

**HỌC VIỆN CÔNG NGHỆ BƯU CHÍNH VIỄN THÔNG**

**BÀI GIẢNG**  
**TIẾNG ANH 4**

**(Dành cho sinh viên chính quy hệ Đại học và Cao đẳng)**

**NGƯỜI BIÊN SOẠN: ThS. GVC. PHẠM THỊ NGUYỄN THU**

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# LỜI NÓI ĐẦU

Bài giảng TIẾNG ANH 4 là cuốn sách hướng dẫn học môn tiếng Anh 4 chính thức của Học viện Công nghệ Bưu chính Viễn thông được biên soạn dành cho sinh viên hệ đại học chính qui đã học xong môn tiếng Anh 1, tiếng Anh 2, và tiếng Anh 3.

Bài giảng được biên soạn bao gồm hai phần. Phần thứ nhất là phần tiếng Anh giao tiếp dựa trên giáo trình New English File (Pre-intermediate). Phần thứ hai là phần hướng dẫn học và luyện thi TOEIC theo giáo trình Developing Skills for the TOEIC Test. Bài giảng cung cấp cho sinh viên các lời giải thích ngắn gọn về nội dung ngữ pháp, những điểm chính sẽ học như: Gerunds and Infinitives, Auxiliary Verbs, Subject - Verb Agreement, Verb Form and Tenses, Participial Forms, Comparatives and Superlatives, Negation, etc. Các bài học cũng cung cấp nhiều bài tập biên soạn theo chuẩn câu hỏi trong bài thi TOEIC nhằm giúp sinh viên áp dụng các kiến thức về điểm ngữ pháp vừa học.

Cuốn sách Bài giảng TIẾNG ANH 4 giúp cho sinh viên vừa nâng cao khả năng tiếng Anh vừa rèn luyện tốt kỹ năng làm bài. Sinh viên được trang bị từng bước vốn ngôn ngữ và đồng thời phát triển dần kỹ năng xử lý các loại hình câu hỏi trong phần thi nghe và đọc để đạt được kết quả tốt nhất.

Vì thời gian có hạn, hơn nữa cuốn sách lần đầu tiên được biên soạn nên khó tránh khỏi những thiếu sót, tác giả rất mong nhận được sự đóng góp ý kiến của độc giả và học viên gần xa.

Tôi xin chân thành cảm ơn các bạn đồng nghiệp cũng như Ban lãnh đạo Học viện đã tạo điều kiện giúp đỡ chúng tôi hoàn thành tốt cuốn sách này.

Trân trọng cảm ơn.

Hà Nội, năm 2013

**TÁC GIẢ**

**PART 1**

**NEW ENGLISH FILE**  
**(PRE-INTERMEDIATE)**

## FILE 6

### OVERVIEW

The focus in File 6 is on conditional tenses and modals with a future meaning. In 6A and 6B students learn the first and second conditionals. Learning the two conditionals one after the other should help students contrast and assimilate the difference between them. In 6C the modal verbs *may* and *might* carry on the theme of possibility, and finally in 6D the presentation of *should* in the context of advice allows both conditionals and modals to be recycled.

### 6A. IF SOMETHING BAD CAN HAPPEN, IT WILL...

This lesson presents the first conditional through the humorous context of “Murphy’s Law”, which states that if something bad can happen, it will happen. The presentation is an easily memorized chain story. Students then read a text with some common examples of Murphy’s Law and finally invent their own rules of life. The vocabulary focus is on verbs which are often confused, like *know/ meet* and *borrow/ lend*. In Pronunciation there is work on long and short vowels.

#### 1. GRAMMAR: *if* + present, *will* + infinitive

##### a. Read the beginning of the story. Why do you think the Italian doesn’t want to lend his newspaper to the American?

- Book open. Focus on picture 1 and the beginning of the story. SS have a minute to read it. Some possible answers to the question, e.g. *because he wants to read it, because he doesn’t like lending things, etc.*

##### b. Look at the pictures. Number the other sentences 2-9.

- Focus on the other pictures and SS show what the man’s answer is. Focus on the first picture and sentence 1 (*If I lend you my newspaper...*).
- Remember this is beginning of the conversation. Then work in pairs to number the other sentence 2- 9, using the pictures to help them.

##### c. 6.1 Listen and check. Then cover sentences 1-9 and look at the pictures. Try to remember the sentences.

- Hear the Italian man giving his explanation. Listen and checks
- Fon the pictures and cover the sentences. Play the tape/CD again, pausing after each *if* clause.
- Now drill the story with the whole clause. Finally work in pairs, A and B. A covers the sentences and retells the story using the pictures’ prompts and corrects, then swap roles.

d. Look at the sentences again. What tense is the verb after *if*? What tense is the other verb?

- Now focus on the tenses and remember that the verb after *if* is in the present simple and the other verb is in the future (*will/won't + infinitive*). Sure that sentences with *if* are often called conditional sentences, and that this structure (a sentence with *if + present + future*) is often called the first conditional.

e. Grammar Bank 6A. Go through the rules and do the exercises.

***If + present, will + infinitive (first conditional)***

- If I **miss** the bus, I'll get a taxi.
- She **won't be** angry if you **tell** her the truth.
- What **will** you **do** if it **rains**?
- Use *if + present, will + infinitive* to talk about a possible future situation and its consequence.
- The *if* clause can come first or second.  
*E.g. I'll come if you like. OR If you like I'll come.*
- You can also use the imperative or *can*.  
*E.g. If you miss the bus, get a taxi.*  
*If you miss the bus, you can get a taxi.*

**Grammar notes:**

- Since first conditional sentences refer to future possibilities, try to use the future after *if*. Typical mistake: *If he'll phone, I'll tell him.*
- The present simple and future *will* are also used after *when, as soon as, and until*, E.g. *I'll tell him when he arrives. As soon as you get here, we'll have lunch.*

**2. VOCABULARY: confusing verbs**

a. What's the difference between *know* and *meet*, and *borrow* and *lend*? Students focus on the sentences and have a few minutes, in pairs, to decide which verb is right in each sentence and why.

- Focus on the sentences and work in pairs, to decide which verb is right in each sentence and why.
- Learn how to say these verbs in L1 to highlight the difference.
  - 1. Meet (= you will see and speak to her for the first
  - 2. Know (= you have met and spoken to him before)

- 3. Borrow (= you give me your newspaper)
- 4. Lend (=I give you my newspaper)

**b. Vocabulary Bank Verbs. In pairs students match the verbs and pictures. Students check answers and model and drill pronunciation as necessary.**

Wear (clothes)	4	Carry (a bag)
Win (a prize, a match)	1	Earn (a salary)
Know (somebody, something)	6	Meet (somebody for the first time)
Make (a cake, lunch, dinner, a noise)	7	Do (an exam, test, course, housework, sport, yoga...)
Hope (that something good will happen)	2	Wait (for a bus)
Watch (TV)	5	Look at (a photo)
Look (happy)	3	Look like (your mother)

- Some of these verbs are often confused because in the first language, one verb may be used for both meanings. For this reason it's better for SS to
- Learn these verbs in a phrase, e.g. *know someone well, meet someone for the first time, etc.* rather than just learning the translation.

### 3. READING

**a. If you are in a supermarket and you change queues, what will happen?**

- Get further practice of the first conditional in this reading text about Murphy's Law. Focus on the first question. Try to express that the queue they were in before will move faster. This is an example of what we call Murphy's Law .

**b. Read the first of the article *Murphy's Law*. Who was Murphy? What exactly is his law?**

- Read the introduction and answer the question.
- The suggested answers. "*Murphy's was an American aero plane engineer. His law is 'if something bad can happen, it will happen'.*"

**c. Read the rest of the article. Can you guess how the examples 1-8 of Murphy's Law finish?**

- Read the rest of the article.
- Then cover the continuations in exercise d and in pairs guess how the laws might end.
- Extra support
- Do c as a whole- class activity, not in pairs.

**d. Now match them with A-H from the box below.**

- Uncover d and work in the same pairs and match the sentence halves with A- H.



- Translate *spill* (= accidentally let a liquid fall).
- Suggested answers: 1 B 2G 3A 4H 5C 6F 7E 8D

e. In pairs, look only at the first half of the sentences in the text. How many of the “law” can you remember? Can you think of any others?

- In pairs, try to remember the laws using the first half of the sentences as prompts. Don’t spend too long as it will be dealt in exercise 5.

4. PRONUNCIATION: long and short vowels

a. 6.2 Listen and repeat the pairs of long and short vowels. Practise making the difference.

/ɪ/	/i:/
if	leave
will	meet
win	We’ll

/ɔ/	/ɔ:/
borrow	law
stop	story
wash	talk

/ʊ/	/u:/
look	beautiful
push	move
took	queue

b. Put these words into the chart. (Refer to part a)

beautiful	borrow	if	law	leave	look	meet	move	push
queue	stop	story	talk	took	wash	we’ll	will	win

c. 6.3 Listen and check. Practise saying these words.

d. Sound Bank. Look at the typical spellings for these sounds.

- Find more practice on the MultiROM or on the New English File Pre-intermediate website.

## 5. SPEAKING

- In pairs or small groups, invent some new Murphy's Laws beginning with the sentence halves below. Focus on the prompts to make new "Murphy's laws".
- Remember that there is not one right answer, but that there will be a vote for the best laws.
- Work in groups of four or pairs. Then choose six "laws" to complete. Remember the original law: *if something bad can happen it will happen*.
- Complete their laws with the help of vocabulary and spelling from the teacher or friends. Fast finishers can complete the other three laws.
- Look at the "laws" on the board. Accept all logical endings. There maybe several variations for each sentence. Take a vote on the "*best*" laws, ie. *the most typical*.

### Possible endings

They won't like you  
You'll need it later.  
You'll see a parking space very near.  
He/she'll wake up early.  
There'll be a lot of traffic.  
It will be delayed.  
Your boss will arrive early.  
A lot of people will ring you.  
It will be "pull".

## 6B. NEVER SMILE AT A CROCODILE

In this lesson students look at the second conditional. The context, a survival quiz where students choose the best way to survive, helps to show students that the second conditional is often used in hypothetical situations. In Vocabulary, students learn the names of animals, and the grammar and vocabulary are both recycled in the Speaking activity. The lesson ends with an article about crocodile attacks in Australia.

### 1. SPEAKING & LISTENING

**a. Read the quiz and tick (v) your answers, a, b, or c. Compare with a partner.**

- Focus on the photos and write the three animals. Now focus on the quiz and the instructions. And then go through the answer options for each question.
- Compare their choices with a partner's. Say why they have chosen each option.

**b. 6.4 Now listen to a survival expert. Did you choose the right answer?**

- Listen to a survival expert who will tell which is the best option for each situation. The first time while listening, just focus on which is the right option.
- Check answers and find out how people would survive in each situation.

**c. Listen again and say why the other two answers are wrong. Compare what you heard with a partner.**

- Focus on the instructions and play the CD again. When SS have compared, check answers
  1. (a) is wrong because the crocodiles attack very quickly so you don't have time to swim. (b) is wrong because as soon as a crocodile sees you, it will attack.
  2. (a) is wrong because bears can climb better than we can. (c) is wrong because bears can run faster than we can.
  3. (a) is wrong because bulls can run incredibly fast. (c) is wrong because noise or a sudden movement will attract the bull and make it come towards you.

### 2. GRAMMAR: *if* + past, *would* + infinitive

**a. Look at the question 1 in *Would you survive?* And discuss questions 1-3 in pairs or with the whole class.**

**b. Grammar Bank. Go through the rules and model and drill the example sentences.**

***If* + past, *would* + infinitive (second conditional)**

- If a bear **attacked** me, **I'd run** away.
- If I **didn't have** children, I **wouldn't live** in the country.
- **Would** you **take** the manager's job if they **offered** it to you?
  
- Use *If* + past, *would* + infinitive to talk about an improbable/ impossible or hypothetical future situation and its consequence.  
E.g. *If a bear attacked me, I'd run away.* = I'm imagining this situation. It's very improbable.
- *Would/ wouldn't* is the same for all persons.
- The contraction of *would* is 'd (I'd, you'd, he'd, etc.) and of *would not* is *wouldn't*.
- The *If* phrase can come first or second.
- Remember with *can*, use *could* + infinitive, not *would can*.
- With the verb *be* you can use *were* (instead of *was*) after *I* and *he/she/it*.  
E.g. *If he was/ were here, he'd help you.*  
Use *were* (not *was*) in the expression *If I were you ...* We often use this expression for advice.
- First and second conditionals  
Compare the first and second conditionals:
  - Use the **first conditional** for **possible** future situations.  
E.g. *If I have time tomorrow, I'll help you.* (= maybe I will have time)
  - Use the **second conditional** for **improbable/ impossible** or **hypothetical** situations.  
E.g. *If I had time tomorrow, I'd help you.* (= I won't have time.)

**Grammar notes:**

- It may be strange to be using past tenses in the *If* half of these conditional sentences so remember that they do not refer to the past but rather to a hypothetical situation.
- Having used *would/ wouldn't* + infinitive before with the verb *like*, so should not have problems with the form of *would*.
- Highlight that we often use the expression *If I were you, I'd ...* to give advice.

**3. PRONUNCIATION:** stress and rhythm

**b. 6.5 Listen and repeat the sentence halves and then the whole sentence. Copy the rhythm.**

1. If I saw a crocodile, I'd climb a tree.
2. What would you do if you saw a snake?
3. We could have a dog if we had a garden.
4. If a bear attacked me, I wouldn't move.
5. If I were you, I'd go on a safari.

**b. Cover the right-hand column, and remember the sentences.**

**Pronunciation notes:**

- It is may be difficult to pronounce *would* and *wouldn't* correctly. Some pronounce the /w/ as /g/ or pronounce the “t” which should be silent.

**4. VOCABULARY: animals**

**a. Focus on the questions. SS either interview each other in pairs, or answer the questions together.**

- Focus on the questions. Either interview search other in pairs, or answer questions. Ask for help SS from the teacher with any animals words they want to use but don't know.

**b. Vocabulary Bank Animals: Match the animals and the pictures.**

	Insects		Farm animal		Wild animals		Birds
26	bee	29	bull	14	bear	24	duck
16	butterfly	7	chicken	13	camel	10	eagle
21	fly	2	cow	12	crocodile	28	swan
9	mosquito	8	goat	1	dolphin		
15	spider	11	horse	17	elephant		
18	wasp	22	pig	20	giraffe		
		4	sheep	6	gorilla		
				25	kangaroo		
				5	lion		
				3	mouse		
				30	rabbit		
				23	shark		
				27	tiger		
				19	whale		

**c. 6.5 Listen. Which animal can you hear?**

**5. SPEAKING**

- Go through the questions. Then five different students are asked to choose a question to ask teacher or friends. Answer, giving as possible.
- Work in pairs, and choose the five questions you want to ask your partner.
- Then ask and answer in pairs. You are encouraged to ask for more information (why?, etc.). Fast finishers can choose more questions.
- Correct any misuse of tenses in the second conditional.

## 6. READING

### a. Can you remember the best way to survive a crocodile attack?

- Do this as an open class question and elicit that you have to try to hit the crocodile in the face.

### b. Read the article about crocodile and mark the sentences T (true), F (false), or DS (doesn't say).

- Read and article about Australian crocodiles (the most dangerous in the world) and some real cases where someone survived an attack and others didn't. Focus on the nine sentences and think 1, 2 and 3 are true or false. Then read the article and mark all ten sentences T and F or DS. Set a time limit of three minutes.
- Check answers, and correct the false ones.
  - 1.T
  - 2 DS
  - 3 F (they can also attack people an land).
  - 4 F (They were warning signs)
  5. DS
  6. F(They were washing their bikes)
  - 7.T
  - 8.F ( the boy was attacked, not his aunt)
  9. F

### c. In pairs, SS cover the text and try to remember what the numbers refer to.

7	1000	40	17	24	22	19
---	------	----	----	----	----	----

- Cover the text and try to remember what the first number (7) refers to.
- Remember that crocodiles can grown up to 7 meters long, then continue in pairs.

### d. Read the text again and check your answers.

- Quickly checks the numbers with the text. Check answers.
  - 7: Australian crocodiles can grow up to 7 meters long.
  - 1000: The biggest ones can weight 1000 kilos.
  - 40: Crocodiles have 40 muscles to close their mouths.
  - 17: They can run on land at 17k/h.
  - 24: The German tourist was 24 years old.
  - 22: The two Australian boys stayed in a tree for 22 hours.
  - 19: Norman Pascoe was 19.

## 7. 6.7 SONG Wouldn't it be nice

**a. Listen to the song. There is one extra word in each line. Cross it out.**

***Wouldn't it be nice***

Wouldn't it be nice if we were much older  
Then we wouldn't have to wait for so long  
And wouldn't it be nice to both live together  
In the kind of world where we really belong  
You know it's going to make it all that much better  
When we can say goodnight darling and stay together

Wouldn't it be nice if we could always wake up  
In the early morning when the day is new  
And after having spent the whole day together  
Hold each other close the whole long night through  
Happy times together that we've been spending  
I wish that every little kiss was never-ending  
Wouldn't it be very nice

Maybe if we think and wish and hope and pray it might all come true  
Baby then there wouldn't be a single little thing we couldn't do  
Maybe we could be married  
And then we'd be really happy  
Wouldn't it be so nice

You know it seems the more we talk about it together  
It only makes it much worse to live without it  
But let's talk about it now  
Wouldn't it be really nice

**b. Listen again and read the song with the glossary. Do you think the singers are optimistic, pessimistic or realistic about the future?**

**Glossary**

belong = to be part of  
the whole day = all the day  
hold = have something in your hand (s)/ arms  
wish = to want something that can't happen now  
pray = ask God for something  
a single thing = one thing

**Song facts:** *Wouldn't it be nice* was written by Brian Wilson of the American group The Beach Boys, who recorded the song in 1966 on their album *Pet Sounds*. This song, and others on the album, had an important influence on other pop artists, including the Beatles and Pink Floyd. In a UK music magazine, *Pet Sounds* was recently voted the greatest album of all time.

PTT



## 6C. DECISIONS, DECISIONS

This lesson presents the modal verbs *may* and *might* through the context of a person who is very indecisive and can't make up her mind. SS also do a questionnaire to see if they are indecisive and read an article about how to make decisions. The pronunciation focus is sentence rhythm, and the lesson ends with a vocabulary focus on word building.

### 1. SPEAKING

**a. Complete the definitions with words from the box. Underline the stressed syllable:**

- Focus on the definitions and the words in the box. Complete the definitions. Then say the words out loud a couple of times to listen and underline the stressed syllable. Check answers.
- Suggested answers: 1. decide      2. decision      3. decisive      4. indecisive

**b. Interview your partner with the questionnaire. Ask for more information. Which of you is more indecisive?**

- Focus on the questionnaire. Go through the questions and remember *change your mind* (= take a decision and then change it).

### 2. GRAMMAR: may/ might

**a. 6.8 Cover the dialogue and listen. Who's indecisive, Roz or Mel? What about?**

- Focus on the pictures and remember that the two women are friends. Mel is the one with brown hair and Roz is the one with blonde hair.
- Focus on the instructions. Cover the dialogue (or close their books). Play the CD and check the answer.

**b. Listen again and complete the conversation.**

- Reminding that the missing words are all verbs. Play the CD and pause if necessary. Check the answers.

**c. Underline the verb phrases in the dialogue with *may/ might*. We use *may* and *might* + infinitive to talk about a possibility.**

- Focus on the instructions. The first example is "*I might go*", underline the rest. Check answers. Remember that we use *may and might + infinitive* to talk about the possibilities.

**d. Grammar Bank 6C. Read the rules and do the exercises.**

**May/ might + infinitive (possibility)**

- We **might** have a picnic tomorrow, but it depends on the weather.
  - I **might not** go to the party. I haven't decided yet.
  - I **may** go to the party, but I'm not sure.
  - I **may not** have time to do everything today.
- might not** and **may not** aren't usually contracted.
- Use *might/ may* and *might not/ may not* + infinitive to talk about a future possibility.  
E.g. It **might / may** rain = It's possible that it will rain.
  - *Might/ may (not)* is the same for all persons, *I might/ may, he might/ may, we might/ may*, etc.
  - You can also use *May I .../ May we ...* to ask for permission.  
E.g. *May I use your phone?* = Can I use your phone?

### Grammar notes

- *May* and *might* are synonyms. *May* is probably more frequent in written English than *might* and *might* is more frequent in spoken English than *may*.
- *May* and *might* are introduced here more for recognition than production as they are examples of "late assimilation" language. At this level you are more likely to express the same idea in another way, e.g. by using *It's possible* or *possibly*.

## 3. PRONUNCIATION & SPEAKING

### a. 6.9 Listen and repeat the *may / might* phrases from the dialogue. Copy the rhythm. Are *may* and *might* stressed?

- Focus on the instructions. Look at the underlined phrases in the dialogue when listening and repeating. Play the CD once on the whole way through and then play it again, pause after each phrase to repeat.
- Remember that *may* and *might* are stressed.

### b. Communication Decisions, decisions. In pairs, role-play being indecisive.

- Imagine that you are a very indecisive person. **B** is going to ask you some questions. Answer **B**'s questions. Give two possibilities each time using *I may* or *I might*. Then **B** will help to make a decision.  
E.g. B: *What's the next film you're going to see?*).  
A: *I don't know yet, I might see ..., or I may ...*
- Work in pairs. Go through the instructions .
- Take the role of the indecisive person. Get B to ask his/her first question, and answer with lots of alternatives.
- Then ask and answer in pairs. Use *may* and *might*.

#### 4. READING

**a. You are going to read some tips to help people to make decisions. Before you read, cover the text. In pairs, try to predict what one of the tips will be.**

- Focus on the instructions and cover the text and try to predict just one tip.
- Get feedback and write each pair's tip on the board (with their initial).

**b. Quickly look through the article. Is your tip there? Then complete the text with these verbs from the box.**

- Now focus on the article and skim read to see if there tips (or something similar) are there.
- Focus on the verbs in the box, and re-read the text and complete it.
- Compare the answers with a partner's and then check answers.

1. Take    2. Make    3. compare    4. ask    5. confuse  
6. Use    7. feed    8. wait    9. have    10. Make

- Possible tips: Don't be afraid to change your mind. Your first instinct may not be right. Toss a coin and accept your 'face', etc.

**c. Read the article again. In pairs, try to decide which tip is the best. Can you think of one other tip?**

- Finally work in pairs to decide which tip is the best. Get feedback and find out which tip is considered the best by the whole class.
- In the same pairs, try to think of one more tip to add to the list.

#### 5. VOCABULARY: noun formation

**a. SS focus on the chart and highlight the *-ion* ending and the spelling changes. With some verbs we can make a noun by adding *-ion*, *-sion* or *-ation*. SS continue in pairs.**

- Focus on the chart, and highlight the *-ion* ending and the spelling changes. Then continue in pairs.

**b. 6.10 Listen and check. Underline the stressed syllable in the verbs and nouns.**

- Listen the first time to see if you have the right word. Play the CD and check answers.
- Focus on the questions and remember that *-sion* and *-tion* are pronounced /ʃən/ or /ʒən/ (*imagination* and *decision*) and that the stress is always on the syllable before this ending.

**c. Complete the questions which a noun from a.**

- Complete the sentences. Check answers, stressing on the words correctly.

1. decision

2. information

3. invitation

4. election

5. organization

6. Communication

**d. In pairs, ask and answer the questions. Ask for more information.**

- Ask teacher/friends the first question. Answer and elicit more follow up questions
- Then ask and answer in pairs. Ask for and give more information.

PDF

## 6D. WHAT SHOULD I DO?

This lesson presents *should/ shouldn't* for giving advice. The context is a radio programme where people phone in with problems, and then listeners are asked to e-mail their advice. There is a focus on the pronunciation of *-ould* (as in *should, could*, etc.) and on sentence rhythm. SS practise giving advice both orally and in written notes. The lesson ends with a focus on the uses of *get*, which are recycled in a questionnaire.

### 1. LISTENING & READING

**a. Read the extract from a TV and radio guide. SS focus on the three questions and answer.**

- Books open. Focus on the three questions and read the extract. Check answer with the whole class.
- Suggested answers
  1. It is an advice programme.
  2. To explain a problem they have and ask for help/advice
  3. SS' own answer.

**b. 6.11 Listen to three people phoning *What's the problem?* And complete the sentences with one word: *clothes, jealousy, money*.**

- Focus on the instructions and words in the box. Understand *jealousy* (= the noun of *jealous*, i.e. Feeling angry/upset because you think your partner is interested in somebody else)
- Play the CD once. Discuss in pairs what each problem is about and write it in. Check the answers.
  - Barbara's problem is about money.
  - The Kevin's problem is about jealousy.
  - Catherine's problem is about clothes.

**c. Now listen again. *What exactly are their problem?* Compare what you understood with your partner. (To answer the question SS should know that the important thing is to be clear about the basic problem. SS can talk to a partner by pausing after each caller.)**

- Focus on the instructions. Be clear about the basic problem. Play the CD again and pause after each caller in order to talk to a partner. If necessary, play the CD the third time.
- Check the answers.
  - She has a friend who is very mean. When he goes out with her and her friends, he never pays, but he is not poor.

- His best friend flirts with his girlfriend.
- Her flatmate always borrows her things without telling her, CDs, books, clothes, etc.

**d. Read the emails which listeners sent to the *What's the problem?* website. Match the two e-mails to each problem. Write Barbara, Kevin, or Catherine.**

- Now focus on the e-mail and the instructions. Read and match the e-mails to the problems. Compare answers with a partner's and then check answers.
- Suggested answers:  
1. Kevin      2. Catherine      3. Kevin  
4. Barbara      5. Catherine      6. Barbara

**e. Now read the e-mail again.**

- In pairs, say which advice you think is best for each person and why?
- Go through the e-mails and explain/translate any vocabulary that is causing problems, e.g. lock, get the message, sensitive, etc. Now read them again and decide whose advice they think is best and why.
- Get feedback, and find out whose advice the majority of the class thinks is best, or if you have any other suggestions.

