
cou <u>l</u> d	<u>w</u> rite
<u>k</u> now	<u>h</u> our

* Note that in words that begin with *kn-* (e.g. *knee*) or *wr-* (e.g. *wrong*) the *k* and the *w* are always silent.

File 6C: Neighbours from hell

G **present continuous**

V **verb phrases**

P **verb + *-ing***

Overview

This lesson is based on a newspaper survey about noisy neighbours. You learn new verb phrases and practise the present continuous. The form (*be+ -ing* form of the verb) is not a problem, but using it correctly can be difficult, especially for you who do not have an equivalent in your L1. The present simple and continuous are contrasted in the next lesson (**6D**). The use of the present continuous to express future arrangements is taught in New English File Pre-intermediate.

1. VOCABULARY & SPEAKING

a. Read the article about neighbours. Complete the list of problems with these verbs.

* Books open. Focus on the text and photo. The man doesn't like his neighbours because they are noisy.

* Focus on the text and the verbs above it. Read the text and complete the problems.

* Check answers.

They **talk** loudly.

Their babies **cry**.

They **have** noisy parties.

Their dogs **bark**.

They **watch** TV late at night.

They **move** furniture.

They **play** a musical instrument.

They **argue** with their partner.

b. In groups of two or three, answer the questions in the survey.

* Focus on the survey and go through the questions.

* Interview your partner

2. GRAMMAR present continuous

a. Match the sentences with flats 1-8.

* Focus on the sentences and match them to the different flats on p.69.

* Check answers.

1. She's playing the violin.
2. They're arguing.
3. The dog's barking.
4. He's watching football.
5. The baby's crying.
6. They're moving furniture.
7. They're having a party.
8. He's listening to music.

b. Cover the sentences and listen. What's happening? Where?

* Cover the sentences and look at the picture. Play the tape/CD of eight sound effects (which tell you what the people in the flats are doing).

* Pause the tape/CD after each one and answer *What's happening?* (They're arguing) *Where?* (In flat 2) to elicit the eight sentences from **a**.

- | | |
|------------------------------|--------|
| 1. He's watching football. | Flat 4 |
| 2. The baby's crying | Flat 5 |
| 3. They're having a party. | Flat 7 |
| 4. She's playing the violin. | Flat 1 |
| 5. The dog's barking. | Flat 3 |
| 6. They're arguing. | Flat 2 |
| 7. They're moving furniture. | Flat 6 |
| 8. He's listening to music. | Flat 8 |

c. Complete the chart.

* Focus on the chart and on the three (+) sentences. Note that 's is the contraction of *is*, and 're is the contraction of *are*. The other verb is always verb + *-ing*.

* Complete the (-) and (?) forms.

d. Listen and repeat the sentences in the chart. Copy the rhythm.

* Play the tape/CD and repeat the sentences and check your answers.

The baby's crying.

She's playing the violin.

They're having a party.

The baby **isn't** crying.

She **isn't playing** the violin.

They **aren't having** a party.

Is the baby **crying**?

Is **she playing** the violin?

Are they **having** a party?

* We use this form of the verb (present continuous) for something that's happening now, at the moment of speaking, e.g. *We're having a class. I'm talking to you and you're listening.*

e. Go to Grammar Bank 6C on p.132. Go through the rules.

Grammar notes

Present continuous

- You don't usually find the form of this tense difficult (be + *-ing* form of the verb), but you often have problems using it correctly, especially if you do not have an equivalent form in your L1. Your main mistake is to use the present simple, not continuous, for things which are happening now, e.g. *The baby cries* instead of *The baby's crying*.

- The present continuous is contrasted with the present simple in the next lesson (6D). Its use to talk about future arrangements will be presented in New English File Pre-intermediate.

Spelling rules

Learned the rules for making the *-ing* form in lesson 4B. You will probably need to revise them (see p.128).

* Focus on the exercises for 6C on p.133. Do the exercises.

* Check answers and read the full sentences.

- a. 1. He's having a shower.
2. What are they doing? They're dancing.
3. What's she doing? She's listening to music.
- b.1. It's raining a lot here.
2. Yes, but she's talking to somebody on the mobile just now.
3. What are you doing ?
4. Why aren't you doing your homework?
5. Were studying together.
6. She's waiting for Kevin to come.
7. They're having a party tonight.
8. What's she wearing?

* Go back to the main lesson on p.68.

f. In pairs, point and ask and answer about the people in the flats.

* Focus on the instructions. Use the flats in a to practise making questions and answers.

g. Listen to the sounds. Write six sentences to say what's happening.

* Now close your books and listen to six noises. You have to decide what you think is happening and write a sentence.

* Play the tape/CD once the whole way through, just to listen. Then play it again, stopping after each sound effect, and write a sentence. You should write full sentences, not just the *-ing* form, e.g. *It's raining*.

* Check answers, accepting all appropriate sentences.

1. It's raining.
2. They're playing tennis.
3. He's having a shower/ singing.
4. They're having lunch/dinner/a meal.
5. They're doing exercise.
6. She's cooking.

3. PRONUNCIATION verb + *-ing*

a. Practise saying the words in the six sound pictures. Then put two words from the box in each column.

* Focus on the sound pictures and elicit the words and sounds (*car, train, horse, bike, boot, phone*)

* Now focus on the *-ing* forms/ verbs. Put two verbs in each column.

b. Listen and check. Practise saying the words.

* Play the tape/CD once to check answers. Then play it again, pausing after each group to repeat.

car	dancing, asking
train	playing, raining
horse	calling, talking
bike	crying, driving
boot	doing, moving
phone	smoking, going

c. Listen to a man on a mobile. Write the six present continuous sentences.

* When you are listening to the present continuous, it's often difficult to hear the verb *be*, as it's usually contracted.

* Now you are going to listen to a man in a train talking on his mobile phone. You must listen and write down six present continuous sentences or questions.

* Play the tape/CD once the whole way through just to listen.

* Play the tape/CD twice more, pausing after each sentence to write the answers.

* Check answers.

1. What are you doing?
2. I'm going to London.
3. Who are you talking to?
4. I'm having a coffee.
5. Is the baby crying?
6. My train's arriving.

4. SPEAKING

We use “ *She's wearing...* ” to describe what clothes somebody has on. In Vietnamese they may use the present simple to convey this idea.

* Now go to **Communication They're having a party!** A p.110, B p.113.

* Go through the instructions . Highlight that when we describe a picture, we use the present continuous for actions which are happening in the picture.

File 6D: When a man is tired of London ...

G **present simple or present continuous?**

V **places in a city**

P **city names**

Overview

This lesson contrasts the present simple and present continuous. The context is provided by tourists' impressions of four of London's top attractions. You also learn the vocabulary to describe tourist attractions in a city and they read an extract from a guidebook about the London Eye. The lesson finishes with the Kinks' 1967 song about London, *Waterloo Sunset*.

* Write down three things you associate with London (e.g. red buses, Trafalgar Square, the River Thames, Big Ben, Oxford Street, Camden Market, etc.)

1. GRAMMAR present simple or present continuous?

a. Look at the photos of four top tourist attractions in London. What are they? Imagine you have one morning in London. Which two would you like to go to?

* Books open. Focus on the lesson title and it's the beginning of a famous saying. It is *When a man is tired of London, he's tired of life*, and was written by the 18th century writer Dr Johnson.

* Now focus on the photos and write the names .

The London Eye

Tower Bridge

Madame Tussaud's

Buckingham Palace

b. Where are Ivan and Eva? Cover the dialogues and listen. Number the pictures 1-4.

* Focus on the picture of Ivan and Eva. Revise the present continuous by answering *What are they doing? What's Ivan wearing? What's Eva wearing?*

* Ivan and Eva are in London for the day, and they visit all four attractions. Eva has a guidebook so she can tell Ivan about the attractions.

* Cover the dialogues and focus on the pictures. Play the tape/CD and number the pictures in order. Check answers.

1. Tower Bridge
2. Buckingham Palace
3. Madame Tussaud's
4. The London Eye

c. Listen again. Put the verbs in brackets into the present continuous or present simple. What's the difference between the two tenses?

* Now uncover and look at the dialogues. Go through them

* The verbs in brackets are either in the present continuous or the present simple. You are going to listen again to hear which tense it is, and should then write the verb in.

You include the verb *be* in the present continuous. You should use contractions, as these are conversations.

* Play the tape/CD once the whole way through, just to read and listen. Then play it again, pausing after each verb (or after each dialogue) to write.

* Check answers.

* Go through the conversations, looking at the verbs. Think about what the difference is between the two tenses (the present continuous and the present simple). The present continuous is for what's happening now, and the present simple is for what always or usually happens.

d. Go to Grammar Bank 6D on p.132. Go through the rules.

Grammar notes

- There is a clear difference in use between the present simple and present continuous:

The present simple is used for habitual actions (things which are always true or which happen every day).

The present continuous is used for things happening now, at this moment.

- The use of these two tenses can cause problems either because you don't have the present continuous in your L1, or because English is "stricter" about using it when talking about now.
- Some verbs are not normally used in the present continuous, e.g. *want*, *like*, *need*, *have* (= possession), and *know*.

* Do **6D a** on p.133 . Check answers, and correct the wrong sentences.

- 1 ✓
2. ✓
3. X He's having a great time.
4. ✓
5. X I normally go ...
6. ✓
7. X What do you do?

* Now focus on **b**. Do it. Check answers.

1. What are you doing? I'm waiting
2. What does your mother do? She works...
3. They're having ... They have
4. I'm going ... Do you want ...

2. READING

a. Quickly read the guidebook extract about the London Eye and answer the questions.

* Focus on the guidebook extract and photo of the London Eye.

* First go through the questions. Note that *How long* = How much time, you can use *How* + adjective to make questions, e.g. *How high ...? How far ...? How fast...?*, etc.

* Read the text to find the answers.

b. Match the highlighted words and expressions with their meanings.

* Now focus on the highlighted words. Guess them from the context, and then match them to their meanings. Check answers.

1. in advance
2. are available
3. Daily
4. to queue
5. room
6. Passengers

3. VOCABULARY places in a city

a. Is there a building in your town with a very good view? Where is it? What's its name?

* Tell about the building(s) with a very good view.

b. Go to Vocabulary Bank Town and city on p.152.

* Do **a** . You have already seen a lot of the words. Check answers.

* For **b** cover the words and use the pictures to test yourselves .

* Go back to the main lesson on p.71.

4. SPEAKING

* This speaking activity focuses on recycling the vocabulary you have just learned.

* Focus on the questionnaire and answer.

5. PRONUNCIATION city names

a. Listen. What are the eight cities?

* Focus on the introductory sentence, and note the correct pronunciation of Leicester looking at the phonetics.

* You are going to hear eight famous towns in the UK or Ireland, which you must write down (just the towns, not the whole sentences).

* Play the tape/CD once the whole way through to listen. Then play it again, pausing after each sentence to write.

b. Listen again and repeat the city names. Which city names have an /ə/ sound?

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* Now repeat the tape/CD and repeat the names (or the whole sentence).

c. Practise saying the city names.

* Practise saying the names.

d. Go to the **Sound Bank** on p.157. Highlight that the /ð / sound can be made by any combination of vowels and always occurs before or after a stressed syllable.

6. SONG Waterloo Sunset

listen to one of the Kinks' most famous songs, about Waterloo Bridge, in central London. Waterloo Bridge and the station were named after the Battle of Waterloo.

QUICKTEST 6
GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name _____ David.

A am ☐ B is ☒ C are ☐

1 How many bedrooms _____ in your flat?

A is there ☐ B are there ☐ C there are ☐

2 There are _____ glasses in the cupboard.

A any ☐ B a ☐ C some ☐

3 _____ many guests in the hotel.

A There weren't ☐ B They weren't ☐ C There wasn't ☐

4 _____ a very noisy party in the street last night.

A There is ☐ B There was ☐ C There were ☐

5 _____ any good programmes on TV yesterday?

A Was there ☐ B Are there ☐ C Were there ☐

6 What _____?

A you are doing ☐ B you doing ☐ C are you doing ☐

7 She _____ lunch.

- A is make ☐ B is making ☐ C does making ☐
- 8 **A** What does he do?
B _____.
A He's reading ☐ B He's a student ☐ C Yes, he does ☐
- 9 My sister _____ on Friday nights.
A usually goes out ☐ B is usually going out ☐ C goes usually out ☐
- 10 **A** Where's Ann?
B She's in the bathroom. She _____ a shower.
A has ☐ B 's having ☐ C having ☐
- 11 There's _____ big table in the living room.
A an ☐ B a ☐ C some ☐
- 12 There aren't _____ chairs.
A any ☐ B some ☐ C one ☐
- 13 How many people _____ there in class yesterday?
A was ☐ B are ☐ C were ☐
- 14 _____ wasn't a bar in the hotel.
A Is ☐ B There ☐ C Their ☐
- 15 _____ your brother working at the moment?
A Is ☐ B Does ☐ C Do ☐
- 16 Don't make a noise! Your father's _____ TV.
A watch ☐ B watching ☐ C is watching ☐
- 17 She _____ drinking vodka! It's water.
A isn't ☐ B aren't ☐ C not ☐
- 18 **A** What's Mark _____?
B He's playing tennis.
A do ☐ B does ☐ C doing ☐
- 19 Simon usually _____ to bed early.
A goes ☐ B go ☐ C is going ☐
- 20 **A** What does he _____?
B He's a pilot.
A doing ☐ B be ☐ C do ☐

VOCABULARY

a Tick (✓) the correct part of the house (A), (B), or (C).

Example: The room where you sleep.

A the bedroom ☒ B the bathroom ☐ C the garage ☐

1 The room where you have a shower.

A the bathroom ☐ B the living room ☐ C the dining room ☐

2 The room where you cook.

A the dining room ☐ B the kitchen ☐ C the living room ☐

- 3 The room where you relax and watch TV.
A the garage ☐ B the living room ☐ C the kitchen ☐
- 4 The room where you have dinner.
A the dining room ☐ B the bathroom ☐ C the bedroom ☐
- 5 The place where you leave your car.
A the kitchen ☐ B the living room ☐ C the garage ☐

b Tick (✓) the correct word A, B, or C.

Example: You sleep in this.

- A a cupboard ☐ B a bed ☒ C a seat ☐
- 6 Two people can sit here.
A a sofa ☐ B a fridge ☐ C a bed ☐
- 7 You put food and drinks in here.
A a fridge ☐ B a bed ☐ C a library ☐
- 8 You have this on the floor.
A a bathroom ☐ B shelves ☐ C a carpet ☐
- 9 You put books on these.
A shelves ☐ B a garage ☐ C a cooker ☐
- 10 You cook on this.
A a sofa ☐ B a fridge ☐ C a cooker ☐

c Tick (✓) the correct places A, B, or C.

Example: A place where you can see old things.

- A station ☐ B museum ☒ C post office ☐
- 11 A place where you can buy medicine.
A station ☐ B bank ☐ C chemist's ☐
- 12 A place where you go over a river.
A village ☐ B square ☐ C bridge ☐
- 13 A place where you can buy stamps.
A post office ☐ B chemist's ☐ C museum ☐
- 14 A place where you get a train.
A supermarket ☐ B station ☐ C town hall ☐
- 15 A place where you can see famous paintings.
A art gallery ☐ B chemist's ☐ C bank ☐

d Tick (✓) A, B, or C to complete the sentences.

Example: My sister's birthday is ____ 14th December.

- A in ☐ B on ☒ C at ☐
- 16 There's a small table ____ to the bed.
A opposite ☐ B next ☐ C between ☐
- 17 There's a plant in ____ of the window.
A front ☐ B behind ☐ C between ☐

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- 18 Don't argue _____ me!
A to ☐ B at ☐ C with ☐
- 19 Our neighbours always _____ a lot of noise.
A do ☐ B make ☐ C have ☐
- 20 My dogs always _____ when they see the postman.
A bark ☐ B shout ☐ C cry ☐

	20
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PRONUNCIATION

a Which word has a different sound? Tick (✓) A, B, or C.

Example: A cinema ☐ B high ☒ C his ☐

- 1 A fridge ☐ B job ☐ C yesterday ☐
2 A garden ☐ B fridge ☐ C ghost ☐
3 A near ☐ B here ☐ C where ☐
4 A there ☐ B beer ☐ C stairs ☐
5 A watch ☐ B wrong ☐ C road ☐

b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: A shopping ☒ B shopping ☐ C shopping ☐

- 6 A computer ☐ B computer ☐ C computer ☐
7 A hospital ☐ B hospital ☐ C hospital ☐
8 A department store ☐ B department store ☐ C department store ☐
9 A opposite ☐ B opposite ☐ C opposite ☐
10 A furniture ☐ B furniture ☐ C furniture ☐

	10
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Grammar, Vocabulary, and Pronunciation total	50
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File 7A: What does your food say about you?

- G** *a/ an, some/ any*
V **food, countable/ uncountable nouns**
P **the letters *ea***

Overview

This lesson takes a light-hearted look at the food we eat and what it says about our personality type. The grammatical and lexical focus is on countable and uncountable nouns and how *a*, *some* and *any* are used with them. You also revise *there is/there are*. The pronunciation focus looks at the combination of vowels, *ea*, which can be pronounced in several different ways and which occurs in many food words.

1. VOCABULARY food

a. Look at the picture. Write the missing letters. What did Laura have to eat and drink yesterday?

* Focus on the picture. Tell what you think Laura writes in her Food Diary (what she eats and drinks every day) and why (to try to control her diet or her weight).

* Focus on the instructions and the food on the table. Write the missing letters. There is only one letter missing from each word.

* Now check answers.

- | | |
|----------------|-----------------|
| 2. a banana | 7. some sugar |
| 3. some butter | 8. a tomato |
| 4. an egg | 9. a biscuit |
| 5. some meat | 10. some coffee |
| 6. some rice | |

b. Food words are countable or uncountable. Write the words in the correct column.

