

HỌC VIỆN CÔNG NGHỆ BƯU CHÍNH VIỄN THÔNG

BÀI GIẢNG MÔN

TIẾNG ANH 3

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

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LỜI NÓI ĐẦU

Trong thời kỳ hội nhập, tiếng Anh là công cụ cần thiết để giao tiếp, học tập và công tác. Các trường đại học rất chú trọng đến môn tiếng Anh trong quá trình cung cấp nguồn nhân lực cho xã hội. Có nhiều chuẩn để đánh giá trình độ tiếng Anh của sinh viên như IELTS, TOEFL, TOEIC... Học viện Công nghệ Bưu chính Viễn thông năm 2008 đã cam kết chuẩn đầu ra môn tiếng Anh là 450 điểm TOEIC. Đề cương chi tiết môn tiếng Anh đã được xây dựng theo chuẩn TOEIC, bao gồm Tiếng Anh 1 đến Tiếng Anh 6, trong đó môn Tiếng Anh 1 đến Tiếng Anh 4 gồm tiếng Anh cơ bản và một phần luyện chương trình TOEIC. Tiếng Anh 5 và Tiếng Anh 6 dành riêng cho chương trình TOEIC.

Nội dung và bố cục của bộ bài giảng bám sát vào tài liệu New English File và Very Easy TOEIC, Starter TOEIC, Developing Skills for the TOEIC Test, TOEIC Analyst, Tactics for TOEIC, rất thích hợp cho người bắt đầu học tiếng Anh và tiến đến đạt chuẩn TOEIC mong muốn. Vì vậy bộ bài giảng này cũng là tài liệu tham khảo cho những đối tượng tự học theo chuẩn TOEIC.

Bài giảng môn Tiếng Anh 3 tương ứng với học phần Tiếng Anh 3 gồm hai phần chính:

Phần một bao gồm các nội dung kiến thức tiếng Anh cơ bản được giới thiệu trong quyển New English File Pre-intermediate (Files 1- 5) của Clive Oxeden et.al., nhà xuất bản Oxford University Press, tương ứng 26 tiết trên lớp và 6 bài dựa trên giáo trình Starter TOEIC, nhà xuất bản Compass, với các bài luyện sâu cho 2 kỹ năng – nghe và đọc, giúp sinh viên học tập hứng thú giúp các em nâng cao khả năng giao tiếp bằng tiếng Anh để qua đó nắm vững các hiện tượng ngữ pháp và sử dụng được đa dạng các loại từ.

Vì thời gian có hạn mà 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 sinh viên. Tác giả xin chân thành cảm ơn các bạn đồng nghiệp cũng như Ban lãnh đạo Học viện đã tạo điều kiện thuận lợi giúp hoàn thành tốt cuốn sách này.

Xin trân trọng cảm ơn!

Hà Nội, năm 2013

TÁC GIẢ

MỤC LỤC

Lời nói đầu	1
Mục lục	2
<i>File 1</i>	<i>4</i>
1A Who's who?	4
1B Who knows you better?	8
1C At the Moulin Rouge	12
1D The Devil's Dictionary	17
Vocabulary	20
Quicktest	21
Filetest	25
<i>File 2</i>	<i>31</i>
2A Right place, wrong time	31
2B A moment in time	35
2C Fifty years of pop	39
2D One October evening	44
Vocabulary	47
Quicktest	48
Filetest	52
<i>File 3</i>	<i>59</i>
3A Where are you going?	59
3B The pessimist's phrase book	64
3C I'll always love you	68
3D I was only dreaming	73
Vocabulary	78
Quicktest	78
Filetest	82
<i>File 4</i>	<i>88</i>
4A From rags to riches	88
4B Family conflicts	95
4C Faster, faster!	99
4D The world's friendliest city	102

Vocabulary	106
Quicktest	107
Filetest	110
File 5.....	116
5A Are you a party animal?	1156
5B What makes you feel good?	121
5C How much can you learn in a month?	126
5D The name of the game	131
Vocabulary	136
Quicktest	137
Filetest	140
Unit 7(Starter) Agreement	145
Unit 8 Relative Clauses.....	150
Unit 9 Modification and Word Order.....	153
Unit 10 Indefinite Pronouns.....	156
Unit 11 Voice.....	159
Unit 12 Conjunctions and Prepositions.....	162
Practice Exercises.....	165
References.....	185

FILE 1

OVERVIEW

Lessons **1A-1D** mainly focus on the present. **1A** is an introductory lesson but also revises word order in questions. The present simple and continuous are revised in lessons **1B** and **1C**. Relative clauses are introduced in **1D** to give SS early exposure to paraphrasing.