**2. GRAMMAR: should/ shouldn't**

**a. You will probably have guessed the meaning of *should/ shouldn't*. Highlight examples in the e-mails.**

1. you should talk to your girlfriend
2. you should lock your clothes in a cupboard.
3. you shouldn't be so sensitive.
4. you should pay for him
5. you should talk to her
6. you definitely shouldn't pay for him

**b. Does *You should talk to your girlfriend* mean ...?**

1. You have to talk to your friend.
2. I think it's a good idea if you talk to your friend.

**c. Grammar Bank 6D. Go through the rules and do the exercises.**

**Should/ shouldn't (advice)**

E.g. I think you **should** change your job.  
The government **should** do more for old people.

- Use *should/ shouldn't* + infinitive to give somebody advice or say what you think is the right thing to do.  
E.g. *You should cut your hair.* = I think it would be a good idea.
- *should/ shouldn't* + infinitive is the same for all persons.
- You can also use *ought to/ ought not to* instead of *should/ shouldn't*  
E.g. *You ought to change your job.*

### **Grammar notes**

- *Should* does not usually cause problems as it has a clearly defined use and the form is simple. Remember to use the infinitive without *to* after *should*.
- Remember that the alternative form *ought to*, but *should* is more common, especially in spoken English.
- The main problem with *should* is the pronunciation, i.e. the silent *l* (see **Pronunciation notes**)

## **3. PRONUNCIATION & SPEAKING**

/ʊ/

### **a. 6.12 Listen and repeat. Write the words.**

- Focus on the phonetics, listen and repeat them. Then focus on the example (should) and compare the word and the phonetics. Try to answer “Which consonant is not pronounced?” and “How do you pronounce the “ou”?”
- Listen again and write the words.

1. should	4. wouldn't
2. shouldn't	5. could
3. would	6. couldn't
- Pronunciation notes: *Should*, *would* and *could* are often mispronounced partly because of the silent “l” but also because “ou” is not normally pronounced /ʊ/. Focusing on the phonetics to get the sounds right.

### **b. 6.13 Listen and repeat the sentences. Copy the rhythm.**

1. You should talk to your friend.
2. You shouldn't be so sensitive.
3. You should lock your clothes in a cupboard.
4. You definitely shouldn't pay for your friend.
5. What should I do?
6. Should I write to him?

## **4. WRITING & SPEAKING**

a. Read the problems and choose one to give advice on, then write a note giving advice.

**You should:**

- Use the e-mails from exercise 1 as a model.
- Use either you *should/ shouldn't* or *If I were you I'd ...* to give advice and explain why.
- Begin their note with *Hi*, but not to put the number of the problem. You should end with their names.
- Write your note on a separate piece of paper.

b. In pairs, pass your note to the pair on their right. Each pair then reads the new note and decides which problem it is answering and if they think it's good advice or not.

## 5. VOCABULARY: get

a. *Get* is one of the most common verbs in English, and it can mean several different things (A-D).

- Focus on the instructions, sentences and words/ phrases in the box. Match and then compare you answers with a partner's.
  1. I'm sure you'll soon get some e-mails with good advice.
  2. When your friend gets home tonight you should talk to her.
  3. She won't get angry with her.
  4. I get on very well with her.

A. receive    B. be friendly with    C. become    D. arrive

b. Vocabulary Bank *get*. Match the phrases and the pictures.

	Get + adjective		Get + comparative		Get = buy / obtain
	Get divorced		Get older		Get a job
1	Get angry		Get worse		Get a ticket
	Get fit		Get better		Get a flat
	Get married				Get a newspaper
	Get lost				

	Get + prepositions (phrase verbs)		Get = arrive		Get = receive
	Get on well with		Get to work		Get a salary
	Get on (opposite <i>off</i> )		Get home		Get a letter
	Get into (opposite <i>out of</i> )		Get to school		Get a present
	Get up				Get an e-mail



**c. Focus on the questionnaire and go through the questions. Then ask each other one or two of the questions.**

- Focus on the questionnaire and go through the questions. Answer one or two questions. Then work in pairs. You are sure to use *get* correctly.
- Get feedback from a few pairs.

PDF

## VOCABULARY

Allergic	adj	dị ứng
Attack	v	tấn công
Bald	adj	hói
Bear	n	con gấu
Bull	n	con bò
Celebrity	n	người nổi tiếng
Confuse	v	nhầm lẫn
Cough	n	ho
Crocodile	n	cá sấu
Dilemma	n	tình thế khó xử
Drown	v	đìm chết
Elect	v	bầu cử
Election	n	cuộc bầu cử
Escape	v	trốn thoát
Go on a safari	v	đi săn
Hamster	n	chuột cảnh
Identical	adj	giống nhau, tương tự
Insect	n	côn trùng
Jealousy	n	ghen tuông
Muscle	n	cơ bắp
Obsessive	adj	ám ảnh
Offended	adj	tức giận, khó chịu
Painkiller	n	thuốc giảm đau
Pretend	v	giả vờ
Queue	v	xếp hàng
Reputation	n	danh tiếng, sự nổi tiếng
Ridiculous	adj	nực cười
Shout	v	hét to
Survive	v	sống sót
Symptom	n	triệu chứng
Throw	v	ném đi, vứt đi
Treat	v	đổi xử, cư xử

Victim	n	nạn nhân
Wasp	n	con ong bắp cày
Wave	v	vẫy tay
Wild	adj	hoang dã

## QUICKTEST 6

### GRAMMAR

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

- If the shop is open, \_\_\_\_\_ some fruit.  
A I buy      B I'll buy      C I'd buy
- She \_\_\_\_\_ speak to you again if you do that.  
A doesn't      B wouldn't      C won't
- If you \_\_\_\_\_ time, will you help me?  
A have      B will have      C had
- What \_\_\_\_\_ she do if she lost her job?  
A will      B would      C did
- If I \_\_\_\_\_ English better, I'd get a job in a hotel.  
A speak      B spoke      C will speak
- We aren't sure but we \_\_\_\_\_ go away this weekend.  
A might to      B will      C might
- She \_\_\_\_\_ at home. Her car isn't there.  
A may not be      B may not to be      C might to be
- You \_\_\_\_\_ walk home at night. It's dangerous.  
A should      B shouldn't      C shouldn't to
- I think they \_\_\_\_\_ buy a new car.  
A should      B should to      C must
- I \_\_\_\_\_ listen to him if I were you.  
A wouldn't      B won't      C don't
- If we \_\_\_\_\_ queues, the other queue will move quicker.  
A changed      B change      C would change
- She'll be really happy if we \_\_\_\_\_ her to our party.  
A invited      B invite      C would invite
- If they \_\_\_\_\_ arrive in five minutes, we'll go.  
A didn't      B haven't      C don't
- \_\_\_\_\_ you stop working if you won the lottery?  
A Would      B Will      C Do
- If I \_\_\_\_\_ you, I wouldn't go to London in the winter.  
A was      B were      C could be

- 16 We would travel more if we didn't \_\_\_\_\_ children.  
A had                      B to have              C have
- 17 Take a map because you \_\_\_\_\_ get lost.  
A might                      B might not                      C should
- 18 You might \_\_\_\_\_ like the film. It's very violent.  
A to not                      B not to                      C not
- 19 You shouldn't \_\_\_\_\_ a lot of coffee. It's bad for you.  
A to drink                      B drink                      C drank
- 20 I don't think you \_\_\_\_\_ go out tonight. You're very tired.  
A may                      B shouldn't                      C should

## **VOCABULARY**

### **a Tick (✓) A, B, or C to complete the sentences with the correct verb.**

- 1 We should hurry or we'll \_\_\_\_\_ the bus.  
A miss                      B lose                      C catch
- 2 A party is a good place to \_\_\_\_\_ people.  
A know                      B look like                      C meet
- 3 Don't forget to \_\_\_\_\_ your homework.  
A do                      B make                      C write
- 4 My sister \_\_\_\_\_ my mother.  
A looks                      B like                      C looks like
- 5 He \_\_\_\_\_ the photograph.  
A watched                      B looked at                      C looked

### **b Tick (✓) A, B, or C to complete the sentences with the correct animal.**

- 6 \_\_\_\_\_ have very long necks.  
A Bears                      B Lions                      C Giraffes
- 7 Be careful! There's a \_\_\_\_\_ on that flower.  
A bee                      B butterfly                      C duck
- 8 Mickey \_\_\_\_\_ is a famous Disney character.  
A Cow                      B Mouse                      C Kangaroo
- 9 The \_\_\_\_\_ is the king of the jungle.  
A tiger                      B whale                      C lion
- 10 A \_\_\_\_\_ is a very dangerous fish.  
A shark                      B whale                      C dolphin

### **c Tick (✓) A, B, or C to form the correct noun.**

- 11 educ \_\_\_\_\_  
A -asion                      B -ation                      C -ate

- 12 elect \_\_\_\_\_  
A -ion B -ision C -icion
- 13 inform \_\_\_\_\_  
A -asion B -ent C -ation
- 14 confus \_\_\_\_\_  
A -ion B -ement C -ation
- 15 invit \_\_\_\_\_  
A -esion B -ation C -ision

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

- 16 My sister and her boyfriend are getting \_\_\_\_\_ next year.  
A married B marry C marrying
- 17 He studies a lot and his English is getting \_\_\_\_\_.  
A best B better C the best
- 18 She got \_\_\_\_\_ the bus and walked home.  
A on B to C off
- 19 I get \_\_\_\_\_ well with my brothers and sisters.  
A on B to C off
- 20 I left work at six and got \_\_\_\_\_ at 6.30.  
A the house B the home C home

**PRONUNCIATION**

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

- |           |          |             |
|-----------|----------|-------------|
| 1 A look  | B would  | C choose    |
| 2 A swan  | B boring | C crocodile |
| 3 A bite  | B since  | C will      |
| 4 A bear  | B there  | C person    |
| 5 A eagle | B spell  | C bee       |

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

- |                            |                         |                          |
|----------------------------|-------------------------|--------------------------|
| 6 A <u>new</u> spaper      | B new <u>spap</u> er    | C newsp <u>aper</u>      |
| 7 A <u>cro</u> codile      | B cro <u>cod</u> ile    | C cro <u>codil</u> e     |
| 8 A <u>e</u> lephant       | B <u>ele</u> phant      | C ele <u>phan</u> t      |
| 9 A <u>in</u> decisive     | B in <u>dec</u> isive   | C inde <u>ci</u> sive    |
| 10 A <u>com</u> munication | B <u>commu</u> nication | C commu <u>nica</u> tion |

## FILE TEST 6

### GRAMMAR

#### 1 Underline the correct form.

Example: If I get an interview, I ll / **would** buy a new suit.

- 1 If we **get** / **got** a taxi, we'll arrive on time.
- 2 If I won the lottery, I'll / 'd buy you a car.
- 3 If we **don't** / **didn't** leave now, we'll be late.
- 4 She'll pass the exam if she **works** / **worked** harder.
- 5 **Will** / **Would** you learn a language if you had more time?
- 6 If they had more money they **can** / **could** go on holiday.
- 7 If I **was** / **were** you, I'd stop smoking.
- 8 I **won't** / **wouldn't** scream if I saw a ghost.

#### 2 Complete the sentences. Use the correct form of the verb in brackets.

Example: If he rings me, I ll be (be) very happy.

- 1 If I didn't like you, I \_\_\_\_\_ (not speak) to you.
- 2 I'd travel around the world if I \_\_\_\_\_ (not have) young children.
- 3 We \_\_\_\_\_ (not go) to the beach if the weather's bad.
- 4 If Billy were here, he \_\_\_\_\_ (take) you to the party.
- 5 She \_\_\_\_\_ (stay) in tonight if she has a test tomorrow.
- 6 If I were rich, I \_\_\_\_\_ (give) a lot of money to charity.

#### 3 Complete the dialogue with *might*, *should*, or *shouldn't*.

**Ben** What are you going to do when you finish university?

**Anna** I might live abroad for a year. I'm not sure yet.

**Ben** Which country?

**Anna** I haven't decided yet, but I <sup>1</sup> \_\_\_\_\_ go to Spain.

**Ben** Yes, you <sup>2</sup> \_\_\_\_\_ definitely go to Spain! It's a really nice country.

**Anna** Yeah, but I can't speak Spanish.

**Ben** You <sup>3</sup> \_\_\_\_\_ worry about that. You'll soon learn.

**Anna** But I'd like to learn some Spanish before I go.

**Ben** You <sup>4</sup> \_\_\_\_\_ have lessons then.

**Anna** Yeah, but lessons <sup>5</sup> \_\_\_\_\_ be expensive.

**Ben** I think you <sup>6</sup> \_\_\_\_\_ go. You'll have a great time and I can visit you!

## VOCABULARY

### 4 Underline the correct word(s).

Example: Are you going to wear / **carry** your new jeans tonight?

1 I've **made** / **done** a chocolate cake for Megan's birthday.

2 She's so pretty. She **looks** / **looks like** her mother!

3 I never **borrow** / **lend** people my books.

4 He's a famous actor. He **earns** / **wins** a lot of money.

5 Yesterday I **met** / **knew** my cousin from Australia for the first time.

6 I hate **waiting** / **hoping** for buses in the rain.

### 5 Underline the odd word out.

Example: duck eagle swan sheep

1 shark dolphin lion whale

2 horse giraffe pig chicken

3 mosquito bull butterfly wasp

4 gorilla tiger rabbit elephant

5 swan cow spider mice

6 eagle bear camel goat

### 6 Complete the sentences with the correct phrase with *get*.

Example: Alison's main way of communicating is via her computer. She usually **gets** hundreds of emails a day.

1 He **got** \_\_\_\_\_ late this morning and was late for work.

2 The only way to **get** \_\_\_\_\_ is to do exercise.

3 They decided to **get** \_\_\_\_\_ in the church in their grandmother's village.

4 He **got** very \_\_\_\_\_ after the accident. He started shouting and his face went bright red.

5 I love **getting** \_\_\_\_\_ in the post but it doesn't happen very often now. All my friends use email.

6 David **got** \_\_\_\_\_ as a management consultant last year. He's doing very well.

7 We **got** \_\_\_\_\_ in the city centre. We finally found the hotel after an hour and a half.

- 8 I couldn't get a taxi on Saturday night so I waited for a bus. I **got** \_\_\_\_\_ really late and Dad was very angry.

## PRONUNCIATION

### 7 Match the words with the same sound.

<b>if</b> move borrow push story meet
---------------------------------------

Example: fish if

- 1 tree \_\_\_\_\_
- 2 boot \_\_\_\_\_
- 3 bag \_\_\_\_\_
- 4 bull \_\_\_\_\_
- 5 horse \_\_\_\_\_

### 8 Underline the stressed syllable.

Example: happen

- 1 information
- 2 crocodile
- 3 conclude
- 4 aspirin
- 5 translation

## READING

### 1 Read the article and tick (✓) A, B, or C

#### Mountain Gorillas

Alison Hammond is writing a series of articles about animals in danger for *Nature Magazine*. This week, she tells us about mountain gorillas.

What would you do if you saw a mountain gorilla? Most people would probably be very afraid and run away! That's because gorillas have a very frightening appearance. Firstly, gorillas are huge. They can grow up to two metres tall and can weigh more than 200 kilograms (male gorillas weigh twice as much as female gorillas). Secondly, gorillas can make a lot of noise. They can roar, bang their chests, and show their teeth. In fact, these aggressive displays are very rare and male gorillas only do it when they are protecting their families.



The truth is, gorillas are incredibly intelligent, gentle, and social animals that stay together in small family groups. The leader is the largest male, called the silverback. That's because of the beautiful silver fur on its back. They spend almost all of their time on the forest floor, eating and sleeping. They are mainly vegetarian, although they eat some insects. Young gorillas often play together. They run about and climb trees. At night, the animals make a nest to sleep in. The lighter gorillas nest in trees. The heavier gorillas make nests on the ground and the babies sleep with their mothers. Gorillas rarely attack humans. They only fight when something or someone attacks them or their young. In that situation, they will fight to the death. Hunters looking for baby gorillas may have to kill a whole family to get what they want.

Sadly, there are fewer than 650 mountain gorillas left in the wild, which means they are an endangered species. These gorillas only live in the mountain jungles of The Democratic Republic of Congo, Rwanda, and Uganda. They are endangered because people hunt them for food and for trophies. They are also threatened by war, and humans cut down their forests for farmland, fuel, and housing. Life for these gentle giants isn't peaceful.

- 1 Male gorillas weigh more than female gorillas.  
A True   B False   C Doesn't say
- 2 Gorillas often make a lot of noise.  
A True   B False   C Doesn't say
- 3 Other male gorillas often fight the leader.  
A True   B False   C Doesn't say
- 4 Gorillas only eat plants.  
A True   B False   C Doesn't say
- 5 Gorillas all sleep together.  
A True   B False   C Doesn't say
- 6 Gorillas only fight if someone tries to hurt them.  
A True   B False   C Doesn't say
- 7 They always run away from hunters.  
A True   B False   C Doesn't say
- 8 There are a lot of mountain gorillas in zoos.  
A True   B False   C Doesn't say
- 9 Mountain gorillas only live in three places in the wild.  
A True   B False   C Doesn't say
- 10 People are destroying their home.  
A True   B False   C Doesn't say

**2 Read the text again and answer the questions.**

- 1 For what two reasons are people afraid of gorillas?

- 2 When are gorillas usually aggressive?
- 3 Why are some male gorillas called *silverbacks*?
- 4 Why do hunters sometimes kill whole families?
- 5 Why do humans want the land where the gorillas live?

## **WRITING**

**You are going to visit your penfriend's country. Write an email telling him / her your plans and asking for advice. Include the following information (100–150 words):**

### **Paragraph one**

Explain the reason for your email

### **Paragraph two**

Ask for advice – best time of year / places to visit / best way to travel about

### **Paragraph three**

Explain any plans you already have, e.g. the main place you'll visit

## **LISTENING**

### **1 Listen to the conversation. Tick (✓) A or B.**

- 1 If they go to the theatre, it'll be expensive.  
A True    B False
- 2 If they go to the cinema, the boy's ex-girlfriend might be there.  
A True    B False
- 3 If they go to the Indian restaurant, it'll be closed.  
A True    B False
- 4 If they go to the Chinese restaurant, it'll be cheap.  
A True    B False
- 5 If they stay in, they'll cook pizzas.  
A True    B False

### **2 Listen to five people asking for advice. Choose the most likely advice for each speaker.**

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

A You should call the police.

B You should see a doctor.

C You should talk to your new housemate.

D You should talk to your boyfriend.

E You should phone the shop.

## **SPEAKING**

### **1 Ask your partner these questions.**

What would you do if ...

- a crocodile attacked you?
- you saw a ghost?
- your best friend told everybody else your secrets?
- you missed an important interview?
- a spaceship landed outside your home?

**Now answer your partner's questions.**

### **2 Listen to your partner's problems and give advice. Use these ideas with *should*:**

- go / gym
- find / someone else
- ask / teacher
- study / at the weekend
- have / lessons

### **3 Tell your partner about your problems.**

- You lent your best friend a lot of money.
- You forgot to do your English homework.
- It's your mum's birthday.
- You have to work late every day.
- You think your best friend's girlfriend is seeing someone else.

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## FILE 7

### OVERVIEW

The main focus of File 7 is on SS learning to talk about their lives using the present perfect with *for* and *since* (7A), describing important events in your life, e.g. *be born, get married*, etc. in 7B, and describing past habits with *used to* in 7C. The final lesson in the file (7D) moves away from SS own lives and presents the present and past passive through the context of female inventors.

### 7A. FAMOUS FEARS AND PHOBIAS

In this lesson SS study the present perfect with *for* and *since* to talk about unfinished actions or states. The context is a magazine article about famous people and their phobias, and the vocabulary focus is on different ways of expressing fear, e.g. *afraid, frightened*, etc. This use of the present perfect is hard for most SS to use correctly, as their languages will probably use a different tense (often the present simple) in this context. In the following lesson the present perfect for unfinished actions/ periods of time will be contrasted with the past simple for finished actions/ periods.

#### 1. READING & VOCABULARY

a. SS have a minute to match the words and pictures. Check answers by asking each other “What’s picture 1?”, etc.

- Books open. Focus on the pictures and match words and pictures. Drill pronunciation as necessary, especially *heights /haits/*

- |                  |            |            |                |
|------------------|------------|------------|----------------|
| 1. closed spaces | 2. flying  | 3. wasps   | 4. open spaces |
| 5. snakes’       | 6. heights | 7. spiders | 8. water       |

b. Focus on the questions and the example speech. Go through the pictures again one by one finding out if anybody in the class is afraid of each thing or knows anybody who is. Try to briefly say why they or the person they know is afraid.

E.g. A: *I’m afraid of flying.*

B: *I have a friend who is afraid of water. He can’t swim.*

c. Now focus on the photos of famous people and read about these people, all of whom have one of the phobias from the list in a.

- Now focus on the photos of famous people and read about these people, all of whom have one of the phobias from the list in a.

- Read the article and complete the gaps with one of the phobias in a. Try to guess the meaning of new words from context and that vocabulary will be dealt with later.

Compare your answers with a partner's and then check answers. Try to guess the meaning of the phrases but you don't get a detailed grammatical explanation at this point as this is focused in below. Highlight the pronunciation of *since* /sɪns/ and *ages* /eɪdʒ/ and *ages* = a long time.

- Winona Ryder has been afraid of water since 1983.
- Rupert Grint has been afraid of spiders since he was a child.
- Dennis Bergkamp has been afraid of flying since 1994.

**d. In pairs, underline the four words in the text related to being afraid.**

- In pair, underline the words in the text. Check answers "*terrified, frightened, panic, fear*"
- Remember that *frightened* = *afraid*, *terrified* = *very afraid*, *panic* = *lose control*, and *fear* = *the noun from afraid*. Practice pronouncing the words.
- Extra idea: You choose five words or phrases from the text that you want to learn and to write them with their translation in their notebooks or vocabulary books.

**2. GRAMMAR: present perfect + *for* and *since***

**a. Focus on the text about Winona Ryder. Read the text aloud. Then you have a few minutes to answer the two questions.**

**b. Focus on the task and the question. "How long?" means "How much time?". Complete the gaps and compare the answers with a partner's.**

- How long has she been afraid of water?
- She has been afraid of water **since** ...
- She has been afraid of water **for** ... years.

**c. Look at the two examples in b and then complete the rule.**

- Use ..... with a period of time.
- Use ..... with a point in time.

**d. Grammar Bank 7A. Read the rules and do the exercises**

**Present perfect + *for* and *since***

- |   |   |
|---|---|
| A. Where do you live now?                 | B. In Manchester.                                 |
| A. <b>How long have you lived</b> there?  | B. <b>I've lived</b> there <b>since</b> 1990      |
| A. Where do you work?                     | B. In a primary school                            |
| A. <b>How long have you worked</b> there? | B. <b>I've worked</b> there <b>for</b> five years |

- Use the present perfect + *for* or *since* to talk about actions and states which started in the past and are still true now.  
E.g. *I've lived in Manchester since 1990* = I came to live in Manchester in 1990 and I live in Manchester now.
- Use *How long?* to ask questions about the duration of an action or a state.
- Use *since* with the beginning of a period of time, for example, *since 1980*, *since last June*, etc.  
E.g. *I've been afraid of water since I was a child.*
- Use *for* + a period of time, for example, *for two weeks*, *for ten years*, etc.  
E.g. *I've had this car for three months.*

### **Grammar notes**

- The present perfect with *for* and *since* can be a tricky tense for you as you may use a different tense in their language to express this concept, e.g. the present tense. Typical mistake:  
E.g. *I live here since three years/ since three years ago.*
- The important thing to highlight is that the present perfect with *for* and *since* is used to say how long a situation has continued until now, i.e. we use it for situations which are still true, e.g. *I've been in this class for two years* (= and I am still in this class).

## **3. LISTENING**

- a. 7.1 Answer the question “Do you like cats? Are you afraid of cats? Do you know anybody who is?”. Listen to Scott, a doctor talking about his cat phobia. What happens if he sees a cat?**
- b. Listen to the tape again to answer the questions 1-6. Compare their answers in pairs.**
- Focus on questions 1-6. Listen and write down the answers.
  - Compare your answers in pairs

## **4. PRONUNCIATION: /i/ and / ai/, sentence stress**

Learn a useful pronunciation rule and practice pronouncing the /i/ and /ai/ sounds.

### **Pronunciation notes**

- There are two clear spelling/ pronunciation rules for words with *i* but there are a few common exceptions like *live* (v) which trip you up sometimes. By this time you will instinctively pronounce most of these words correctly and it is just a question of making an effort to remember the tricky ones like *child/ children* and *since* which you may mispronounce.
- *i* between consonants is usually pronounced /i/, e.g. *Win*.

- *i* + one consonant + *e* is usually pronounced /ai/, e.g. *wine*. SS should try to learn the exceptions, e.g. *give*.

**a. Put the words in the right column.**

child	children	in	I've	like	life	line
live (v)	mine	minute	since	win		

**b. 7.2 Listen to the tape and check answers. Listen again and repeat.**

/i/	/ai/
fish	bike
children	child
in	I've
live	like
minute	life
since	line
win	mine

**c. Practise saying the sentences.**

- I've lived here since I was a child.
- I've liked wine since I lived in Italy.

**d. 7.3 Listen and repeat the questions. Copy the rhythm. Practise sentences, rhythm in "How long have you ...?" questions to prepare for the speaking activity in 5.**

Listen to the tape and repeat, building up to the whole question.