* Focus on the two column headings and note the difference, i.e. that countable words are used in the singular or plural and that they are things you can count (e.g. *a banana, two*

apples). We think of them as individual units. Uncountable words are not normally used in the plural, and are not thought of as individual units (e.g. *rice, sugar, etc.*)

* Put the words from **a** into the columns. Make sure they include *a/ an* and *some*. Check answers.

countable nouns

(singular or plural)

an apple

a banana

an egg

a tomato

a biscuit

uncountable nouns

(singular)

some butter

some meat

some rice

some sugar

some coffee

c. Go to **Vocabulary Bank Food** on p.153. Focus on the groups of words and the tables, and the photos of food for breakfast, lunch, dinner and desserts and snacks.

* Do **a** . There are more words than usual but you may already know many of them. Check answers.

* For **b** cover the words and use the pictures to test yourselves .

* Go back to the main lesson on p.76.

2. GRAMMAR a/an, some/ any

a. In pairs, ask and answer.

* Focus on the questions and answer .

* Note that seeing what food people buy often tells you how healthy they are, if they cook much or not, how busy/ stressed they are, etc.

b. Match the people with the baskets.

* Focus on the three baskets and say what is in each basket. Check answers.

Basket 1: carrots, lettuce, orange juice, mineral water, milk, grapes, pasta, oranges, tomatoes.

Basket 2: champagne, smoked salmon, box of chocolates, a pineapple, ice cream, strawberries, steak, butter.

Basket 3: chips, beer, peas, pizzas, chocolate, biscuits.

* Now focus on the cartoon characters. Decide which basket is whose. Check answers.

1. Healthy Hannah
2. Luxury Lucy
3. Fast Food Frank

c. Read the sentences. Which basket is it? Circle 1,2, or 3.

* Now focus on the sentences. *There's some ice cream* is only true for basket 2. You continue . Check answers.

a2 b3 c2 d3 e1 f1 and 3

d. Look at the sentences and complete the rules with *some, any, or a/ an*.

* Focus on the words in bold in sentences a-f and complete the rules. Check answers.

Use **a/an** with singular countable nouns

Use **some** + and **any** – and ? with plural nouns and uncountable nouns

e. Go to Grammar Bank 7A on p.134. Go through the rules.

Grammar notes

Countable/ uncountable nouns

- The concept of countable and uncountable nouns shouldn't cause too many problems, but what may cause confusion is that some words are countable in English but uncountable in other languages or vice versa, e.g. *spaghetti*-uncountable in English, countable in Italian.
- Give more examples of when a noun can be countable and uncountable. This occurs when we can think of e.g. *a chicken* (a whole chicken) and *chicken* (e.g. chicken pieces).

Other examples: *a beer* (= a can or glass of beer), *beer* (= the liquid in general); *a coffee* (= a cup of), *coffee* (= a quantity of coffee beans or powder in a jar).

a/an, some/any

- You have already learnt the rules for *a/an, some* and *any* plus singular and plural countable nouns in **6A**. Here you learnt that *some* can also be used with singular uncountable nouns meaning not an exact amount, e.g. *some butter, some milk*.

- You may find it strange using *some* and *any* with “singular” words, e.g. *butter*, since you previously used them with plural nouns and may have translated them in your heads as plural words.
- Make sure you point out the exception of using *some* for offers and requests. You usually assimilate this rule instinctively through learning set phrases like *Would you like some coffee?*

* Focus on the exercises for **7A** on p.135. Do the exercises

* Check answers and read the full sentences.

- | | |
|-----------------|-----------------|
| a. 2. an orange | 7. some coffee |
| 3. a biscuit | 8. some cheese |
| 4. some peas | 9. some chips |
| 5. an ice cream | 10. a pineapple |
| 6. some cake | |
| b. 1 some | 6. any |
| 2. some | 7. an |
| 3. an | 8. any |
| 4. any | 9. a |
| 5. some | 10. some |

* Go back to the main lesson on p.77.

3. PRONUNCIATION the letter *ea*

Pronunciation notes

The combination of vowels *e* + *a* has several possible pronunciations, several of which may seem quite irregular to you, e.g. *great*. In this exercise we focus on common examples of this spelling which all occur in food words.

a. How is *ea* pronounced in these words? Put them in the correct column.

* Focus on the words in the box and note that they all have the vowels *ea*, but that the pronunciation is not the same.

* Now focus on the sound pictures and pay attention to the three words and sounds (tree, egg, train). Put the words in the three columns.

b. Listen and check. Practise saying them. Which is the most common pronunciation of *ea*?

* Play the tape/CD once to check answers. Then play it again pausing after each word (or group of words) to repeat. Note that the most common pronunciation is /i:/, but you will need to learn unusual ones, e.g. *steak*, *by heart*.

tree	eat, ice cream, meat, peas, tea
egg	bread, breakfast, health
train	steak

4. SPEAKING

a. Make a food diary for yesterday. Write down exactly what food and drink you had.

* Go to **Vocabulary Bank Food** p. 153 and make a food diary for yesterday, i.e. to write down what you had to eat and drink. You can use more general words, e.g. *meat*, *fish*, *vegetables*, rather than specific words (*lamb*, *hake*, *carrots*, etc.). Write *a/an* or *some* and *any* with each word and group them under meals.

b. In pairs, A tell B exactly what food you had, B say if you think A is like Fast Food Frank, Healthy Hannah, or Luxury Lucy. Then change roles.

* Say what you had for breakfast, lunch and dinner .

5. LISTENING

a. Can you make spaghetti bolognese? What do you need to make it?

* Focus on the picture and write down what cooking programmes there are on TV in your country. Now focus on the question.

b. Listen to a TV cooking programme. What nine things does Colin use to make spaghetti bolognese?

* Focus on the exercise. You are going to hear the tape/CD twice and that try to get some ingredients the first time, and then the rest the second time.

c. Listen again and check. Does Belinda like Colin's spaghetti bolognese?

* Play the tape/CD. Check answers.

- | | |
|-------------------|------------------------|
| 2. an onion | 6. some tomato ketchup |
| 3. some butter | 7. some red wine |
| 4. a carrot | 8. some meat |
| 5. some mushrooms | 9. some cheese |

* Play the tape/CD again to check the answers. Answer if Belinda likes Colin's spaghetti Bolognese (not really).

d. In pairs, think of a famous dish from your country. Write the ingredients you need. Tell the class.

* Choose a famous dish from your country. Write the ingredients you need.

File 7B: How much water do we really need?

G *how much/ how many?; quantifiers: a lot, not much, etc.*

V **drinks**

P /w/, /v/, and /b/

Overview

This lesson continues the theme of diet and is based on the subject of how much water we need to drink every day. The text *Water - facts and myths* is based on several recent articles and studies and presents a controversial view which should provoke differing opinions in the class. The grammar builds on what you learnt in the previous lesson, introducing different ways of talking and asking about quantity. You have seen *much*, *many* and *a lot of* previously in the book, so should be aware of their meaning, but have not focused on grammatical rules.

1. PRONUNCIATION /w/, /v/, and /b/

a. Listen and repeat the sounds and words.

* Focus on the three sound pictures and play the tape/CD to repeat the words and sounds. Try to find the difference between them, and the position of the lips/teeth to distinguish between /b/ and /v/.

witch /w/ water

vase /v/ vodka

bag /b/ beer

Pronunciation notes

These three sounds can cause some nationalities difficulties because of L1 interference. The rules are quite clear. See **Sound Bank** p.159.

b. Listen and practise the dialogue.

* Now focus on the cartoon and dialogue. Play the tape/CD once and listen and read the dialogue. Then practise it .

2. SPEAKING

a. Read the introduction and the questionnaire.

* Focus on the introduction to the questionnaire. Read it out loud and think if it's true that we need to drink lots of water. Then focus on the illustrations and use them to learn *tap (water)* and revise *mineral water*.

b. In pairs, interview your partner. Who drinks more water?

* Go through the questions and possible answers. Then answer the questions.

3. GRAMMAR how much/ how many?, quantifiers

a. Complete the questions with *How much* or *How many*.

* Focus on the questions and complete them.

1. How many 2. How much

b. Match the sentences and pictures.

* Now focus on the sentences and pictures, and match them. Check answers.

1A 2D 3C 4B

* *much* and *many* are used with the negative verb. You think would change in sentence 2 if instead of *water*, it said *glasses of water* and note that *much* would change to *many*.

c. Go to Grammar Bank 7B on p.134. Go through the rules.

Grammar notes

a lot of

* In (+) sentences native speakers normally use *a lot of* for big quantities. It is also possible to use *a lot of* in negatives and questions, although it is more common to use *much/ many*.

* We use *a lot* (NOT *a lot of*) in short answers or when we don't give the noun, e.g. *I eat a lot of chocolate* but *I eat a lot*.

* In colloquial English people often use *lots of* as an alternative to *a lot of*. At this level it is best just to learn one form (*a lot of*).

Much/ many

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* *Much* and *many* are used mainly in negative sentences and questions. *Many* is also sometimes used in (+) sentences in formal English, e.g. *Many people live in houses in the UK*. However *much* is not normally used in (+) sentences, e.g. NOT *British people drink much tea*.

* Think of *much* as singular and *many* as plural to remember which one to use.

* Focus on the exercises for **7B** on p.135. Do the exercises.

* Check answers and read the full sentences.

a.1 How many

5. How many

2. How much

6. How much

3. How much

7. How many

4. How many

8. How much

b.1. a lot of

4. None

2. much

5. quite a lot of

3. many

6. Not much

* Go back to the main lesson on p.79.

d. Complete the questions with *How much* or *How many*.

* Focus on the questions and the short answers (*a lot*, *quite a lot*, etc.) and complete the questions.

* Check answers. Use a short answer and then add a bit more information where possible.

4. READING

a. Cover the magazine article *Water – facts and myths*. In pairs, look at these questions. Can you answer any of them?

* You don't look at the article yet and go through the questions to see if you understand them. Note the meaning of *too much* (= more than what is good for you). Try to answer some of the questions.

b. Read the article. Put the questions in *a* in the gaps.

* Now focus on the article, and instructions. Read and match the questions, as this is probably the most challenging reading you've done so far.

* Write the questions in the spaces, as it will then make the article easier to re-read.

B5

C2

D4

F3

c. Read the article again. Match the highlighted words with these phrases.

* Read the text again and match the highlighted words to the phrases.

* Check answers.

1. temperature

5. myths

2. sweat

6. at least

3. experiments

7. contain

4. recently

8. In fact

d. Look at the questions in *a* again. In pairs, answer them from memory.

* Cover the text and look back at the questions. You should try to answer them from memory, i.e. say anything you can remember from the answers.

e. Is there anything in the article you don't agree with?

* This article is based on some doctors' theories. You may not agree with the answers to questions B and E.

File 7C: Changing holidays

G *be going to* (plans)

V holidays

P sentence stress

Overview

This lesson is inspired by an episode of the BBC TV programme called *Holiday Swaps*, where two couples or families plan a holiday, which is then “swapped” at the last minute with another couple’s holiday. This provides a context for practising *going to* for future plans. The lesson is predominantly listening - based as you follow the different stages of the programme.

Going to is the main future form taught in this level. *Going to* for predictions is practised in the next lesson. *Will* is introduced (in Practical English 8) but is not taught as a grammar point until *New English File Pre-intermediate*.

1. READING

*** Read about this TV programme. What’s it about?**

* Books open. Focus on the TV magazine extract and the photo. Read it for two minutes. Then answer comprehension questions to check you understand how the programme works, e.g. *What’s a couple?* (two people). *What do the couples plan?* (they plan a holiday). *What happens next?* (the programme chooses two couples and they exchange holidays). *Who are the two couples on tonight’s programme?* (Lisa and Jon, Jerry and Sue).

2. GRAMMAR *be going to* (plans)

a. The presenter from *Changing Holidays* calls Lisa Carter. Cover the dialogue. Listen. What are Lisa and Jon’s holiday plans?

* You know that the programme has chosen two couples, and now they’re going to phone them. Cover the dialogue.

* Play the tape/ CD once. Listen to find out as much as you can about Lisa and Jon's holiday plans.

* Check your understanding by answering some comprehension questions, e.g. *Where are they going to go?* (New York). *How are they going to go?* (fly/ by plane). *Where are they going to stay?* (in a hotel - the Hotel Athena). *What are they going to do?* (go shopping, go clubbing, see a show, see the Statue of Liberty, Central park, etc.)

b. Listen again and complete the dialogue.

* Focus on the dialogue. Read it through, and think what kind of words you think are missing (verbs). Then play the tape/CD once or twice to fill in the missing words.

* Check answers. Note the meaning of *see the sights* (= visit the famous tourist places)

c. Underline the examples of (be) going to in the dialogue.

* Underline the examples of *going to* and answer the questions in pairs. You should underline the whole expression (i.e. *I'm going to go*). Check answers.

1. What form is the verb after going to? Infinitive (e.g. *go, stay*)

2. Do we use *going to* to talk about the past, the present, or the future? The future

d. Go to Grammar Bank 7C on p.134. Go through the rules. Copy the rhythm (*I'm going to have a holiday, Are you going to have a holiday?*, etc.)

Grammar notes

- *going to* + infinitive is the most common way to express future plan. It is often used with time expressions like *tonight, next week*. You don't usually find the concept of *going to* a problem but the form needs plenty of practice. A typical error is the omission of the auxiliary *be*, i.e. *I going to have dinner*.
- In song lyrics *going to* is sometimes spelt *gonna* because of the way it is pronounced (see pronunciation below). Don't use this in written English.
- Some may know *will* and may ask if this is the future too. Both *going to* and *will* are used to talk about the future. In *New English File*, *going to* is presented first, as it is the right form for talking about plans and predictions (practised in 7D). You see *will* in Practical English 8, for expressing promises and it is dealt with in detail in New English File Pre-intermediate.

* Focus on the exercises for 7C on p.135. Do the exercises.

* Check answers, and read the full sentences.

a.2. She's going to speak Italian.

3. She's going to stay in a hotel.

4. She's going to take (some/a lot of) photos.

5. She's going to eat spaghetti.

6. She's going to see the Colosseum.

b.1. is going to cook

2. I'm going to study.

3. Are (you) going to buy?

4. aren't going to fly.

5. is your (brother) going to do?

6. isn't going to have

* Go back to the main lesson on p.80.

e. Listen to Peter Douglas calling Jerry Harte and complete the chart.

* Now focus on the chart, and you are going to hear the TV presenter, Peter Douglas, phone the second couple, Jerry and Sue.

* You don't need to write sentences in the chart, just the name of the place, the person, etc. Play the tape/CD. Check answers.

1. Norway

4. clean a river, plant trees

2. Sue, his girlfriend

5. at a campsite

3. by train

3. PRONUNCIATION sentence stress

Pronunciation notes

When native speakers speak quickly, they tend to pronounce *going to* as *gonna*. Some are unlikely to speak that quickly, so it is better to learn to get the stress and rhythm right, i.e. to say, e.g. *I'm going to be late*, rather than trying to get them to contract *going to* to *gonna*.

a. Listen and repeat Peter's questions in e. Copy the rhythm.

* Focus on the questions and play the tape/CD. You find which words are stressed and underline them in the book.

Where are you going to go?

Who are you going to go with?

How are you going to get there?

What are you going to do there?

Where are you going to stay?

* Play the tape/CD again, pausing after each question to repeat.

b. In pairs, use the chart in e to roleplay the dialogue between Peter and Jerry.

* Now pretend that you are Jerry and get your partner to ask you the questions. Answer with full answers, e.g. *We're going to go to Norway*, etc.

* Roleplay the interview in pairs.

4. LISTENING & READING

a. Listen. The two couples are at the airport. Peter is going to tell them where their holidays are. Are they happy? Why (not)?

* This is the moment in the programme when the two couples are at the airport. Peter, the presenter is going to give both couples an envelope with their new destinations. Say whether you think they are going to like their new holidays.

* To remember who's who, write down:

Lisa and Jon

Jerry and Sue

(Planned to go to New York)

(Planned to go to Norway)

* Play the tape/CD twice, pausing each time after *I hate camping*. Note that Lisa and Jon are not very happy with their new holiday. Answer *why* (because they don't want to work and Lisa hates camping).

* Play the rest of the tape/CD once or twice and note that Sue and Jerry are not very happy either because Jerry doesn't like shopping and they don't have the right clothes.

b. Read the two couples' holiday diaries for the first three days. Are they happy?

* Answer "Do you think the two couples are going to have a good time?" Then you're going to find out.

* Focus on the holiday diaries and the photos. Answer the questions.

* Check answers, and give reasons.

Lisa and Jon are not very happy (the weather is terrible, it's cold and raining a lot, the people are different, they can't cook, etc.)

Jerry and Sue are (quite) happy (they like the food and the "sights", they went to a famous nightclub, etc.)

c. Listen to the end of the programme. Did they have a good time? Where are they going to go next year?

* The holidays are over and the two couples are back in the UK, and they go back to the programme. Focus on the instructions and predict how the couples are going to answer the questions.

* Play the tape/CD once. Check answers.

Lisa and Jon didn't have a good time. Next year they're going to go to New York.

Jerry and Sue had a good time. Next year they're going to go to another city, maybe Amsterdam or Barcelona.

d. Listen again. Tick (✓) what they liked, cross (X) what they didn't like.

* Focus on the exercise and play the tape/CD again. Check answers. Say, e.g. *Did Lisa and Jon like the work?* and elicit *No, they didn't*, etc.

Lisa and Jon		Jerry and Sue	
the work	X	the hotel	X
camping	X	the sights	✓
the people	✓	the people	✓
the weather	X	the food	✓
going to bed early	X	the nightlife	✓

5. SPEAKING

a. In pairs, plan your ideal summer holiday. Decide ...