1A Who's who?

G	word order in question
V	common verb phrases, classroom language
P	vowel sounds, the alphabet

The first lesson has three main objectives: to help the SS to get to know each other, to give a clear idea of the level of your class, and to provide some quick, efficient revision of elementary language points.

There are two activities to help the SS learn everybody's names and to exchange personal information. The second exercise provides the context for revising an important grammar point: the order of words in questions. The vocabulary focus is classroom language phrases that SS can use in class throughout the course. The alphabet and spelling are revised and listening activity gives the chance to quickly revise other mini-language points like days of the week, dates, numbers etc.

1 INTRODUCING YOURSELF

- a. Introduce yourself to all the other students. Try to remember their names.

Hello. I'm

Hi. I'm Nice to meet you.

- b. Can you remember? Does anybody in the class have...?

Focus on the instructions. The class gives suggestions for each category, sometimes there may be more than one person for each one. If the class can't think of anybody for a particular category, SS who fit that category could remind the class of their name.

2 GETTING TO KNOW EACH OTHER

- a. Complete the groups of questions 1-5 with a verb.

Focus on the photos and the questions. SS work in pairs to complete the questions with the correct verbs.

- b. 1.1 Listen and repeat the FREE TIME questions. Copy the rhythm.

SS listen and repeat the questions as a class. Try to copy the rhythm.

- c. In pairs, ask and answer the questions. Can you find two things you have in common?

We live in the city centre and we do yoga.

SS ask the teacher a few questions first. In the JOB / STUDY question, there are two possible conversations depending on whether you have a job or are a student.

3. GRAMMAR word order in questions

- a. Can you remember the questions? Re-order the words.

Cover the questions in 2 and focus on the instructions. Do first one together then move to the other four and check answers with your partners

- b. Grammar bank 1A. Read the rules and do the exercises.

Word order in questions

- Questions with *do, does, did* in present and past simple

Question word	Auxiliary	Subject	Infinitive (=verb)
	Do	you	live with your parents?
	Does	Jenny	like Chinese food?
Where	do	you	live?
What food	does	Jenny	like?

- In the present simple use the auxiliary verb *do/does* to make questions.
- In the past simple use auxiliary verb *did* to make questions.
- In these questions the subject goes after the auxiliary verb.
- Remember ASI (auxiliary, subject, infinitive) or QUASI (question word, auxiliary, subject, infinitive) to help you with word order in present or past simple questions.

- Questions with *be* present continuous, and *going to*.

Question word	<i>be</i>	Subject	(adjective, noun, verb + <i>ing</i> , etc.)
	Is	Anna	a student?
What	are	they	doing?
	are	you	talking about?
Where	is	he	going to live?

- In questions with *be*, make questions by inverting the verb and the subject.
- If a verb is followed by a preposition (listen to, talk about), the preposition goes at the end of the question.

What are you talking about?
NOT About what are you talking?

Grammar notes

- In questions with the auxiliaries *do, does, did* SS may leave out the auxiliary or get the word order wrong. Typical mistakes:
You live with your parents? Why she didn't like the film?
The memory aids ASI and QUASI may help SS here.
- In questions with *be* SS sometimes forget to invert the subject and verb. Typical mistakes:
Ana's a student? What they're doing?
- Some other examples of questions with an end preposition:
What are you looking at?
Who are you talking to?
What are you looking for?

4 LISTENING AND SPEAKING

a. 1.2 Listen and choose A or B.

Read the questions and look at the options. Listen to the CD then compare answers with your partner

5 CLASSROOM LANGUAGE

a. Complete the teacher's and student's phrases.

Focus on the cartoon, try to find out the missing words in the bubble

Please turn off your mobile.

Sorry, could you repeat that, please?

b. Vocabulary Bank *Classroom Language*.