- lived here  
have you lived here  
How long have you lived here?
- known him  
have you known him  
How long have you known him?
- been married  
have they been married  
How long have they been married?
- had his dog  
has he had his dog



How long has he had his dog?

### **5. SPEAKING**

- Ask and answer in pairs. A asks B six How long...? questions with a verb phrase. B answers with for or since. Give more information if you can. Then swap roles.

E.g. A: *How long* have you known your oldest friend?

B: *Since* we were at primary school together.

- **Know:** the other students in this class, your oldest friend, the teacher.
- **Live:** in this town, in your house or flat, in this school.
- **Be:** in this school, married, a lawyer, a nurse, etc.
- **Have:** your car, the shoes you're wearing, your watch.

## 7B. BORN TO DIRECT

The lives of famous film directors, Quentin Tarantino, Alfred Hitchcock, and Sofia Coppola, provide the context for reading, talking and listening about people's lives. The grammatical focus is the contrast between the past and present perfect and students learn common verb phrases for giving biographical information, e.g. *be born, leave school*. etc. In pronunciation SS get more practice of word stress.

### 1. VOCABULARY & PRONUNCIATION

a. Focus on the list of verbs. SS mark the stress on the highlighted words.

b. 7.4 Listen to the tape and check the answers, then listen again to repeat.

go to university  
go to primary school  
retire  
get divorced  
have children  
get married  
go to secondary school  
separate

c. Work individually and number the expressions in a in a logical order. The first expression is *be born*.

#### *Events in your life*

go to university	5	fall in love	7
be born	1	get divorced	11
go to primary school	2	have children	9
start work	6	get married	8
leave school	4	go to secondary school	3
die	13	separate	10
retire	12		

### 2. READING & SPEAKING

a. Look at the film photos and the two questions.

- Alfred Hitchcock and Quentin Tarantino are both film directors. Hitchcock was British, Tarantino is American, their most famous films: Hitchcock: Psycho, Rear Window, etc. Tarantino: Pulp Fiction, Reservoir Dogs, etc.). In pairs, answer the questions.

1. The Birds: Hitchcock - Kill Bill: Tarantino
2. The films are “*thrillers*”, i.e. Exciting films often involving a crime and usually with violent scenes.

**b. Focus on the information about the lives of the two film directors. You have a time limit to read the facts and to mark them H or T.**

- Work in pairs
- Underline any words or phrases you don't understand and try to guess the meaning with your partner.

H: 1, 3, 5, 6, 7, 10, 11, 13

T: 2, 4, 8, 9, 12, 14, 15

**c. Re-read the biographical information about Hitchcock and Tarantino. Try to remember as much as possible.**

**d. Now (book closed) tell everything you can remember about Hitchcock and Tarantino. Others (book open) listen and help, e.g. by jogging the memory with a word or phrase.**

**3. GRAMMAR: present perfect or past simple**

**A. Answer questions in two minutes.**

- Remember that if you are talking about the life of a person who is dead, use only the past simple. If you are talking about the life of someone who is still alive, use the present, the past and the present perfect.

**b. Grammar Bank 7B. Read the rules and do the exercises.**

**Present perfect or Past simple (2)?**

- |   |  |
|---|--|
| - How long <b>has</b> Tarantino <b>been</b> a director? | He's <b>been</b> a director since the 1980s. |
| - How many films <b>has</b> he <b>made</b> ?            | He's <b>made</b> six films.                  |
| - How long <b>was</b> Hitchcock a director?             | He <b>was</b> a director for 50 years.       |
| - How many films <b>did</b> he <b>make</b> ?            | He <b>made</b> 52 films.                     |

- Use the present perfect + *how long?*, *for* and *since* to talk about a period of time from the past until now.  
How long have you been married? I've been married for 10 years. (= I'm married now.)
- Use the past simple + *how long?* and *for* to talk about a finished period of time in the past.

*E.g. How long was he married? He was married for two years. (= He's not married now.)*

- Don't use *since* with the past simple. **NOT** "He was Prime Minister since 1999". You have to use *from ... to* "He was Prime Minister from 1999 to 2003".

### **Grammar notes**

- The contrast between the *past simple* and the *present perfect* was first focused on in lesson 4A.
- The *present perfect* is used in the two examples about Tarantino because his career as a film director hasn't finished. He is still a film director and will probably make more films.
- The *past tense* is used for Alfred Hitchcock because the sentences refer to a finished period of time. Hitchcock won't make any more films.
- *since* can only be used with the *present perfect*, *for* can be used with both the *present perfect* and *past simple* (see examples about Tarantino and Hitchcock.)

## **4. SPEAKING**

**a. Think about a member of your family (who is alive), for example a parent, uncle, aunt, or grandparent. Prepare to answer the questions below about their life.**

- In this activity, practise the contrast between the past simple and the present perfect through talking about a member of their family.
- Think about who you are going to talk about and to prepare your answers to the questions. It should be an older relative, not a younger one.

**b. A interviews B about their person. B gives as much information as possible and A asks extra questions where possible. SS swap roles.**

## **5. LISTENING**

**a. Look at the photo of Sofia Coppola and her father. What do they both do?**

**b. You're going to listen to part of a TV programme about Sofia Coppola. Look at the information below. Before you listen guess what the connection is with her.**

**c. 7.5 SS listen to the tape, don't write anything, just to listen, to see whether they guessed the connection correctly. Then SS listen again to make notes on the chart.**

**d. Ask and answer the question in pairs.**

## 7C. I USED TO BE A REBEL

This lesson is about what people were like when they were at school and how they have changed now they are adults. A new story about the “famous rebel” Mick Jagger of the Rolling Stones, and an interview with a school teacher provide the context for SS to learn *used to* for talking about things you did for a period of time in the past, (e.g. *I used to go to a secondary school in my town*) or for a past situation or state that has changed (e.g. *I used to have very long hair when I was a teenager*). The form of this structure is quite simple but an exact equivalent may not exist in SS’ language. *Used to* is also the focus for pronunciation and in vocabulary SS learn the names of school subjects. The lesson finishes with SS talking about their own school experiences.

### 1. READING

#### a. Focus on the picture and work in pairs.

- Talk about how it is similar or different from the school they went/ go to, e.g. *My school is/ was different because there are/ were boys and girls, and we don’t/ didn’t wear a uniform.*

#### b. Focus on the photo of Mick Jagger.

- Read the article quickly and answer the question. A famous rebel – but was he really?

#### c. Read the article again and try to guess from context what the highlighted words mean.

### 2. GRAMMAR: *used to*

#### a. Find the six sentences in the article.

- He used to be a rebel.
- He didn’t use to do the homework.
- He used to break the rules.
- Mick didn’t use to be a rebel.
- He used to work hard.
- He used to do a lot of sport.

Now answer the two questions: Does *used to* refer to...

1. The present or the past?
2. Things that happened once or for a long time?

#### b. Grammar Bank 7C. Read the rules and do the exercises

Used to/ didn't use to

+	-
I You He She <b>used to</b> wear glasses. It We They	I You He She <b>didn't use to</b> wear glasses. It We They

?	✓	×
I you he <b>Did</b> she <b>use to</b> wear glasses? we they	I you he <b>Yes, she did.</b> we they	I you he <b>No, she didn't.</b> we they

- Use *used to/ didn't use to* + infinitive for things that happened repeatedly or over a long period of time in the past, but are usually not true now, for example for things which happened when you were a child.  
E.g. *I used to have long hair. I used to play in the street. I didn't use to have a TV.*
- You can also use the past simple here.  
E.g. *I had long hair when I was a child.*
- *used to* only exists in the past. Don't use *used to* for present habits. Use the present simple + *usually*.  
E.g. *I usually cook in the evenings.* NOT *I use to cook in the evenings.*

**Grammar notes:**

- *used to* only exists in the past, and is used for past habits or states. You may not have an equivalent form in their language. If you do have an equivalent verb, it may also exist in the present (for present habits), which means you may try to say *I use to* for present habits rather than using the present simple and an adverb of frequency. (*I usually ...*). Typical error: *I use to go to the gym every Friday.*
- You might confuse *used to* + infinitive with the past of the verb *use*, e.g. *I used my dictionary when I did my English homework.* As well as having a completely different meaning the two verbs are pronounced differently (*used to* is pronounced /ju:stə/ and *used* (past of *use*) is /ju:zd/).

### 3. LISTENING

- a. Look at the photo of Melissa when she was at school and today. How has she changed?
- b. 7.6 Listen to her talking about her school days. Was she a rebel or a good girl at school? What does she do now?
- c. Listen again. Focus on sentences 1-8 and quickly run through them.
- Focus on sentences 1-8 and quickly run through them, dealing with any vocabulary problems.
  - SS mark the sentences T (true) or F (false) and try to elicit why the F sentences are false.

### 4. PRONUNCIATION: sentence stress

- a. 7.7 Listen and underline the stressed words. Then listen and repeat.

1. I used to go out a lot.
2. He used to hate school.
3. They didn't use to be friends.
4. She didn't use to like him.
5. Did you use to wear glasses?

- b. 7.8 Now listen and write six more sentences.

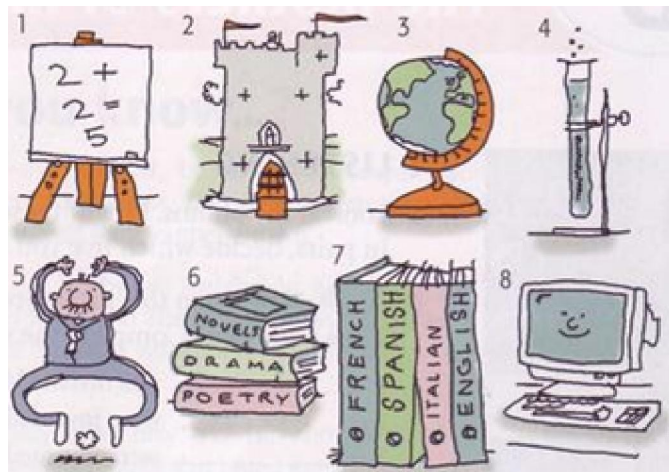
- SS write the six used to sentences they hear.
- Elicit the sentences onto the board.

1. Where did you use to live?
2. I didn't use to like exams.
3. I used to have long hair.
4. Did you use to work hard?
5. I used to be very shy.
6. I didn't use to do any sport.

### 5. VOCABULARY: School subjects

- a. Match the photos and school subjects and then compare their answers with a partner's.
- Match the photos and the school subjects
  - Then compare your answers with a partner's

PE (= physical education) -5  
Geography - 3  
Technology -8  
Maths -1  
History - 2  
foreign languages (English, etc.) -7  
Literature - 6  
science (physics, chemistry, and biology) - 4



**b. 7.9 Listen and repeat. Cover the words in a, look at the pictures and try to remember the words.**

**c. Think about when you were 11 or 12 years old. Talk about each subject with one of the expressions below. Say why.**

## 6. SPEAKING

### a. Focus on the activity.

- Remember when you were 11 or 12 and go through the list and decide if these things were true or false about you at that time and why. You have at least two minutes to do this and later you will be talking to others about this.

I used to be rebel.

I used to work hard.

I used to like all the teachers.

I used to hate school.

I used to do a lot of sport.

I used to wear glasses.

I used to wear a uniform.

I used to have longer hair.

### b. Work in groups of three A, B, C.

- A go through the list in a and tell B and C about how they used to be. B and C ask for more information when they can. Then they change roles.

## 7. 7.10 SONG It's all over now

**a. Listen to the song. Are the words in bold right or wrong? Put a tick or cross in column A.**

**b. Listen again and correct the wrong words in column B.**



*It's all over now*

	A	B
Well, baby used to <b>play</b> out all night long	1.	_____
She made me <b>laugh</b> , she done me wrong	2.	_____
She hurt my eyes <b>closed</b> , that's no lie	3.	_____
Tables turn and now her turn to <b>cry</b>	4.	_____
Because I used to love her, but it's all over now		
Because I used to love her, but it's all over now		
Well, she used to <b>walk</b> around with every man in town	5.	_____
She <b>took</b> all my money, playing her high class game	6.	_____
She put me out, it was a <b>pity</b> how I cried	7.	_____
Tables turn and now her turn to <b>cry</b>	8.	_____
Because I used to love her, but it's all over now		
Because I used to love her, but it's all over now		
Well, I used to <b>work</b> in the morning, get my breakfast in bed	9.	_____
When I'd gotten worried she'd ease my aching <b>heart</b>	10.	_____
But now she's here and <b>there</b> , with every an in town	11.	_____
Still trying to take me for that <b>stupid</b> old clown	12.	_____
Because I used to love her, but it's all over now		
Because I used to love her, but it's all over now		
Because I used to love her, but it's all over now		

**Glossary**

- lie = something which isn't true
- she done me wrong (US slang) = she was bad to me
- tables turn = the situation has changed
- it's over = it's finished
- gotten = (US English) = got
- ease = make something feel better
- aching = hurting
- (She's) still trying to take me for = (She) still thinks I am

**Song facts:** *I used to love her* was written by Bobby Womack and was originally recorded by an American Rhythm and Blues band called the Valentinos. The British rock band, the Rolling Stones recorded the song as *It's all over now* in 1964, and it was their first number one hit. Bobby Womack hated the Stones' version, but when he got his first royalty cheque he tried to get them to record more of his songs! This was the first song that Bruce Springsteen learnt to play on the guitar.

## 7D. THE MOTHERS OF INVENTION

We often assume that most inventors are men. This lesson challenges this assumption and shows that women were responsible for several significant inventions of the last century. These inventions provide the context for the introduction of the present and past forms of the passive. In Vocabulary the focus is on verbs which are frequently used in the passive, e.g. *designed*, *discovered*, *based (on)*. The lesson also focuses on the pronunciation of –ed endings and sentence stress in passive sentences. The title of the lesson is a pun on the famous saying of the Greek philosopher, Plato, “Necessity is the mother of invention.”

### 1. LISTENING

**a. Look at the photos. Five of these things were invented by women. In pairs, decide which one you think they are.**

**b. 7.11 Now listen to a radio programme about inventions. Were you right? Complete the sentences with the invention.**

1. The dishwasher was invented by Josephine Cochrane in 1886.
2. Windscreen wiper were invented by Mary Anderson in 1903.
3. Disposable nappies were invented by Marion Donovan in 1950.
4. Tipp-Ex was invented by Bette Nesmith Graham 1956.
5. The bullet-proof vest was invented by Stephanie Kwolek in 1966.

**c. Listen again and answer the questions.**

- Listen for for more detail.
- Pause the CD after each invention to have time to write your answers
- Compare what you understood with a partner.

1. Her servants used to break plates and glasses when they were doing the washing up.
2. It is impossible for drivers to see where they were going.
3. More than 55 million.
4. She was a secretary.
5. It was very light but incredibly strong (stronger than metal).

**d. Which of the five inventions do you think was the best?**

### 2. GRAMMAR passive

**a. Make five true sentences using the words in the chart.**

The dishwasher	was invented	by an American woman .
Disposable nappies	was invented	by Marion Donovan.
More than 55 million nappies	are used	every day.
Mrs Graham's invention	is called	Tipp-Ex today .
Police all over the world	are protected	by the bullet vest.

*The dishwasher was invented by an American woman.*

**b. Look at these two sentences and answer the questions.**

- An American woman invented the dishwasher.
  - The dishwasher was invented by an American woman.
- Yes.
  - No. In a the emphasis is more on the American woman, in b the emphasis is more on the dishwasher.
  - No.

**c. Grammar Bank 7D. Read the rules and do the exercises**

**Passive: be + past participle**

**Present:**

- These offices **are cleaned** every morning. (positive)
- They **aren't cleaned** on Saturdays. (negative)
- **Are they cleaned** on Sundays? (question)

**Past:**

- The pyramids **were built** by the Egyptians. (positive)
- They **weren't built** by the Greeks. (negative)
- Why **were they built**? (question)
- You can often say things in two ways, in the active or in the passive.  
E.g. Picasso painted Guernica. (**active**)  
Guernica was painted by Picasso. (**passive**)
- In the active sentence, the focus is more on the person (e.g. Picasso)
- In the passive sentence, the focus is more on the painting (e.g. Guernica)
- You can also use the passive when it's not known or not important who does or did the action.

E.g. *My car was stolen last week.* (I don't know who stole it.)

- Make the present passive with *am / is / are* + the past participle.
- Make the past passive with *was / were* + the past participle.
- Use *by* to say who did the action.

E.g. *The Lord of the Rings was written by Tolkien.*

### **Grammar notes:**

- The passive is often used in English where other languages use an impersonal subject.

## **3. READING & VOCABULARY**

### **a. Complete the text below with the correct verb in the right form.**

- Revise verbs which are often used in the passive
- Focus on the text and the verbs in the box. SS have three minutes to complete the text using the past participle of the correct verbs from the box.

### **b. Read the facts again. In pairs, say which one is the most surprising.**

- Re-read the text and decide in pairs which one is the most surprising, say why they were surprised.

## **4. PRONUNCIATION -ed, sentence stress.**

### **Pronunciation notes**

- *-ed* can be pronounced in three different ways:
  1. *-ed* is pronounced /t/ after verb ending in these unvoiced sounds: /k/, /p/, /f/, /s/, /ʃ/, and /tʃ/ e.g. *laughed, looked, hoped, passed, washed, watched.*
  2. After voiced endings *-ed* is pronounced /d/, e.g. *arrived, changed, showed*
  3. After voiced endings in /t/ or /d/ the pronunciation of *-ed* is /id/, e.g. *decided, hated*
- The different between 1 and 2 is very small and only occasionally causes communication problems. The most important thing is for SS to be clear about rule 3.i.e. when they should pronounce *-ed* /id/

### **a. How is the *-ed* pronounced in these past participles? Put them in the right column.**

based	designed	directed	discovered	invented
named	painted	produced	used	

/d/	/t/	/id/
designed discovered named used	based produced	directed invented painted

**b. 7.12 Listen and check. Underline the stressed syllable in each multi-syllable verb.**

**c. 7.13 Listen and repeat the sentences. Copy the rhythm. Which words are stressed?**

- Practise pronouncing the participles in the context
- Repeat the sentences, try to copy the rhythm.

1. The film was based on a true story.
2. These clothes were designed by Armani.
3. This wine is produced near here.
4. My sister was named after our grandmother.
5. These pictures were painted by my aunt.
6. Garlic is used a lot in French cooking.

## **5. SPEAKING**

Passives quiz. Make sentences for your partner to decide if they are true or false.

- Work in pairs and complete the sentences, choose the correct answers on pages 111 and 112.
- Sit opposite each other, listen your partner's answers and then swap roles.
- Remember to form the passive and pronounce the participles correctly.

**VOCABULARY**

Annoy	v	làm tức giận
Appalling	adj	kinh sợ
Atomic bomb	n	bom nguyên tử
Bullet-proof vest	n	áo chống đạn
Cathedral	n	nhà thờ lớn
Centenarian	n	người trăm tuổi
Chapel	n	nhà nguyện
Cure	n	phương thuốc
Damage	v	phá hỏng
Deteriorated	adj	trở nên xấu đi
Disposable nappies	n	tã dùng 1 lần
Episode	n	tập phim
Fear	n	nỗi sợ hãi
Honor	n	danh dự
Honorary	adj	vinh dự
Impersonate	v	đóng giả
Light bulb	n	bóng đèn
Muse	n	nàng thơ
Nominate	v	đề cử
Nylon stockings	n	tất nylon
Phobia	n	nỗi ám ảnh
Qualification	n	trình độ, bằng cấp
Rebel	n	kẻ nổi loạn
Spire	n	tháp
Statue	n	bức tượng
Therapist	n	bác sỹ điều trị tâm lý
Vacuum cleaner	n	máy hút bụi
Violence	n	bạo lực
Windscreen wipers	n	cần gạt nước

**QUICKTEST 7**

**GRAMMAR**

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

- 1 How long \_\_\_\_\_ here?  
A are you work B do you work C have you worked
- 2 I've studied English \_\_\_\_\_.  
A for two years B since two years C two years ago
- 3 She \_\_\_\_\_ in this house since she was five.  
A lives B has lived C is living
- 4 When \_\_\_\_\_ university?  
A did you leave B have you left C did you left
- 5 Alfred Hitchcock, who died in 1980, \_\_\_\_\_ a lot of great films.  
A has made B made C makes
- 6 He \_\_\_\_\_ play football when he was young.  
A used to B use to C used
- 7 I \_\_\_\_\_ like flying. Now I love it.  
A don't use to B didn't use to C didn't used to
- 8 A lot of novels \_\_\_\_\_ into English.  
A are translate B are translated C is translated
- 9 Disposable nappies \_\_\_\_\_ by a woman.  
A were invented B was invented C invented
- 10 When was this church \_\_\_\_\_?  
A build B built C be built
- 11 How \_\_\_\_\_ have you known David?  
A time B long C much time
- 12 We've been in this house \_\_\_\_\_ October.  
A since B for C in
- 13 I have \_\_\_\_\_ afraid of water all my life.  
A be B been C gone
- 14 How many films \_\_\_\_\_ George Lucas made?  
A did B have C has
- 15 When \_\_\_\_\_ your parents get married?  
A have B has C did
- 16 I \_\_\_\_\_ smoke but I stopped last year.  
A used to B use C used
- 17 Did you use \_\_\_\_\_ glasses?  
A wore B to wear C wear
- 18 The film was directed \_\_\_\_\_ Sofia Coppola.  
A for B from C by

- 19 Fiat cars \_\_\_\_\_ in Italy.  
A are made B be made C are make
- 20 When \_\_\_\_\_ DVDs invented?  
A are B was C were

**VOCABULARY**

**a Tick (✓) A, B, or C to complete the sentences in the biography.**

- 1 He went to \_\_\_\_\_ school when he was five.  
A primary B secondary C university
- 2 He \_\_\_\_\_ secondary school when he was eighteen.  
A went to B left C retired
- 3 He started \_\_\_\_\_ in a bank.  
A a work B the work C working
- 4 He \_\_\_\_\_ in love when he was twenty-two.  
A jump B catch C fell
- 5 He \_\_\_\_\_ when he was twenty-seven.  
A married B got married C got marry
- 6 They \_\_\_\_\_ their first child when he was thirty.  
A got B had C become
- 7 They \_\_\_\_\_ in 1989.  
A got separated B were separate C separated
- 8 They \_\_\_\_\_ two years later.  
A divorce B got divorced C get divorced
- 9 He \_\_\_\_\_ when he was sixty.  
A retired B die C left
- 10 He \_\_\_\_\_ when he was eighty-five.  
A left B died C retire

**b Tick (✓) the correct school subject, A, B, or C.**

- 11 Henry VIII had six wives.  
A geography B history C maths
- 12 The capital of Argentina is Buenos Aires.  
A geography B history C maths
- 13 'To be or not to be ...'  
A technology B science C literature
- 14 There is oxygen and nitrogen in the air.  
A science B technology C geography
- 15  $4 + 2 = 6$   
A geography B history C maths



**c Tick (✓) A, B, or C to complete the sentences with past participles.**

- 16 Penicillin was first \_\_\_\_\_ by Alexander Fleming.  
A discover B discovered C discovering
- 17 The washing machine was \_\_\_\_\_ by a woman.  
A invented B invention C invent
- 18 Sherlock Holmes was \_\_\_\_\_ on a real person.  
A base B basing C based
- 19 *Pulp Fiction* was \_\_\_\_\_ by Quentin Tarantino.  
A directed B direct C directing
- 20 This suit was \_\_\_\_\_ by Armani.  
A design B designed C designing

**PRONUNCIATION**

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

- 1 A born B so C saw
- 2 A since B lived C smile
- 3 A hat B afraid C director
- 4 A science B history C child
- 5 A famous B made C catch

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

- 6 A technology B technology C technology
- 7 A university B university C university
- 8 A literature B literature C literature
- 9 A invented B invented C invented
- 10 A geography B geography C geography

## GRAMMAR

### 1 Complete the sentences. Use the verb in brackets in the present perfect or the past simple.

Example: I ve been (be) a teacher for three years.

- 1 How long \_\_\_\_\_ you \_\_\_\_\_ (live) in this house?
- 2 My father \_\_\_\_\_ (not study) languages at school.
- 3 I \_\_\_\_\_ (know) Billy since I was a child.
- 4 \_\_\_\_\_ you \_\_\_\_\_ (meet) any interesting people at the party last week?
- 5 Sarah \_\_\_\_\_ (move) to Spain last year.
- 6 Harry \_\_\_\_\_ (work) here for years – he knows everything about the job.
- 7 I \_\_\_\_\_ (not see) my brother since last April.
- 8 I \_\_\_\_\_ (speak) to my boss about holidays yesterday.

### 2 Complete the sentences with *used to*, *didn't use to*, or *Did ... use to*.

Example: I used to go out a lot, but now I stay at home.

- 1 Tom \_\_\_\_\_ live in a flat, but now he lives in a house.
- 2 \_\_\_\_\_ Sam \_\_\_\_\_ be in the football team?
- 3 I \_\_\_\_\_ like Anna, but now I think she's really nice.
- 4 These days, I get up at 7 a.m. but I \_\_\_\_\_ have to get up at 5.30!
- 5 They \_\_\_\_\_ eat meat, but now they do.
- 6 \_\_\_\_\_ you \_\_\_\_\_ have long hair when you were young?

### 3 Rewrite the sentences in the present or past passive.

Example: Van Gogh painted this picture of sunflowers.

This picture of sunflowers was painted by Van Gogh.