* Focus on the instructions and the example language in the speech bubbles. You are going to plan your ideal summer holiday.

b. Write down your plans. Give them to your teacher. He/ She's going to “change your holiday”.

* Now write down your plans in a piece of paper. Then change to your partner.

6. SONG La Isla Bonita

Listen to a song by Madonna about a summer holiday.

File 7D: It's written in the cards

G *be going to* (predictions)

V verb phrases

P / /, /u:/, and /^/

Overview

This lesson continues with *going to*, but this time focuses on how the structure is used to express predictions (what we think or are sure is going to happen). The focus is on reading and speaking. You read an original short story with a “twist” about fortune telling, and then use the fortune teller’s cards to tell each other’s fortunes. The story is on tape/CD, so that you can read and listen.

1. READING & LISTENING

a. Match the cards and verb phrases.

* Books open. Focus on the cards and say what you think they are for. They are for fortune telling, i.e. predicting the future.

* Match the cards and verb phrases. Check answers.

A be lucky	F meet somebody new
B get married	G have a surprise
C travel	H move a house
D get a lot of money	I get a new job
E fall in love	J be famous

b. Cover the story. Read and listen to the first paragraph only. In pairs, answer the questions. Then do the same with the other four paragraphs.

* Focus on the title of the story. Then cover all the text except paragraph 1. You are going to read and listen at the same time. Play the tape/CD to listen to the first paragraph.

* Focus on questions 1-3. Answer them and then check answers.

1. Madame Yolanda, the fortune teller
2. A man. Because Madame Yolanda isn't there

3. Because the room is dark

* Now uncover paragraph 2 and read and listen.

* Focus on questions 4-6. Answer them and then check answers.

4. She and her boyfriend always argue. She thinks he doesn't love her.

5. Five

6. A She's going to be lucky.

* Uncover paragraph 3 and read and listen.

* Focus on questions 7-10. Answer and then check answers.

7. H She's going to move house, to another country

8. Because her boyfriend can't move to another country.

9. E She's going to fall in love

10. An actor. She met him at a party

11. A matter of opinion

* Uncover paragraph 4 and read and listen

* Focus on questions 12-14. Answer them and then check answers.

12. B She and Jim are going to get married

13. Because she's going to be late

14. £50

* Uncover the last paragraph and read and listen

* Read the last paragraph again. Focus on questions 15-17. Answer them and then check answers.

15. Jim (the actor Jane had met).

16. Because she has helped him.

17. C

2. GRAMMAR *be going to* (predictions)

a. Look at these two sentences. Which one is a plan? Which one is a prediction?

BÀI GIẢNG MÔN TIẾNG ANH 2

* Focus on the two sentences and try to understand a prediction (= something you think is going to happen). Answer the question. Check answers.

1. is a prediction 2. is a plan

b. Go to **Grammar Bank 7D** on p.134.

Grammar notes

You learnt the use of *going to* to express future plans in the previous lesson. Here it is used to make predictions (what we think or are sure will happen). *Will* can also be used to make predictions. This is presented in New English File Pre-intermediate.

* Focus on the exercises for **7D** on p.135. Do the exercises.

* Check answers, and read out the full sentences.

- a.1. It's going to rain.
2. She's going to have a baby.
3. He's going to have an accident.
4. They're going to play tennis.

- b.1. 're going to win.
2. isn't going to pass.
3. 's going to be
4. 're going to have
5. 're going to break
6. 's going to wake up

3. PRONUNCIATION

a. Put these words from the story in the correct column. Be careful, *oo* can be / / or /u:/.

* Focus on the three sound pictures and elicit the words and sounds. Find the difference between the short and long .

* Now focus on the first word in the list, *good*, and note that it's like *bull*. Then continue put the words in the correct column. Say the words out loud to help you decide what the sound is.

b. Listen and check.

* Play the tape/CD to listen and check. Check answers. Then play it again, pausing after each word or group of words to repeat.

bull good, look, put, couldn't, woman

boot move, argue, you, new, soon

up love, lucky, money, young, but

c. Go to the **Sound Bank** on p.157. Go through the typical and less common spellings for each sound.

Go back to the main lesson on p.83.

4. SPEAKING

* Go through the instructions and focus on the example in the speech bubble. Note the use of *maybe* to express a possibility.

* Choose some cards and give the predictions

QUICKTEST 7
GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name _____ David.

A am ☐ B is ☒ C are ☐

- 1 Is there _____ milk in the fridge?
A a ☐ B an ☐ C any ☐
- 2 There are _____ chairs in the kitchen.
A any ☐ B an ☐ C some ☐
- 3 I don't want _____ coffee, thanks.
A some ☐ B any ☐ C many ☐
- 4 _____ cigarettes do you smoke a day?
A How much ☐ B How many ☐ C How ☐
- 5 _____ water do you drink?
A How much ☐ B How many ☐ C How ☐
- 6 **A** How many oranges do you eat a week?
B _____. I don't like oranges.
A None ☐ B Any ☐ C A lot ☐
- 7 I _____ buy a new car.
A am going to ☐ B go to ☐ C am going ☐
- 8 What _____ to do next summer?
A you are going ☐ B do you go ☐ C are you going ☐
- 9 We _____ have a holiday this summer.
A don't go to ☐ B aren't going to ☐ C aren't go to ☐
- 10 **A** What do you think is going to happen?
B I think _____ leave her husband.
A she goes ☐ B she's going ☐ C she's going to ☐

- 11 We need _____ butter.
A some ☐ B a ☐ C any ☐
- 12 Do you want _____ apple?
A a ☐ B some ☐ C an ☐
- 13 They eat a _____ of fruit.
A much ☐ B many ☐ C lot ☐
- 14 I don't drink _____ coffee – only two cups a day.
A many ☐ B much ☐ C lot ☐
- 15 Is your brother going _____ go to university?
A to ☐ B for ☐ C at ☐
- 16 We _____ going to drive to Paris.
A have ☐ B 're ☐ C is ☐
- 17 _____ you going to come and see us next summer?
A Is ☐ B Have ☐ C Are ☐
- 18 I'm sure they're going to _____ very happy.
A be ☐ B have ☐ C take ☐
- 19 She _____ going to come. She isn't well.
A are not ☐ B isn't ☐ C not ☐
- 20 Take your umbrella. I think _____ going to rain.
A it ☐ B is ☐ C it's ☐

VOCABULARY

a Tick (✓) A, B, or C to complete the expressions.

Example: _____ a friend

A meet ☒ B look ☐ C come ☐

1 _____ coffee and toast for breakfast

A have ☐ B do ☐ C take ☐

2 _____ a lot of water

A make ☐ B drink ☐ C eat ☐

3 _____ sport or exercise

A do ☐ B make ☐ C be ☐

4 _____ shopping

A make ☐ B tell ☐ C go ☐

5 _____ in a hotel

A find ☐ B stay ☐ C use ☐

6 _____ the sights

A see ☐ B do ☐ C make ☐

7 _____ goodbye

A hear ☐ B talk ☐ C say ☐

8 _____ in love

- A find ☐ B fall ☐ C have ☐
9 _____ married
A get ☐ B to ☐ C do ☐
10 _____ lucky
A make ☐ B have ☐ C be ☐

b Tick (✓) A, B, or C to complete the food words.

Example: I usually have _____ for breakfast.
A toast ☒ B meat ☐ C salad ☐

- 11 Vegetarians don't eat _____.
A salad ☐ B meat ☐ C bread ☐
12 They eat a lot of _____ in Japan and China.
A rice ☐ B pasta ☐ C cheese ☐
13 Macaroni and spaghetti are kinds of _____.
A pasta ☐ B rice ☐ C salad ☐
14 In the Mediterranean they use a lot of olive _____.
A butter ☐ B oil ☐ C fish ☐
15 People often put _____ in salads.
A lettuce ☐ B ketchup ☐ C cereal ☐

c Tick (✓) A, B, or C to complete the sentences.

Example: Today is Wednesday. _____ was Tuesday.
A Yesterday ☒ B Tomorrow ☐ C Today ☐

- 16 Let's have ice cream _____ dessert.
A on ☐ B for ☐ C by ☐
17 It's January. _____ month is February.
A Next ☐ B After ☐ C On ☐
18 Today is Monday. _____ is Tuesday.
A Yesterday ☐ B Today ☐ C Tomorrow ☐
19 I usually have coffee and toast for _____.
A breakfast ☐ B dinner ☐ C eating ☐
20 Peas and carrots are my favourite _____.
A meals ☐ B eating ☐ C vegetables ☐

PRONUNCIATION

a Which word has a different sound? Tick (✓) A, B, or C.

Example: A cinema ☐ B high ☒ C his ☐
1 A bread ☐ B when ☐ C where ☐

BÀI GIẢNG MÔN TIẾNG ANH 2

- 2 A pen ☐ B meat ☐ C see ☐
3 A sugar ☐ B church ☐ C mushrooms ☐
4 A sweets ☐ B rice ☐ C shower ☐
5 A Saturday ☐ B peas ☐ C eggs ☐

b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: A shopping ☒ B shopping ☐ C shopping ☐

- 6 A pineapple ☐ B pineapple ☐ C pineapple ☐
7 A tomatoes ☐ B tomatoes ☐ C tomatoes ☐
8 A supermarket ☐ B supermarket ☐ C supermarket ☐
9 A delicious ☐ B delicious ☐ C delicious ☐
10 A potatoes ☐ B potatoes ☐ C potatoes ☐

	10
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Grammar, Vocabulary, and Pronunciation total	50
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File 8A: The True False show

- G** comparative adjectives
V personality adjectives
P /ð/, sentence stress

Overview

In this lesson comparative adjectives are presented and practised in the context of a TV quiz show. One of the questions in the quiz refers to car colors, and at the end of the lesson you listen to a psychologist talking about what your car color says about your personality.

1. SPEAKING & LISTENING

a. Look at the pictures. What can you see?

* Focus on the pictures and say what things you can see.

b. In pairs, look at the sentences from *The True False Show*. Write T (true) or F (false).

* Focus on the sentences, and the first two comparatives, *more dangerous* and *healthier*. The sentences are comparing *mosquitoes* and *sharks* and *brown* and *white eggs* using the adjectives *dangerous* and *healthy*. Highlight that the *-er* ending in *healthier* means *more*. Read the sentences and decide whether they are true or false.

c. Listen to The True False Show. Check your answers. How much money does Darren win?

* Play the tape/CD. Pause after the introduction and note how the quiz show works.

* Now play the rest of the tape/CD, so you can hear the show. Answer the question *What does Darren win?* and play it once the whole way through.

* Then play it again, pausing after each answer. Check answers.

1T 2F 3T 4F 5T 6F 7F 8F

2. GRAMMAR comparative adjectives

a. Look at the adjectives in the quiz sentences. In pairs, answer the questions.

* Focus on the instruction. Answer the questions . Check answers.

1. *-er*
2. because an extra *t* is also added
3. the *y* changes to *i* before the *-er*
4. *more*
5. *than*

b. Go to Grammar Bank 8A on p. 136. Go through the rules.

Grammar notes

- There are clear rules governing the formation of comparative adjectives.
- The spelling rules for *big, hot*, etc. are the same as for verbs ending in *-ing*, e.g. *big, bigger*.

* Focus on the exercises for **8A** on p.137. Do the exercises.

* Check answers. Spell the *-er* adjectives in **a** and write them down . In **b**, read the full sentences.

- | | |
|-------------------|------------|
| a. 1. shorter | 5. thinner |
| 2. more difficult | 6. nearer |
| 3. more beautiful | 7. easier |
| 4. noisier | 8. richer |

- b.1.** Canada is bigger than Brazil.
2. Tessa is prettier than Deborah.
3. Driving is more dangerous than flying.
4. My English is worse than your English.
5. This chair is more comfortable than that chair.
6. Her husband is younger than her.

7. Buses are cheaper than trains.

8. French wine is better than English wine.

* Go back to the main lesson on p.89.

3. PRONUNCIATION /ə/, sentence stress

a. Listen and repeat the comparative adjectives. Underline the stressed syllable. How is -er pronounced at the end of a word?

* Focus on the comparative adjectives. Play the tape/CD once, pausing after each adjective to underline the stressed syllable (it's always the first). Check answers, and note that the final *er* is always pronounced /ə/ like *computer*, and is never stressed, e.g. safer NOT safer.

* Play the tape/CD again, pausing to repeat the adjectives

b. Listen and repeat the eight quiz sentences from 1b. Copy the rhythm.

* Now look back at the quiz sentences in **1b**. Play the tape/CD to repeat, try to copy the rhythm. Highlight that *is/are* and *than* are not stressed.

* Go back to the main lesson on p.89.

4. VOCABULARY personality adjectives

* **Match the adjectives of personality with their meaning.**

* Focus on the adjectives in the box, and match the words to their meanings. Check answers.

2. careful

5. generous

3. serious

6. stylish

4. quiet

7. aggressive

* Cover the first half of the sentences (i.e. the adjectives) with a piece of paper and to remember the adjectives by reading the rest of the sentence (e.g. *a/an person is open and kind*).

* Write down the comparative form of the seven adjectives. Check answers.

5. LISTENING

a. What colour is your/ your family's car? Do you like the colour?

* Focus on the question. Describe your car if you have one, or about the car that you dream of.

b. You're going to listen to a radio programme about car colours and personality. Listen once and write the colours in the chart.

* Focus on the chart. You are going to hear the programme twice. The first time you should just write the colors in the chart in the order the speaker mentions them.

c. Listen again and complete "your personality" with the adjectives from 4.

* Now listen again and complete the missing adjectives (they are all ones you have just learnt in the previous vocabulary exercise). Play the tape/CD again.

* Check answers.

1. yellow- friendly
2. white- careful
3. red- aggressive
4. blue- quiet
5. green- generous
6. black- serious
7. silver- stylish

* Answer what color Dr. Baker's car is and what it says about him.

d. Think of three people you know who have a car. What colour are their cars? Is their personality the same as in the chart?

* Choose three people that you know who have a car. Then answer the questions "What colour are their cars? Is their personality the same as in the chart?"

File 8B: The highest city in the world

- G** **superlative adjectives**
- V** **the weather**
- P** **consonant groups**

Overview

In this lesson you make the logical progression from comparatives to superlatives. The magazine article on which the lesson is based describes three “extreme” places to live in, the highest city, the hottest country, and the coldest place. In the second half of the lesson you do a superlative quiz (about world capitals) and talk about your own country.

1. READING

a. Look at the photos. Where do you think the places are?

* Books open. Focus on the photos and think where the places are.

b. Read the article and complete each heading with a phrase.

* Now focus on the article and the three superlative phrases.

* Read it, complete the headings, and match the places to the photos. Check answers.

The hottest country in the world

The highest capital city in the world

The coldest place in the world

c. Read the article again. Answer these questions.

* Focus on the instructions and check the answers.

2. La Paz

3. Mali

4. Siberia (Yakutia)

5. Siberia (Yakutia)

6. La Paz

d. In pairs, guess the meaning of the highlighted words. Check with your teacher or a dictionary.

* Now focus on the highlighted words and try to guess what they mean. Check answers.

e. Choose five new words to learn from the article.

* Choose five new words (or phrases) to learn from the text and write them in your vocabulary notebooks.

2. GRAMMAR superlative adjectives

a. Complete the chart with superlatives from the article.

* Focus on the chart and note the meaning of *the coldest* (= colder than all others). Then complete the chart with more superlatives.

* Check answers.

The highest

The hottest

The most dangerous

The best

The worst

* Find how superlatives are formed, e.g. for one-syllable adjectives add *-est* to the end of the adjective, for adjectives with two or more syllables, use *the most* before the adjective. Note that we use *the* before superlatives.

* Underline a sentence where each superlative occurs in the text.

b. Go to Grammar Bank 8B on p. 136. Go through the rules.

Grammar notes

Superlatives

- You are clear about the difference between comparatives (to compare two things or people, etc.) and superlatives (to say which is e.g. the smallest in a group of three or more). You may just use the comparative form (+) *the*. (Typical error: *the better place in the world...*)

- Formation of superlatives is very easy once you know comparatives. *-er* changes to *-est* in short adjectives and *more* changes to *the most* before long adjectives.

Spelling rules

These are exactly the same as for comparatives, e.g. hotter/ the hottest; prettier/ the prettiest.

Use in the world, in the class, etc. after superlatives, NOT of.

- * Focus on the exercises for **8B** on p.137. Do the exercises.
- * Check answers. Spell the *-est* adjectives in **a** where there's a spelling change and write them on the notebook. In **b**, read the full sentences.

- | | |
|-----------------------|--------------------------------------|
| a.1. the smallest | 5. the most difficult |
| 2. the highest | 6. the driest |
| 3. the most expensive | 7. the most beautiful/ the prettiest |
| 4. the oldest | 8. the poorest |
| b.1. the tallest | 5. the most famous |
| 2. the oldest | 6. the worst |
| 3. the best | 7. the most difficult |
| 4. the hottest | 8. the prettiest |

- * Go back to the main lesson on p.91.

3. PRONUNCIATION consonant groups

a. Listen and repeat the adjectives in 2a.

- * Focus on the chart and listen and repeat.
- * Cover the comparatives and superlatives in the chart and try to remember them.

b. Words which have two or three consonants together can be difficult to pronounce. Listen and repeat these superlatives.

- * Focus on the instructions and the superlatives. Play the tape/CD once to listen. Then play it again pausing after each superlative to repeat.

c. Complete the questions with superlative adjectives. Then ask and answer the questions with a partner.

* Focus on the World Capital Quiz and the adjectives in brackets.

* Complete the questions with the correct superlative. Check answers.