These are typical teacher instructions. SS work in pair to check

YOU HEAR

- **Match the phrases and pictures.**

10. Ask and answer the questions.

5. Don't write.

2. Don't speak (Italian).

9. Go to page 33.

4. Write down the words.

7. Sit down.

6. Stand up.

8. Look at the board.
3. Turn off your mobile (phone).
1. Work in pairs.

- Cover the phrases. Look at the pictures and remember the phrases.

YOU SAY

- Match the phrases
- Cover column B. Remember the answers. Then cover column A. Remember the phrases.

YOU READ

- Match the instructions and pictures.
- Cover the instructions. Look at the pictures and remember them.

6 PRONUNCIATION vowel sounds, the alphabet

a. How do you pronounce the letters of the alphabet?

Use the sound pictures to help you. The picture will give a clear example of the target sound and they will help SS remember the pronunciation of the phonetic symbol. The two dots in sounds like [i:]; [u:]; [a:] means that they are long sounds.

b. Complete the alphabet chart with these letters.

W G Y R J X O

c. Practice saying the letters of the alphabet.

d. Listen to your teacher. Write the words.

e. Play *What does it mean?*

1B Who knows you better?

G	present simple
V	family, personality adjectives
P	third person and plural –s

In this lesson the present simple (all forms) is revised in detail through a British magazine article *Who knows you better?* A family member and a friend both try to choose a suitable partner for Richard, a single man who is looking for a partner. Family words (*aunt, cousin, etc.*) and physical description adjectives (*tall, dark*) are revised from *New English File Elementary* and adjectives of personality are introduced. The lesson ends with SS describing a member of their family and detail. The pronunciation focus is the different pronunciations of the –s ending (third person singular verbs and regular plural nouns).

1 VOCABULARY family and adjectives

- a. Can you remember these words? Do the puzzle in pairs.

Your brother's wife = the wife of your brother

Slim = thin and attractive

Thin: less positive, can suggest too thin

- b. What's the mystery word?

Friendly = open and kind, and the opposite is unfriendly

- c. Vocabulary Bank *Adjectives*.

Personality adjectives

2 READING

- a. Who do you think knows you better, your family or your friends? Why?

- b. Read the introduction to the article.

You are going to read part of a magazine article. Read the introduction and answer the questions 1-4 in pairs

- c. Now read what Richard says. Mark the sentences T(true) and F(false). Correct the false ones.

Focus on what Richard says, read the instructions then decide if the sentences are True or False

- d. Guess the meaning of the highlighted words or phrases.

3 GRAMMAR present simple

a. Complete the questions about Richard.

b. Grammar Bank 1B. Read the rules and do the exercises.

Present Simple

	I / you / we / they	He / she / it
(+)	I usually work at home.	Danny knows very well.
(-)	They don't live near here.	It doesn't often rain here.
(?)	Do you smoke ? Yes, I do . / No, I don't .	Does Nina like music? Yes, she does . No, she doesn't .

- Use the present simple for things you do every day, week, year, or which are always true.
- Remember the spelling rules for 3rd person singular *s*:
 - work > works add *s*
 - study > studies consonant + *y*: *y* > *ies*
 - finish > finishes *sh, s, ch, x*: add *es*
 - go > goes
 - do > does
 - have > has
- Remember the word order in questions (ASI and QUASI – see 1a above)

Adverbs and expressions of frequency

- We often use the present simple with adverbs of frequency (*always, usually, often, sometimes, hardly ever, never*).
- Adverbs of frequency go before the main verb, but after *be*.
He often goes out. NOT *He goes often out.*
She's always late. NOT *She's late always.*
- Expressions of frequency (*every day, once a week, etc.*) usually go at the end of a sentence .
I have English classes twice a week.

c. Cover the text. In pairs, try to remember five things about Richard.

He lives in Southampton.

d. Look at the photos of Claire and Nina. Who do you think is more Richard's type? Why?

Grammar notes

Present simple

- s / ies / es is only added to third person singular forms.
- do, don't, and does are different in pronunciation.
- the contracted forms don't and doesn't are always used in conversation.