- 1 A girl from our class won the competition.  
The competition \_\_\_\_\_.
- 2 My father built this house 20 years ago.  
This house \_\_\_\_\_.
- 3 Pierce Brosnan played the part of James Bond.  
The part of James Bond \_\_\_\_\_.
- 4 Shakespeare didn't write *War and Peace*!  
*War and Peace* \_\_\_\_\_.
- 5 Our school prefers modern teaching methods.  
Modern teaching methods \_\_\_\_\_.
- 6 Pollution harms the environment.

The environment \_\_\_\_\_.

## VOCABULARY

### 4 Complete the sentences with the words in the list.

dogs spiders open spaces heights <del>flying</del> water closed spaces
---

Example: I won't go in an aeroplane. I'm afraid of flying.

- 1 I'm terrified of \_\_\_\_\_. I hate all their long, hairy legs.
- 2 I never go in lifts. I hate \_\_\_\_\_.
- 3 I haven't been in a swimming pool for years. I'm frightened of \_\_\_\_\_.
- 4 I don't really like going out of the house. I have a phobia about \_\_\_\_\_.
- 5 I can't climb trees. I'm scared of \_\_\_\_\_.
- 6 I don't like \_\_\_\_\_. I'm always afraid they're going to bite me and I hate it when they bark.

### 5 Complete the life events with the correct verb.

Example: be born

- 1 \_\_\_\_\_ to primary school
- 2 \_\_\_\_\_ to secondary school
- 3 \_\_\_\_\_ to university
- 4 \_\_\_\_\_ work
- 5 \_\_\_\_\_ in love
- 6 \_\_\_\_\_ married
- 7 \_\_\_\_\_ children
- 8 \_\_\_\_\_ divorced

### 6 Complete the names of the school subjects.

Example: I learned English and French at school. foreign languages

- 1 Tom was never very good at numbers. m \_\_\_\_\_
- 2 Mary loved reading books. l \_\_\_\_\_
- 3 Ben was the best at computers. t \_\_\_\_\_
- 4 I didn't understand physics or chemistry. s \_\_\_\_\_
- 5 Hannah enjoyed learning about kings and queens. h \_\_\_\_\_
- 6 Billy was good at football. s \_\_\_\_\_

## PRONUNCIATION

### 7 Match the words with the same sound.

<del>designed</del> based used named discovered produced
---

Example: dog designed

- 1 dog \_\_\_\_\_
- 2 dog \_\_\_\_\_
- 3 dog \_\_\_\_\_
- 4 tie \_\_\_\_\_
- 5 tie \_\_\_\_\_

### 8 Underline the stressed syllable.

Example: retire

- 1 uniform
- 2 divorced
- 3 separate
- 4 science
- 5 children

## READING

### 1. Read the article and tick (✓) A, B, or C.

#### *Do you have a phobia?*

Are you terrified at the thought of getting on an aeroplane? Do you worry about spiders every time you go into the bathroom? Would you rather walk up 100 steps than get into a lift? If the answer is 'yes' to any of these or similar questions, you may have a phobia?

If you have a phobia, don't worry. You're not alone. It's estimated that about 10% of the world's population have a phobia about something. The fear of flying, the fear of heights, the fear of being in closed spaces or being in open spaces are some of the most common phobias people have. However, there are hundreds of other unusual phobias too, which are just as bad. Did you know that some people have a fear of clowns? Can you believe that some people are afraid of fish and that others are scared of garlic? Then there's the fear of falling in love, the fear of rain, the fear of the moon, and the fear of the stars! The list is endless.

So if you have a phobia, what can you do about it? In some cases, you can simply avoid the situation. If you have a fear of heights, don't climb a mountain! However, in other cases, it's not so easy. What can you do if you're terrified of vegetables? Some people try relaxation techniques such as yoga or meditation. Some find that physical exercise can help. Others change their diet and stop having alcohol, coffee, and other unhealthy things. Many people find writing about their phobia helps them understand what is happening to them. But if none of these ideas helps you, go and see your doctor. He or she may suggest psychotherapy, or even hypnosis.

1. According to the article, everybody has a phobia  
A True B False C Doesn't say
2. The writer thinks that unusual phobias are worse than common phobias.  
A True B False C Doesn't say
3. The writer thinks that some phobias are silly.  
A True B False C Doesn't say
4. People with phobias can be unpopular.  
A True B False C Doesn't say
5. People with phobias often feel they are in real danger.  
A True B False C Doesn't say
6. People with phobias sometimes have problems breathing.  
A True B False C Doesn't say
7. Some people see the object of their phobia every day.  
A True B False C Doesn't say
8. The writer has a fear of heights.  
A True B False C Doesn't say
9. Yoga can help you relax.  
A True B False C Doesn't say
10. Doctors can't help people with phobias.  
A True B False C Doesn't say

**2 Read the text again and answer the questions.**

- 1 How many people have phobias?  
\_\_\_\_\_
- 2 How do most people feel about phobias?  
\_\_\_\_\_
- 3 What physical reaction do some people have?  
\_\_\_\_\_
- 4 What can people with phobias do to relax?  
\_\_\_\_\_
- 5 What changes do some people make to their lives?  
\_\_\_\_\_

## WRITING

**Write a biography of a famous person. Include as much of this information as you can (100–150 words):**

- where / when born?
- alive /dead?
- married?
- what / famous for?
- what / you like about him or her?

## LISTENING

**1 Listen to Jenny talk about her school days. Underline the correct word(s).**

- 1 Jenny left school about **four** / **five** years ago.
- 2 Jenny **used** / **didn't use** to be good with computers.
- 3 Jenny **wanted** / **didn't want** to speak French.
- 4 Jenny used to sit at the **back** / **front** of the class.
- 5 Jenny **used** / **didn't use** to get letters from pop stars.

**2 Listen to five conversations. Tick (✓) A, B, or C.**

- 1 How long has Neil had his job?  
A Two months. B Three months. C Four months.
- 2 What is Caroline afraid of?  
A Dogs. B Heights. C Spiders.
- 3 When was the mobile phone invented?  
A 1973. B 1979. C 1983.
- 4 When does the boat go to the island?  
A At 9.45. B At 10.15. C At 10.45.
- 5 Who was *Mill on the Floss* written by?  
A A man. B A woman. C A child.

## SPEAKING

**1 Ask your partner these questions.**

- 1 How long have you known your best friend?
- 2 Where did you meet?
- 3 How long have you lived in this place?
- 4 Have you ever lived in another town or country?

- 5 How long have you had your job?
- 6 What did you do before?

**Now answer your partner's questions.**

- 2 Read the information about the history of the hamburger and answer your partner's questions. Use the past or present passive.**

**The hamburger**

19th century: first hamburger-style dish introduced in America / called Hamburg-style beef

1920s: hamburgers first sold in America

1940s: first Macdonald's restaurant opened

1968: Big Mac introduced

Today: millions of hamburgers eaten in America

- 3 Ask your partner about the history of trainers. Use the present or past passive.**

- where / trainers / first make?
- who / invent?
- when / first company / open?
- company's name / change to?
- how many trainers / sell / today?

## FILE 8

### OVERVIEW

In this file the general topic area is lifestyle and daily routine, and the present simple is revised throughout. In the first lesson students learn compounds with *some*, *any*, etc. in the context of people who hates weekends. In **8B** quantifiers *a lot of*, *how much*, etc. are revised and extended: *too much*, *too many*, *not enough*, etc. through a text and questionnaire about body age. **8C** brings together phrasal verbs which have come up throughout the course and some new ones, and focuses on their word order. It looks at why some people are better than others first thing in the morning. Finally in **8D** two identical twins who were separated at birth, but are remarkably similar, provide a context for *So am I*, *Neither do I*.

### 8A. I HATE WEEKENDS!

In this lesson, students learn how to use *something*, *anything*, *nothing*, etc. These words will be familiar to students by this stage but here they are focused on in detail. The context is an article about three people who hate weekends, mainly due to the obligations of the jobs, which leads to students talking about their own weekends. The vocabulary focus is on the contrast between *-ed* and *-ing* adjectives, and students also look at the pronunciation of the letter *o* in *nobody*, *nothing*, etc. The lesson ends with the listening activity where students hear about a man who spent the weekend trapped in the lift.

### 1. READING

#### a. Is the weekend your favourite part of the week? Why (not)?

- Books open. Do this as an open class questions and elicit the reason (Because I don't have to go to work/school etc.). If there is anybody who says no, explain why

#### b. Read the article. In pairs, guess what the three people do.

- Focus on the article and SS read it quickly once and say what they think the three people do.

#### c. 8.1 Listen and check

- Hear sounds from the places the people spend time in at the weekend. Play the tape/CD, listen and check.
  - Marco is a waiter
  - Kirsten is a housewife
  - Steve is a footballer.



**d. Complete the sentences with Marco, Kirsten, or Steve.**

- Focus on the instructions and complete the sentences. Compare your answers with a partner's before you check answers.

1. Marco always gets home late on Saturdays.
2. Steve goes to bed early on Friday night.
3. Kirsten usually spends the weekend with the family.
4. Steve sometimes goes out on Saturday night.
5. Kirsten used to love the weekend.
6. Marco prefers Wednesdays to Saturdays.

**e. Read the text again. Complete the words 1-12 with *-thing, -body, or -where*.**

- Now focus on the gaps in the text. Show how number 1 has been completed with *anywhere*, and elicit the completion for 2 (*anything*). Look carefully at the whole sentence to know how to complete the words.
- Complete the rest individually or in pairs. Check answers.

- |              |             |              |            |
|--------------|-------------|--------------|------------|
| 2 anything   | 3 anybody   | 4 anything   | 5 somebody |
| 6 nobody     | 7 nowhere   | 8 nothing    | 9 nobody   |
| 10 something | 11 anywhere | 12 somewhere |            |

- Finally go through the three texts and translate any difficult words or expressions, e.g. *be on my feet* (= stand up), *day off* (free day), etc...

**2. GRAMMAR: *something, anything, nothing, etc.***

**a. Look again at 1-12 in the text. Complete the rules with things, places, and people.**

- Focus on the instructions, complete the rules in pairs. Check answers.  
Use *something, anything, and nothing* for things  
Use *somebody, anybody, and nobody* for people.  
Use *somewhere, anywhere, and nowhere* for places.

**b. Grammar Bank 8A. Read the rules and do the exercises.**

*Something, anything, nothing, etc.*

	+	? / - verb	short answer (-)
<b>People</b>	somebody/ someone	anybody/ anyone	nobody/ no one
<b>Things</b>	something	anything	nothing
<b>Places</b>	somewhere	anywhere	nowhere

- Use *something, anything, nothing*, etc. when you don't say exactly who, what, or where.  
E.g. Somebody broke the window.  
I went somewhere nice at the weekend.
- Use *anything, anybody, anywhere* in questions or with a negative verb.  
E.g. I didn't do anything last night.
- Use *nobody, nothing, nowhere* in short negative answers or in a sentence (with positive verb).  
E.g. Who is in the bathroom?  
*Nobody. Nobody's* in the bathroom.

**Grammar notes:**

- The typical mistakes are:
  - Using *nobody/nothing/nowhere* with a negative verb, e.g. *I didn't see nobody*. Highlight that you cannot use a *double negative* in English.
  - Using *anybody/anything/anywhere* in one word answers to convey the negative meaning, e.g. *Who did you see? Anybody*.
- To talk about people there are two alternative forms: *-body* and *-one*, e.g. *somebody/someone*. They are identical in meaning although it may be easier to get used to using one form.

**3. PRONUNCIATION**

**a. What are sounds 1-3:**

/e/	/əu/	/ʌ/
1	2	3

**b. What sound do the letters make in each sentence? Write 1, 2, or 3?**

- Focus on the sentences. Work in pairs for a few minutes to say them aloud and decide which sound they are.
  1. Nobody knows where he goes. (2)
  2. Somebody's coming to lunch. (3)
  3. I never said anything. (1)
  4. I've done nothing since Sunday. (3)
  5. Don't tell anybody about the message. (1)
  6. There's nowhere to go except home. (2)

**c. 8.2 Listen and check your answers. Practise saying the sentences.**

**4. VOCABULARY: adjectives ending -ed and -ing**

**a. Look at the two sentences from the article. What's the difference between *tired* and *tiring*?**

I'm so **tired** that I don't want to see anybody.

Weekends are more **tiring** than week days.

- Several common adjectives in English have two forms which have different meanings, e.g. *tired* and *tiring*.
- Focus on the two sentences and elicit that *tired* = how you feel, *tiring* = It makes you feel tired.

**b. Look at the adjectives in bold in these sentences. How do you pronounce them?**

- Focus on the adjectives and highlight that we use the *-ed* adjectives mainly for people, because they refer to feelings, e.g. *I'm bored*. We use the *-ing* adjectives for things (and sometimes people) which produce the feeling, e.g. *This book is boring*.
- Not all adjectives that end in *-ed* also exist ending in *-ing*, e.g. *I'm feeling stressed*. My job is very stressful. NOT *My job is very stressing*.
- Be careful with *excited/exciting*. It is a false friend in some languages.
- Drill the pronunciations of the adjectives. Remember that the *-ed* is pronounced in the same way as regular past verbs, i.e. /t/, /d/ or /id/, and underline the stress.

**c. Cross out the wrong word.**

- Focus on the exercise and SS have a few minutes to do it in pairs. Check answers.
  1. Friday night is bored / **boring**. I never go out.
  2. I'm **bored** / boring with my job. It's always the same.
  3. If we lose we feel **depressed** / depressing.
  4. My team never win. It's depressed / **depressing**.
  5. Reading is very relaxed / **relaxing**.
  6. I feel very **relaxed** / relaxing at the weekend.
  7. His latest film is really **interesting** / interested.
  8. I'm not very interesting / **interested** in sport.
  9. I'm very **excited** / exciting about my holiday.
  10. It was a really exited / **exciting**.

**5. SPEAKING**

- Focus on the questionnaire. Remember that the first group of the questions are all with *Do you. . . ?*, the second with *Did you ....?* And the third with *Are you going to . . . ?*
- Choose a few questions to ask the teacher.
- Ask follow - up questions to demonstrate the activity
- Ask and answer with a partner. Ask for more information too.

**6. LISTENING**

**a. 8.3 Listen and number the pictures 1-8**

- Here listen to a true story about a man who was stuck in a lift for a whole weekend. The story recycles some of the words from the new grammar.
- Focus on the pictures and instructions. Answer the question *What do you think the story is about?* and find the some vocabulary to understand the story, e.g, *lift, press the button, alarm, etc.*
- Now play the tape/CD once the whole way through. Compare their answers with a partner's. Then play it again before checking answers.

**b. In pairs, use the pictures 1-8 to re-tell the story.**

- Focus on the instructions. Re-tell the story.
- Answer the questions.
  - *Have you ever been stuck in a lift?*

- *What happened?*

## **8B. HOW OLD IS YOUR BODY?**

In this lesson students revise quantifiers and learn new ones: *a little / few, too much / many, not enough*. The presentation is a magazine article about how people's calendar age (their real age) is not necessarily the same as their body age. The pronunciation focuses on pronouncing the new words correctly, e.g. *enough*, and on understanding linked speech. The lesson ends with a questionnaire where students find out their own body age. Depending on the level of the class, teacher may want to do more or less revision of countability and basic quantifiers.

### **1. READING**

#### **a. Read the introduction to the article and answer the questions.**

- Books open. Focus on the instructions. Read the introduction and answer the questions together. Check answers
  1. No. Our calendar age is the number of years we have lived. Our body age depends on our lifestyle, genes, etc.
  2. By answering questions about our lifestyle.
  3. Change our lifestyle.

#### **b. Look at the photo of Tariq and read about him. Underline the things he does that are good. Circle the things he does that are bad. Compare with a partner.**

- Focus on the photo, and think if Tariq looks this calendar age (32). Then focus on the article and read it find the good and bad things. Compare your answers with a partner's, and then check answers. Use the third person singular when talking about Tariq's good and bad habits.
- Possible answer:  
Good : plays squash, eats a lot of fresh food and fruit, drinks a little alcohol  
Bad: doesn't do enough exercises, eats too much meat, doesn't drink a lot of coffee, too busy, works too much, smokes, only wears sunscreen on the beach, pessimistic.

#### **c. Cover the Doctor's verdict. What do you think he should do?**

- Focus on the instructions. Work in pairs discuss their advice.

#### **d. Now read the Doctor's verdict. Was the advice the same as yours? What do you think his body age is?**

- Read the doctor's verdict. Did any of your partners give the same advice?

- Think about his body age. Try to say why you think his body age is older (or younger) than his calendar age.
- After having answered the questionnaire and done some tests, his body age was establishes as 37.

## **2. GRAMMAR: quantifiers, too, not enough**

### **a. Can you remember how to use much, many, etc.? In pairs, choose the correct word or phrase for each sentence. Say why the other one is wrong.**

- This exercise revises what you should already know. Focus on the instructions. You must say why one is right and the other wrong while you are doing the exercise. Checks answers.
  1. much    Use *much* with uncountable nouns
  2. many    Use *many* with plural countable nouns.
  3. a lot of    Use *a lot of* + uncountable or countable nouns.
  4. a lot    Use *a lot* without a noun.
  5. None    In short answer *none* = zero quantity. It can refer to countable or uncountable nouns.

### **b. Match the phrases 1-6 with the meanings A -F**

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 1. I drink <b>too much</b> coffee.   | F I don't drink much.         |
| 2. I'm <b>too</b> fat.               | E I need to do more.          |
| 3. I work <b>too many</b> hours.     | D I have two or three.        |
| 4. I don't do enough exercise.       | B I work more than I want.    |
| 5. I drink <b>a little</b> alcohol.  | A I should be a bit thinner.  |
| 6. I have <b>a few</b> close friends | C I drink more than I should. |

### **c. Grammar Bank 8B. Read the rules and do the exercises.**

- Use *too, too much, too many* to say "more than is good."
- Use *too* + an adjective NOT *I'm too much tired*.
- Use *too much* + uncountable nouns.
- Use *too many* + countable nouns.
- Use *enough* before a noun to mean that all is necessary.

- Use enough after an adjective.
- Use *a little/ very little* and *a few / very few* to talk about small quantities
- Use *a little/ very little* with uncountable nouns and *a few / very few* with countable nouns.

**Grammar notes:**

- **Too, too much/many**

Typical mistake: *It's too much big.*

It is also important to highlight the difference between *too* and *very*.

*It's very big.* (= statement of fact, neither good nor bad)

*It's too big.* (= more than it should be/ than you want)

- **(Not) enough**

The main problem here is the pronunciation of enough /i'nʌf/ and the different position: *before* noun but *after* adjective.

- **A little / a few**

These words are used more often in short answers than in full sentences. They are often avoided by using much and many, e.g. *I don't eat much meat is more common than I only eat a little meat.*

### **3. PRONUNCIATION**

**a. Cross out the word with a different pronunciation.**

- This exercise helps you with the pronunciation of some of the more irregular words from the lesson.
- Focus on the sound pictures: *up* /ʌ/, *boot* /u/, *bike* /ai/, *egg* /e/
- Works in pair to say the word out loud to identify the one with a different sound.

**b. 8.4 Listen and check. Practise saying the words**

/ʌ/	enough	much	none	busy
<hr/>				
/u/	few	should	too	food
<hr/>				
<hr/>				

/aɪ/	quite	diet	<i>little</i>	like
/e/	many	any	healthy	<i>water</i>

**c. 8.5 Listen and write the six sentences.**

- Practise deciphering connected speech.
- Remember that when a word ends with a consonant sound and the next word begins with a vowel sound they are linked together and sound like one word, especially when people speak quickly.
- Play the CD, you hear the six sentences, just listen not write.

**d. Listen and repeat the sentences. Copy the rhythm.**

**4. SPEAKING**

**a. Read the questionnaire and circle your answers.**

- Focus on the questionnaire. Go through the questions. Circle the answers.
- Remember to circle not underline.

**b. Interview your partner and underline his / her answers. Ask for more information.**

E.g. How much sport or exercise do you do?

A lot

What do you do?

I go to the gym three times a week.

**c. Work out your body age: students A + B**

Start with your calendar age. Add (+) or subtract (–) years according to your answers.

1	a - 2	b - 1	c 0	d + 1
2	a - 2	b - 1	c 0	d + 2
3	a + 2	b + 1	c 0	d - 1
4	a + 1	b - 1	c - 2	



5	$a - 2$	$b - 1$	$c + 1$	
6	$a + 1$	$b + 1$	$c + 2$	$d - 1$
7	$a - 3$	$b + 1$	$c + 5$	
8	$a - 3$	$b + 1$	$c + 2$	
9	$a + 3$	$b - 1$	$c - 2$	
10	$a - 2$	$b - 1$	$c - 1$	
11	$a - 2$	$b - 1$	$c - 1$	$d + 2$
12	$a + 2$	$b + 1$	$c - 1$	

**d. Look at your partner's answers. Give him / her some good advice.**

- Focus on the instructions and speech bubble.
- You should make at least three recommendations for your partner based on their answers to questionnaire.
- Use *should/shouldn't* for advice.  
E.g. I think you should do more exercise. For example...

## 8C. WAKING UP IS HARD TO DO

This lesson provides a gentle introduction to phrasal verbs and how they work. Phrasal verbs are an important feature of English, and are frequently used by native speakers. Students need to be able to understand them, and to use very common ones like *turn on / off*, *get on with*, *look for*. In Vocabulary, common phrasal verbs which students already know are revised and some new ones are introduced. The grammar of phrasal verbs is analyzed focusing mainly on the position of object pronouns, e.g. *turn it off*. In Pronunciation students are given practice in pronouncing the letter *g* correctly. The topic of the lesson is how students feel in the morning, and whether they are “morning” or “evening” people. Students read about some new research done at a British university which suggests that our “body clock” is determined by our genes.

### 1. VOCABULARY: phrasal verbs

#### a. Match the questions 1-7 with pictures A-G

- Books open. Focus on the introductions and match the questions and pictures. Remember the meaning of all the verbs, e.g. the difference between wake up {= stop sleeping} and get up {= leave your bed}. Check answers

1. D      2. G      3. B      4. A      5. C      6. E      7. F

#### b. Cover the questions and look at the pictures. Try to remember the questions.

- B, cover the questions and look at the pictures. Write down the seven the questions from the whole class. Then try to remember them in pairs.
- Extra support: write the number the questions next to the picture, and then ask the questions in this order. This will help you to remember the questions.

#### c. In pairs, use the pictures to ask and answer the questions.

- Still with the questions covered, ask and answers the questions using the picture as prompts. Get feedback from a few pairs.

#### d. Vocabulary Bank: Phrasal verbs

- Go to Vocabulary Bank Phrasal verbs on p.153. Remember that the phrasal verbs are *verbs + off, on, etc, like get up, turn on*, where the meaning of the two words together is usually not the same two words individually.

- Technically a phrasal verb is a verbs + particle. The particle can be a preposition or verbs. However at this level it is not a problem if you call them “preposition”, which many of them are anyway, rather than confusing with a new term.
- Focus on *a* and match the verbs and pictures individually or in pairs,
- Check answers and the meaning
  1. Looked up { found in a reference book on the Internet}
  2. Get on with { have a good relationship with}
  3. Stay up { not go to bed}
  4. Fill in {complete}
  5. Turn up {make the volume, or temperature higher.}
  6. Put away { put in cupboards, drawers, etc.,}
  7. Pick up {take from the floor}
  8. Be over { finish}
  9. Throw away { put in the rubbish bin}
  10. Find out {get information about}
  11. Give up { stop doing something}
  12. Turn down { make the volume or temperature lower}
- Focus on *b* , test yourselves or each other. Try to say the whole sentence as learning phrasal verb in context makes it easier to remember their meaning.
- Focus on *c* and the list of phrasal verbs you already know. Go through them and remember what they mean, either looking up or translating them.
- Look at the color coding. You can look at the difference between the groups in the **Grammar bank**

**Exercise a:** Match the sentences with the pictures.

- 3 We often stay up late at the weekend.
- 8 The match will be over at about 5.30.
- 2 I don't get on with my father.
- 11 I need to give up smoking.
- 6 Please put away your clothes.
- 9 Don't throw away that letter!
- 12 Turn down the music! It's very loud.
- 5 Turn up the TV! I can't hear.
- 1 He looked up the words in a dictionary.
- 4 Could you fill in this form?

10 I want to find out about hotels in Madrid.

7 Please pick up that towel.

**Exercise c:** Look at these other phrasal verbs. Can you remember what they mean?

Type 1	Type 2	Type 3
Get up	Turn on (the TV)	Look after (a child)
Come back	Turn off (the TV)	Look for (something you've lost)
Go back	Put on (clothes)	Look forward to (the holidays)
Hurry up	Take off (clothes)	
Go away	Try on (clothes)	
Go out	Give back (something you've borrowed)	
Come in	Take back (something to the shop)	
Sit down	Call back (later)	
Stand up	Pay back (money you've borrowed)	
Run away	Write down (the words)	

- The first column (1) = no object. The verb and the particle (on, up, etc.) are **never separated**.  
E.g. I get up at 7.30.
- The second column (2) = + object. The verb and the particle (on, up, etc.) **can be separated**.  
E.g. Turn the TV on. OR turn on the TV.
- The third column (3) = + object. The verb and the particle (on, up, etc.) are **never separated**.  
E.g. Look for your keys. NOT look your keys for.

## **2. GRAMMAR: word order of phrasal verbs**

**a. Look at the pictures 1-3 and underline the object of the phrasal verb in each sentence.**

- Focus on the grammar of phrasal verb. Focus on the pictures and instructions. Then compare which words you have underlined and check answers.
- *The alarm clock* in the first two sentences, it in the third

**b. Complete the rules about separable phrasal verbs with noun or pronoun.**

- Read and complete the rules in pairs.  
1. noun 2. pronoun

**c. Grammar Bank 8C. Read the rules and do the exercises**

- A phrasal verb = verb + particle (preposition or adverb): get up, turn on, look for...