1. the noisiest

4. the most expensive

2. the biggest

5. the safest

3. the driest

6. the most crowded

4. VOCABULARY the weather

a. What's the weather like? Match the sentences and pictures.

* We use the question *What's the weather like?* to know about the weather. Focus on the pictures and the sentences and match them together. Check answers.

b. What's the weather like where you are today?

* Answer the question "What's the weather like where you are today?".

5. SPEAKING

* Focus on the questions. You can use the outline in the book to tell about your country, especially about tourism.

6. SONG The Best

Listen to one of Tina Turner's most famous songs, *The Best*.

File 8C: Would you like to drive a Ferrari?

G *would like to / like*

V **adventures**

P **sentence stress**

Overview

In the UK today many people, instead of traditional presents, give people “adventure experiences” as gifts, e.g. spending a day learning to fly a plane or going up in a balloon. This lesson uses this context for you to practise *would like to (do)* and contrast it with *like (doing)*. First you read about different possible presents, discuss which ones you would like to do, and finish by listening to one person’s experience of doing a parachute jump.

1. READING & SPEAKING

a. Do you like buying presents? Who’s the easiest person in your family to buy presents for? Who is the most difficult?

* Books open. Focus on the questions, and answer .

b. Read the advert. Match the *Experience* presents with paragraphs A - F.

* Focus on the advert and read it. These are now very popular presents in the UK, especially for “the person who has everything”.

* Now focus on the pictures and they are different “experience” presents. Read the information and match the presents to the information.

* Check answers.

c. Read paragraphs A - F again. Answer these questions.

* The first two are facts, the rest are a matter of opinion. Answer the questions “ *Which do you think is ...?* ”

- *the most dangerous*

- *the most exciting*

- *the most boring*

- *the most difficult*

- *the most useful*

d. Answer the questions “Which one

- would you like as a present? Why?

- would you like to give to someone in your family? Why?

2. GRAMMAR would you like to/ like

a. Look at the dialogue. In pairs, answer the questions.

* Focus on the dialogue and answer the questions. Check answers.

b. Go to Grammar Bank 8C on p.136. Go through the rules.

Grammar notes

This is the first time “the infinitive with *to*” is referred to. Note that the infinitive can be with or without *to*, e.g. without *to* after *can*, but with *to* after *would like*. Other verbs you know which are followed by the infinitive with *to* are *want*, *need*, and *learn*.

* Focus on the exercises for **8C** on p.137. Do the exercises .

* Check answers. Use contractions ‘*d* and *wouldn’t* when you read the answers.

a. 1. I’d like to be a millionaire.

2. Would you like to be famous?

3. I wouldn’t like to go up in a balloon.

4. He’d like to learn to cook.

5. She wouldn’t like to be on TV.

6. Would they like to have children?

7. I wouldn’t like to live in a foreign country.

8. We’d like to buy a bigger flat.

b. 1. to have

5. to get

2. to go/ flying

6. to open/cooking

3. to be

7. living

4. seeing/ to go

8. to learn

* Go back to the main lesson on p.93.

3. PRONUNCIATION sentence stress

a. Listen and repeat the dialogue. Copy the rhythm.

* Focus on the dialogue, and play the tape/CD once to listen. Then play it again and pause after each line to repeat.

b. Listen to this dialogue. Underline the stressed words.

* Focus on the second dialogue. Play the tape/CD and pause at the end of each line to underline the stressed words.

c. In pairs, practise the dialogues.

* Practise reading the dialogue .

4. LISTENING

a. You're going to listen to Russell talking about an 'experience present'. Look at the photo. What was the present? Do you think he enjoyed it?

* Focus on the photo, instructions, and the two questions. Note that the present was a parachute jump, and answer if Russell enjoyed it.

b. Listen to these phrases. Match them with the pictures.

* Focus on the phrases and pictures. The phrases are from the interview you are going to hear.

* Play the tape/CD once, and match them. Check answers and note *land* (= touch the ground), *float* (= move gently on top of the water or through the air), *jump* (= push your body into the air).

c. Listen to the interview with Russell. Did he enjoy the jump? Would he like to do it again? Why (not)?

* Now you are going to hear the whole interview. Listen to see if it was a good experience or not. Play the tape/CD once.

* Answer *Did he enjoy it?* (Yes, especially after the jump). *Would he like to do it again?* (No, because he thinks it's dangerous, ...)

d. Number the sentences 1 – 9 in the correct order. Listen again and check.

* Now focus on the sentences. Number them 1-9 based on what you heard the first time and on what you think is a logical order.

* Play the tape/CD once to check their order. Play the tape/CD again if necessary. Check answers.

File 8D: They dress well but drive badly.

- G** **adverbs**
- V** **common adverbs**
- P** **adjectives and adverbs**

Overview

This lesson is based on real interviews with people who live abroad, where they rate different aspects of their “new” country, and talk about what surprised them when they first arrived. This provides the context for you to practice forming and using adverbs.

1. READING & SPEAKING

a. Look at these cities. What countries are they in?

* Books open. Focus on the cities and answer where they are.

Rio de Janeiro- Brazil, Milan- Italy, Barcelona- Spain, Tokyo-Japan, Los Angeles- USA, Sydney- Australia.

b. Imagine you are going to live in one of these cities. Mark them E (easy for me to live in) or D (difficult for me to live in). Compare with a partner. Say why.

* Go through the instructions. Tell which cities you would find easy or difficult to live in and why.

* Mark the cities **E** or **D**.

c. Read the article. Where are the three people living? Complete the gaps with cities from a.

* Focus on the text. Read and complete the texts with a city and then check answers.

d. Read the article again. Then cover it and try to remember three things about each city. Did anything surprise you?

* Read the text again slowly and try to remember at least three things about each city. * Write in the notebook on one side the three cities, and on the other side the headings from the text, i.e. *driving, social life, people, safety, clothes, food*.

* Then cover the text and say what you can remember about the three cities.

2. GRAMMAR adverbs

a. Look at these sentences. How do you make an adverb from an adjective?

* Focus on the four sentences, and note that you normally make adverbs by adding *-ly* to the adjective.

b. Look at the article again. Find and underline nine verb + adverb phrases. Which adverbs don't end in *-ly* ?

* Focus on the underlined phrase in the text *drive quite slowly*. Underline eight more verb (+) adverb phrases. Check answers and note that *hard*, *fast* and *well* are also adverbs but they don't end in *-ly*.

c. Go to Grammar Bank 8D on p.136. Go through the rules.

Grammar notes

- The most common word order with these kinds of adverbs is after a verb or verb phrase, e.g. *He drives very quickly, I speak English very well.*
- You may try to use *hardly* instead of *hard*, e.g. *I work hardly*. Note that *hard* is irregular and doesn't add *-ly*. *Hardly* is another word which means *almost not*, e.g. *I hardly slept last night, I hardly ever go to the theatre*. You learnt *hardly ever* in lesson 3C.

* Focus on the exercises for **8D** on p.137. Do the exercises.

* Check answers. Read the whole sentence. The adverbs are always stressed.

* Go back to the main lesson on p.95.

d. Listen and say what is happening. Use an adverb.

* You are going to hear six sound effects and for each sound you must write a sentence using the present continuous and an adverb to describe what's happening.

* Play the tape/CD and pause after number 1, so you can see how the example sentence (*They're speaking quietly*) describes the sounds. Why? It's because the baby is asleep.

* Now play the other five sounds, pausing after each one to write sentences. Check answers.

3. PRONUNCIATION adjectives and adverbs

a. Focus on the adjectives and underline the stressed syllable.

- b.** Play the tape/CD once to check answers. Then play it again pausing after each adjectives to repeat.
- c.** Now focus on the adverbs. Listen to see if the stress changes, and note that it stays the same, although the extra syllable has been added.
- d.** Practise saying the adverbs. Alternatively play the tape/CD again, pausing to repeat.

4. SPEAKING

- a.** Focus on the pictures and gapped sentences. In different countries or cities people do things in different ways. SS complete the sentences.
- b.** You can compare your sentences with your partners.
- c.** Then focus on the questions and the verbs. Make sentences.

QUICKTEST 8
GRAMMAR

Tick (✓) A, B, or C to complete the sentences.

Example: My name _____ David.

A am ☐ B is ☒ C are ☐

1 Today is _____ than yesterday.

A cold ☐ B more cold ☐ C colder ☐

2 My sister is _____ than me.

A prettier ☐ B prettier ☐ C more pretty ☐

3 A Porsche is _____ than a Seat.

A expensiver ☐ B more expensive ☐ C most expensive ☐

4 What's _____ river in the world?

A the longest ☐ B the longer ☐ C longest ☐

5 This is _____ restaurant I know.

A the better ☐ B the goodest ☐ C the best ☐

6 People say rugby is _____ sport.

A the dangerous ☐ B the more dangerous ☐ C the most dangerous ☐

7 She _____ learn Spanish.

A 'd like to ☐ B likes ☐ C like to ☐

8 _____ to go skiing?

A Would you like ☐ B Do you like ☐ C You would like ☐

9 My brother speaks French _____.

- A very good ☐ B very well ☐ C very best ☐
- 10 The Americans don't drive very _____.
A fast ☐ B fastly ☐ C faster ☐
- 11 Martin is taller _____ James.
A by ☐ B than ☐ C to ☐
- 12 Russian is difficult, but Chinese is _____ difficult.
A much ☐ B most ☐ C more ☐
- 13 She's the _____ intelligent girl in the class.
A most ☐ B more ☐ C very ☐
- 14 Everest is the highest mountain _____ the world.
A of ☐ B in ☐ C by ☐
- 15 She _____ like to go up in a balloon. She hates flying.
A will not ☐ B wouldn't ☐ C not ☐
- 16 **A** Would you like to drive a Ferrari?
B Yes, I'd love _____.
A to ☐ B very much ☐ C much ☐
- 17 _____ you like cooking?
A Are ☐ B Do ☐ C Have ☐
- 18 _____ you like to learn to cook well?
A Would ☐ B Do ☐ C Will ☐
- 19 You speak very fast. Can you speak more _____, please?
A careful ☐ B slowly ☐ C slow ☐
- 20 I can't understand him. He speaks English very _____.
A badly ☐ B bad ☐ C wrong ☐

VOCABULARY

a Tick (✓) the opposite comparative.

Example: hotter

A more cold ☐ B colder ☒ C cold ☐

1 richer

A poorest ☐ B more poor ☐ C poorer ☐

2 smaller

A bigger ☐ B bigger ☐ C more big ☐

3 cheaper

A more expensiver ☐ B more expensive ☐ C expensiver ☐

4 sadder

A the happiest ☐ B more happy ☐ C happier ☐

5 better

A worse ☐ B worst ☐ C the more worse ☐

b Tick (✓) the opposite superlative.

Example: the biggest

A the smallest ☒ B smallest ☐ C the smaller ☐

6 the coldest

A the hotter ☐ B the hottest ☐ C the hottest ☐

7 the most difficult

A the most easier ☐ B the eassiest ☐ C the easiest ☐

8 the worst

A the best ☐ B the more best ☐ C the bestest ☐

9 the shortest

A the taller ☐ B the most tall ☐ C the tallest ☐

10 the ugliest

A the more pretty ☐ B the prettiest ☐ C the pretiest ☐

c Tick (✓) the opposite adverb.

Example: healthily

A unhealthily ☒ B smallest ☐ C the smaller ☐

11 slowly

A slower ☐ B quick ☐ C quickly ☐

12 loudly

A quietly ☐ B quietly ☐ C quiet ☐

13 well

A badly ☐ B badly ☐ C baddly ☐

14 safely

A danggerously ☐ B danger ☐ C dangerously ☐

d Tick (✓) A, B, or C to complete the sentences.

Example: My sister's birthday is ____ 14th December.

A in ☐ B on ☒ C at ☐

15 A What's the ____ like?

B It's hot and sunny.

A time ☐ B weathers ☐ C weather ☐

16 It ____ a lot in Siberia in the winter.

A cold ☐ B snows ☐ C snow ☐

17 It was very ____ last night. Some trees fell down.

A wind ☐ B windy ☐ C storm ☐

18 If you want to pass the exam, you need to work ____.

A hard ☐ B much ☐ C hardly ☐

19 This is a present ____ you.

A to ☐ B for ☐ C with ☐

20 He'd like to learn to ____ a plane.

A fly ☐ B drive ☐ C flie ☐

	20
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PRONUNCIATION

a Which word has a different sound? Tick (✓) A, B, or C.

Example: A cinema ☐ B high ☒ C his ☐

1 A carefully ☐ B square ☐ C here ☐

2 A cat ☐ B fast ☐ C hard ☐

3 A world ☐ B walk ☐ C learn ☐

4 A wet ☐ B healthy ☐ C meat ☐

5 A pay ☐ B stylish ☐ C high ☐

b Which is the stressed syllable? Tick (✓) A, B, or C.

Example: A shopping ☒ B shopping ☐ C shopping ☐

6 A popular ☐ B popular ☐ C popular ☐

7 A difficult ☐ B difficult ☐ C difficult ☐

8 A beautifully ☐ B beautifully ☐ C beautifully ☐

9 A fantastic ☐ B fantastic ☐ C fantastic ☐

10 A imagine ☐ B imagine ☐ C imagine ☐

	10
--	----

Grammar, Vocabulary, and Pronunciation total	50
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File 9A: Before we met

G **present perfect**

V *been to*

P **sentence stress**

Overview

The idea for this lesson comes from a novel called *Before we met* by Julian Barnes, about a couple where the man is pathologically jealous of his girlfriend's ex-boyfriend. However, the "extract from a novel" is invented and is not based on the original novel. The present perfect (for past experiences) is presented, but confined to one past participle (*been to...*) to talk about cities and countries which you have visited. This allows you to get to grips with *have* as an auxiliary verb, and with making questions and negatives. In **9B** you learn other regular and irregular past participles, and contrast the present perfect with the past simple.

1. SPEAKING & READING

a. In pairs, answer the questions.

* Books open. Focus on the questionnaire. You can answer the questions yourselves or ask your partners. Find out what the majority opinion is for question 4.

b. Read and listen to the beginning of a story and answer questions 1-3.

* Now focus on the "extract from the novel" and questions 1-3. Play the tape/CD once to read and listen.

c. In pairs, guess the meaning of the highlighted words. Check with your teacher or a dictionary.

* Read the text again and focus on the meaning of the highlighted words. Check answers.

* Answer *Do you think Charlotte is jealous?*

2. GRAMMAR present perfect

a. Look at this sentence from the story in 1 and answer questions 1- 4.

* Focus on the instructions and answer. Check answers.

b. Look at the story in 1 again. Underline (+), (-), (?) examples of *have been (to)*.

* Underline examples of *have been to*. Check answers, and note that *have been to* = *have visited*.

c. Complete the chart with *have, has, haven't, or hasn't*.

* Focus on the chart. Complete it. Check answers.

d. Go to Grammar Bank 9A on p.138. Go through the rules.

Grammar notes

- The present perfect is probably the tense which causes most problems for foreign learners, mainly because of L1 interference. For this reason in New English File Elementary we introduce it through one simple and common use, i.e. to talk about past experiences (things that we have done in our lives up till now, but without saying exactly when.) You will study further uses of the present perfect in New English File Pre-intermediate.
- Although the use of the present perfect is usually considered the main difficulty for you, the form is also problematic, as it is the first time you see *have* used as an auxiliary verb with all its contractions (*I've he's*, etc.)
- The meaning of *been to* can cause problems. You naturally expect either *been in* or *gone to*. It is probably best to explain that *been to* in the present perfect = visited (and come back), *gone to* = traveled to and not returned.

* Focus on the exercises for 9A on p. 139. Do the exercises.

* Check answers. In **a** write the contracted forms in the notebook, and in **b** use contractions in (+) and (-) after *I, he*, etc.

* Go back to the main lesson on p.101.

3. PRONUNCIATION sentence stress

a. Listen and repeat this dialogue. Copy the rhythm.

* Focus on the dialogue. Play the tape/CD once to listen. Then play it again, pausing after each line to repeat. Note that the underlined words are the ones which you should stress more strongly.

* Practice the dialogue .

4. LISTENING

a. Listen to the rest of the conversation between Rob and Charlotte. Who phones?

* You are now going to see what happens to Rob and Charlotte. Focus on the question, and play the tape/CD once and answer the question.

b. Listen again. Complete the sentences with *Charlotte, Rob, or Jessica*.

* Now focus on sentences 1-6. Play the tape/CD once to complete them with a name. Play the tape/CD again and check answers.

5. SPEAKING

* **Stand up and move around the class. Ask *Have you been to ...?* questions until somebody answers “yes”. Write their name in the questionnaire.**

* Focus on the questionnaire and go through the questions. Then focus on the instructions

* Answer the questions, such as *Who has been to a very hot country? Where? When?*

File 9B: I've read the book, I've seen the film

- G** present perfect or past simple?
- V** past participles
- P** irregular past participles

Overview

In this final lesson you learn more about the present perfect (for past experiences). You get practice in forming regular and irregular past participles and in asking questions with *ever*. The main context of the lesson is a survey asking about “Cinema experiences”. Finally, the lesson contrasts the present perfect and the past simple in a natural context: *Have you read the book? Have you seen the film? Which did you prefer?*

1. SPEAKING

a. Complete the questionnaire above with these past participles.

- * Books open. Focus on the questionnaire and the beginning of the question *Have you ever ...?* Note that *ever* = (at any time) in your life.
- * Focus on the example *Have you ever spoken to a film actor or actress?* , say what the infinitive of *spoken* is (speak). *spoken* is the “past participle” of the verb *speak*.
- * Focus on the past participles in the box (slept, bought, etc.) and write the infinitive and the meaning of each verb.
- * Complete the questionnaire with the past participles. Check answers.

b. Interview a partner with the questionnaire. If he/ she says “Yes, I have”, ask the other two questions.