Adverbs and expressions of frequency

- Remember that *usually* / *normally* and *sometimes* can be used at the beginning of a present simple sentence, e.g. *Sometimes I get up late on Saturday*.
- Other common *every* expressions are *every week*, *every month*, *every year*.
- In expressions like *once a month*, *twice a day*- *once* and *twice* are irregular (NOT *one time*, *two times*). 'times' is used with all other numbers, e.g. *ten times*, *thirty times (a year)*.

4 LISTENING

a. Listen to Richard talking about what happened when he met Claire and Nina. Does he like them? What are the problems?

1.3 Claire: He likes her as a friend but not as a girlfriend. The problem is she talked a lot about herself.

1.4 Nina: Richard likes her very much and wants to see her again. The problem is she doesn't think he is her type.

b. Now listen again and write down any adjectives or expressions that Richard uses to describe Claire and Nina.

Claire *very friendly*

Nina *very attractive*

c. Who knows Richard better, his mum or Danny? Are you surprised?

5 PRONUNCIATION –s

a. 1.5 Listen and repeat.

The final –s in third person singular of the present simple and in plural is pronounced in three different ways: /s/, /z/, /iz/.

b. How do you say the *he/she/it* form of these verbs?

choose	know
cook	stop
go	teach

c. How do you say the plural of these nouns?

book	niece
friend	parent
girl	party

language

d. 1.6 Listen and repeat the verbs and nouns.

6 SPEAKING

a. Work in pairs, A and B. Think of a person you know well, a family member or a friend, who is single. You are going to tell your partner about him/her. Look at the chart and prepare what you are going to say.

- Name? -> His / Her name's
- Age? -> He's / She's(years old)
- Job/studies? -> He's / She's a(job)
- Live in? -> He / She lives in (town / city)
- Physical appearance? -> He's / She's(adjective)
- Personality? -> He's / She's(adjective)
- Smokes? -> He / She smokes / doesn't smoke.
- Likes? -> He / She likes (Noun / Verb + ing)
- Doesn't like? -> He / She doesn't like (Noun / Verb + ing)

b. A - Describe your person to B.

B - Listen and ask for more information. Do you know anybody who would be a good partner for this person? Then swap roles.

1C At the Moulin Rouge

- G** **present continuous**
V **the body: *mouth, heart, etc.***
 prepositions of place: *under, next to, etc.*
P **vowel sounds**

Famous paintings provide the context for revising the present continuous (for things happening now) and prepositions of place, and to present a new vocabulary group (the body). SS describe what is happening in a famous painting *At the Moulin Rouge* by Toulouse-Lautrec and then hear about the story behind the painting.

1 VOCBULARY the body

a. Look at this painting? Do you like it? Why (not)?

b. Label the woman's face with words from the box.

2.ear 3.eyes 1.hair 6. lips 5.mouth 7. neck 4. nose

c. Vocabulary Bank *The body*

c1. Match the words and pictures.

5	arm(s)	12	shoulder(s)
11	ear(s)	4	stomach
6	eye(s)	15	back
13	face	16	foot (plural <i>feet</i>)
7	finger(s)	17	knee(s)
14	hair	18	leg(s)
3	hand(s)	19	brain
10	head	21	heart.
8	lip(s)	20	teeth (singular <i>tooth</i>)
1	mouth	22	toes
2	neck	23	tongue
9	nose		

c2. Cover the words and yourself or test a partner. Point to a part of the body for your partner to say the word.

c3. What part(s) of the body do we use to...?

see: eyes	touch: hands / fingers
hear: ears	think: brain
smell: nose	feel: heart

BÀI GIẢNG MÔN TIẾNG ANH 3

kiss: lips kick: feet
bite: teeth smile: mouth

d. Test a partner. Ask *what do you use to see?* etc.

- In English we use possessive adjectives (*my, your, etc.*) with parts of the body, not *the*.

Give me your hand.

NOT Give me the hand.

2 PRONUNCIATION vowel sounds

a. Look at the sound pictures. What are the words and sounds?

phone /əʊ/ car /ɑ:/
bike /aɪ/ up /ʌ/
ear /iə/ egg /e/

b. 1.7 Put the words in the correct columns. Listen and check.

arm /ɑ:/ eyes /aɪ/ heart /ɑ:/ smell /e/
bite /aɪ/ head /e/ nose /əʊ/ stomach /ʌ/
ears /iə/ hear /iə/ shoulders /əʊ/ touch /ʌ/

3 GRAMMAR present continuous

a. Look at the painting *At the Moulin Rouge*. In pairs, ask and answer the questions.