**1. Some phrasal verbs don't have an object:**

E.g. Come in and sit down.

**2. Some phrasal verbs have an object and are separable.**

E.g. **Put on** your coat.

**Turn off** the T.V.

- With these verbs you can put the particle (on, off, etc.) before or after the object.  
E.g. **Put on** your coat OR **put** your coat **on**.
- When the object is a pronoun (me, it, him, etc.) it always go between the verb and particle.  
E.g. Here is your coat. **Put it on**.  
I don't want to watch T.V. **Turn it off**.

**3. Some phrasal verbs have an object and are inseparable**

E.g. I'm **looking for** my keys.

I'm **looking for** them.

With these phrasal verbs, the verb *look* and the particle *for* are never separated.

E.g. *I looked after my little sister*. NOT I looked my little sister after.

*I looked after her*. NOT I looked her after.

**Grammar notes:**

- Always put phrasal verbs into an example sentence, and if they are type 2, write the object in the middle, e.g. *turn (the radio) down*.
- In a dictionary, a type 2 phrasal verb will always be given with sth/sb between the verb and the particle, e.g. *turn sth down*.

**d. Match the sentences. Then cover the sentences on the right. Try to remember them.**

1. Your mobile is ringing.	E	You need to give it up.
2. This is an important rule.	G	Put them away.
3. I can't hear the music.	C	Turn it up.
4. If you don't know what the words mean,	H	Throw it away.
5. This is an immigration form.	F	Turn it off.
6. Coffee is bad for you.	A	Please fill it in.
7. Your clothes are on the floor.	B	Write it down.
8. That's rubbish.	D	look them up

### 3. READING

#### a. Do you know what these scientific words and expressions mean?

- Read an article about some research done at the University of Survey which explain why some people are good in the morning and others aren't.
- Focus on the words in the box, and translate them. If you can't, look term up in a dictionary. Drill the pronunciation.

#### b. Read the article about morning and evening people. Choose a, b, or c.

- Focus on the instructions. Remember that researchers in 2 are people who are doing research, read the article, and choose a, b, or c
- Then compare the choices, and check answers: 1.a , 2.a , 3.c , 4.b

#### c. Interview your partner using the questions in b. Is he / she a morning or evening person?

- Focus on the sentences.
- Practise them in pair.

### 5. PRONUNCIATION

#### a. How is the letter g pronounced in these words? Put five words in each column.

- Here the focus is on the pronunciation of the letter g. Focus on the sound pictures.
- Focus on the first word in the box, then write in the second column.

#### b. 8.7 Listen and check. Practise saying these words.

#### c. Now practise saying these sentences.

- Focus on the sentences and practise them in pairs.

1. She gets up early to go to the gym.
2. George and Greta are good at German.
3. I'm allergic to mornings. It's in my gene.
4. I generally feel hungry and energetic.

#### 6. 8.8 SONG 🎵 *Say a little prayer*

**a. In pairs, read the song and look at the pictures. Guess the missing verbs. Write your guess in the column on the right.**

<i>I say a little prayer</i>	<b>Our guess</b>
The moment I (1)..... up	1. ....
Before I (2)..... on my make-up	2. ....
I say a little prayer for you.	
And while combing my hair, now,	
And wondering what dress to (3)....., now,	3. ....
I say a little prayer for you	
Forever, forever, you'll (4)..... in my heart	4. ....
And I will (5)..... you	5. ....
Forever, forever, we never will part	
Oh, how I'll love you	
Together, together, that's how it must (6).....	6. ....
To (7)..... without you	
Would only mean heartbreak for me.	
I (8)..... for the bus, dear,	7. ....
While riding I (9)..... of us, dear,	8. ....
I say a little prayer for you.	
At work I just (10)..... time	9. ....
And all through my coffee break-time,	
I say a little prayer for you.	
Forever, forever, etc.	

My darling, (11)..... me, 10. ....

For me there is no one

But you.

Please love me true

This is my prayer

Answer my prayer, baby.

**b. Listen and check. Write the words in the song.**

**Song facts:** *I say a little prayer* was originally written for Dionne Warwick by Burt Bacharach and Hal David, in 1967. A year later the song was recorded by “the Queen of Soul”, American singer Aretha Franklin, and it became a very big hit.



## **8D. “I’M JIM.” “SO AM I.”**

This lesson is based on the true case of identical twins who were separated at birth, but reunited 40 years later. The twins provide the context for presenting the structure *So am I*, *Neither am I*. At this level students will find it hard to manipulate this structure with any fluency. For this reason, in Speaking students just practise using the present form *So am/do I*, *Neither am/do I*. The Vocabulary focus is on different words/phrases used to express similarity, and in Pronunciation students look at vowel and consonant combination that can be pronounced in different ways.

### **1. LISTENING**

#### **a. Look at the photos and describe the two men.**

- Books open. Focus on the photo, and describe the two men, e.g. *The man on the left has dark hair, etc.*
- Try to see if the two men look similar

#### **b. Read about the two men and answer the questions.**

- Focus on the instructions. Read the introduction and answer the questions in pairs. Check answers.
  1. Identical twins
  2. Because they were adopted by two different families when they were babies
  3. When they were 40 years old

#### **c. Cover the dialogue. Listen once. Try to remember three things they have in common.**

- Cover the dialogue or close the books. Play the tape/CD once, work in pairs, try to remember three things the brothers have in common, e.g. *They’ve been married twice.*

#### **d. 8.9 Uncover the dialogue. Listen again and fill the gaps.**

- Focus on the dialogue. Play the tape/CD again, fill the gaps and compare answers. Play the tap/CD again if necessary. Go through the dialogue line by line and check answers (see tapescript 8.9)

**2. GRAMMAR: so, neither + auxiliaries**

**a. Look at the dialogue again. Write one phrase that the twins use...**

- when they have something (+) in common: *so*
- when they have something (-) in common: *neither*

**b. Grammar Bank 8D. Read the rules and do the exercises.**

- Use so do I/ neither do I, etc. to say that you have something in common with somebody.
- Use so + auxiliary + I with positive sentence.  
E.g. A: I'm happy. B: So am I.
- Use neither + auxiliary + I with negative sentence.  
E.g. A: I'm not hungry. B: Neither am I.
- The auxiliary you use depends on the tense.  
E.g. I love football. / So do I.  
I didn't like the film. / Neither did I.  
I can swim. / So can I.  
I have been to Spain. / So have I.

**3. READING & VOCABULARY**

**a. Read and answer the questions.**

Focus on the instructions, read and answer the questions in pairs. Check answers.

1. Dr (Thomas) Bouchard
2. How much of our personality depends on our gene
3. The enormous similarities in the two Jims' personalities, lifestyle, etc.
4. James Allen and James Alan, Toy.
5. They leave romantic love letters around the house.
6. That genes are more important in determining our personality that people used to think.

**b. Complete the phrases with these words.**

- Focus on the sentences and complete them in pairs. Check answers.  
1. like 2. as 3. both 4. so 5. neither 6. similar
- Remember that the *So... Neither ...* structure can be used with all person, e.g. *I live in London and so do my parents/they, etc.*

**c. Complete the sentences about you and your family. Tell your partner.**

- Say the first two sentences about yourself and ask for the more information.
- Then complete the sentences with a family word.
- For 4, 5, and 6 SS you need to add other words too. You can use the same family member more than once.
- Discuss the answers with a partner.

#### **4. PRONUMCIATION: sounds, sentence stress**

##### **a. The same or difference? Circle the word with a different sound in each group.**

- Remember that in English certain letters or combinations can be pronounced in different ways.
- Work in pairs to choose the odd word out.

##### **b. 8.10 Listen and check. Practise saying the words.**

1.	so	no	<b>do</b>
2.	they	neither	<b>both</b>
3.	<b>two</b>	twice	twins
4.	<b>identical</b>	incredible	immediately
5.	<b>food</b>	good	wood
6.	now	<b>know</b>	how
7.	speak	<b>great</b>	each
8.	<b>beer</b>	free	weekend

- **Pronunciation notes**

- *Do* is unusual, *o* at the end of a word is usually pronounced /au/
- *Two* is unusual, *tw* is usually pronounced /tw/.
- *Great* is unusual. They are very few words where *ea* is pronounced /ei/, the most common being *great*, *break* and *steak*. The most typical pronunciation of *ea* is /i:/ as in *each*.
- *Beer* is unusual, *ee* is usually pronounced /i:/ as in *free*.

##### **c. 8.11 Listen and repeat the dialogues. Underline the stressed words.**

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. A I <u>like</u> <u>tea</u> .     | B <u>So</u> do I.      |
| 2. A I'm <u>tired</u> .             | B <u>So</u> am I.      |
| 3. A I <u>don't</u> <u>smoke</u> .  | B <u>Neither</u> do I. |
| 4. A I'm <u>not</u> <u>hungry</u> . | B <u>Neither</u> am I. |

**d. 8.12 Listen and respond. Say you're the same. Use *So..... I/Neither ..... I*.**

## **5. SPEAKING**

**a. Complete the sentences so they are true for you.**

- Focus on the instructions. Try to understand all the categories, and complete the sentence.
- Learn star signs in English if necessary

**b. Move around the class saying your sentences.**

- For each sentence try to find someone like you, and write down their name. Respond to other people's sentences. Say *So do / am I* or *Neither do / am I* if you are like them.

E.g. *I love classical music. So do I.*

**VOCABULARY**

Admit	v	thú nhận
Adopt	v	nhận làm con nuôi
Allergic	adj	dị ứng
Athlete	n	vận động viên
Body age	n	tuổi cơ thể
Body clock	n	đồng hồ sinh học
Calendar age	n	tuổi theo năm sinh
Celebrate	v	chúc mừng
Depressed	adj	thất vọng
Except	prep	ngoại trừ, không kể
Exhausted	adj	mệt lử, kiệt quệ
Exist	v	tồn tại
Fit	v	phù hợp
Have a nap	v	ngủ trưa
Identical	adj	giống nhau
Immigration form	n	tờ khai nhập cư
Instead of	adv	thay vì, thay thế cho
Irritable	adj	dễ cáu kỉnh, nóng nảy
Kid	n	đứa bé
Leave a message	v	để lại lời nhắn
Multi-millionaire	n	nhà tỉ phú
Offend	v	xúc phạm
Stand on my feet	v	đứng
Pessimistic	adj	bì quan
Positive	adj	lạc quan

Relax	v	thư giãn, nghỉ ngơi
Take a message	v	nhận lời nhắn
Tense	adj	căng thẳng
That's my day off.		đó là ngày tôi được nghỉ.
Twin	n	trẻ sinh đôi
Verdict	n	ý kiến, lời khuyên

PTT

**QUICKTEST 8**

**GRAMMAR**

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

- 1 **A** Did Sam phone this afternoon?  
**B** No, \_\_\_\_\_ phoned.  
A anybody    B somebody    C nobody
- 2 We didn't go \_\_\_\_\_ this summer.  
A anywhere    B somewhere    C nowhere
- 3 I've bought \_\_\_\_\_ really nice for your birthday.  
A anything    B something    C nothing
- 4 **A** How much milk is there?  
**B** Only a \_\_\_\_\_.  
A little    B few    C none
- 5 This car isn't \_\_\_\_\_. We need a larger one.  
A enough big    B big enough    C too big
- 6 I'm on a diet so I shouldn't eat \_\_\_\_\_ bread.  
A too much    B too many    C too
- 7 I can't find my wallet. Please help me \_\_\_\_\_.  
A look for it    B look it for    C look for them
- 8 Here are your boots. \_\_\_\_\_.  
A Put on them    B Put on they    C Put them on
- 9 **A** I love Italian food.  
**B** \_\_\_\_\_. It's delicious.  
A So do I    B So I do    C Neither do I
- 10 **A** I can't drive.  
**B** Neither \_\_\_\_\_ I.  
A can    B can't    C am
- 11 Listen – I have \_\_\_\_\_ important to tell you!  
A anything    B something    C nothing

- 12 I \_\_\_\_\_ do anything last night.  
A didn't B did C can't
- 13 I can't drink this coffee. It's \_\_\_\_\_ hot.  
A too much B a few C too
- 14 There are too \_\_\_\_\_ people in my class. Forty!  
A many B much C enough
- 15 I don't have \_\_\_\_\_ money for the bus.  
A anything B any C something
- 16 It's warm here. Why don't you take your coat \_\_\_\_\_?  
A off B on C up
- 17 There's a towel on the floor in the bathroom. Pick \_\_\_\_\_, please.  
A up it B it C it up
- 18 A I don't like pop music.  
B \_\_\_\_\_ do I. It's awful.  
A So B Neither C Also
- 19 A I've seen that film.  
B So \_\_\_\_\_ I. I saw it last week.  
A had B did C have
- 20 A I didn't go out last night.  
B Neither \_\_\_\_\_ I. I was tired.  
A do B could C did

## **VOCABULARY**

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

- 1 Did you have a \_\_\_\_\_ weekend?  
A relaxed B relaxing B relaxation
- 2 We're going to China tomorrow! I'm really \_\_\_\_\_.  
A excited B exciting C excitement
- 3 You look \_\_\_\_\_. Why don't you sit down?  
A tired B tiring C tiredness
- 4 I don't want to see that film. It's very \_\_\_\_\_.  
A depressed B depressing C depression
- 5 I'm \_\_\_\_\_. Let's do something this afternoon.  
A bored B boring C bore



**b Tick (✓) A, B, or C to complete the sentences with the correct verb.**

- 6 I don't \_\_\_\_\_ enough exercise.  
A play B go C do
- 7 Could you \_\_\_\_\_ in this form, please?  
A fill B write C complete
- 8 You should \_\_\_\_\_ up smoking. It's not good for you.  
A stop B give C go
- 9 \_\_\_\_\_ up! We're going to be late.  
A Take B Go C Hurry
- 10 They don't \_\_\_\_\_ on very well. They always argue.  
A get B look C turn

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

- 11 A How much meat do you eat?  
B \_\_\_\_\_. I'm a vegetarian.  
A None B Any C Nothing
- 12 I have a \_\_\_\_\_ close friends, five or six.  
A little B enough C few
- 13 Turn the radio \_\_\_\_\_. It's too loud.  
A up B down C on
- 14 The class will \_\_\_\_\_ over in ten minutes.  
A be B get C look
- 15 Could you \_\_\_\_\_ out what time the match starts?  
A put B find C go
- 16 Can you look \_\_\_\_\_ these words in your dictionaries?  
A up B down C in
- 17 Carol looks \_\_\_\_\_ her mother. They're identical.  
A after B for C like
- 18 Martin and John \_\_\_\_\_ have red hair.  
A neither B both C all
- 19 Your bag's exactly the same \_\_\_\_\_ mine.  
A with B of C as
- 20 His new film is quite \_\_\_\_\_ to the last one.  
A the same B the similar C similar

**PRONUNCIATION**

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

- |                   |                 |            |
|-------------------|-----------------|------------|
| 1 A allergic      | B <b>j</b> ust  | C begin    |
| 2 A enough        | B <b>ph</b> oto | C flight   |
| 3 A teach         | B healthy       | C exercise |
| 4 A again         | B forget        | C language |
| 5 A <b>ea</b> rly | B mean          | C turn     |

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

- |                         |                        |                               |
|-------------------------|------------------------|-------------------------------|
| 6 A <u>s</u> imilarity  | B <u>si</u> milarity   | C similar <u>y</u>            |
| 7 A <u>d</u> epressing  | B de <u>pr</u> essing  | C de <u>pr</u> ess <u>ing</u> |
| 8 A <u>n</u> obody      | B no <u>b</u> ody      | C nobo <u>d</u> y             |
| 9 A <u>p</u> ersonality | B pe <u>r</u> sonality | C pe <u>r</u> sonal <u>y</u>  |
| 10 A <u>i</u> dentical  | B <u>id</u> entical    | C ide <u>n</u> tical          |

**FILE TEST 8**

**GRAMMAR**

**1 Underline the correct word(s).**

Example: Did you go **somewhere** / **anywhere** / **anything** nice at the weekend?

- 1 She didn't do **nothing** / **something** / **anything** last night.
- 2 You eat too **much** / **little** / **many** sweet things.
- 3 I usually have a **few** / **little** / **enough** milk in my coffee.
- 4 Is there **anybody** / **nobody** / **anywhere** at home today?
- 5 I don't want **something** / **nothing** / **anything** to eat.
- 6 These shoes aren't big **too** / **enough** / **very**.
- 7 **Anyone** / **Someone** / **Something** left their bag in the classroom.
- 8 He has **too many** / **too much** / **too** money. He can't spend it!

**2 Complete the sentences with the correct words.**

Example: What time did you get up?

get up you    you get up

- 1 This film's boring. Turn \_\_\_\_\_.  
off it    it off
- 2 I don't want this dress. Give \_\_\_\_\_.  
it away    away it
- 3 These jeans are nice. Put \_\_\_\_\_.  
them on    on them
- 4 What are you doing? I'm \_\_\_\_\_.  
looking my phone for    looking for my phone
- 5 Can you \_\_\_\_\_ this evening?  
look after your brother    look your brother after
- 6 Tom rang. Can you call \_\_\_\_\_?  
back him    him back

**3 Complete the dialogues with one word.**

Example:   A    I like reading.

              B    So do I.

1   A I don't like football.

      B \_\_\_\_\_ do I.

2   A I went to Italy last year.

      B So \_\_\_\_\_ I.

3   A I can speak French.

      B So \_\_\_\_\_ I.

4   A I'm not English.

      B Neither \_\_\_\_\_ I.

5   A I didn't enjoy the book.

      B Neither \_\_\_\_\_ I.

6   A I've seen a crocodile.

      B So \_\_\_\_\_ I.

**VOCABULARY**

**4 Choose from the pairs of adjectives in the list to complete the sentences.**

<del>boring</del> / bored   exciting / excited   interested / interesting   relaxing / relaxed   depressing / depressed   tiring / tired
--

Example:   The film was really boring. I nearly fell asleep.

1   I felt very \_\_\_\_\_ yesterday because I failed an exam.

2   Yoga is very \_\_\_\_\_. It helps me forget all my stress.

3   The match was really \_\_\_\_\_. Our team scored in the last minute.

4   I'm not \_\_\_\_\_ in sport. I prefer music.

5   I was \_\_\_\_\_ yesterday. I had nothing to do.

6   Walking around the shopping centre was quite \_\_\_\_\_. I need a rest!

**5 Complete the phrasal verbs.**

Example:   Your room's a mess! Put away those clothes!

1   Turn the music \_\_\_\_\_. It's too loud. The neighbours can hear it!

2   Ben doesn't get \_\_\_\_\_ with his brother. They argue all the time.

- 3 You need to fill \_\_\_\_\_ a form if you want a new passport.
- 4 The test will be \_\_\_\_\_ in ten minutes. Please check your work.
- 5 I'm going to look \_\_\_\_\_ some information on the Internet.
- 6 Can you find \_\_\_\_\_ about cheap hotels in Paris, please?
- 7 He gave \_\_\_\_\_ smoking last week.
- 8 I stayed \_\_\_\_\_ really late last night and now I'm tired.

**6 Complete the sentences with the correct word.**

- 1 I've got the same dress \_\_\_\_\_ Lisa.  
like both as
- 2 I hate sport and \_\_\_\_\_ does my sister.  
similar so neither
- 3 The two girls are \_\_\_\_\_ good at French.  
neither both same
- 4 Our names are very \_\_\_\_\_. She's called Ann and I'm called Anna.  
same similar like
- 5 Mark doesn't work hard and \_\_\_\_\_ does Ben.  
neither so also
- 6 My dog looks \_\_\_\_\_ your dog.  
similar like both

**PRONUNCIATION**

**7 Match the words with the same sound.**

<del>enough</del> too hungry many gym diet
--

Example: up enough

- 1 up \_\_\_\_\_
- 2 bike \_\_\_\_\_
- 3 egg \_\_\_\_\_
- 4 jazz \_\_\_\_\_
- 5 boot \_\_\_\_\_

**8 Underline the stressed syllable.**

Example: identical

- 1 investigate

- 2 diet
- 3 nobody
- 4 however
- 5 enough

## **READING**

### **1. Read the article about sleep and tick (✓) A, B, or C.**

*Six months ago, Jane Walker felt moody and irritable. She couldn't concentrate and the quality of her work was getting worse. She knew she wasn't getting enough sleep, so she decided to see a sleep therapist.*

"I have a very stressful job. Six months ago, I often worked until midnight, drove home, had something to eat, went to bed, and then got up at five in the morning. I decided to see a sleep therapist. She said I needed to have a regular sleeping pattern, with seven or eight hours sleep every night. This meant I had to go to bed at the same time every night and get up at the same time – even at weekends. I decided to go to bed at eleven and get up at seven.

At first I had problems getting to sleep, so my sleep therapist gave me a few ideas. I often used to go to the gym late in the evening. However, this is a bad idea because exercise can wake you up. So I started going for a walk or swimming at lunchtime instead.

My therapist also suggested that I should create the right atmosphere in my room for sleeping. Bright light tells the brain that it's time to wake up, so I bought some heavier curtains and made sure my room was nice and dark. She told me not to fill my brain with exciting thoughts last thing at night. I like reading thrillers, but I put them away and read romantic stories instead! I also bought a relaxation tape and listened to it in bed.

After about a week I was more relaxed during the day and I had better concentration. The result was that I did more work and it was better quality, too. These days, I try to stick to my sleeping schedule. However, it doesn't always work. I sometimes go to bed after midnight at the weekend and I occasionally watch the odd scary movie!"

- 1. Jane used to go to bed straight after \_\_\_\_\_.  
A working    B travelling    C eating
- 2. The therapist advised Jane to \_\_\_\_\_.  
A go to bed at a regular time    B get up earlier    C go to bed earlier

3. Exercising late in the day \_\_\_\_\_.  
A helps you sleep B stops you from sleeping C has no effect
4. Jane decided to \_\_\_\_\_.  
A give up exercise B do more exercise C exercise at a different time of day
5. The therapist told Jane to make her room \_\_\_\_\_.  
A brighter B darker C quieter
6. Jane decided \_\_\_\_\_.  
A not to read in bed B to read more exciting books  
C to read books she didn't usually read
7. Jane also tried \_\_\_\_\_.  
A relaxing exercises B listening to tapes in bed C speaking to friends
8. Jane felt better \_\_\_\_\_.  
A immediately B after a couple of days C after a short time
9. She started to \_\_\_\_\_.  
A work longer hours B produce better work C dislike her job
10. Now, Jane \_\_\_\_\_.  
A never goes to bed really late B often reads scary books  
C sometimes breaks the rules

**2 Read the text again and answer the questions.**

- 1 Why did Jane use to go to bed so late?  
\_\_\_\_\_
- 2 Why should people sleep in the dark?  
\_\_\_\_\_
- 3 How did Jane create a better atmosphere for sleep?  
\_\_\_\_\_
- 4 Why did Jane start reading romantic stories?  
\_\_\_\_\_
- 5 How did Jane feel after changing her lifestyle?  
\_\_\_\_\_

**WRITING**

**How do you feel about exercise? Write two paragraphs. (100–150 words)**

**Paragraph 1** the good side:

- What kind of exercise do you enjoy?
- How often do you do it? How does it make you feel?

**Paragraph 2** the bad side:

- Can you often think of better things to do?
- Do you find it doesn't really make any difference to the way you look or feel?

## **LISTENING**

### **1 Listen to the conversation. Tick (✓) A or B.**

- 1 Matt doesn't drink much tea.  
A True    B False
- 2 Matt smokes too many cigarettes for his health.  
A True    B False
- 3 Matt doesn't drink enough water.  
A True    B False
- 4 Matt doesn't do much exercise.  
A True    B False
- 5 Matt is about four kilos too heavy.  
A True    B False

### **2 Listen to five conversations. Tick (✓) A, B, or C.**

- 1 What does Patrick do at the weekend?  
A He watches TV.    B He goes to the cinema.    C He meets friends.
- 2 How did Tim feel at the end of the match?  
A He felt bored.    B He felt depressed.    C He felt excited.
- 3 When does Harriet usually wake up at weekends?  
A After 10.00.    B After 9.00.    C Before 9.00.
- 4 Which of the two speakers like watching sport on TV?  
A Both do.    B Neither does.    C One does but the other doesn't.
- 5 What is the speaker's message?  
A Nobody in Paris answered when he rang.  
B He forgot to telephone the office in Paris.  
C He spoke to somebody in Paris.



## **SPEAKING**

### **1 Ask your partner these questions.**

- 1 How often do you do exercise?
- 2 Do you think you get enough sleep?
- 3 What are your ideal working hours?
- 4 What's your routine at weekends?
- 5 How do you think you could improve your lifestyle?

**Now answer your partner's questions.**

### **2 Read about what Hannah and answer your partner's questions.**

#### **HANNAH – MORNING PERSON**

##### **Typical weekday:**

##### **Morning**

6.00 a.m. – go for run  
8.00 a.m. – start work  
lunchtime – go to gym  
4.00 p.m. – finish work

##### **Evening**

read / something romantic  
listen / CDs  
eat / healthy food  
10.00 p.m. – go to bed

### **3 Now make questions and ask your partner about Mick's typical weekday.**

- morning / evening person?
- what time / wake up?
- what time / start / finish work?
- where / go / lunchtime?
- what / do / evenings?
- what time / go to bed?

## **FILE 9**

### **OVERVIEW**

File 9 has only two lessons which present new language, **9A** and **9B**. **9A** presents the past perfect, which is then recycled in reported speech in **9B**. File 9 **Revise & Check** revise the grammar, vocabulary, and pronunciation of the whole book.

### **9A. WHAT A WEEK!**

In this lesson the past perfect is presented through the context of Sunday newspaper feature where six strange-but-true stories are collected from around the world every week. The pronunciation section revises several of the vowel sounds focused on during the course, and the vocabulary highlights some of the adverbs from the stories, e.g. *suddenly*, *immediately*, etc. The lesson ends with a communication game.