- * You can ask your partners the first question. If they answer *Yes*, ask the two follow-up questions. If they answer *No*, ask question 2, etc. until they answer *Yes*.

2. VOCABULARY past participles

a. Look at the past participles in 1a. Which ones ...?

* Focus on questions 1-3 and the questionnaire in **1**. Answer the questions. Check answers.

b. Go to Irregular verbs on p.154. Focus on the third column, and go through them and tick the past participles that are different from the past simple.

* You only need to learn the ones that are different. Focus on them and then close your books and see how many you can remember.

* Go back to the main lesson on p.102.

3. PRONUNCIATION irregular participles

a. Put three irregular past participles in each column.

* Focus on the five sound pictures and put three past participles into each column.

b. Listen and check. Practise saying them.

* Play the tape/CD once to check the answers. Then play it again pausing after each group to repeat. Give extra practice as necessary. You don't pronounce the *gh* in *bought* and *caught*.

4. GRAMMAR present perfect or past simple

a. Look at the dialogue. In pairs, answer the questions.

* Focus on the dialogue and answer the questions. Check answers.

b. Go to Grammar Bank 9B on p.138. Go through the rules.

Grammar notes

Regular and irregular past participles

- Regular verbs should not cause any problems for you since they are the same as the past simple. You simply have to remember the pronunciation rules for *-ed* endings.
- Many irregular past participles also have the same form as the past simple. However, ones which are different (e.g. *speak spoke spoken*) may cause problems

as you may confuse the two forms (e.g. *I have spoke ...*) For this reason it is worth focusing especially on these verbs.

Present perfect or past simple?

- It is almost impossible to learn the present perfect for experiences without dealing with the contrast with the past simple, since when people talk about an experience, *I've been to Morocco*, they are frequently asked *When ...?* or another question which focuses on a specific moment in time (i.e. when you were in Morocco), when the past simple must be used, e.g. *Did you like it?*

* Focus on the exercises for **9B** on p.139. Do the exercises.

* Go back to the main lesson on p.103.

5. LISTENING & SPEAKING

a. Look at the four books and answer the questions.

* Focus on the books. Answer the questions “Have you read the book? Have you seen the films?”

b. Read the website information about *The Book Programme* on Radio South. What is tonight's programme about? What are listeners going to do?

* Focus on the website information and read it. Then answer the questions. (It's about whether good books make good films, and listeners are going to phone and say what they think.)

c. Listen to Carl, Linda, and Sam phoning the programme. Which person is *most positive* about films made from books?

* Focus on the question. Then play the tape/CD once and note that the person who is the most positive about films made from books is Linda.

d. Listen again. Mark the sentences T (true) or F (false).

* Focus on the true/false sentences and read them. Then play the tape/CD again and check answers. Ask why the F sentences are false.

e. In pairs, think of a film based on a book and make a class list on the board.

* Write down in the notebook the name of a recent film based on a book (preferably one you've seen). Then think of one each and say the film you have thought of and write them in the notebook.

f. Look at the chart. What are the questions?

* Focus on the flow chart. Decide what the full questions are. All the questions are either present perfect or past simple. Write the full questions on a separate piece of paper.

* Check answers, noting which tense each question is.

Part 2. Starter TOEIC

Unit 1: Auxiliary verbs

1. What follows auxiliary verbs?

A. Auxiliary verbs followed by a verb ending in –ing or –ed:

- The boy is flying a kite.
- The book was listed as a best seller.
- The boy has closed the window.

B. Auxiliary verbs followed by the basic form of the verb:

Modal auxiliaries, *do* in question/ negative sentences, or emphatic *do* + infinitive

- | | |
|----------------------------------|-----------------------------------|
| * Paul may arrive tomorrow. | * Do you like fish? |
| * I do believe that he is right. | * He does not like playing cards. |

2. Meaning of Key auxiliary verbs

A. Will: be willing to; intend to

- | | |
|--------------------------------|---------------------------|
| * I will open the door for you | * I will be there at 8.00 |
|--------------------------------|---------------------------|

B. Shall: intend to (formal); have decided to

- | | |
|-----------------------|-------------------------------|
| * Where shall we sit? | * We shall ask the committee. |
|-----------------------|-------------------------------|

C. May/ Can: be possible to do

- | | |
|-------------------------------|------------------------|
| * Can fish live in the river? | * It may rain tomorrow |
|-------------------------------|------------------------|

D. Can/ Could/ May: be allowed to do

- | | |
|-------------------|------------------------------|
| * May I have one? | * You can take both of them. |
|-------------------|------------------------------|

E. Must: be necessary; be logically certain

- | | |
|--------------------------|-------------------------|
| * This step must be next | * It must be her purse. |
|--------------------------|-------------------------|

F. Must/ Have to: be required to do

- | | |
|----------------------------|---------------------------|
| * Everyone must be on time | * They have to work late. |
|----------------------------|---------------------------|

G. Should/ Ought to/ Had better: be obliged to do

- | | |
|-----------------------|-------------------------------|
| * You should call her | * We ought to get there early |
|-----------------------|-------------------------------|

H. Should have/ Could have + pp: was not true; did not happen

- | | |
|---------------------------------|---|
| * She should have read the book | * They could have won, but they didn't. |
|---------------------------------|---|

I. Used to/ Would: did in the past

* We used to talk every day.

* In the spring, I would plant flowers.

3. Exercises:

Exercise 1. Choose the word or phrase that best completes the sentence

1. He a better job.

(A) may (B) may get (C) may gets (D) may get

2. If he had had time, he joined us.

(A) can have (B) had (C) could have (D) certainly had

3. He asked her, "..... you like some more coffee?"

(A) Will (B) Shall (C) Would (D) Do

4. The baby be hungry, because he just had milk.

(A) cannot (B) must (C) isn't (D) wasn't

Answer keys:

1. (D) Auxiliary verbs are followed by an infinitive without to.

2. (C) The sentence is about an unreal past situation.

3. (C) The question is intended to make an offer.

4. (A) It is logically certain that the baby is not hungry.

Exercise 2. Choose the word or phrase that best completes the sentence

Important: Please keep this medicine refrigerated. Do not in temperatures

1. (A) remain (B) store (C) having (D) take

above 15 degrees Celsius. Keep out of the reach of children and do not to

2. (A) giving (B) give (C) have given (D) gave

children under 6 years of age. In the case of an overdose, take the patient to the emergency room immediately. Consult your doctor if you are already taking other medications.

Answer keys:

1. (B) store- The word "store" is both a verb as well as a noun. In this case, the text needs a verb which indicates how the medicine should be kept.

2. (B) give- "Do not" is always followed by the infinitive form of the verb.

Exercise 3. Fill the blank with the appropriate word

1. The government wants to accelerate the of Internet commerce.
(A) grow (B) grows (C) growing (D) growth
2. Take the time to fully prepare yourself for interview
(A) succeed (B) succeeding (C) success (D) succession
3., America depends on Africa for 40% of its oil imports.
(A) Interest (B) Interested (C) Interesting (D) Interestingly
4. Sustainable is a key indicator of the long-term health of the economy.
(A) produce (B) to produce (C) product (D) productivity

Answer keys:

1. (D) growth - Usually, "the' or "a(n)" is followed by a noun.
2. (C) success - When two nouns come next to each other, the preceding one acts like an adjective. Remember that succession refers to "the act or process of inheriting the rights or duties of another."
3. (D) Interestingly - Typically, what modifies an entire clause is an adverb.
4. (D) productivity - Noun + Preposition + Noun can often be simplified into Noun + Noun as in *film about war* □□ *war film*.

Unit 2: Tenses

1. Present: Simple, Perfect, and Progressive

- A. Use **present simple** for routines, habits, or things that are always true.
 - * He takes the subway. (every day)
- B. Use **present progressive** (*is/are –ing*) for a temporary routine or situation.
 - * He is taking the subway. (now)
- C. Use **present perfect** (*have/ has –ed*) for a situation where things that happened in the past have a result in the present .
 - * **Present perfect** often goes with *just, yet, for, since, ever, never, first time, second time, this week.*
 - * He has just cut himself. (We can see the direct immediate result of this action- the blood).

2. Past: Simple, Perfect, and Progressive

- A. Use **past simple** for something that was finished in the past.
 - * She traveled in Europe. (at some time in the past)
- B. Use **past progressive** (*was/ were –ing*) for a temporary routine or situation that happened in the past.
 - * She was traveling in Europe. (last summer, for one month)
- C. Use **past perfect** (*had –ed*) for something that happened before a certain point in time in the past.
 - * She had traveled in Europe before she decided to study there.

3. Future: Use of Will and other words with future meaning

- A. Use **will** for instant decisions.
 - * OK. I will accept your offer.
- B. Use **be going to** for established plans
 - * They are going to buy drinks for the party.
- C. Use **present simple** instead of future tense in adverbial clauses led by *if, the moment, when, etc.*
 - * We will start the moment he arrives.

4. Exercises:

Exercise 1. Choose the word or phrase that best completes the sentence

1. We'll start when he ready.
(A) will (B) will is (C) will be (D) is
2. We at a party two months ago.
(A) meet (B) met (C) have met (D) meeting
3. So far, there no word from them.
(A) is (B) was (C) has (D) has been
4. When I called on her, Mary her room.
(A) clean (B) cleans (C) cleaning (D) was cleaning

Answer keys:

1. (D) Use PRESENT SIMPLE in temporal or conditional adverbial clauses.
2. (B) The time expression "two months ago" indicates that the event occurred in the past.
3. (D) The phrase "so far" means "until now"
4. (D) The sentence indicates what Mary was doing at a certain moment in the past.

Exercise 2. Choose the word or phrase that best completes the sentence

From: The Principal

To: All teachers

I have recently received several from parents about teachers being late for

1.(A) complaints (B) complains (C) complain (D) complaining
class. As you know, school policy is for all teachers to be in their classroom five minutes before the of a lesson. This sets a good example for our students.

2. (A) end (B) start (C) finish (D) introduction

We cannot expect our students to be punctual if we are late ourselves. All teachers must observe school policy.

Answer keys:

1. (A) complaints- This sentence requires a plural noun to match the modifying count adjective "several".

2. (B) start- In this case, "start" is a noun meaning "beginning". It is not used as a verb meaning "to begin".

Exercise 3. Fill the blank with the appropriate word

1. All things, Professor Kim is the best instructor I've ever had.
(A) considered (B) to consider (C) considering (D) considerable
2. I'm quite sure this business will
(A) paying (B) pay for (C) pay off (D) paid
3. I'm sort of with his flattery.
(A) disgust (B) to disgust (C) disgusting (D) disgusted
4. These pills will surely your pain.
(A) ease (B) easy (C) easily (D) easiness

Answer keys:

1. (A) considered- Since the second clause shows the result of the verb in the first clause, that first clause verb must be in past tense.
2. (C) pay off- Pay off = to yield profit or returns.
3. (D) disgusted- The phrase "sort of" (= kind of) is an adverb meaning somewhat.
4. (A) ease- Notice that there is no verb except an auxiliary verb will.

Unit 3: Infinitives and Gerunds

1. Infinitives

- A. Use a **to-infinitive** after the following verbs: *agree, decide, expect, happen, pretend, promise, manage, tend* (for example, decide to do)
- B. Use a **to-infinitive** after the following verbs plus their object: *advise, allow, expect, forbid, want, force, tell* (for example, allow him to do)
- C. Use an **infinitive** without “to” after the following verbs plus their object: *have, let, make, feel, see, hear, smell, find* (for example, let Tom do it)

2. Gerunds

Use an **-ing** form after the following verbs: *avoid, can't help, deny, feel like, give up, imagine, mind, postpone, enjoy* (for example, deny giving up)

3. Choosing between Infinitives and Gerunds

The following verbs allow both a **to-infinitive** form and an **-ing** form: *remember, forget, stop, regret, try*.

* The choice of a **to-infinitive** or an **-ing** form depends on the meaning.

+ I forgot to turn the light off.

(= I didn't turn it off. I forgot to do it.)

+ I forgot turning the light off.

(= I actually turned it off. I forgot that I had done that.)

4. Choosing Subjects

A. Use objective case pronouns with a to-infinitive.

* expect him to help her

* allow them to do it.

B. Use a possessive pronoun with a gerund.

* enjoy their singing

* mind my smoking

5. Exercises:

Exercise 1. Choose the word or phrase that best completes the sentence

1. He expects soon.

(A) arrive

(B) arrival

(C) to arrive

(D) arriving

2. All I want is to return safe.

- (A) he (B) him (C) of him (D) for him

3. I'm sorry about their feelings.

- (A) hurt (B) to hurt (C) hurting (D) I hurt

4. Christine promised to meet at the theater.

- (A) our (B) us (C) we (D) ours

Answer keys:

1. (C) The verb "expect" is followed by a non-finite verb.
2. (D) The logical subject of a to-infinitive needs to be an objective form.
3. (C) Most phrases related to emotions are followed by a gerund.
4. (B) The logical subject of a to-infinitive needs to be an objective form.

Exercise 2. Choose the word or phrase that best completes the sentence.

A smoke detector is an easy way to protect your family. It is very easy to install one. Most people expect if there is a fire, but poisonous fumes from smokes kill

1. (A) to wake up (B) woke up (C) wake up (D) waking up
hundreds of people every year. a smoke detector will give your family a

2. (A) Putting (B) Fixing (C) Installing (D) Hanging
chance to escape in the case of a fire. Ask at your local fire station for advice.

Answer keys:

1. (A) to wake up- Expect is followed by the to-infinitive form of a verb.
2. (C) installing- "Install" means to set something in position and connect for use.

Exercise 3. Fill the blank with the appropriate word

1. He is making every possible effort to his opponent.

- (A) best (B) well (C) good (D) better

2. When to resign his position, the manager reacted badly.

- (A) ask (B) to ask (C) asking (D) asked

3. When we arrived, the film was about

- (A) start (B) starting (C) to start (D) started

4. The prince was married to the Duchess of Kent and by his brother.

(A) to succeed (B) succeeded (C) succeeding (D) successfully

Answer keys:

1. (A) best- The blank needs a verb that can take "his opponent" as its object.
2. (D) asked- The verb of the second clause is past tense, so the verb of the first clause must also be a past form.
3. (C) to start- Be about to = on the verge of
4. (B) succeeded- The preposition "by" is usually preceded by a past participle.

Unit 4: Participles and Participle Clauses

1. Forms of Participles: *-ing* and *-ed*

A. If the participle of a noun is the agent (doing the action of the participle), choose an *-ing* form.

* The game tired the players.

the tiring game (agent)

B. If the participle is NOT the agent, choose an *-ed* form.

* The game tired the players.

the tired players (not agent)

2. Participle Clauses

A. An **-ing** form can be used when two things occur at the same time.

* He suddenly went out shouting.

B. An **-ing** form can be used when one action occurs during another action.

* She hurt herself cooking dinner.

C. An **-ing** clause can be an explanation of the following main clause.

* Feeling tired, he went to bed earlier.

3. Choice between *-ing* and *-ed* in Participle Clauses

A. Use an **-ing** form when the original verb is intransitive.

* Walking along the street, Tom ran into one of his old friends.

B. Use an **-ing** form when the original verb is transitive and when its object comes after it.

* Facing a police officer, he chose to run away.

C. Use an **-ed** form when the object of its original verb serves as the subject of the main clause.

* Located on a hill, the hotel commands a fine view.

4. Exercises

Exercise 1. Choose the word or phrase that best completes the sentence

1. There's news.

BÀI GIẢNG MÔN TIẾNG ANH 2

- (A) excite (B) excitement (C) exciting (D) excited
2. She was
- (A) surprise (B) to surprise (C) surprisingly (D) surprised
3. tired, he decided to leave early.
- (A) Feels (B) To feel (C) Feeling (D) Felt
4. from a distance, the painting appeared quite realistic.
- (A) Seen (B) Saw (C) Seeing (D) See it

Answer keys:

1. (C) An adjective is needed to modify "news", the agent.
2. (D) Something surprised her. She is not the agent.
3. (C) Notice that the verb "feel" is an intransitive verb and that its logical subject is not provided before.
4. (A) The painting is the object of the verb "see", so the past participle is needed.

Exercise 2. Choose the word or phrase that best completes the sentence

Located in the heart of the city, the Plaza Ville Hotel is the most luxury hotel in

1. (A) center (B) located (C) central (D) best
- town. Each of the 200 rooms has a wonderful view of either the river or the mountains. As part of our weekend package we offer a free massage and use of the sauna to all guests. If you feel after a busy week of work, why not check into the Plaza Ville for
2. (A) tiring (B) tired (C) tire (D) to tire
- some rest and relaxation?

Answer keys:

1. (C) central- The adjective central describes the fact the hotel is located in the center of the town.
2. (B) tired- The "ed" form of "tire" describes a feeling as the result of an event or activity.

Exercise 3. Fill the blank with the appropriate word

1. The for imports this year has already been filled.
- (A) quota (B) quote (C) quarter (D) court

2. For a of reasons, he wouldn't accept our offer.

(A) variation (B) variant (C) variety (D) varying

3. Wholesale and sales registered negative growth last month.

(A) part (B) retail (C) division (D) gross

4. In the 1930s, there was a world-wide economic and mass unemployment.

(A) policy (B) prosperity (C) activity (D) depression

Answer keys:

1. (A) quota- Quota is a proportional share to be filled

2. (C) variety- A variety of = various

3. (B) retail- *cf.* wholesale= the sale of goods in large quantities

4. (D) depression- Notice that the blank is followed by mass unemployment.

Unit 5: Negation and Parallel Structure

1.No vs. Not

A. Use **no** as an adjective.

* no time

* no choice

B. Use **not** as an adverb.

* not going

* not busy

* not likely

2.Main and Auxiliary Verbs

A. Put **not** or **never** after an auxiliary verb.

* He will not arrive today.

* You should never eat there.

B. If there is no auxiliary, *do*-support is necessary along with **not**.

* She does not know him.

* They do not live in Chicago.

3.Non-finite Verbs: To-infinitives, Gerunds, and Participles

Put a negative word before non-finite verbs.

* He prefers not taking the bus to work.

* In order not to fail again, you should work harder.

* Not knowing what to do, he just stood still.

4.Redundancy in Negation

A. Avoid double negatives.

* She does not have no money. (incorrect)

* She does not have any money. (correct)

B. Do not use a negative word along with such words as *hardly*, *seldom*, *scarcely*, *lest*, *unless*.

* We could not hardly understand the situation. (incorrect)

* We could hardly understand the situation. (correct)

5.Parallel Structure

A. Parallelism between two or more words

* He is handsome, honest and *has a lot of money*. (→ rich)

B. Parallelism between two or more phrases

* You may answer the question either in English or *Korean*. (→ in Korean)

6. Exercises

Exercise 1. Choose the word or phrase that best completes the sentence

1. The baby at all.

- (A) not eats (B) eats not (C) do not eat (D) does not eat

2. finished the task, he couldn't take a vacation.

- (A) Had not (B) Have not (C) Not having (D) Having not

3. you are not ready, let's start later.

- (A) If (B) Unless (C) Because of (D) But

4. Keeping early hours as well as regular physical exercise is essential for your health.

- (A) do (B) does (C) to do (D) doing

Answer keys:

1. (D) Negation of a main verb involves more than inserting a negative word, "not".
2. (C) In a participle clause, the negative word is placed before the participle in question.
3. (A) Notice that there is a negative word, "not".
4. (D) Because of parallelism, the word for the blank should also be in an *-ing* form.

Exercise 2. Choose the word or phrase that best completes the sentence

The maintenance department would like to all employees to turn off all

- 1.(A) suggest (B) not to forget (C) reminder (D) remind

electrical appliances before leaving the building. If you are the last person to leave, turn off all computers, photocopiers, printers and heaters. However, you leave the

- 2.(A) have to (B) would (C) must not (D) need

lights on. These are kept turned on at all times for security purposes.

Answer keys:

- 1.(D) remind- The verb remind is followed by an object plus the to-infinitive.
- 2.(A) have- Here "have + to" has the meaning of something being obligatory.

Exercise 3. Fill the blank with the appropriate word

BÀI GIẢNG MÔN TIẾNG ANH 2

1. The client agrees to pay all hotel on due dates.
(A) charges (B) fines (C) tuitions (D) fares
2. Our basic is that the customer is always right.
(A) expertise (B) policy (C) profession (D) specialty
3. When does the for your printer expire?
(A) warranty (B) certificate (C) license (D) approval
4. The employee can seek compensation from the employer for of contract.
(A) breach (B) fulfillment (C) failure (D) bleach

Answer keys:

1. (A) charges- *cf.* Fees, tuitions, and fares are used for professional services, schools and transportation services respectively.
2. (B) policy- The word "policy" refers to a course of action or a guiding principle.
3. (A) warranty- The word "warranty" refers to a written guarantee provided by a company to specify the maker's responsibility for the repair or replacement of the defective parts.
4. (A) breach- Pay attention to the phrase "seek compensation from the employer."

Unit 6: Comparisons

1.Regular Comparison

A. When comparing things, short adjectives (one or two syllables) end in *-er/ -est*.

* dark- darker- darkest

* hot- hotter- hottest

* happy- happier- happiest

* scary- scarier- scariest

B. For long adjectives (three or more syllables) used in comparisons, place *more*, *most*, *less*, or *least* before the adjective.

* beautiful- more beautiful- most beautiful

* expensive- less expensive- least expensive

2.Irregular Comparison

A few adjectives and adverbs have comparative and superlative forms that are different from their regular forms.

* good/ well- better- best

* bad/ badly- worse- worst

* much/ many- more- most

* little- less- least

* far- farther/ further- farthest/ furthest

3.As- as Comparison

Only the regular form of an adjective or adverb comes between *as* and *as*, for example,

* He is as old as me.

* He speaks English as fluently as his brother does.

4.Modification of Comparatives

Comparatives can be modified by the following words: *much*, *very much*, *far*, *a little*, *a bit*, *a lot*, *any*, *no*, *even*, *still*.

* He is a bit taller than me.

* This is even worse than that one.

5.Choice between Comparatives and Superlatives

A. Choose a comparative form if *than* appears in the sentence.

* He is taller than his brother.

B. The presence of *ever*, *(of) all*, *possible*, *in the world* is a strong suggestion that a superlative is needed.

* This is the highest building I have ever seen.

6. Exercises

Exercise 1. Choose the word or phrase that best completes the sentence

1. This is much than expected.

(A) well (B) good (C) better (D) best

2. This jacket is superior to that one.

(A) far (B) few (C) a few (D) any

3. Of all the students, John is the

(A) tall (B) taller (C) tallest (D) most tall

4. This is the class I have ever taken.

(A) difficult (B) most difficult (C) more difficult (D) as difficult as

Answer keys:

1. (C) The presence of "than" can be a key to the answer.

2. (A) The word "superior" implies a big difference in quality.

3. (C) The presence of "of all" is a key to the answer.

4. (B) The use of "ever" in this sentence suggests the correct choice.

Exercise 2. Choose the word or phrase that best completes the sentence

Sunland Travel Specialists

Dear Ms. Miles,

Let me answer your about travel insurance. You asked about travel insurance

1.(A) asking (B) asked (C) question (D) questioning

Plan A, Plan B, and Plan B+. We have discontinued Plan A. Plan B does not cover dangerous sports, while Plan B+ covers sports such as hang gliding. Plan B+ is more expensive than Plan B, but is the choice for an adventurous traveler.

2.(A) most (B) goodest (C) more (D) best

Sincerely, Marigold Green

Answer keys:

1. (C) question- We answer a "question" so (C) is the best choice here.

2. (D) best- The superlative form of good is "best".

Exercise 3. Fill the blank with the appropriate word

1. Other documents are available upon

(A) need (B) want (C) request (D) necessity

2. The new law takes next week.

(A) outcome (B) result (C) effect (D) consequence

3. must be paid to what's going on here.

(A) Looking (B) Attention (C) Presence (D) Attendance

4. Prior to leaving, check your bank

(A) change (B) balance (C) remains (D) rest

Answer keys:

1. (C) request- Upon request = When asked for

2. (C) effect- Take effect= be effective; begin

3. (B) attention- Pay attention to = to look at carefully.

Practice 1:

Practice 1.1:

1. They Presidents of the USA.

A. was B. were C. be D. is

2. Where you born ?

A. are B. was C. were D. is

3. the tickets expensive ?

A. Did B. Does C. Were D. Was

4. They the tickets last April.

A. buy B. book C. booked D. books

5. They didn't in Australia.

A. arrive B. arrived C. arrives D. arrival

6. When did the plane?

A. land B. landed C. landing D. lands

7. a good time last night?

A. Have they B. Had they
C. Do they have D. Did they have

8. They the bar very early.

A. leaves B. leaved C. leaving D. left

9. I didn't anything.

A. see B. saw C. seen D. seeing

10. What time to bed?

A. did you go B. you did go C. did go you D. go you did

11. two tables in the living room.

A. There is B. There are C. This is D. These are

12. How many bedrooms?

A. there is B. is there C. there are D. are there

13. There aren't glasses.

- A. some B. a C. any D. the
14. There only three guests.
- A. were B. was C. wear D. wore
15. How many people in the hotel?
- A. was there B. there was C. were there D. there were
16. We a great time.
- A. having B. 're having C. has D. is having
17. They arguing.
- A. aren't B. not C. isn't D. is
18. What?
- A. you are doing B. are you doing
- C. do you doing D. you do doing
19. Look! The bridge!
- A. open B. opens C. is opening D. are opening
20. The museum at 2.00 on Mondays.
- A. close B. closes C. is closing D. are closing
21. Are there onions?
- A. any B. an C. a D. the
22. There's butter in the fridge.
- A. a B. an C. any D. some
23. We don't need bread.
- A. some B. a C. any D. the
24. fruit do you eat a day?
- A. How B. How many C. How much D. How often
25. I drink coffee.
- A. a lot B. a lot of C. lot D. of a lot
26. She doesn't drink water.
- A. much B. many C. a D. lot

27. I buy my ticket today.
A. go to B. 'm going to C. go D. 'm going
28. they going to get married ?
A. Do B. Did C. Have D. Are
29. What to do this summer?
A. you are going B. are you going C. do you D. you do
30. It's going to rain
A. next week B. the next week C. last week D. that week
31. The Earth is than Mars.
A. hot B. hotter C. hotter D. hottest
32. Tea is than coffee.
A. cheap B. cheaper C. cheapest D. more cheap
33. Driving is than flying.
A. dangerous B. dangerouser
C. more dangerous D. most dangerous
34. Your English is than mine.
A. worse B. worst C. more bad D. badder
35. It's the restaurant in the city.
A. cheap B. cheaper C. cheapest D. most cheap
36. What's thetime to visit?
A. bad B. badest C. better D. best
37. like to do a parachute jump?
A. Do you B. Did you C. Would you D. Are
38. I'd like a Ferrari.
A. drive B. to drive C. driving D. drove
39. You speak very
A. slow B. slowly C. low D. lowly
40. She plays tennis very

A. good B. well C. wall D. wear

Practice 1.2

1. the first American president?

A. Were he B. Did he be C. Was he D. Are he

2. They tickets at a travel agent's.

A. didn't book B. didn't booked C. don't booked D. doesn't book

3. I a lot last night.

A. studied B. studied C. studed D. study

4. "What last night?" "I went out"

A. you did B. did you C. you did do D. did you do

5. What time to bed?

A. did you went B. did you go C. went you D. you went

6. How many bathrooms in the house?

A. is there B. there is C. are there D. there are

7. a good film on TV last night.

A. There is B. There are C. There was D. There were

8. Listen! The neighbours again!

A. argue B. arguing C. are arguing D. is arguing

9. "What?" "They're doctors"

A. are they doing B. do they do C. they do D. they did

10. The museum at 9 o'clock.

A. opens B. is opening C. open D. are opening

11. There isn't milk.

A. some B. an C. any D. the

12. I water.

A. don't drink many B. don't drink much

C. drink quite D. drink very

13. coffee do you drink?

- A. Will B. Shall C. Would D. Do
27. He a better job.
- A. may B. may get C. may gets D. may get
28. The baby Be hungry, because he just had milk.
- A. cannot B. must C. isn't D. wasn't
29. The government wants to accelerate the of Internet commerce.
- A. grow B. grows C. growing D. growth
30. Take the time to fully prepare yourself for interview
- A. succeed B. succeeding C. success D. succession
31., America depends on Africa for 40% of its oil imports.
- A. Interest B. Interested C. Interesting D. Interestingly
32. We'll start when he ready.
- A. will B. will is C. will be D. is
33. We at a party two months ago.
- A. meet B. met C. have met D. meeting
34. When I called on her, Mary her room.
- A. clean B. cleans C. cleaning D. was cleaning
35. I'm quite sure this business will
- A. paying B. pay for C. pay off D. paid
36. These pills will surely your pain.
- A. ease B. easy C. easily D. easiness
37. He expects soon.
- A. arrive B. arrival C. to arrive D. arriving
38. I'm sorry about their feelings.
- A. hurt B. to hurt C. hurting D. I hurt
39. Christine promised to meet at the theater.
- A. our B. us C. we D. ours
40. The prince was married to the Duchess of Kent and by his brother.

A. to succeed B. succeeded C. succeeding D. successfully

Practice 2:

Practice 2.1

Questions 1 through 4 refer to the following letter

Mr. Albert Di Beni,
333 Spring Road
Penshurst
Kent

Dear Mr. Di Beni,

The Penshurst Medical Practice invites you to make an appointment for a medical (1)..... After the age of forty, we recommend that you have a

- (A) exam
- (B) examination
- (C) quiz
- (D) test

full physical every year. Our records show that you recently (2) your

- (A) celebrated
- (B) have celebrated
- (C) had celebrated
- (D) were celebrating

fiftieth birthday. However, it is over seven years since your last appointment with our clinic. If you contact the Penshurst Medical Practice before September 15th, you will be able to take advantage (3)..... a free check up. In this

- (A) from
- (B) in
- (C) of
- (D) to

medical we will check blood pressure, blood cholesterol, and blood sugar. For a small extra charge, it is possible to have a more detailed examination. If you are (4)..... in this offer, please call the Medical Practice at your earliest

- (A) available
- (B) wanting
- (C) interested
- (D) believe

convenience.

Sincerely,

Penshurst Medical Practice

Questions 5 through 8 refer to the following information

It is important to stretch both before and after exercising. Many fitness experts say that stretching after you exercise is actually more important than before. However, many people do not bother stretching after their workout. They say that they are too (5), or they just forget. Stretching has many benefits.

- (A) tiring
- (B) tire
- (C) tired
- (D) tires

For example, it helps you avoid painful cramps in your muscles. If you don't stretch, you could have tight and sore muscles the next day. It helps to (6)..... your flexibility. If you stretch after every workout, it will be easy

- (A) improve
- (B) make
- (C) exercise
- (D) stimulate

to touch your toes.

You might be surprised to know how many people (7)..... reach their toes.

- (A) must
- (B) can't

(C) want

(D) should

Finally, it is also a good way to relax and wind down after strenuous exercise. So be sure to (8)..... ten minutes of stretching as part of the start and end

(A) believe

(B) wanting

(C) include

(D) available

of your exercise routine.

Questions 9 through 12 refer to the following notice

Red Cross December Blood Drive

The Red Cross (9)..... like to thank its regular donors for all their

(A) will

(B) could

(C) would

(D) can

contributions. Without your help, we could not continue with our good work. Every pint of blood that you donate allows us to help people in need. Your blood saves lives. Our next blood drive will (10)..... On December 22nd,

(A) holding

(B) be held

(C) had held

(D) is holding

from 9a.m. to 7p.m. It will be held at the Red Cross Hall on Lion Street. We are staying open later than (11)..... so that working people can drop by

(A) regularly

(B) usual

(C) regular

(D) usually

after work. If you have donated before, please bring your registration card to save time. First time donors are also more than welcome. Please encourage your friends and family members to come along, too. Giving up less than one hour of their time could give many more years of life to another (12).....

(A) persons

(B) people

(C) person

(D) peoples

Practice 2.2

Questions 1 through 4 refer to the following memo

This semester, be prepared for your exams. Follow these handy hints from the Student Advice Center.

Don't (1)..... until the night before an exam. The best students revise and

(A) be wait

(B) waiting

(C) wait

(D) had waited

learn early and regularly throughout the semester. Revise each night what you learned in class that day. Reread class notes, assignments, handouts or previous tests and textbooks. (2)..... key words and points with a colored pen or

(A) Highlight

(B) Notice

(C) Spotlight

(D) View

pencil. It is very helpful to write summaries of the notes you take in class.

If that sounds like too much effort, then you (3)..... start studying at least

(A) had to

(B) should

(C) would

(D) shouldn't

two weeks before your exams. Make a study schedule and stick to it, but be realistic about your goals. Don't try to do too much in one day. Resting is as (4)..... as studying.

(A) important

(B) importance

(C) duty

(D) must

Questions 5 through 8 refer to the following letter

Dear Ms. Whitfield,

Let me answer your questions (5)..... our scholarship policy. In order to

(A) regards

(B) to regard

(C) regarding

(D) my regards to

qualify for a scholarship students have to receive at least an A in 90% of their assignments, and no lower than a B+ in the remaining 10%. This is the minimum requirement. Getting the minimum grades does not (6)..... a

(A) promise

(B) agree

(C) guarantee

(D) offer

scholarship if there are several students whose grades exceed the minimum.

Secondly, students cannot receive a scholarship more than two times. In addition to this, the scholarship cannot be for two consecutive semesters. You (7)..... a scholarship last semester, so (8)..... we were unable to

(A) were received

(A) coincidentally

(B) received

(B) unfortunately

(C) have received

(C) accidentally

(D) receiving

(D) fortunately

offer you a scholarship, even though you receive an A+ in all of your courses.

Sincerely,

Jennifer Michaels

Finance Officer

Questions 9 through 12 refer to the following information

(9)..... a college is one of the most important decisions you will have to

(A) To choice

(B) Chosen

(C) Choosing

(D) Having chosen

make. The following suggestions should help you (10)..... an informed

(A) have

(B) suggest

(C) make

(D) perform

decision. Visit the school you are considering. While you are at the school, take some time to look at the equipment and facilities. Talk to lecturers and (11)..... students. Ask questions that will give you first-hand knowledge

(A) now

(B) current

(C) presently

(D) immediate

about the school: Do the instructors seem knowledgeable? What is the students' opinion of the instructors? What (12) they like most and

(A) do

(B) are

(C) had

(D) can

least about the school or program? Finally, look at several schools that offer similar programs. Compare program length, schedule, cost, transferability of course credits, financial aid availability, and any other factors that are important to you.

Practice 3:

Practice 3.1

Questions 1 through 3 refer to the following notice

Notice to all employees

As we enter the cold and flu season, the management wants to remind all employees to wash their hands after using the restroom and before returning to work. This is especially important for cooks, waiters, and waitresses. As most of you are aware, germs, viruses, and bacteria are passed on mainly through hand contact. Here at The Happy Sandwich restaurant, hygiene and cleanliness are our number one priority. This policy will be strictly enforced. Thank you for your attention in this matter.

The Management

1. What is the name of the restaurant?

A. The Management

B. The Happy Sandwich

C. The Winter Season

D. The Strict Policy

2. Which season is approaching?

A. Spring

B. Fall

C. Winter

D. Summer

3. What is the restaurant's main priority?

A. Serving delicious food

B. having the lowest prices in town

C. Having the most polite staff

D. Hygiene and cleanliness

Questions 4 through 6 refer to the following memo

Notice to all teachers!