### **1. SPEAKING & READING**

#### **a. Look at the pictures 1-6. In which picture can you see...?**

- Books open. Focus on the pictures and phrases and work in pairs to find the correct picture for each detail and try to work out what the bold words mean.
- Check answers, and if necessary translate the words.
  - Screaming (crying loudly in a high voice) 2
  - A fine (money you have to pay for breaking a law) 3
  - A raffle (where tickets are sold and the winner gets a prize) 1
  - Snoring (breathing noisily when you are asleep) 4
  - Arrested (taken by the police to be questioned) 5
  - Amazed (very surprised) 6

#### **b. Read the stories and look at the pictures. Then in pairs, match them with their endings A-F.**

- Focus on the stories and instructions. Read the stories. Then in pairs you match them with their endings. Check answers.

1.E      2.F      3.A      4.D      5.C      6.B

#### **c. Read the stories again. Look at the pictures. Can you remember the stories?**

- Write the six headings on the board. Then work in pairs to read the stories again, and then cover the text and try to retell the stories using the pictures to help you.

## **2. GRAMMAR: past perfect**

### **a. Look at these sentences from story 3. Answer the questions**

- Answer the questions in pair or answer them as a whole class.
- Suggested answers: 1. b happened first      2. *had* + the past participle (= the past perfect)

### **b. Read the endings of the other five stories again and underline examples of *had* + *past participle*. Did these actions happen before or after the main part of the story?**

- You have highlighted the right verbs (*had discovered, had stolen, had seem, had given, had worked, had lost, had gone, had left*).
- Remember that all these actions happened before the main part of the story.

### **c. Grammar Bank 9A. Read the rules and do the exercises**

- Use the past perfect when you are ready talking about the past, and want to talk about an earlier past action.

E.g. When I woke up the garden was all white. It had snowed all the night.

I arrived at the coffee bar 20 minutes late and my friends had already gone.

- Make the past perfect with *had/ hadn't* + *the past participle*.
- The past perfect is the same for all persons.

#### **Grammar notes:**

- The past perfect is very common after verbs like *realized, remembered, saw*, etc

## **3. PRONUNCIATION vowel sounds, sentence stress**

### **a. What sounds do the letters make in each sentence? Match the sentences with the sound pictures.**

- This exercises revises vowel sounds in sentences which practice the past perfect. Focus on the sound picture:

*horse* / hɔ:/, *fish* / i/, *up* /ʌ/, *train* /ei/ *bird* /ə/, *tree* /i:/

- Now focus on the pink letters in each sentence. Remember that the sound in the first sentence is /ʌ/, and the sound picture is C, *up*.
- In pairs, you match the sentences and sound pictures, then say the words/sentences out loud. Check answers.

1. C      2. B      3. F      4. A      5. E      6. G

**b. 9.1 Now listen and repeat the sentences. Copy the rhythm, and practise making the sounds**

- Play the CD once the whole way through, hear the sentence rhythm. Elicit that *had* is not stressed in (+) sentences.
- Play it again, pausing after each sentence, repeat and copy the rhythm.

**4. VOCABULARY adverbs**

**a. Circle the adverbs in these five sentences from the stories in 1. Underline the stress syllable. Which two are opposites?**

- Learn some high frequency adverbs that came up in the reading text. Focus on the sentences and instructions. Check answers.
  1. accidentally
  2. unfortunately
  3. suddenly
  4. luckily
  5. immediately2 and 4 are opposites
- Highlight that adverbs usually describe a verb, but can also describe a whole sentence or phrase, e.g. *unfortunately*, *luckily*.
- Notes: *fortunately* also exists and a synonym for *luckily*. The expression by mistake is often used instead of *accidentally*.

**b. Complete the sentences with one of these adverbs.**

- Focus on the instructions and complete the sentences, in pairs or individually. Check answers.
  1. accidentally
  2. suddenly
  3. immediately
  4. Unfortunately
  5. luckily

**c. In pairs, invent completions of these sentences.**

- Complete the sentences. All endings that fit the meaning of the adverbs are accepted
- Possible completions
  1. nobody saw her.
  2. the phone rang.
  3. hadn't brought an umbrella.
  4. started making dinner.
  5. lost it.

**5. SPEAKING what had happened?**

**a. Look at sentences 1-6 and think of the missing verb (+ = positive verb, - = negative verb).**

**Don't write anything yet!**

- Work into pairs A and B, sitting face to face if possible. Then go to Communication what had happened?, A on p.111 and B on p.115. Go through the instructions and you are sure to understand what you have to do.
- Then think of verbs that could go into the sentences.
- Try to say the sentences with the right rhythm.
- Fast finishers could write your own sentences and read them to your partner with the verb with the verb missed out. Your partner guesses the missing verb.

**b. Read to each other in pair.**

- **Student A:** Read sentence 1 to B. If it is not write, try again until B tells you "That's right". If not say "try again" until B gets it right. Then write in the verb. Continue with 2-6.
- **Student B:** Listen to A say sentence 1. If it's the same as 1 below, say "That's right." If not say, "Try again" until A gets it right. Continue with 2-6.
  1. Diana was very happy because her husband **hadn't cooked** the dinner.
  2. He couldn't catch his plane because he **had left** his passport at home.
  3. We went back to the hotel where we **had stayed** on our honeymoon.
  4. The telephohe wasn't working because they **hadn't paid** the bill.
  5. Miriam was surprised to hear that she **had failed** the exam.
  6. The shop assistant agreed to change the sweater, because I **hadn't worn** it.

## **9B. THEN HE KISSED ME**

This lesson provides a clear and simple introduction to reported (or indirect) speech which will be focused on in more detail in *New English File Intermediate*. The context for the presentation is a classic song *Then he kissed me* which has some clear examples of the target language. In vocabulary students practise distinguishing between *say*, *tell*, and *ask* and Pronunciation revises the pronunciation of some common past participles.

### **1. SPEAKING & LISTENING**

#### **a. Number the pictures A-H in a logical order.**

- Focus on the pictures and in pairs, order them 1-8.
- Suggested story: Dean met Millie at a disco. They danced together. He walked her home. (The stars were shining). He kissed her. She said “I love you”. He said “I love you too”. He took her home to meet his parents (mum and dad). Then he said ‘will you marry me?’ Millie said “yes”. They got married (in a church.)

#### **b. Complete the song with the verbs in the past simple. Use the glossary to help you.**

- Now focus attention on the song and the verbs in the three boxes. Remember the past simple of each verb, e.g. *ask-asked*, etc. In pairs, complete it with the verbs from the box in the past simple, using the glossary to help you.

<b>Glossary</b>	
<i>He looked kind of nice</i>	He looked like a nice boy.
<i>take a chance</i>	trying to see if you are lucky
<i>hold somebody tight</i>	put your arms around somebody strongly
<i>shining bright</i>	with a very strong light
<i>wanna</i>	want to

#### **c. 9.2 Listen and check. Were your pictures in the right order?**

- Play the tape/ CD, check your answers.
- Go through the song line by line, and deal with any vocabulary you don’t understand. Then play the song again, just listen and follow the lyrics.
- Now check if you have the pictures in the right order.

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

## **2. GRAMMAR reported speech**

### **a. Look at the sentences. In pairs, answer the questions.**

- Focus on the sentences and work in pair to answer the questions. Check answers.
  1. Sentences A and B
  2. Sentences C and D
  3. Present simple
  4. Past simple

### **b. Grammar Bank 9B. Read the rules and do the exercises.**

#### **Reported sentences**

- Use reported speech to say what another person said.

<b>Direct speech</b>	<b>Reported speech</b>
"I love you."	He said (that) he loved her.
"I want to see you again."	He told her (that) he wanted to see her again.

- Other tenses change like this:

<b>Direct speech</b>	<b>Reported speech</b>
"I can help you."	He said that he could help me.
"I'll phone you."	He told me that he would phone me.
"I met a girl."	He told me that he had met a girl.
"I've broken my leg."	He said that he had broken his leg.

- "*that*" is optional after *say* and *tell*.
- Pronouns also change in reported speech, for example *I* changes to *he* / *she* etc.

#### **Reported questions**

<b>Direct speech</b>	<b>Reported speech</b>
"Do you want to dance?"	He asked her <b>if she wanted</b> to dance.

<b>“Where do you live?”</b>	He asked her <b>where she lived</b> .
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In reported questions:

- The tenses change in exactly the same way as in sentences, e.g. *present to past*, etc.
- We don't use *do / did*.

E.g. What **do** you **want**?

He asked me **what I wanted**.

- If the question begins with *do, can*, etc. add *if*.

<b>Direct speech</b>	<b>Reported speech</b>
<b>Do</b> you like music?	He asked her <b>if</b> she liked the music.
<b>Can</b> you sing?	She asked him <b>if</b> he could sing.

- The word order is subject + verb

<b>Direct speech</b>	<b>Reported speech</b>
<b>Are you</b> a student?	He asked her if <b>she was</b> a student.
<b>Have you seen</b> the film?	She asked him if <b>he had seen</b> the film.

### **3. VOCABULARY say, tell, or ask?**

- Focus on the task and complete the sentences. The compare their answers with a partner's.
- Extra support: If you have problems with *say/tell*, look back at the note in **Grammar bank 9B** on p.142.
  1. Jane asked me if I could lend her some money.
  2. I told him that I couldn't meet him tonight.
  3. I said that I was too busy to go out.
  4. We asked that man if he could help us.
  5. Annie said: "I have a problem."
  6. Annie told us that she had a problem.
  7. She told her husband that she was leaving him.
  8. He told the teacher that he had forgotten his homework.

### **4. PRONUNCIATION rhyming verbs**

**a. Match a verb in the past tense from A with a rhyming one in B**



- This revision exercise focuses on the pronunciation of past participles. Focus on the two columns and demonstrate the activity. Then work in pairs for three minutes to match the rhyming verbs.
- Extra idea: cover the past participles B and just look at the ones in A. Try to remember the rhyming verbs.

**b. 9.3 Listen and check**

A	B
said	read
paid	played
caught	bought
lost	crosse
spent	meant
told	sold
saw	wore
heard	preferred
could	stood

**5. SPEAKING**

**a. Choose and tick (✓) five questions below to ask your partner. Ask your questions and write down his / her answers.**

- Focus on the task and the example in the speech bubble. Choose their five questions.
- Work into pairs and have time to ask each other their five questions and write down the answers.

**b. Change partners. Tell partner 2 what you asked partner 1 and what his / her answers were.**

- Change partners and you must now tell your new partners what questions you asked your first partner and what that person answered. To do this you must change both the questions and answer into reported speech. Focus on the example in the speech bubble.
- Report your conversations to your new partners.
- Report one exchange.

E.g. I asked him what his favourite colour was and he told me that it was blue.

**VOCABULARY**

Accidentally	adv	ngẫu nhiên, tình cờ
Alcoholic	n	người nghiện rượu
Arrest	v	bắt giữ
As	prep	khi
Behave	v	đối xử, cư xử
Commit a crime	v	phạm tội
Excited	adj	phấn khởi, sôi nổi
Fall asleep	v	buồn ngủ
Fiction	n	viễn tưởng
Give a fine	v	phạt
Have an affair	v	nói chuyện
Immediately	adv	ngay lập tức
Raffle	n	cuộc xổ số
Rum	n	rượu rum
Scream	v	hét lên
Snore	v	ngáy
Solve	v	giải quyết
South coast	n	bờ biển phía nam

**TEST**

**GRAMMAR**

**1 Complete the sentences. Use the correct form of the verb in brackets.**

Example: I usually get up (get up) at seven o'clock.

- 1 He \_\_\_\_\_ (look for) a job when he leaves university.
- 2 I \_\_\_\_\_ (be) to Italy three times.
- 3 Mike \_\_\_\_\_ (live) in France, but now he lives in London.
- 4 Our office \_\_\_\_\_ (not clean) every day.
- 5 She \_\_\_\_\_ (not go) to the party, she went home.
- 6 She left the cinema because she \_\_\_\_\_ (see) the film before.
- 7 Happy anniversary! How long \_\_\_\_\_ you \_\_\_\_\_ (marry)?
- 8 Sarah \_\_\_\_\_ (cook) lunch at the moment.
- 9 They \_\_\_\_\_ (watch) TV when we arrived.
- 10 \_\_\_\_\_ you ever \_\_\_\_\_ (see) a crocodile?
- 11 I \_\_\_\_\_ (see) David last week.
- 12 I don't think it \_\_\_\_\_ (rain) tomorrow. There aren't any clouds.
- 13 Paella \_\_\_\_\_ (make) with rice.
- 14 They \_\_\_\_\_ (not listen) to the teacher right now.
- 15 What \_\_\_\_\_ you \_\_\_\_\_ (see) when you opened the door?
- 16 When I arrived, Jack \_\_\_\_\_ already \_\_\_\_\_ (leave) – the house was empty.

**2 Complete the sentences with one word.**

Example: Where does Ben live?

- 1 Put \_\_\_\_\_ your coat. It's cold outside.
- 2 I \_\_\_\_\_ do my homework now, I'll do it later.
- 3 I went to France \_\_\_\_\_ learn French.
- 4 **A** Have you read the newspaper?  
**B** No, not \_\_\_\_\_.
- 5 How \_\_\_\_\_ do you do exercise? Every day?
- 6 What \_\_\_\_\_ you do if he doesn't ring?
- 7 \_\_\_\_\_ it was a cold day, she didn't have a coat.

- 8 A post office is a place \_\_\_\_\_ you buy stamps.  
9 She ran \_\_\_\_\_ of the house.  
10 **A** I don't like fish.  
**B** \_\_\_\_\_ do I.

**3 Underline the correct word(s) in each sentence.**

Example: Have you finished your homework **yet** / **just**?

- 1 I'm bored. I don't have **anything** / **nothing** to do.  
2 This is the **best** / **better** pizza I've ever tasted.  
3 They asked us what **we wanted** / **we did want**.  
4 My brother's **most** / **more** intelligent than me.  
5 I **mustn't** / **don't have to** work today. It's a holiday!  
6 If she didn't love him, she **wouldn't** / **won't** marry him.  
7 A tortoise moves more **quickly** / **quicker** than a snail.  
8 You **can** / **should** get a new job. Your boss is horrible.  
9 **Swimming** / **Swim** in the sea makes me feel great.  
10 You **must** / **mustn't** study hard. You've got an exam.  
11 You smoke **too many** / **too much** cigarettes.  
12 She **said** / **told** him she didn't want to marry him.  
13 They **might** / **must** visit us tomorrow. It depends whether they fix the car.  
14 I don't do **enough** / **too** exercise.

**VOCABULARY**

**4 Underline the odd word out.**

Example: funny friendly kind crowded

- 1 fingers legs eyes arms  
2 trousers socks shoes trainers  
3 sheep chicken camel pig  
4 husband wife uncle brother  
5 fly mosquito dolphin wasp

**5 Complete the sentences with the correct word.**

Example: My mum's brother is my uncle.

aunt uncle cousin

- 1 Can you turn \_\_\_\_\_ the TV? I want to watch the film.  
on in off
- 2 They \_\_\_\_\_ a really good time on holiday.  
spent did had
- 3 Ann's really \_\_\_\_\_. She always gives me presents.  
mean lazy generous
- 4 They drove \_\_\_\_\_ the tunnel.  
through under across
- 5 Mike \_\_\_\_\_ me he had finished his homework.  
said told replied
- 6 My sister is my uncle's \_\_\_\_\_.  
niece granddaughter nephew
- 7 The opposite of *noisy* is \_\_\_\_\_.  
safe quiet clean
- 8 Are you looking \_\_\_\_\_ to your holiday?  
for after forward
- 9 I \_\_\_\_\_ on really well with my parents.  
do get make
- 10 My friend's birthday is \_\_\_\_\_ 5th September.  
in at on
- 11 He came first and \_\_\_\_\_ a great prize.  
earned did won
- 12 I'm not \_\_\_\_\_ good at maths.  
very incredibly bit
- 13 That skirt looks nice. Would you like to \_\_\_\_\_ it on?  
take wear try
- 14 The plane made an emergency landing, but \_\_\_\_\_ no one was hurt.  
immediately luckily suddenly

**6 Write the opposite.**

Example: pass fail

- 1 find \_\_\_\_\_
- 2 near \_\_\_\_\_
- 3 dangerous \_\_\_\_\_
- 4 patient \_\_\_\_\_
- 5 borrow \_\_\_\_\_
- 6 push \_\_\_\_\_

**7 Complete the sentences with the correct preposition.**

Example: What music do you listen to?

- 1 How long did you wait \_\_\_\_\_ a bus today?
- 2 My birthday's \_\_\_\_\_ July.
- 3 The ball went \_\_\_\_\_ the wall.
- 4 I'll meet you tomorrow \_\_\_\_\_ work – we'll go for a pizza.
- 5 The boy jumped \_\_\_\_\_ the river.
- 6 Shall I tell you \_\_\_\_\_ the film?
- 7 I often argue \_\_\_\_\_ my brother.
- 8 I'm going to the cinema \_\_\_\_\_ Friday.

**8 Complete the sentences with one word.**

Example: Write down the words.

- 1 You'll have to go \_\_\_\_\_ the road, the cinema's on the other side.
- 2 \_\_\_\_\_ the channel. This programme's boring.
- 3 Work \_\_\_\_\_ pairs.
- 4 \_\_\_\_\_ your bed and tidy your room before you go out.
- 5 Let's \_\_\_\_\_ John to dinner.
- 6 Shall we \_\_\_\_\_ sightseeing tomorrow?
- 7 Can you \_\_\_\_\_ the dog for a walk?

## PRONUNCIATION

### 9 Match the words with the same sound.

again	arms	computer	fears	gym	hear	heart
judge	shirt	skirt	take	used		

- 1 ear fears \_\_\_\_\_
- 2 train again \_\_\_\_\_
- 3 car \_\_\_\_\_
- 4 bird \_\_\_\_\_
- 5 jazz \_\_\_\_\_
- 6 yacht \_\_\_\_\_

### 10 Underline the stressed syllable.

Example: builder

- 1 email
- 2 pyjamas
- 3 university
- 4 promise
- 5 butterfly
- 6 almost
- 7 exist
- 8 journey
- 9 prefer
- 10 nothing

## READING

### 1. Read the article and tick (✓) A, B, or C.

#### *How to Survive in the Jungle*

Last week in our series 'Life in the Jungle' we looked at some of the most fascinating jungles in the world. In this week's feature, we're looking at how to survive in the jungle. Alana Harris gives us some ideas.

When you're in the jungle, you need to leave all your luxuries at home! That means, forget your mobile phone, your favourite coffee, your chocolate bars, and your CD player. When

you're in the jungle, you need only four things – water, food, shelter, and fire. You can find all of these easily, but you must know what to look for.

Let's start with water. Even though there's a lot of water in most tropical environments, you may not find it immediately. One way to discover it is to follow animals and birds, as they need liquid regularly. Insects can also be a good sign, because they usually build their nests near water. However, don't only look for rivers. You can also find water in plants such as vines, roots, and palm trees.

You can usually find a lot of food in the jungle, but you must be happy to eat things you wouldn't normally want to, for example, insects. However, you need to know the difference between those you can eat and those that are poisonous, so start reading about them now! For cooking and for warmth, collect dry firewood, leaves, and grass. Then make fire using dry sticks – or take a box of matches or a lighter with you!

The type of shelter you need depends on the weather and the kind of animals that are in the jungle. Malaria-carrying mosquitoes and other insects can be very dangerous, so protect yourself against bites. If you don't have any insect repellent, try putting mud on your skin.

Of course, if you're lost in the jungle, you'll want to get home again. The sun and stars can help you find your way, so you might want to study astronomy. Alternatively, when you find a river, follow it. People usually live near rivers, so if you walk along the river bank, eventually you'll find a village.

- 1 Alana Harris has been to the jungle several times.  
A True    B False    C Doesn't say
- 2 She suggests taking one luxury food item.  
A True    B False    C Doesn't say
- 3 Animals can lead you to water.  
A True    B False    C Doesn't say
- 4 Insects can survive a long time without drinking.  
A True    B False    C Doesn't say
- 5 Alana doesn't recommend getting water from plants.  
A True    B False    C Doesn't say
- 6 Alana says it's always safe to eat insects.  
A True    B False    C Doesn't say



- 7 Alana has been poisoned by a plant before.  
A True B False C Doesn't say
- 8 You shouldn't use a lighter to make a fire in the jungle.  
A True B False C Doesn't say
- 9 Mosquitoes will bite you if you don't have insect repellent.  
A True B False C Doesn't say
- 10 It's a good idea to learn about the stars.  
A True B False C Doesn't say

**2 Read the text again and answer the questions.**

- 1 What things are necessary for jungle survival?  
\_\_\_\_\_
- 2 Which two places does Alana say you can get water from?  
\_\_\_\_\_
- 3 What does Alana say you should bring from home?  
\_\_\_\_\_
- 4 What do you need to learn about insects?  
\_\_\_\_\_
- 5 What three ways does Alana suggest for finding your way home?  
\_\_\_\_\_

**WRITING**

**Write about your most memorable holiday. Answer the questions. (100–150 words)**

- Where did you go?
- Where did you stay?
- Who did you go with?
- What were the best moments?
- What were the worst moments?
- Why is it memorable?

**LISTENING**

**1 Listen to the conversation. Tick (✓) A or B.**

- 1 Adam has already booked his holiday.  
A True B False

- 2 Emma doesn't like sitting on beaches all day.  
A True B False
- 3 Emma might not go on holiday this year.  
A True B False
- 4 Adam usually goes to Scotland in the summer.  
A True B 5 Emma thinks that hotels in Scotland are expensive.  
A True B False

**2 Listen to two people discussing candidates at a job interview.**

**Tick (✓) A, B, or C.**

- 1 Mark doesn't get the job because he \_\_\_\_\_.  
  
A is too old B has too little experience C isn't good enough
- 2 Gemma doesn't get the job because she \_\_\_\_\_.  
A is inexperienced B has no qualifications C is unfriendly
- 3 Luke doesn't get the job because he \_\_\_\_\_.  
A usually works in Italy B has just left his job  
C hasn't had a job for a long time
- 4 David doesn't get the job although he is good at \_\_\_\_\_.  
A managing people B solving problems C wasting time
- 5 Susie doesn't get the job because she is \_\_\_\_\_.  
A not intelligent enough B too lazy C not the hardest worker

**SPEAKING**

**1 Ask your partner these questions.**

- 1 Have you ever been to a concert? Who did you see? What was it like?
- 2 When did you last play a sport? What was the sport? Did you enjoy it?
- 3 What did you do last weekend?
- 4 Where are you going next summer?
- 5 If you could visit any country, where would you go? Why?

**Now answer your partner's questions.**

**2 Read the information about a holiday you had and answer your partner's questions.**

**Barbados**

Luxury Holiday Hotel – all rooms with sea views

Private swimming pool, gym, sauna

Excellent meals included

Minutes from private beach

Snorkelling / windsurfing / diving

**3 Ask your partner about their holiday.**

- Where / go?
- Where / stay?
- What / like?
- facilities?
- How far / beach?
- easy / get to shops?
- What activities / do?

## **PART 2**

# **DEVELOPING SKILLS FOR THE TOEIC TEST**

**(TOEIC - TEST OF ENGLISH FOR INTERNATIONAL COMMUNICATION)**

## **UNIT 1: GERUNDS AND INFINITIVES**

**1. Infinitives:** An infinitive is the base form of a verb with *to* preceding it.

- Use a *to-infinitive* after the following common verbs: *agree, decide, expect, happen, pretend, promise, manage, tend*.

E.g. He decided to go home.

- Use a *to-infinitive* after the following common verbs plus their object: *advise, allow, expect, forbid, want, force, tell*.

E.g. His manager allowed him to go home.

- Use an infinitive without *to* after the following common verbs plus their object: *have, let, make, feel, see, hear, smell, find*.

E.g. He let Tom go home.

**2. Gerunds:** A gerund is the *-ing* form of a verb. It is used as a noun.

- Use an *-ing* form after the following common verbs: *avoid, can't help, deny, feel like, give up, imagine, mind, postpone, enjoy*.

E.g. He denies eating the cake.

- The gerund is always used when a verb is followed by a preposition: *admit to, approve of, argue about, believe in, care about, complain about, concentrate on, confess to*.

E.g. They apologised for being late.

**3. Choosing between Infinitives and Gerunds**

- The following common verbs allow both a *to-infinitive* form and an *-ing* form. Sentences with either form will have the same meaning. They are: *attempt, begin, continue, hate, like, love, neglect, prefer, regret, stand, can't stand, start*.

E.g. He hates running/ He hates to run.

- The following common verbs allow both a *to-infinitive* form and an *-ing* form. However, their meanings are different in each case: *remember, forget, stop, regret, try*.

E.g. I forgot to turn the lights off (= I didn't turn it off, and it remained on.)

I forgot turning the lights off (= I actually turned it off. I forgot I had done that.)

**Note:** The choice of a *to-infinitive* form or an *-ing* form depends on the meaning.

#### **4. Choosing Subjects**

- Use objective case pronouns with an infinitive

E.g. Expect him to help him.

Allow them to do it

Let him go.

- Use a possessive pronoun with a gerund.

E.g. Enjoy their singing.

Mind my smoking.