This memo is to inform you of the following situation. Last week, the office caught several students cheating on exams. They were using their cell phones to text message answers to other students. I want all teachers to collect their students' cell phones before every exam. Cheating will not be tolerated! If students are caught with cell phones during a test, it will automatically be considered cheating. The student will receive an F and a two-day suspension from school. Thank you for your assistance.

Principal McMathews

4. Who is this memo directed at?
- A. Teachers
B. Students
C. Students' parents
D. Principal McMathews
5. What will the punishment be for cheating students?
- A. Go to the principal's office
B. Take away their cell phones
C. An F and a two-day suspension
D. Be sent to another school
6. What does the principal want the teachers to do?
- A. Stop giving exams
B. Give more difficult exams
C. Teach students about honesty
D. Take away all cell phones before each exam

Questions 7 through 9 refer to the following advertisement

Just on the market.

Paradise Hills Beauty!

Brand new luxury 4 bedroom, 2 bath home.

In a bright and sunny location just 1 mile north of Paradise Hills.

With approximately 1900 square feet, this home features remote-controlled ceiling fans, whirlpool bathtub in the master bathroom, fully-fitted kitchen including a gas oven with a five- burner gas range and stainless steel fridge- freezer, marble tile floors, fireplace, and large 3-car garage. Selling at just \$198,000!

For further information, contact:

Christal DeShannon at Moore and Parker Realty, 245-3376 mobile or 486-0975 direct.

7. Where is the house located?
- A. At the center of Paradise Hills
B. North of Paradise Hills
C. North Hills
D. In Colorado Hills
8. Which is NOT included in the house?
- A. A bathroom
B. A garage
C. A swimming pool
D. A fireplace
9. Who is Christal DeShannon?

A. A real estate agent

B. The home owner

C. A homemaker

D. Unknown

Questions 10 through 12 refer to the following article

Parisian Hotel

Set in France during World War II, this movie takes a look at the life of one young lady who risked her life to save others. “Amazing” is the only way to describe Sandra Ditoni’s portrayal of a hotel manager who saves the lives of over 300 people in a Parisian Hotel. Ms. Ditoni will probably find herself earning an Academy Award nomination. Based on a true story, this movie shows the bravery of a woman who stood up for what she thought was right. Playing at theaters nationwide beginning today.

10. What kind of movie do you think Parisian Hotel is?

A. A travel documentary

B. A romance

C. A historical drama

D. A comedy

11. About how old do you think Sandra Ditoni is?

A. About 14 or 15

B. About 18 or 19

C. About 30

D. About 40

12. Where can you see this movie?

A. At any movie theater

B. On video

C. On television

D. It will be released next year.

Questions 13 through 16 refer to the following email

Dear Mr. Thompson,

This is just a short email to update you on your medical test results from your physical examination on January 10th. Our records show that you took a blood pressure test. Your test this time showed that your blood pressure is doing quite well for a man your age. I am very pleased to note that your blood pressure is much lower than it was last time. It seems that the medication you have been taking is working well. Unfortunately, we do not have a record of the name of your medication on file. Can you remember the name of the medication that you are taking? If you could send an email to my nurse with the name of the medicine, that would be very helpful to us. His email address is medcenter05@huxley.com.

Also, there is a note in your file stating that you want your medical test results sent to your insurance company. Which department do you want them sent to? Please let us know as soon as possible.

Regards,

Dr. Huxley

13. What kind of test did Mr. Thompson have done?

- A. A stress test
- B. A blood test
- C. A high blood pressure test
- D. A department test

14. Where will Mr. Thompson's medical test results be sent to?

- A. His employer
- B. His insurance company
- C. His doctor's office
- D. The doctor's nurse

15. What is true about Mr. Thompson's blood pressure?

- A. It is extremely high
- B. It is very low
- C. It is non-existent
- D. It is normal

16. What information does the doctor need?

- A. Mr. Thompson's email address
- B. The name of his medication
- C. The nurse's email address
- D. Mr. Thompson's age

Questions 17 through 20 refer to the following chart and information

Sugar
Dairy, Meat, Fish, Eggs
Vegetables and Fruits
Breads, Rice, and Cereals

This is a chart of the Food Pyramid. The Food Pyramid serves as a basic guide to making healthy food choices. If you take a look at the guide you can easily see which food groups you should be eating. According to the pyramid, most of your daily food should consist of breads, rice and cereals. These are the foods in the bottom level of the pyramid. Almost equal to these, but not quite as much, should be vegetables and fruits. Therefore, you can feel free to go ahead and eat lots of fruit and vegetables

every day. Serving of meat, fish, eggs, and dairy foods, which include milk and cheese, should be much smaller. Sugars should be the smallest portion of all. Of course, your daily nutritional needs will vary according to your activity level and life style. You do not have to follow the Food Pyramid, but it is a good way to be sure you will get the healthiest benefits from your daily food. If you keep a copy of the pyramid stuck to the door of your refrigerator, it will remind you to plan your daily meals wisely every time you go into the kitchen.

17. Which of the following are dairy products?

- | | |
|--------------------|--------------------|
| A. Milk and cheese | B. Fish and eggs |
| C. Sugar and spice | D. Breads and rice |

18. What is the purpose of the Food Pyramid?

- A. To sell food
- B. To help make healthy food choices
- C. To show which foods are bad for you
- D. To help remember the names of foods

19. Which food group has the second smallest serving suggestion?

- | | |
|--------------------------|--------------------------------|
| A. Sugars | B. Dairy, Meat, Fish, and Eggs |
| C. Vegetables and Fruits | D. Breads, Rice and Cereals |

20. What affects your daily food needs?

- | | |
|--------------------------------|---------------------|
| A. Your likes and dislikes | B. The Food Pyramid |
| C. Your lifestyle and activity | D. Small portions |

Questions 21 through 24 refer to the following article

How to get accepted to Fullgate University

By Alex Herd, Fullgate University Admissions Office. It is time to start applying for university. Some students will be successful, but others will not. If you have dreamed of being admitted to Fullgate University, this article can show you what to do to improve your chances of success. First, you must apply early. You must apply before the application deadline. This is, perhaps, the most important consideration. We receive a lot of applications from excellent students who we have to reject because they sent us their application far too late. Make sure to apply before January 17th. Fullgate University believes that after-school activities such as volunteer work, sports

participation, and employment are very important. We look for any activities that help develop a student's character. Your grades are not the only aspect we consider. Finally, Fullgate University looks closely at letters of recommendation. We require at least three letters of recommendation. These should be written by people such as your teachers, sports club coaches, employers and the leaders of any volunteer organizations you belong to. We suggest that you get these as soon as possible so you can submit them with your application.

21. Who would be interested in this information?

- | | |
|-------------------------|---------------------------------|
| A. High school students | B. Fullgate University students |
| C. Volunteers | D. School teachers |

22. What is the most important thing to consider?

- | | |
|-----------------------------|-------------------------|
| A. Volunteer work | B. Sports participation |
| C. The application deadline | D. Employment |

23. How many letters of recommendation does the university require?

- | | |
|----------|---------|
| A. Three | B. Four |
| C. Five | D. None |

24. Which of the following is NOT mentioned as someone to write a letter of recommendation?

- | | |
|-----------------|-------------|
| A. Teacher | B. Employer |
| C. Sports coach | D. Priest |

Questions 25 through 28 refer to the following letter

New Students!

Welcome to Blue Oak High School!

Congratulations on being accepted to Blue Oak High School. You are about to begin three exciting years and make memories that will stay with you forever.

We will have our freshman student orientation next Wednesday (September 2nd) in the school gymnasium. The opening ceremony will begin at 9 a.m. You should arrive to check attendance at 8.30 a.m. Don't be late on your first day! You will need to bring your student ID card and a copy of your class schedule. You will have a chance to talk with some of your new teachers, and you can ask them questions about your schedule and classes. It will also be a good chance to meet your new classmates. Last

year, we had the famous movie actor Tim Grimley as a guest speaker (Tim graduated from Blue Oak High in 1990). This year, our guest speaker is a surprise!!! If you want to know who it is, you have to come to the orientation and see for yourself!

The gymnasium is easy to find. Just go to the library and turn left. The gymnasium is the blue building next to the cafeteria. You will find a map of the school on the reverse of this letter.

After the orientation you will be dismissed and classes will begin at 8.30 a.m on Thursday.

25. What do the freshman students have to take with them to the orientation?

- | | |
|---------------------------------------|------------------------|
| A. Their parents | B. Some money for food |
| C. Their ID cards and class schedules | D. Their schoolbooks |

26. Where is the orientation going to be?

- | | |
|---------------------------|---------------------|
| A. At Tim Grimley's house | B. In the cafeteria |
| C. In the library | D. In the gymnasium |

27. Who is Tim Grimley?

- A. A teacher speaking at the orientation
- B. A former student from the school
- C. The school's principal
- D. The surprise guest at this year's orientation

28. When do freshman classes begin?

- | | |
|---|------------------------------|
| A. On Wednesday September 2 nd | B. At 9 a.m |
| C. On Thursday September 3 rd | D. They have already started |

Questions 29 through 33 refer to the following agenda and memo

Heathcliffe Sports Center

Annual General Meeting

Date: June 25th

Time: 7p.m

Location: 3rd floor conference room

Agenda

1. Annual report
2. Resurfacing of tennis courts- choose a contractor
3. Broken windows on first floor- how to punish offenders and how to prevent more breakages
4. New policy on equipment rental
5. Membership cards

Any other business

To be followed by tea and coffee in the staff training room. All welcome.

Memo

To: Jennifer Martin, Sports Equipment Manager

From: Clive Wilbur, Management Committee Chairperson

Re: June 25th Annual General Meeting

I know that you will be unable to attend this year's meeting on the 25th, so I am sending you the agenda now. Please take a look at it before the meeting and give me your opinion on the items.

We have decided to resurface the tennis courts and need to choose from three contractors. I will send you their price lists and a voting form later. Every one at the meeting will have a chance to vote. As you know, we have suffered a lot of broken windows recently. I would appreciate it if you could fax me your ideas on how to deal with this problem. The fourth item on the agenda refers to renting equipment. We will limit rentals to one hour on weekends and two hours during the week. Only members will be able to rent equipment on weekends. This brings us to the next item: all members will be required to show their membership card in order to use the sports center at a discounted price.

Please send me your thoughts as soon as possible, and I will talk to you in person when you get back from your vacation.

Many thanks.

29. How often does Heathcliffe Sports Center hold a general meeting?

A. Once a month

B. Once a week

- C. Once a year
D. Every other year
30. How will the center choose someone to repair the tennis courts?
- A. They will choose the cheapest company
B. They will not repair the tennis courts
C. Everyone will vote for a company
D. They haven't chosen a method
31. Why will Jennifer Martin be unable to attend the meeting?
- A. She is not a member of the sports center
B. She will be on vacation
C. She is sick
D. She was not invited
32. Which of the following statements about rentals is correct?
- A. Members can rent equipment for four hours
B. Members can rent equipment only on Saturdays
C. Only members can rent equipment on Saturdays
D. Non-members can rent equipment for one hour on Saturdays
33. What problem has the sports center been having?
- A. Members do not return equipment
B. Windows have been broken
C. There was not enough tea and coffee
D. Staff don't get along with each other

Questions 34 through 38 refer to the following newspaper article

September 1, Zurich: RADD, A.G., the Swiss chemical company purchased the European polypropylene business of Royal Chemical Industries, P.L.C., of Britain. No price was disclosed, but RCI said the deal represented 1 to 2 percent of its net assets and would be paid in cash. Based on net assets, the price would be between \$100 million and \$160 million. The acquisition includes RCI production plants in England, Denmark, Norway, and Poland. The plants alone are valued at \$60 to \$80 million. Polypropylene, a tough, flexible plastic, has uses that range from rope fibers to bottles.

34. RADD is probably located in
- A. England
B. Switzerland

C. Denmark

D. Poland

35. According to the article, what is used to make rope fibers?

A. Hemp

B. Cotton

C. Steel

D. Polypropylene

36. How much will RADD pay for RCI?

A. \$80 million

B. \$100 million

C. Between \$100 and \$160 million

D. Between \$60 and \$80 million

37. Where is RCI's head office?

A. Norway

B. Denmark

C. Britain

D. Poland

38. What are the terms of the deal?

A. Payment in cash

B. Payment in stock

C. 2% of gross assets

D. 1% down payment

Questions 39 through 43 refer to the following schedule and e-mail

Sunday 11	Monday 12	Tuesday 13	Wednesday 14	Thursday 15	Friday 16	Saturday 17
	8.15 doctor a ppt. 3.00 golf with Alicia	9.30 planning meeting	9.00-11.00 dept. meeting 11.30 Dentist appt.	4.00 phone conference with Toronto office	8.30 train to Chicago 12.30 lunch meeting with Chicago staff	10.00 golf with Fred

To: Joe Rosen

From: Alicia Lima

Date: March 8

Subj: Golf

Hi Joe,

I'm sorry I can't make our golf date next week. It turns out I have a department meeting that starts an hour before our game is scheduled, and I'm sure it won't end before 5.00. Could we play the following day, same time, same place? Let me know, and I'll call the club to reserve the starting time.

I also wanted to let you know that Mr. Santos from our San Francisco office will be in town starting next Tuesday. I know you were eager to meet with him. Are you free Wednesday morning? If not, Thursday or Friday morning will do. I know you plan to leave for Chicago sometime Friday, but I hope you can find some time to meet with Mr. Santos before then.

Are you planning to meet Fred for golf in Chicago? If you see him, tell him I haven't forgotten that he owes me a game!

See you next week,

Alicia

39. When is Joe's dentist appointment?

- | | |
|--------------|-------------|
| A. Monday | B. Tuesday |
| C. Wednesday | D. Thursday |

40. What will Joe do on Thursday afternoon?

- | | |
|-------------------------|--------------------------|
| A. Go to Toronto | B. Talk on the telephone |
| C. Have a lunch meeting | D. Go to the doctor |

41. What time does Alicia's department meeting begin?

- | | |
|---------|---------|
| A. 9.00 | B. 2.00 |
| C. 3.00 | D. 5.00 |

42. What day does Alicia want to play golf with Joe?

- | | |
|------------|-------------|
| A. Sunday | B. Monday |
| C. Tuesday | D. Saturday |

43. What will Joe probably do Thursday morning?

- | | |
|-------------------------|------------------------|
| A. Meet with Mr. Santos | B. Nothing |
| C. Leave for Chicago | D. Play golf with Fred |

Questions 44 through 48 refer to the following notice and memo

Notice to tenants of South Ridge Office Complex

August 25

Reconstruction of the parking garage will begin at the end of next month and is scheduled to last three months. During this time there will be no parking for anyone in the building garage. The city has temporarily designated the parking spaces on the streets surrounding our building as all-day parking spaces for our use. A special pass is required to use these spaces. Since the number of parking spaces is limited, we will distribute four passes to each office in this building. Building tenants are asked to encourage their employees to use public transportation until the garage reconstruction is completed. There are also two public parking garages within five blocks of here where parking spaces can be rented on a daily, weekly, or monthly basis. Thank you for your cooperation.

South Ridge Office Complex Building Management Team

Memo

Parrot Communications, Inc.

To: All Office Personnel

From: Dena Degenaro

Office Manager

Date: August 28

Re: Parking

I am sure you have all seen the recent notice about the parking garage reconstruction by now. Since we have five times as many employees as allotted parking passes, we will reserve the parking passes for clients and ask our employees to make alternative plans. For your convenience, we have obtained subway passes that are valid for the entire amount of time that the garage reconstruction will last. They are available at a 25% discount to all Parrot Communications employees. Please see me before the end of this week if you are interested in getting one. Thank you.

44. When will the parking garage reconstruction begin?

A. This week

B. next month

C. In three months

D. In August

45. How many employees work for Parrot Communications Inc.?

A. Four

B. Five

C. Twenty

D. Twenty-five

46. Who can park next to the building during the garage reconstruction?

A. Parrot Communications clients

B. Parrot Communications employees

C. All South Ridge tenants

D. Dena Degenaro

47. Who should Parrot Communications employees contact to get a subway pass?

A. The city manager

B. Their office manager

C. The building manager

D. The subway station manager

48. How long are the subway passes valid?

A. One week

B. Three weeks

C. One month

D. Three months

Practice 3.2

Questions 1 through 3 refer to the following letter

The Orange Cat Coffee Shop

Dear Customers,

Beginning next month, we will no longer be accepting Orange Cat Coffee Coupons. The recent increasing price of coffee beans has made it difficult to keep both the everyday low prices that our customers have come to expect and the high quality of our drinks. We have decided not to raise prices. Instead, we will do away with the coupon system. We will continue to accept coupons until the end of the month.

Thank you for choosing The Orange Cat.