**EXERCISE:** Choose the correct form of the verbs to complete the sentences.

1. Bill agreed ..... us at the restaurant at 8:30, but he never showed up. (to meet/ meeting)
2. Jennifer practiced ..... the word until she sounded just like a native speaker. (pronounce/ pronouncing)
3. Our art teacher encouraged ..... with different colors. (experimenting/to experiment)
4. Dana hopes ..... enough money to travel around Europe for three months. It's her dream. (saving/ to save)
5. .... is her life. That is why Susan moved to New York to study dancing professionally. (to dance/ dancing)
6. Constance plans ..... part in the marathon next spring. (taking/ to take)
7. I can't help ..... how my grandmother's life would have been different if she had been able to go to college. (to wonder/ wondering)
8. The doctor advised ..... a specialist about the problem. (seeing/ to see)
9. .... helped me strengthen my injured leg. (swimming/ to swim)
10. After the tsunami, Bette chose to ..... in Indonesia and work with a relief organization. (to stay/ staying)

11. .... is a great way to relax. I love to sit back and enjoy a good book. (reading/ to read)
12. Why do you always get ..... first? I want to go first this time! (being/ to be)
13. When you're in Prague, I recommend ..... from the Charles Bridge to the castle at night. (walking/ to walk)
14. Susanne just happened ..... in the restaurant when Julia Roberts walked in! Can you believe that? (being/ to be)
15. Eye specialists urge ..... frequent breaks while using the computer for extended periods of time. (taking/ to take)
16. I thought you knew nothing about cars. Where did you learn ..... a flat tire? (changing/ to change)
17. My favorite thing is ..... on my back in the sea. (to float/ floating)
18. The Egyptology course requires ..... in six months of field studies near Luxor, Egypt. (participating/ to participate)
19. The nurse risked ..... the disease from her patient, but she continued to treat him until he had fully recovered. (getting/ to get)
20. Dad, you promised ..... us to the beach today. When are we going to go to the beach? (to take/ taking)

## **UNIT 2: AUXILIARY VERBS**

Auxiliary verbs are used in conjunction with main verbs to show differences in time and mood. Common auxiliary verbs are: *do, have, will, shall, may, might, can, could, must, should, would, used to, need to*.

### **1. What Follows Auxiliary Verbs?**

- Auxiliary verbs can be followed by a verb ending in *-ing or -ed*.

E.g. The boy is flying a kite.

The book was listed as a best seller.

- Auxiliary verbs can be followed by the basic form of the verb.

E.g. Paul may arrive tomorrow.

Do you like fish?

### **2. Meaning of key auxiliary verbs**

- **Will:** be willing to; intend to  
E.g. I will open the door for you.
- **Shall:** intend to (formal); have decided to  
E.g. We shall ask the committee.
- **May / Can:** be possible to  
E.g. It may rain tomorrow.
- **Can/ Could / May:** be allowed to do  
E.g. May I have one?
- **Must:** be necessary; be logically certain  
E.g. This step must be next.
- **Must / Have to:** be required to do



E.g. Everyone must be on time.

- **Should / Ought to:** be obliged to do

E.g. You should call her.

- **Should have / Could have + p.p.:** was not true; did not happen

E.g. She should have read the book.

- **Used to / Would:** regularly or repeatedly did in the past

E.g. In the spring, I would plant flowers.

**EXERCISE 1:** Fill in the blank with a suitable auxiliary verb.

1. Tell me, ..... you coming to the party?
2. They ..... finished the job.
3. What ..... you do every Sunday?
4. I ..... like to watch TV.
5. There is a good film on. She ..... not want to stay at home.
6. She wants to go out with her friends. He .....called me twice this morning.
7. What ..... she do in her free time?
8. Where ..... they go yesterday?.
9. She ..... always wanted to meet him..
10. What ..... they doing when you came in?

**EXERCISE 2:** Choose the correct auxiliary verbs.

1. You seem to be having trouble there. \_\_\_\_\_ I help you?  
A. Would  
B. Will  
C. Shall
2. I don't have enough money to buy lunch. \_\_\_\_\_ you lend me a couple of dollars?  
A. May

- B. Could  
C. Shall
3. That ice is dangerously thin now. You \_\_\_\_\_ go ice-skating today.  
A. mustn't  
B. might not  
C. would mind not to
4. It's way past my bedtime and I'm really tired. I \_\_\_\_\_ go to bed.  
A. should  
B. ought  
C. could
5. He \_\_\_\_\_ have committed this crime. He wasn't even in the city that night.  
A. might  
B. shouldn't  
C. couldn't
6. John is over two hours late already. He \_\_\_\_\_ missed the bus again.  
A. should have  
B. must have  
C. will have
7. I'm really quite lost. \_\_\_\_\_ showing me how to get out of here?  
A. Would you mind  
B. Would you be  
C. Must you be
8. That bus is usually on time. It \_\_\_\_\_ to be here any time now.  
A. might  
B. has  
C. ought
9. I read about your plane's near disaster. You \_\_\_\_\_ terrified!  
A. might have been  
B. must have been

C. shall have been

10. It's the law. They \_\_\_\_\_ have a blood test before they get married.

A. might

B. could

C. have to

11. Professor Villa, we've finished our work for today. \_\_\_\_\_ we leave now, please?

A. May

B. Can

C. Must

**EXERCISE 3: Insert in a suitable modal verb.**

1. Jack ..... come to our wedding, but we aren't sure.

2. I ..... buy the tickets for the concert? I ..... see you're too busy.

3. We ..... pay the fees at the fixed time.

4. You ..... clean your room more often.

5. If it rains on Saturday, we ..... go to the beach.

6. You speak German? No, I .....

7. Jane ..... not play the violin when she was five, but now she ..... play it very well.

8. You ..... not be so nervous. I think it ..... be very easy.

## **UNIT 3: SUBJECT – VERB AGREEMENT**

A verb must match its subject in number; singular subjects take singular verbs, and plural subjects take plural verbs.

### **1. Basic subject –verb agreement:**

- My friend is / was / does ...
- My friends are / were / do ...

### **2. Frequently asked question types:**

- a. When the subject and verb are split, the number of a subject is not affected by a phrase or clause that separates the subject from its verb:
  - The teacher, along with his students, wants to play soccer.
  - The institute that helps them is financially supported by the government.
- b. When the subject is an expression of time, distance, price, and weight:
  - Ten dollars is too much for a drink.
  - Twenty miles is too long a way to walk in a day.
- c. When a fraction or its equivalent initiates a subject, the noun in the *of*-phrase determines the number of verb.
  - Two-thirds of the land has been sold.
  - Two-thirds of them are students.
- d. When a subject begins with *either A or B*, *neither A nor B*, or *not only A but also B*, the verb must agree with B in number.
  - Either he or his pupils are going to help us.
  - Not only John but his parents want to help us.
- e. When a subject consists of a proper noun or a branch of learning ending in *s*:
  - The United States has a population of over 265 million people.

- Mathematics is my favourite subject.
- f. When a subject contains expressions like *every, each, more than one, many a, etc.*
- More than one person has applied for that position.
- g. When a subject contains expressions like *many of, a number of, a couple, a group of, a few, several, both, etc.*
- A number of my friends are from China.

**EXERCISE:** Choose the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. Either my mother or my father (is, are) coming to the meeting.
3. The dog or the cats (is, are) outside.
4. Either my shoes or your coat (is, are) always on the floor.
5. George and Tamara (doesn't, don't) want to see that movie.
6. Benito (doesn't, don't) know the answer.
7. One of my sisters (is, are) going on a trip to France.
8. The man with all the birds (live, lives) on my street.
9. The movie, including all the previews, (take, takes) about two hours to watch.
10. The players, as well as the captain, (want, wants) to win.
11. Either answer (is, are) acceptable.
12. Every one of those books (is, are) fiction.
13. 13. Nobody (know, knows) the trouble I've seen.
14. (Is, Are) the news on at five or six?
15. Mathematics (is, are) John's favorite subject, while Civics (is, are) Andrea's favorite subject.
16. 16. Eight dollars (is, are) the price of a movie these days.
17. (Is, Are) the tweezers in this drawer?

18. Your pants (is, are) at the cleaner's.
19. There (was, were) fifteen candies in that bag. Now there (is, are) only one left!
20. The committee (debates, debate) these questions carefully.
21. The committee (leads, lead) very different lives in private.
22. The Prime Minister, together with his wife, (greet, greets) the press cordially.
23. All of the CDs, even the scratched one, (is, are) in this case.
24. The piano as well as the pipe organ (has, have) to be tuned for the big concert.
25. The mayor together with his two brothers (are, is) going to be indicted for accepting bribes.
26. Neither of my two suitcases (are, is) adequate for this trip.
27. There (are, is) a list of committee members on the head-table.
28. Everybody in the class (has, have) done the homework well in advance.
29. The jury (take, takes) their seats in the courtroom.
30. Neither the teacher nor the students (seem, seems) to understand this assignment.
31. (Have, Has) either my father or my brothers made a down-payment on the house?
32. Hartford is one of those cities that (are, is) working hard to reclaim a riverfront.
33. Some of the grain (have, has) gone bad.
34. John or his brother (are, is) going to be responsible for this.
35. A few of the students (are, is) doing so well they can skip the next course.
36. Either the Committee on Course Design or the Committee on College Operations (decide, decides) these matters.
37. One of my instructors (have, has) written a letter of recommendation for me.
38. (Is, Are) my boss or my sisters in the union going to win this grievance?
39. Some of the votes (seem, seems) to have been miscounted.
40. The tornadoes that tear through this county every spring (are, is) more than just a nuisance.
41. Some of the grain (appear, appears) to be contaminated.
42. Three-quarters of the students (is, are) against the tuition hike.

43. Three-quarters of the student body (is, are) against the tuition hike.
44. A high percentage of the population (is, are) voting for the new school.
45. A high percentage of the people (was, were) voting for the new school.
46. Everyone selected to serve on this jury (have, has) to be willing to give up a lot of time.
47. Kara Wolters, together with her teammates, (presents, present) a formidable opponent on the basketball court.
48. There (have, has) to be some people left in that town after yesterday's flood.
49. Either the physicians in this hospital or the chief administrator (is, are) going to have to make a decision.
50. The United States (has, have) a population of over 265 million people.

## **UNIT 4: VERB FORM AND TENSES**

### **1. Present: Simple, Perfect, and Progressive**

- Use **simple present** for routines, habits, or things that are always true.

E.g. He takes the subway. (every day)

The fall semester begins on September 1<sup>st</sup>.

- Use **present progressive** (is / are -ing) for a temporary routine or situation.

E.g. He is taking the subway. (now)

*Note:* Present Progressive can be used to express the future when future time words are used such as: tonight, tomorrow, next week, etc.

E.g. We are playing cards with neighbours tonight.

- Use **present perfect** (has / have -ed) for a situation where things that happened in the past have a result in the present.

E.g. He has just cut himself. (We can see the immediate result of this action - the blood.)

### **2. Past: Simple, Perfect, and Progressive**

- Use **past simple** for something that occurred in the past

E.g. She travelled in Europe. (at some time in the past)

- Use **past progressive** (was / were -ing) for a temporary routine or situation that happened in the past.

E.g. When we visited her, she was cleaning her house.

- Use **past perfect** (had -ed) for something that happened before a certain point of time in the past.

E.g. Mike had already arrived when I got there.



**3. Future: use of Will and other words with future meaning.**

- Use **Will** for instant decisions

E.g. I will accept your offer.

- Use *be going to* for established plan.

E.g. They are going to buy drinks for the party.

*Note:* When *be going to* is used in past tense, it will represent an unfulfilled intention:

E.g. I was going to wash my car, but it started to rain heavily.

**EXERCISE:** Fill in the gaps with the correct tenses

1. We ..... TV when it started to rain. (watch)
2. I ..... to visit you yesterday, but you were not at home. (want)
3. Look! It ....., so we can't go to the beach. (rain)
4. There are a lot of clouds! It ..... soon. (rain)
5. The sun ..... in the East. (rise)
6. Since 2011 they ..... their son every year. (visit)
7. While the doctor ..... Mr Jones, his son ..... outside this morning. (examine. wait)
8. I ..... for my girlfriend for two hours. (wait)
9. After Larry ..... the film on TV, he decided to buy the book. (see)
10. Wait a minute, I ..... this box for you. (carry)

**What a language course I can do (for 11-26)**

11. I ..... English for seven years now. (learn)
12. But last year I ..... hard enough for English, that's why my marks were not really that good then. (work)
13. As I want to pass my English exam successfully next year, I ..... harder this term. (study)

14. During my last summer holidays, my parents .....me on a language course to London.  
(send)
15. It was great and I think I ..... a lot. (learn)
16. Before I went to London, I ..... learning English. (not enjoy)
17. But while I ..... the language course, I .....lots of young people from all over the world. (do/ meet)
18. There I ..... how important it is to speak foreign languages nowadays. (notice)
19. Now I have much more fun learning English than I ..... before the course. (had)
20. At the moment I .....**Error! Reference source not found.** English grammar. (revise)
21. And I ..... to read the texts in my English textbooks again. (already/ begin)
22. I think I ..... one unit every week. (do)
23. My exam is on 15 May, so there ..... any time to be lost. (not be)
24. If I pass my exams successfully, I ..... an apprenticeship in September. (start)
25. And after my apprenticeship, maybe I ..... back to London to work there for a while.  
(go)
26. As you can see, I ..... a real London fan already. (become)

## **UNIT 5: PARTICIPIAL FORMS**

### **1. Forms of participle**

- If a noun modified by a participle is the agent, choose an *-ing* form.  
E.g. The tiring game (*game* is the agent of *tiring*)
- If a noun modified by a participle is NOT the agent, choose an *-ed* form.  
E.g. The tired players (*players* is NOT the agent of *tired*)

### **2. Participle clauses**

- An *-ing* form can be used when two things occur at the same time.  
E.g. He suddenly went out shouting.
- An *-ing* form can be used when an action occurs during another action  
E.g. She hurt herself cooking dinner.
- An *-ing* clause can be an explanation of its main clause.  
E.g. Feeling tired, he went to bed early.

### **3. Choosing between *-ing* and *-ed* in participle clauses**

- Use an *-ing* form when the original verb is intransitive.  
E.g. Walking along the street, Tom ran into one of his old friends.
- Use an *-ing* form when the original verb is transitive and when its object comes after it.  
E.g. Facing a police officer, he chose to run away.
- Use an *-ed* form when the object of original verb serves as the subject of the main clause.  
E.g. Located on a hill, the hotel commands a fine view.

**Note:** The participle *being* is missed in the above participle clause: *Located on a hill*. About the

omission of *being*, further examples are given below.

#### **4. Omission of Being or Having been in Participle clauses**

- The participle being or having been is often taken out of its clause, the participle clause

being reduced to a noun phrase or a phrase beginning with an adjective or a past participle.

**EXERCISE 1:** Combine the following pairs of sentences by using participles. The first one has been done for you. *We met the boy **carrying** a heavy bag.*

1. We met a boy. He was carrying a heavy bag.
2. The house was decorated with lights. It looked beautiful.
3. The robbers saw the policeman. They ran away.
4. I found the door open. I went inside.
5. The police saw the body. It was floating down the river.
6. He cried at the top of his voice. He rushed at the thief.
7. We had worked for several hours. We came out of the office.
8. The troops gave a blow to the enemy. It was stunning.
9. His handwriting was illegible. I couldn't figure out what he had written.
10. We make some friendships in childhood. They last for ever.
11. The sun had risen. We set out on our journey.
12. I walked along the road. I saw a snake.
13. He lost all his money in gambling. He became a pauper.
14. I took a cue from his words. I solved the riddle.
15. The burglars broke the door open. They entered the house.
16. He didn't realize the implication of his words. He went on speaking.
17. The enemy forces had been defeated by our army. They retreated fast into their own territory.
18. It was a fine day. Everybody was out on the roads

**EXERCISE 2:** Complete the sentences with the type in the *present participle*. The first one has been done for you.

1. ....(search) for her gloves, she dug through the entire wardrobe. (searching)
2. .... (whistle) a song, she danced through the house with the mop.
3. .... (sit) in the shade, we ate cake and drank coffee.
4. The child sat at the desk ..... (paint) a picture.
5. .... (run) to the bus stop, she lost her shoe.

**EXERCISE 3:** Complete the sentences with the type in the *past participle*. The first one has been done for you.

1. .... (blind) by the sun, the driver didn't see the stop sign. (blinded)
2. .... (prepare) by the chef himself, the dinner will be a real treat.
3. .... (sing) by him, every song sounds just wonderful.
4. . .... (misuse) as a refuse dump, the place became more and more shabby.
5. Though .....(bear) in England, she spent most of her childhood in the United States

**EXERCISE 4:** Complete the sentences with the type in the *present perfect participle*. The first one has been done for you.

1. .... (park) the car, we searched for the ticket machine. (having parked)
2. .... (drink) one litre of water, she really needed to go to the toilet.
3. .... (leave) the party too early, we couldn't see the fireworks anymore.
4. .... (finish) her phone call, she went back to work.
5. .... (lose) ten kilogrammes, Anne finally fit into her favourite dress again

## **UNIT 6: COMPARATIVES AND SUPERLATIVES**

### **1. Regular comparison**

A. If a noun modified by a participle is the agent, choose an *-ing* form.

The tiring game (*game* is the agent of *tiring*)

An exciting speech (*speech* is the agent of *exciting*)

B. If a noun modified by a participle is NOT the agent, choose an *-ed* form.

The tired players (*players* is NOT the agent of *tiring*)

The bored audience (*audience* is NOT the agent of *boring*)

**Note:** Most two-syllable words end in *y*.

### **2. Irregular Comparison**

A few adjectives and adverbs have comparative and superlative forms that are different from the regular forms.

Good/well - better - the best

Bad/badly - worse - the worst

Much/many - more - the most

Little - less - the least

Far - farther/ further - the farthest/ furthest

**Note:** *further* is used for both greater distance and more of something, while *farther* is only used for greater distance.

### **3. As ..... As Comparison**

A. 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.

B. Put *twice*, *three times*, *four times*, *etc.* Before the first *as* to multiply the size, amount, etc.

He has three times as many books as me.

This bed is twice as large as that bed.

### **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 one is *even* worse than that one,

**Note:** the adverb *very* cannot modify comparatives.

### **5. Choosing between Comparatives and Superlatives**

A. Use a comparative form if *than* appear in the sentence.

He is taller *than* his brother.

B. The present 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. Use of the in Comparison**

A. When there is a noun modified by a superlative, *the* is necessary.

Gary is *the* smartest boy in the class.

B. Before a comparative form, *the* is needed when the comparative is followed by *of them all/ of the (number)*

Gary is, after all, *the* stronger of the two.

**EXERCISE:** Fill in the blanks with the correct forms of the adjectives given in the blankets.

1. Greenland is the ..... (large) island in the world.
2. Travelling by plane is ..... (fast) than travelling by train.
3. Boracay Island in the Philippines has ..... (good) beaches I have ever seen.
4. Jamaica is ..... (sunny) than Norway.
5. Fjordland in New Zealand is ..... (wet) place in the world.
6. Rain in the wet season is ..... (heavy) than during the rest of the year.
7. Easter Island is ..... (interesting) island I have ever visited.
  
8. A holiday in Thailand is ..... (exciting) than a holiday in Spain.
9. Santa Cruz is the second ..... (large) island in the Galapagos.
10. The Galapagos are one of the ..... (expensive) places in the world to visit.
11. Paul is ..... (tall) than Jack .
12. Your ring is ..... (expensive) than mine .
13. It's the ..... (difficult) exercise I've ever seen .
14. It's the ..... (small) house I've ever seen .
15. Mark is the ..... (fat) of his family .
16. He is ..... (rich) his brother..
17. My sister is ..... (intelligent) than you.
18. She is the ..... (beautiful) girl in her class.
19. My brother is ..... (tall) than me.
20. Nancy is ..... (intelligent) girl in the classroom.
21. Your father is ..... (old) than you.
22. This dress is ..... (expensive) than those shoes.
23. Is Italian food ..... (good) than American food?



24. My dog is ..... (big) than your cat.
25. Your cat is ..... (small) than my dog.
26. Mary is ..... (young) of all the students in the classroom,
27. Marrakech is ..... (hot) city in Morocco.
28. A diamond is ..... (solid) than wood.
29. Canada is ..... (big) than France.
30. The Amazon is ..... (wide) than the Nile
31. Chile has a ..... (small) population than China
32. He is the ..... (good) at maths.
33. This exam is the ..... (easy).
34. You are ..... (low) than your brother.
35. The film is ..... (expensive) than the other.
36. Paris is the ..... (cheerful) city in France during Christmas.
37. The school is ..... (far) than the bank
38. She is the ..... (excited) of these girls.
39. My score is 90 and Betty's score is 89.5 ; my marks are ..... (high) than Betty's.
40. Among the blue, pink and purple dresses, which one is ..... (beautiful)?
41. If you use a heater, your room will be ..... (warm) than it is today.
42. Do you think that Daniel is ..... (handsome) than Billy?
43. In the class, Daniel has ..... (high) score.
44. He is ..... (good) soccer player in Hong Kong.
45. These are ..... (difficult) mathematics questions I have ever seen.
46. Daniel is ..... (busy) person in Hong Kong.
47. The car is ..... (slow) than the plane.
48. The gloves are ..... (cheap) than the T-shirt.

49. The armchair is ..... (heavy) than the chair.
50. Susan is the ..... (short) of the three.
51. Geography is ..... (interesting) than History.
52. His class is the ..... (tidy) of all.
53. My sister is ..... (fat) than my brother.
54. My classroom is ..... (clean) than the other one.
55. The story about the ghost was ..... (frightening) than the story about the magician.

## **FURTHER READING PRACTICE TEST**

### **PART 5**

**Directions:** In each question, you will find a word or phrase missing. Four answer choices are given below each sentence. You must choose the best answer to complete the sentence. Then mark the letter (A), (B), (C), or (D) on your answer sheet.

101. Put on your coat just \_\_\_\_\_ it becomes cold.
- A in fact
  - B. in time
  - C. in order
  - D. in case
102. They spent all day \_\_\_\_\_ and \_\_\_\_\_ on the beach.
- A. to swim / sunbathing

- B. to swim / to sunbathe
- C. swimming / to sunbathe
- D. swimming / sunbathing

103. He left for London last week. He doesn't work here \_\_\_\_\_

- A. already
- B. anymore
- C. still
- D. yet

104. He was in a state of \_\_\_\_\_ waiting for his exam results.

- A. agony
- B. anxiety
- C. sickness
- D. sadness

105. We would like to thank the Elog Foundation for their generous \_\_\_\_\_ to our charity fundraiser.

- A. donor
- B. donate
- C. donation
- D. donated

106. My \_\_\_\_\_ with Mr. Frantz was mostly focused on issues related to integrating the staff after the proposed merger.

- A. discussion
- B. discussed
- C. discusses
- D. discuss

107. The schedule, which you will find attached, \_\_\_\_\_ the specific delivery dates we require.

- A. ships
- B. places
- C. details

- D. succeeds
108. Senior analyst John Pierpoint expects SunDigit to post \_\_\_\_\_ of \$4 billion for the year.
- A. a profit
  - B. to profit
  - C. profitable
  - D. profitably
109. \_\_\_\_\_ the highway was built, the only practical way to bring goods into the town of Tilman was by rail.
- A. Then
  - B. With
  - C. Since
  - D. Until
110. Brantel, Inc. has reportedly \_\_\_\_\_ a 500-acre property in Berlin, Florida, where it plans to build a manufacturing plant.
- A. purchase
  - B. purchased
  - C. purchases
  - D. purchasing
111. There are still twenty seats ----- for the Saturday night banquet.
- A. ready
  - B. prepare
  - C. available
  - D. convenient
112. The rapid growth of Marshall City led to a ----- of housing for many of its new residents.
- A. lack
  - B. failure
  - C. decline
  - D. incomplete
113. A video teleconference ----- place on Thursday between the executives from the London and New York headquarters.
- A. take
  - B. takes

- C. took  
D. taking
114. The addition ----- a safety latch has reduced work-time accidents by more than 35 percent.
- A. of  
B. in  
C. on  
D. since
115. As a Hamilton Value Club Member, you will continue to receive more great offers in the -----.
- A. mail  
B. mails  
C. mailed  
D. mailing
116. The company will celebrate its twenty-fifth anniversary at the Indiana State Fairgrounds, where its product originally -----.
- A. began  
B. debuted  
C. entered  
D. admitted
117. The magazine printed a ----- in the July issue of Build It!
- A. retract  
B. retracting  
C. retracted  
D. retraction
118. To read the full license agreement, please ----- to your instruction manual.
- A. look  
B. refer  
C. direct  
D. mention
119. The company is ----- a new initiative to reduce paper waste at work.
- A. start

- B. started
- C. starting
- D. having started

120. Sales of the video game Mutant Ties tripled those of ----- competitors during its weekend debut.

- A. its
- B. their
- C. those
- D. these

121. The gross ----- for Amanti soft drink beverages went down 40 percent in the first quarter.

- A. profit
- B. profits
- C. profiting
- D. profitable

122. All employees are required ----- their identification card visible at all times.

- A. has
- B. had
- C. having
- D. to have

123. Please ----- your security code for entrance into the building.

- A. type
- B. enter
- C. insert
- D. compute

124. Proposals for the Canwood River project must be ----- before April 1.

- A. submit
- B. submits
- C submitted
- D. submission

125. Mr. Willis and Mr. Atwood have not ----- their attendance at the meeting.

- A. checked
- B. settled

- C. approved  
D. confirmed
126. Returns will not be accepted ----- a receipt and the item must be in its original package.  
A. without  
B. apart from  
C. in terms of  
D. not including
127. Concert dates are not guaranteed and are subject to changes, modifications, or -----.  
A. cancel  
B. cancels  
C. canceled  
D. cancellation
128. Please ----- the copy machine to warm up for five minutes before using it.  
(a) allow  
(b) allowed  
(c) has allowed  
(d) having allowed
129. Contest participants are required to sign a release form ----- receiving any prize money.  
A. sooner  
B. before  
C. earlier  
D. ahead of
130. Ms. Robins is ----- to give a presentation on market mechanics on Thursday at 3 p.m.  
A. schedule  
B. schedules  
C. scheduled  
D. scheduling
131. Passengers should arrive two hours ----- to departure time for international flights.  
A. front  
B. prior  
C. before  
D. above

132. To boost morale, the company will now ----- coffee, tea, and pastries in the employee break room.

- A. make
- B. contain
- C. present
- D. furnish

133. ----- the recent renovations to their kitchen, the value of the Spencer household remained the same.