Sincerely,

The Management

1. What is the name of the coffee shop?

A. The Valued Customer

B. The London Coffee Shop

C. The Orange Cat

D. The Open Letter

2. What does the coffee shop plan to stop using?

A. Coffee

B. Coffee coupons

BÀI GIẢNG MÔN TIẾNG ANH 2

C. Coffee beans

D. Low prices

3. Coupons will continue to be accepted until when?

A. The end of this month

B. The end of next month

C. The beginning of this month

D. The end of the year

Questions 4 through 6 refer to the following schedule

Destinations				
The following flight is a list of from Timmy Tucker International Airport on June 24th				
Flight Number	Gate	Departure time	Destination	Status
BK223	1	11.30	New York	Departed
AF044	2	11.30	Barcelona	Boarding
SK001	3	12.00	Almaty	Preparing for boarding
JA202	6	13.00	Seoul/Tokyo	Delayed 60 minutes
AF006	22	13.30	Paris	Cancelled
KL222	Please listen to announcements		Bangkok	On time
OZ661	4	14.00	New York	Delayed 3 hours
LT881	19	15.45	Amsterdam/Stockholm	On time
BA003	28	19.00	New York	On time
LT882	10	20.20	Stockholm	On time

4. When will the flight to Tokyo probably leave?

A. 2p.m

B. Tomorrow morning

C. 1p.m

D. It has already left

5. Which flight was scheduled to leave at the same time as the flight to Barcelona?

A. SK001

B. BK223

C. It has been cancelled

D. Only two

6. Which is the earliest flight of all?

A. BK223

B. Bangkok

C. AF006

D. Stockholm

Questions 7 through 9 refer to the following report

In October, Markel On-line acquired Peptel Visual of Berlin, one of Europe's leading educational software companies. The deal calls for Markel (a \$49 million Toronto-based company) to pay \$5 million up front for Peptel and as much as \$5 million more over the next few years, depending on the German company's performance. Peptel posted \$4.2 million in sales last year.

7. If Peptel performs well, what is the largest total price Markel will have to pay?

A. \$4.2 million

B. \$5 million

C. \$10 million

D. \$49 million

8. Peptel is based in

A. Canada

B. the United States

C. Great Britain

D. Germany

9. What field are these companies in?

A. Computer software

B. Postal service

C. Visual arts

D. Toy manufacturing

Questions 10 through 12 refer to the following letter

EUTECH, s.r.o

Zborovska 23,150 00 Praha 5

Czech Republic

Tel: (02) 513.2343 Fax: (02) 513.2334

December 3, 200_____

Post Comptoir

43 Griffith Road

Dinsdale, Hamilton

North Island, New Zealand

Dear Sir or Madam:

We are interested in becoming distributors for your software products in the Czech Republic. Would you please send us your latest catalogs, descriptive brochures, and terms?

We are a hardware company that would like to add software to our sales offerings. Our annual report is enclosed .

We look forward to hearing from you soon.

Sincerely yours,

Peter Zavel

Chairman

10. Which items were NOT requested?

A. catalogs

B. Brochures

C. Samples

D. Pricing information

11. What does EUTECH sell now?

A. Software

B. Computers

C. Financial reports

D. Printing services

12. EUTECH wants to

A. distribute software

B. manufacture computers

C. purchase hardware

D. receive an annual report

Questions 13 through 16 refer to the following letter

Tidy Tools

101 Main Street

Littlebury, WJ 38843

Mr. J. Bevan

234 Main Avenue

Pittsburgh, PA 12244

Dear Mr. Bevan,

Thank you for your recent letter regarding our All-Power vacuum cleaner. I am happy to answer your question. The All-Power can, indeed, be used outdoors. In fact, according to recent consumer reports, many people feel it is more efficient outdoors than any other similar vacuum cleaner. Since the unit is cordless, it can be used anywhere. This means there are no limitations on movement, making it perfect for cleaning hard to reach places around the home and garden. It is also double-insulated for safety, so it is safe to use in most weather conditions.

However, I would recommend being careful whenever you use an electrical appliance outside. I would advise against using the All-Power in heavy rain. Exposing it to too much moisture may harm it. I would also suggest storing it inside. If you store it outdoors, the moisture in the atmosphere may cause the engine to rust. While the engine is easy to replace, we want all our customers to enjoy their products problem free for as long as is possible. Take good care of your All-Power and it will give you many years of service.

Please do not hesitate to contact me if you have any more questions.

Yours sincerely,

Albert R. Jones

Consumer Relations, Tidy Tools

13. What did Mr. Bevan want to know?

- | | |
|--|--------------------------------------|
| A. Where to buy the vacuum cleaner | B. How much the vacuum cleaner costs |
| C. If the vacuum could be used outside | D. If the vacuum cleaner was heavy |

14. What can damage the vacuum cleaner?

- | | |
|-------------------------|----------------------|
| A. Exposure to moisture | B. Using it outside |
| C. Using it indoors | D. Double insulation |

15. Who is Albert Jones?

- | | |
|-----------------------------------|----------------------------------|
| A. A vacuum cleaner repair person | B. The owner of Tidy Tools |
| C. An employee of Tidy Tools | D. The inventor of the All-Power |

16. What can customers do to protect the All-Power?

- A. Use it indoors
- B. Replace the engine
- C. Keep it clean
- D. Store it indoors

Questions 17 through 20 refer to the following article

Making Life Easier in the Home

This month in Golden Age Magazine we would like to share some tips for making life easier as you get older. These tips are all quick and easy, and most importantly, they won't cost you a lot of money. Here are a few ways that senior citizens can make their homes more comfortable and less dangerous places to live:

1/ When lining your garbage can with plastic bags, put 6 or so extra in the bottom. When you fill one, you will have another at your fingertips to replace it.

2/ Store heavy items on center cabinet shelves, light objects on high or low shelves. This way you won't risk straining your back to pick up heavy objects.

3/ Put a night safety light in your hallway or bathroom. Installing a light can help reduce night-time accidents. If you use a glow-in-the-dark light switch, even better!

4/ Sticking traction strips on slippery surfaces is essential, especially on tiled surfaces such as bathrooms. Traction strips are available from most major retailers.

5/ Be sure to remove clothes from the dryer with a reacher . This will help you protect your back. These are just a few ways that you can help make your daily living more enjoyable.

17. Who is this article intended for?

- A. People who like to do home improvements
- B. People with big houses
- C. Elderly people
- D. People with young children

18. Which of the following positive aspects is NOT mentioned?

- A. The tips are easy
- B. The tips are quick to perform
- C. The tips don't cost much money
- D. The tips are especially good for women

19. What is a reacher?

- A. A machine to dry clothes
- B. A kind of long stick

C. A kind of chair

D. A night safety light

20. What does the article NOT suggest?

A. Installing night lights

B. Using track slips to stop slipping

C. Storing heavy items outdoors

D. Putting light objects on high shelves

Questions 21 through 24 refer to the following article

Children and Television

A lot of research has been done trying to determine the effects of television viewing on your child. Some research shows that television is harmful, but is television really harmful to your child? You know that your child loves to be entertained. All children enjoy cartoons and movies. But are these things good for them? How can you monitor your child's television viewing? Here are some tips parents can take to help reduce television's negative effect on their children.

1. Watch television with your child- too often TV is used as a cheap babysitter. Know what your child is watching and don't be afraid to turn off the television if you think there is nothing good on.

2. Choose programs carefully- after watching a show, start a family discussion. Ask your children if they understand what the television program was about.

3. Don't let your child have a TV in the bedroom- know what he or she is watching. Televisions and computers should be kept in a common area so parents can see what their children are watching.

4. Don't watch TV during the meal times- eating together is an important part of family life. Use meal times to talk about the day's events. Ask your children about their day and tell them about yours.

5. Establish regular viewing times- don't keep the television on all day.

There are many educational programs out there, so, used carefully, television doesn't have to be a meaningless distraction.

21. Who is this advice aimed at?

A. Young children

B. Teenagers

C. Parents

D. Teachers

22. Why should the reader watch TV with his or her child?

A. Children love it

B. It offers educational programs

C. Television is not a babysitter D. Television is a babysitter

23. Which of the following tips was NOT mentioned above?

A. Keep TV out of the bedroom B. Keep mealtimes TV-free

C. Discuss TV programs with your family D. Make a list of good programs

24. According to the article, what other device should be kept in a common area?

A. Radio B. Dishwasher

C. Computer D. Telephone

Questions 25 through 28 refer to the following chart

Movie-Rama Movie Theatres recently compiled a list of the top movies in 2004. The movies are listed by title, total sales profit, production costs, genre, and leading actor/actress. After adding up the profits of all movies released in 2004, we came up with the following results:

(unit: million)

Film	Profit	Cost	Genre	Actor/Actress
1. Jolly Green	\$450.47	\$150.23	Comedy	Tom Pitt
2. Under and Over	\$373.38	\$100	Action	Arnold Stalloni Jessica Albino
3. The Life of Joan	\$370.27	\$3.5	Action	Steve Martini
4. Once Upon a Time	\$251.66	\$34	Comedy	Ben Hill
5. My Friends	\$249.36	\$36	Comedy	Christopher Lynch
6. The End of Time	\$186.74	\$16	Horror	Pen Teller
7. Drivers				Steve Martini
8. Ha Ha Ha	\$176.05	\$24	Thriller	
	\$162.46	\$65	Romantic	
9. Before Evening	\$160.76	\$60	Comedy	Freddy Dryden
			Drama	Ian Rutheford

10. Outer Space				
	\$155.11	\$100	Science Fiction	

The movies listed are for movies opening in Movie-Rama Movie Theatres only. Movie-Rama Movie Theatres would also like to congratulate Ian Rutherford for his award-winning performance as Captain Mercury, in the hit movie *Outer Space*. As most viewers know, Ian Rutherford recently returned from a five year break from movie making. During that time, Mr. Rutherford worked in Cambodia helping handicapped children and was awarded the Higgens medal for world service.

25. Which movie made the biggest profit?

- A. The Life of Joan
- B. Jolly Green
- C. Under and Over
- D. Outer Space

26. Which film made the smallest profit?

- A. Ha Ha Ha
- B. Outer Space
- C. Drivers
- D. Jolly Green

27. Which kind of movie had the most total sales?

- A. Horror
- B. Comedy
- C. Action
- D. None of the above

28. Which actor/actress spent time helping handicapped children?

- A. Ben Hill
- B. Steve Martini
- C. Jessica Albino
- D. Ian Rutherford

Questions 29 through 33 refer to the following letter and chart

22 High Street

Everton

May 22nd, 2005

Margaret McCarthy

14 Martins Street

Everton

Dear Ms. McCarthy,

BÀI GIẢNG MÔN TIẾNG ANH 2

Thank you for your recent inquiry about PowerGen Electricity. I apologize for not replying sooner, however, we have been having some trouble with our customer address database. This problem has now been resolved and I am pleased to answer your questions.

In your letter, you asked for advice on how to cut your electricity bill. We are aware that our customers want to find the most efficient, yet economical ways to use electricity in their homes. You might be surprised to learn that cutting down on electric costs is easy to do. I am enclosing a chart of the average energy costs of most major home appliances. All you need to do is look at the chart, work out how many hours you use an item in an average week, then multiply that number by cost per hour. If you do this for each item on the list, you can calculate your monthly charge.

e.g. If you use your washing machine everyday for one hour, you will need 17.5 cents per week. To reduce costs, wait till you have enough clothes for a full load. You could cut as much as 5 cents. This may not sound like much, but imagine reducing the time for every appliance. The total savings will add up.

I hope this helps you.

Sincerely,

Alan Bredhurst

Use the chart below to work out your monthly usage. We have listed the most common household appliances that most people use on a regular basis.

Appliance	Average Energy Cost
Clock	4¢ week
Computer w/Monitor, Printer	77¢ week
Electric Blanket (125 watt)	1.1¢/ hour
Hair Dryer	9.9¢ hour
Radio	11.0¢ 10 hours
Stereo	16.6¢ 10 hours
Television	22.9¢ 10 hours

VCR	2.3€ hour
Washing machine	2.5€ hour
Microwave oven	12.6€ hour
Oven	11€ hour

29. Who would be interested in this chart?

- A. The owner of a hardware store B. People who want to save money
C. Department stores D. Real estate agents

30. Which appliance uses the least energy?

- A. Oven B. Washing machine
C. Clock D. Hair dryer

31. Powergen is probably what kind of company?

- A. A utilities company B. A high street retailer
C. A medical supplied company D. An electrical appliances supplier

32. Which of the following appliances is NOT mentioned in the text?

- A. Air conditioner B. Washing machine
C. Oven D. Printer

33. How much cheaper is using an oven than a microwave oven?

- A. Yes, it is much cheaper B. 3€
C. 12.6€ D. 1.6€

Questions 34 through 38 refer to the following letter and program

Wombat Publishing, Inc.

223 New Wallaby Way

Perth 3456 NSW

Tel. 657 23 88 20

9th January 2005

BÀI GIẢNG MÔN TIẾNG ANH 2

Lulu Price,

c/o Tinker Creek Motel

45 Blue Street

Perth

Dear Ms. Price,

This is just a quick note to confirm that I have two tickets for this Friday's performance of *Cats* at the Perth Arts Center. As I mentioned before, the show starts at 8.00. Our senior sales manager and I will meet you in the lobby at 7.30. The company driver will pick you up at the motel at 7.00 o'clock. After the show, there will be a company dinner at The Point.

Please contact me if you have any questions about the schedule. I have also enclosed a show program that you might find interesting.

Yours truly,

Maggie Hayward

Sales Director

Cats, a musical comedy about cats.

The musical comedy *Cats* is set in London's East End and follows the lives of a family of cats as they try and start their own newspaper publishing company. The father cat, Fredico, had a lifelong dream of having his own newspaper called the Daily Meow. Assisted by his lovely wife Tiffany, their daughters Lucinda and Geneveve and their slightly crazy son Pannini, this family of felines sings and jokes their way into everyone's heart.

As you watch the play, you will hear such musical treasures as; "Baby, Don't Eat the Green Salami," "The Marmalade Cat Shuffle", and the unforgettable, "I'm Not Crazy-Just Misunderstood".

Because this is a sold-out performance, all attendees are requested to arrive one hour before the start of the show. Also, we ask that you do not bring any pet dogs or mice to the show, as these animals will excite the actors.

Cats, a furry good time!

34. Where does Maggie Hayward work?

A. The Art Center

B. The Point

C. Wombat Publishing

D. Tinker Creek Motel

35. What is the purpose of this letter?

A. To make a reservation

B. To change plans

C. To cancel a reservation

D. To confirm plans

36. What is The Point?

A. A motel

B. A restaurant

C. A show

D. An art center

37. What kind of performance is Cats?

A. A drama

B. A musical comedy

C. A love story

D. A science fiction thriller

38. What kind of business does the cat family want to start?

A. A bakery

B. A pet shop

C. A restaurant

D. A newspaper publishing company

Questions 39 through 43 refer to the following letter and reply

Dear Mom,

How are you? How is Michael? I hope that he has stopped sneezing and coughing.

I am doing really great. I am really enjoying my tour of the museums of Europe. I have been to the Louvre in Paris. It was really exciting seeing the real Mona Lisa, but I was disappointed because it was so small. Right now I am in Spain. I have visited Madrid, and now I am in Barcelona. There are so many museums to visit that I don't know where to begin!

The admission fees are much more expensive than I expected, so I can't see everything that I wanted to see. Some days I have to choose between having lunch or going to a museum ! However, the museums in Spain are not as expensive as the museums in France. I want to go to Italy next. I hear that Florence has the best art of any city in Europe.

Next time I will call you- if I have money (Maybe Sunday June 20th at 6 p.m?)

With love,

Sally

Dear Sally,

Thank you for your letter. Michael is fine. He just had an allergic reaction to seafood- that's all. I'm really happy to hear about your trip. It sounds so exciting. I remember that your father and I first met in Paris, and hearing about your trip brings back a lot of memories. The weather here is a little cloudy, but hot. Your father is in the backyard right now digging up the weeds from the flower garden. Mrs. Williams from the supermarket told me to tell you hello- so "Hello". Michael also says hello.

Write again when you have more time.

Love, Mom

P/S: I'll send a phone card so you don't have to spend your museum money on telephone charges.

39. Why does the writer want to go to Italy?

- | | |
|------------------------------|--------------------------------------|
| A. It is cheaper than France | B. Her mother is in Italy |
| C. She went to France | D. Italy is the best country for art |

40. What was probably wrong with Michael?

- | | |
|-------------------|---------------------------------------|
| A. We do not know | B. He doesn't like museums |
| C. He had a cold | D. He had a bad reaction to some food |

41. How will the writer next contact her mother?

- | | |
|-----------------------------|-----------------------------------|
| A. She will send an email | B. She will telephone her |
| C. She will send a postcard | D. She will not contact her again |

42. Where did Sally's mother first meet Sally's father?

- | | |
|-----------|--------------|
| A. Madrid | B. Barcelona |
| C. Paris | D. Florence |

43. What will Sally's mom send her?

- | | |
|----------------|---------------------|
| A. A telephone | B. A telephone card |
| C. Some money | D. Some seafood |

Questions 44 through 48 refer to the following newspaper article

Job trends for the future emphasize careers in sales and marketing. Most of the growth will come in international sales, high technology, and electronic marketing.

Research shows that overseas sales of high tech equipment and technology will increase 20% in the next decade.

The Internet is the primary source for advertising and marketing to these overseas customers. At the same time, however successful marketers must find new avenues to increase consumer awareness of their products. As some clients become inundated by information on the Internet, and as others are still just learning to navigate the Web, the marketers of the future will have to be inventive.

More traditional sales skills, such as bilingualism and an agreeable character, are still useful. Willingness to travel is also a plus.

44. What kinds of careers show promise for the future?

- | | |
|-----------------------------|------------------------|
| A. Research and development | B. Sales and marketing |
| C. High technology | D. Travel agents |

45. Why are these careers increasing in importance?

- A. Companies are trying to focus on profits
- B. They address a neglected market segment
- C. High-tech sales are growing
- D. Most marketing will occur on the Internet

46. The word “*avenues*” in paragraph 2, line 6, is closest in meaning to

- | | |
|------------|----------|
| A. streets | B. ways |
| C. stores | D. sales |

47. The author believes that the successful marketer must be

- | | |
|------------------------|-------------|
| A. bilingual | B. overseas |
| C. abreast of research | D. creative |

48. According to the article, why isn't Internet advertising always effective?

- A. Some users see too much of it; some see too little
- B. Many users have limited English skills
- C. Consumers are unaware of products advertised on the Internet

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