- A. Due to
- B. Even if
- C. Despite
- D. Although

134. Traditional cooks ----- ginger is the key ingredient for a good stir-fry sauce.

- A. insist
- B. expect
- C. demand
- D. request

135. You are ----- for a Marble Merchandise bonus with your next in-store purchase.

- A. eligible
- B. acceptable
- C. appropriate
- D. satisfactory

136. ----- items for the movie Game Time include a sports thermos, gym towel, and a football.

- A. Promotion
- B. Promoting
- C. Promotions
- D. Promotional

137. The median household income for ----- in the area went up two percent last year.

- A. houses
- B. district
- C. community



D. residents

138. In January, Mendel Tech will ----- Pioneer, its new software program that will replace its outdated system.

A. introduce

B. introduces

C. introducing

D. introduction

139. Saul Phillips and Mike Fishman ----- the creators of the new social networking site, Connect, that is currently sweeping the nation.

A. is

B. am

C. are

D. being

140. Setway product specials are exclusive ----- Setway customers and may not be used in conjunction with other rewards programs.

A. to

B. at

C. by

D. for

## **PART 6**

**Questions 141-143** refer to the following letter.

Looking for a creative work atmosphere? Ready for an exciting and challenging job?  
Sportage Studios is the industry's \_\_\_\_\_ sports game developer and exclusive game licensor of the Great Britain Football Association.

141. (a) lead

(b) leads

(c) leader

(d) leading

We are \_\_\_\_\_ and need experienced Game Animators to join our team and work in our London offices.

142. A. beginning  
B. enlarging  
C. expanding  
D. developing

Ideal candidates should \_\_\_\_\_ at least three years experience in the industry and possess an advanced degree in computer animation.

For more information, please visit our careers website at [www.sportagestudios.com/jobs](http://www.sportagestudios.com/jobs).

143. A. has  
B. had  
C. have  
D. having

**Questions 144-146** refer to the following letter.

Gloria Sujarto  
19 Roadwell Drive  
Memphis, TN 16914

Ms. Sujarto,

This letter is to \_\_\_\_\_ you that we have received your customer inquiry concerning your recent Monumental Moments order.

144. A. talk  
B. inform  
C. describe  
D. communicate

We are reviewing our records and will contact you about your refund \_\_\_\_\_. Please disregard any payment notices you may receive in regards to your Monumental Moments order.

145. A. appeal

- B. request
- C. comment
- D. question

\_\_\_\_\_ you have any questions, please call our customer service line at 891-1290.

146. A. If
- B. Since
  - C. Maybe
  - D. Perhaps

Sincerely,  
Jim Warnamont  
Customer Services Manager  
Monumental Moments.

**Questions 147-149** refer to the following letter.

To: All Employees  
From: Heather Donnelly  
Subject: Peter Yuki Visit

This is a \_\_\_\_\_ that on Friday, June 12, President Peter Yuki will visit our office.

147. A. memo
- B. mention
  - C. comment
  - D. reminder

He will be touring the Sanford & Sanford grounds and will meet \_\_\_\_\_ department heads.

148. A. each
- B. both
  - C. with
  - D. together

At 2:30 p.m., Mr. Yuki will give a short speech in the auditorium and respond to any employee

concerns. \_\_\_\_\_ is mandatory.

149. A. Attend  
B. Attends  
C. Attending  
D. Attendance

**Questions 150-152** refer to the following letter.

Rate Increase

Effective October 12, \_\_\_\_\_ rates for our Sunday edition will increase.

150. A. advertise  
B. advertises  
C. advertising  
D. advertisement

Full-page ads will increase \_\_\_\_\_ \$125 to \$145. Half-page ads will increase from \$55 to \$65. Quarter page ads will stay the same at \$35.

151. A. from  
B. while  
C. between  
D. through

We are sorry for the price changes but find these measures necessary to \_\_\_\_\_ our costs.

152. A. keep  
B. control  
C. maintain  
D. continue

Thank you for your understanding.

**PART 7**

To: Bradley Rice ([b.rice@bertelman.com](mailto:b.rice@bertelman.com))  
From: Sarah Janovitch ([s.janovitch@bertelman.com](mailto:s.janovitch@bertelman.com))  
Subject: Paperwork Approval  
Date: November 10, 9:35 a.m.

Mr. Rice,

As of 10 November, I have not received the expense report for your October 15 trip to San Diego. Please remember that all paperwork must be turned in within one month after trip completion. To process your paperwork and receive your reimbursement, I must receive a completed report by November 15. Thank you for your cooperation.

Sarah Janovitch  
Administrative Assistant  
Bertelman Group

153. What does Ms. Janovitch request?

- A. An expense report
- B. A trip itinerary
- C. An original receipt
- D. A reimbursement form

154. When is the deadline?

- A. October 10
- B. October 15
- C. November 10
- D. November 15

### **SALES OF DARK CHOCOLATE UP**

Gross sales of dark chocolate are up more than 30 percent this year, according to industry executive Marshall Wilcox. National Chocolate and Confection Association Vice President Wilcox made his announcement at a trade show in Providence on Tuesday. He attributed dark chocolate's rise in

popularity to its reported health benefits and Americans' increasing appetite for gourmet foods. Years ago, white chocolate was trendy with milk chocolate gradually replacing it in popularity. Industry experts agree however, that dark chocolate sales will continue to rise and the sales growth is not merely a trend.

Demand for the antioxidant-rich dark chocolate is largely credited to the surge in a more health conscious public. People are getting more concerned about their health, and with consistent studies that support the benefits of eating cacao, tastes are shifting in favor of dark chocolate, said Wilcox.

Increased availability of the product was also cited as a contributing factor for the rise. The National Chocolate and Confection Association meets yearly to discuss the trends in chocolate and confection sales. The conference ended on Thursday.

155. Who is Marshall Wilcox?

- A. A chocolate maker
- B. An industry analyst
- C. An association executive
- D. A confection company owner

156. Where was the announcement made?

- A. At a trade show
- B. At a factory tour
- C. At a press conference
- D. At a shareholder's meeting

157. According to the article, why are sales of dark chocolate increasing?

- A. Lower prices
- B. Richer flavor
- C. More selection
- D. Increased availability

158. On what trend does the article focus?

- A. The demand for exotic foods

- B. The consumer desire for healthier foods
- C. The attention to food studies
- D. The increase in dark chocolate production

159. How often does the association meet?

- A. Yearly
- B. Monthly
- C. Quarterly
- D. Weekly

#### Tiny's Tacos (TNTC) Business Profile

##### Summary

Tiny's Tacos franchises, operates, and licenses fast food restaurants in the food service industry. Tiny's Tacos has 2,590 restaurants in the United States and 217 restaurants in more than 50 countries. The company operates 2,459 of those with the rest existing as franchises. Tiny's Tacos comes in either freestanding units for street corners or gas stations and as kiosks for shopping malls. The Tiny's Tacos Mexican food menu includes its signature Build-a-Taco bar and favorites such as burritos, rice, quesadillas, soft drinks. Tiny's Tacos also offers promotional food items monthly.

##### Management

Chief Executive Officer Samuel Answell

Chief Operating Officer Wendy Pritchard

Chief Financial Officer Warren Billings

President Charles Clinton

Senior Vice President Fabrizio Ducali.

160. How many restaurants does Tiny's Tacos operate?

- A. 50
- B. 217
- C. 2459
- D. 2590

161. What is NOT true about Tiny's Tacos?

- A. There are weekly promotions.

- B. It has international locations.
  - C. Mr. Answell is the CEO.
  - D. Customers can choose what to put in their tacos.
162. Where can Tiny's Tacos restaurants be found?
- A. At gas stations
  - B. At street vendors
  - C. At movie theaters
  - D. At sports stadiums
163. Who serves as the chief operating officer?
- A. Samuel Answell
  - B. Warren Billings
  - C. Charles Clinton
  - D. Wendy Pritchard

Stefan Wilder: In the 40s

Film Retrospective

On behalf of the Stefan Wilder Foundation, it is our pleasure to invite you to the exclusive opening film screening of Stefan Wilder: In the 40s on July 12.

The retrospective of Stefan Wilder's films from 1940-1949 will be screened on July 12, 13, and 14. It includes seven different films. Discussions with leading film theorists and Wilder scholars will follow each screening.

The Stefan Wilder Foundation was created to honor the work of one of the greatest and most productive film directors of all time. We hope you join us for our first annual retrospective.

Please confirm your attendance for the invitation-only screening by July 8. Contact Judy Slattery at 452-3920.

164. What is the invitation for?
- A. A theater show



- B A film screening  
C. A gallery opening  
D. A musical performance
165. When will the event begin?  
A. July 8  
B. July 12  
C. July 13  
D. July 14.
166. What is true about the event?  
A. It is free.  
B It is popular.  
C. It is exclusive.  
D. It lasts for four days

#### A New Taste Sensation

By Smith Jackson

We asked recent Wilson School of Business graduate Marcus Jenkins to describe a normal workday as a product innovator at food industry giant Selling Incorporated.

I was hired out of Wilson to be an associate Product Idea Innovator at Selling Inc. I am responsible for creating, tasting, researching and helping to bring to market new food products for Selling.

Management at Selling encourages out-of-the-box thinking and I am constantly challenging myself. On any given day, I could be tasting new products, writing a summary evaluation, presenting a new idea to executives, or working on my own projects.

#### A Day in the Life

7:15 a.m. I head towards the office. My commute is about forty minutes long, so I try to catch up on my e-mails using my digital organizer. Sometimes I read the newspaper on my way to work.

[Click here for the full article.](#)\*

A Day in the Life - Business Times Feature

\*Must subscribe to Business Times magazine for full access to special features.

167. Who is Smith Jackson?

- A. A student
  - B. A journalist
  - C. A researcher
  - D. A food tester
168. What type of organization is Selling Incorporated?
- A. A research company
  - B. A business consulting firm
  - C. A food products company
  - D. A business school recruiting agency
169. What is NOT part of a typical day for Mr. Jenkins?
- A. Meeting with clients
  - B. Coming up with ideas
  - C. Summarizing products
  - D. Researching new items.
170. How can a person read the full article?
- A. By subscribing to the magazine
  - B. By entering their access code
  - C. By visiting the magazine website
  - D. By obtaining a print version of the magazine.

#### Monteverde Cosmopolitan pen

Monteverde pens have a tradition of excellence ever since founder Guiseppe Monteverde's first handmade pen was built in 1912. With years of experience and a dedication to the craft, Monteverde is an industry leader in creating refined, high-quality pens.

AXB8 - Monteverde Silverado - Delight the sophisticated business client with this handcrafted, sterling silver capped pen. Decorously tipped with an 18k gold nib, the ink flows freely and is aided by the comfortable rubber grip. The pen is available in both fountain and roller ball. Each pen comes engraved with a unique serial number to ensure authenticity. It also comes with a two-year warranty and satisfaction guarantee and is available in five designer colors. Act now and get free shipping.

Fountain pen \$495 Roller ball pen \$400

Colors: Canary Yellow, Turquoise, Brick Red, Forest Green, Silver.

171. What is true about the Monteverde Compan?

- A. It is a new company.
- B. It produces stationery.
- C. It creates luxury pens.
- D. It makes products by custom-design only

172. What is NOT included with the pen?

- A. A warranty
- B. A free shipping offer
- C. A satisfaction-guarantee
- D. A certificate of authenticity

173. What options are available for the pen?

- A. The color
- B. The plating
- C. The engraving
- D. The band coating.

Learn how to play golf with the experts! At Chuck Landry's School of Golf, we pride ourselves on our professionalism, dedication to sport, and proven performance. With state-of-the-art equipment that analyzes your swings and coaching from leading experts, Chuck Landry's School of Golf will get you swinging in no time.

Chuck Landry's School of Golf is offering a seasonal package special. For our seasonal summer special, get three days for the price of two.

For just \$2000 you will get:

- Luxury accommodation in the Biltmont Hotel
- Transportation to and from the hotel
- Personal one-on-one coaching with professionals
- Daily lunch
- Computer analysis
- Nine-hole playing lesson

Call Chuck Landry's School of Golf today. This offer will not last long. 291-1920.

174. What promotion is being offered?
- A. A seasonal package
  - B. An equipment sale
  - C. A fifty percent discount
  - D. An additional guest coupon
175. In the second paragraph, line 2, "special" is closest in meaning to:
- A. sale
  - B. unique
  - C. correct
  - D. different.
176. What is included in the school's golf lessons?
- A. A personal caddy
  - B. A computer analysis
  - C. A golf etiquette course
  - D. A complimentary equipment cleaning

To: William Forest ([w.forest@weinz.com](mailto:w.forest@weinz.com))

From: Janet Duncan ([j.duncan@weinz.com](mailto:j.duncan@weinz.com))

Subject: New Employee Hiring

Date: September 9, 3:23 p.m.

Attachment: hill-resume.doc, garcia-resume.doc, hill-cl.doc, garcia-cl.doc

Mr. Forest,

Attached are the resumes and cover letters of two potential candidates. I know you wanted to speak with each job applicant before a decision is made, so if you could, please review the information and tell me when it would be possible to schedule an interview. I have already had an informal interview with both Ms. Hill and Mr. Garcia.

Janet Duncan

Associate Financial Manager

Weinz Investments.

177. What does Ms. Duncan ask Mr. Forest to do?

- A. To turn in a resume
- B. To review job applicants
- C. To choose a candidate
- D. To schedule a meeting

178. According to the e-mail, how many people did Ms. Duncan interview?

- A. Two
- B. Three
- C. Four
- D. Five

4. Insulate your water heater.

A cheap and easy way to cut down on heating costs is to insulate your water heater. Not all water heaters need it, but if your water heater is warm to the touch, you could be losing heat. In this case, insulating your water heater will reduce heat loss and can be done without professional help. Self-installation is easy. You can pick up a water heater insulation kit at your local hardware store for about \$20. The cost of the kit will be made up with the money you will save on your energy costs.

179. When is insulation recommended?

- A. If heating bills exceed \$20
- B. If a professional recommends it
- C. If the water heater is warm to the touch
- D. If the water heater is more than five years old

180. What is true about installing insulation?

- A. It is easy to do.
- B. It is a daylong project.
- C. The kit must be ordered.
- D. It should be handled by a professional.

Stafford Rent-a-Car Standard Rental Rates (Rates shown are for one 24-hour period)

Car Model Rate

Subcompact Car Geo Metro or similar \$55.95

Compact Car Ford Escort or similar \$65.95

Sport Utility Vehicle Ford Escape or similar \$80.95

Convertible Ford Mustang or similar \$95.95

Luxury Cadillac Seville or similar \$115.95

Mini Van Chevron Highlander or similar \$125.95

Show your Stafford Rent-a-Car Membership and receive a 10% discount off of the daily rental rate

---

Date: January 5, 8:34 p.m.

To: Reservations Center ([reservations@stafford.com](mailto:reservations@stafford.com))

From: Peter Jimenez ([p.jim@topmail.com](mailto:p.jim@topmail.com))

Subject: Car Reservation

Stafford Rent-a-Car Reservation Form

Name: Peter Jimenez

Address: 1218 Watson Dr

City: Baltimore

State: MD

Zip Code: 21075

Driver's License Number: B22BE38

State: MD

Membership Card Identification Number: 18239-192191-11

Car Information

Car: Ford Escort

Seats 5

Holds 1 large suitcase, two medium-size bags

Rental Term: January 8-January 9, 1 day

Car Return: At same location

Rate: \$65.95

Tax: \$9.95

Fees: \$6.95

Subtotal: \$82.85

Membership Card Discount: \$8.29

Total: \$74.56

Thank you for choosing Stafford Rent-a-Car. You will receive a confirmation e-mail after license verification.

The total above is an estimate and is subject to change if location, dates, car type, or membership identification information change. Credit card information is not needed for reservations.

For any questions about your reservation, please call (888) 458-1921.

181. Which is the most expensive car to rent?

- A. Geo Metro
- B. Ford Escape
- C. Ford Mustang
- D. Chevron Highlander.

182. How much would a luxury car cost for a one-day rental?

- A. \$80.95
- B. \$95.95
- C. \$115.95

- D. \$125.95.
183. What entitles Mr. Jimenez to a discount?
- A. A coupon
  - B. A membership card
  - C. A package deal
  - D. An employee rate.
184. For how long does Mr. Jimenez make the reservation?
- A. 3 day
  - B. 2 days
  - C. 1 days
  - D. 4 days.
185. What must be verified?
- A. A date request
  - B. A driver's license
  - C. A credit card payment
  - D. A specific car availability.

Attention Malfoy Corp's Employees

- Free Seminar Series

Friday, March 20 is the beginning of Malfoy Corp.'s seminar series. First in the series is International Relations: Business Etiquette for China.

All seminars will be led by Malfoy Corp.'s employees and/or leading experts in their field. For a complete listing of available classes, please consult the Malfoy website at [www.malfoy.com/seminar](http://www.malfoy.com/seminar).

The classes are free for all Malfoy Corp.'s employees, but registration is required. Please sign up by March 18 to secure a seat.

-----

International Relations: Business Etiquette for China

Friday, March 20, Hoover Conference Room

Signup deadline: March 18

Please leave your name, e-mail, phone extension, and office number.

1. Ted Wilmont

t.wilmont@malfoy.com

7619 301



2. Judy Summers	j.sum@malfoy.com	1201 120
3. Ralph Tresvant	r.tresvant@malfoy.com	7890 520
4. Tejas Patel	tej.patel@malfoy.com	7892 520
5. Phillip Lawrence	phil.Lawrence@malfoy.com	1282 123
6. Kristen Salley	k.salley@malfoy.com	1910 135
7. Misty Fitzgerald	mis.fitz@malfoy.com	1019 105
8. Thomas Vincent	t.Vincent@malfoy.com	1012 108
9. Sally Cross	s.cross@malfoy.com	1018 107
10. Justin Davis	j.davis@malfoy.com	7620 303
11. Lyle McKnight	ly.mcknight@malfoy.com	1029 105
12. Cedric Green	c.green@malfoy.com	1020 105
*Coming next week, Friday, March 27: Presentations and Public Speaking, Conference Room B Signup deadline: March 25*.		

186. Who is the seminar open to?

- A. Local citizens
- B. Company employees
- C. Business students
- D. Corporate executives.

187. What is required for seminar attendance?

- A. Payment
- B. Approval
- C. Enrollment
- D. Registration.

188. When is the signup deadline for this week's seminar?

- A. March 18
- B. March 20
- C. March 25
- D. March 27

189. Where will this week's seminar be held?

- A. The Conference Room B
- B. The employee training room
- C. The Hoover conference room
- D. The human resources meeting room

190. Which of the following employees does NOT work in the same office?

- A. Cedric Green
- B. Sally Cross
- C. Lyle McKnight
- D. Misty Fitzgerald.

To: All Employees

From: HR Department

Subject: Employee Uniforms

Date: April 28, 8:45 a.m.

Employee uniform orders for the summer quarter will be accepted beginning on May 1. Please remember the following rules when placing your order:

1. New employees are allowed five shirts and two pants/skirts.
  2. Existing employees may order two shirts and one pant or skirt.
  3. Orders must be placed before the May 15 cutoff deadline.
  4. Incomplete order forms or those without the employee identification number will not be processed.
  5. Employee uniforms will be sent to the employee's home address.
-

Employee Order Form	
Name: Monty Bishop	
Employee Identification Number: 23224212	
Address: 198 Cleveland Drive, Apt 7B, Salt Lake City, UT 84105	
Short-sleeve logo collar shirt (White)	
<input type="checkbox"/> Small	<input type="checkbox"/> Medium <input type="checkbox"/> Large
Short-sleeve logo collar shirt (Gray)	
<input type="checkbox"/> Small <input type="checkbox"/> Medium	<input checked="" type="checkbox"/> Large
Short-sleeve logo collar shirt (Black)	
<input type="checkbox"/> Small <input type="checkbox"/> Medium	<input checked="" type="checkbox"/> Large
Long-sleeve logo collar shirt (Blue)	
<input type="checkbox"/> Small <input type="checkbox"/> Medium	<input checked="" type="checkbox"/> Large
Long-sleeve logo collar shirt (Gray)	
<input type="checkbox"/> Small <input type="checkbox"/> Medium	<input checked="" type="checkbox"/> Large
Black side-zip skirt	
<input type="checkbox"/> Pant	<input type="checkbox"/> Size
Navy Blue side-zip skirt	
<input type="checkbox"/> Pant	<input type="checkbox"/> Size
Black button-front pants	
<input checked="" type="checkbox"/> Pant	<input checked="" type="checkbox"/> Size
Navy Blue button-front pants	
<input checked="" type="checkbox"/> Pant	<input checked="" type="checkbox"/> Size

191. When will ordering begin?
- A. May 1
  - B. April 28
  - C. May 15
  - D. May 28
192. Where will employee uniforms be sent?
- A. To the company
  - B. To the employee's home
  - C. To the corporate store
  - D. To the employee's office
193. What is required for order processing?
- A. A method of payment
  - B. A supervisor's approval
  - C. An employment verification form

- D. An identification number
194. Which item did Mr. Bishop order the most of?
- A. Black pants
  - B. Blue shirts
  - C. White shirts
  - D. Navy Blue pants
195. What can be inferred about Mr. Bishop from the passages?
- A. He is a manager.
  - B. He is a new employee.
  - C. He is from Cleveland.
  - D. He likes the color white.

Taylor Beckett  
17 Montgomery Drive  
St. Louis, MO 63141

Mr. Beckett,

Attached is a suggested itinerary for your June 12 trip to Athens. A representative from Mediterranean Travels will pick you up at the airport. A bilingual travel guide will be available to you during your trip, should you need one. The local contact number for our Athens office is 210-7281110.

Your trip package includes local transportation, travel guide access, luxury accommodations, and a twentyfour hour concierge to assist you with whatever you may need.

Please keep in mind that the itinerary is more of a suggestion than set plans, as you have the freedom and flexibility to go out on your own.

Thank you for traveling with Mediterranean Travels. We hope you enjoy your trip!

Hampton Stoddard  
Travel Concierge  
Mediterranean Travels.

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Travel

June 12 – Departure

Depart 2:32 p.m. St. Louis

Arrive 3:52 p.m. Chicago O'Hare

Depart 4:46 p.m. Chicago O'Hare

Arrive 8:20 a.m. (+1) Munich, Germany

Depart 8:55 a.m. Munich, Germany

Arrive 12:25 p.m. Athens, Greece

June 16 Return

Depart 12:00 p.m. Athens, Greece

Arrive 4:05 p.m. (+1) New York City

Depart 4:55 p.m. New York City

Arrive 8:10 p.m. St. Louis

Accommodation

June 13-June 15

Acropolis Grand Hotel

Deluxe Suite

Day 1: Athens

Airport Transfer to hotel

Syntagma, Syntagma Square, Vouli, Tomb of the Unknown Soldier

Plaka, Vizantino

Day 2: Athens

The Acropolis

The Parthenon, The Erechtheion, Temple of Athena Nike

Day 3: Around Athens

Island-hopping

Aegina, Boros, Hydra.

196. What will happen when Mr. Beckett's arrives in Athens?

- A. He will go on a bus tour.
- B. He will be taken to his hotel.
- C. He will pick up his rental car.
- D. He will meet a local travel agent.

197. What is included in the Athens trip package?

- A. Sightseeing vouchers
- B. Roundtrip train fare
- C. Luxury accommodations
- D. Chauffeured transportation

198. What is true about the itinerary of events?

- A. It cannot be changed.
- B. It is custom-tailored.
- C. It is already confirmed.
- D. It is offered as a suggestion.

199. Where is Mr. Beckett's longest layover?

- A. In Athens
- B. In Chicago
- C. In New York
- D. In Munich

200. How long is Mr. Beckett's vacation?

- A. Five days
- B. Four days
- C. Six days
- D. Seven days

**VOCABULARY**

Agony	n	sự đau đớn về thể xác và tinh thần
Approval	n	sự thông qua
Banquet	n, v	tiệc lớn, bữa tiệc
Beverage	n	đồ uống
Concierge	n	phụ khuân vác
Confection	n	sự pha chế
Coupon	n	phiếu mua hàng, phiếu thưởng hiện vật
Decline	n, v	sụt, giảm
Donate	v	cho, tặng
Donor	n	người cho, người tặng, người biếu
enrollment	n	kết nạp, tuyển dụng
Etiquette	n	qui ước mặc nhậ, nghi thức
Exotic	adj	ngoại lai
Factor	n	yếu tố
Founder	n	người sáng lập
Giant	adj	lớn, khổng lồ, phi thường
Human resource	n	nguồn nhân lực
Insulation	n	sự cô lập, sự cách ly
Kit	n	bộ
Latch	n	chốt cửa, then cửa
Leading expert	n	chuyên gia hàng đầu

Recruit	v	tuyển dụng
Reimbursement	n	sự hoàn lại, sự trả lại
Renovation	n	sự cải tiến, sự đổi mới
Retract	v	co lại, rút lại
Retrospective	adj	có hiệu lực trở về trước
Schedule	n	kế hoạch, thời gian biểu
Senior	adj	cao cấp
Soft drink	n	nước ngọt
Stationery	n	đồ dùng văn phòng
Video teleconference	n	hội nghị truyền hình từ xa
Water heater	n	bình nóng lạnh



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