E.g. *I think the artist is the tall man who is sitting between the two women.*

b. Underline the correct form of the verb.

- In the picture the men wear / are wearing hats.
- In Britain women often wear / **are wearing** hats at weddings.
- Karina usually sits / **is sitting** at the front of the class.
- Today she sits / **is sitting** at the back.

c. Grammar Bank 1C. Read the rule and do the exercises.

Present continuous: be + verb + ing

	I	You / we / they	He / she / it
(+)	I'm working	You We 're working They	He She 's working It
(-)	I'm not working	You We aren't working	He She isn't working

		They	It
(?)	Are you working?	Yes, I am.	No, I'm not.
	Is he working?	Yes, he is.	No, he isn't.

- Use the present continuous for things happening now, at this moment.
My brother is working in Germany.
A *What are you doing?*
B *I'm sending a text message to Sarah.*
- Remember the spelling rules from the *-ing* form.
cook > cooking
study > studying
live > living
run > running
- Some verbs are not normally used in the present continuous, for example, *love, like, hate, know, understand, want, have (= possible), need, etc.*
I need to talk to you now.
NOT *I'm needing to talk to you now.*

Grammar notes

- Some languages do not have (or always use) an equivalent tense to the present continuous and may use the present simple. Typical mistakes:
The man in the picture wears a hat.
- The present continuous is used to describe actions which are in progress now, at this moment (*It's raining, You're standing on my foot*). But this tense is also used describe what is happening in a painting as if we were looking at a scene through a window.
- The future use of the present continuous (*I'm leaving tomorrow.*) is presented in 3A.

4 LISTENING

a. 1.8 Listen to a guide in an art gallery talking about *At the Moulin Rouge*. Answer the questions.

You are going to find more about the painting on p. 9 by answering questions 1-4.

b. Listen again. Write the numbers of the people next to their names.

4. Toulouse-Lautrec

3. His cousin Gabriel

1. His friend, a photographer

6. Jane Avril, a dancer

2. La Macarona, a dancer

5. La Goulue, a dancer

5 SPEAKING

a. Match the prepositions with the pictures.

When you are describing a picture, it's important to use the right prepositions to say where things are.

b. In small groups, ask and answer the questions.

Sit face to face if possible to sketch the

d. Look again at the painting in this lesson here and two more. Which one would you choose to have in your house or flat?

6 SONG 1.9 Ain't got no – I've got life

Listen to the song and fill one word into each space.

Ain't got no / I've got life

I ain't got no **1**home, ain't got no shoes
Ain't got no **2**, ain't got no class
Ain't got no skirts, ain't got no **3**.....
Ain't got no **4**....., ain't got no beer
Ain't got no man
Ain't got no **5**....., ain't got no culture
Ain't got no **6**....., ain't got no schooling
Ain't got no love, ain't got no **7**.....
Ain't got no **8**....., ain't got no token
Ain't got no god

What I have got?

Why am I alive anyway?

Yeah, what I have got

Nobody can take away?

I've got my hair, got my **9**.....
I've got my brains, got my **10**.....
I've got my eyes, got my **11**.....
I've my **12**....., I've got my smile
I've got my **13**....., got my chin
I've got my neck, got my **14**.....
I've got my heart, got my soul
I've got my back, got myself
I've got my **15**....., got my hands,

I've got my fingers, got my **16**.....

I've got my feet, got my **17**.....

I've got my liver, got my blood

I've got life, I've got my freedom

I've got life

I've got life

And I'm gonna keep it

I've got life

And nobody gonna take it away

- Pop songs often use words and phrases which are slang or are not grammatically correct.

a. Match the words and phrases.

In songs

1 I ain't (rich)

2 I ain't got no (money)

3 I wanna (be free)

4 I'm gonna (leave you)

5 Yeah

6 'cos / 'cause

Grammatically correct

a I don't have

b I'm going to...

c because

d I'm not...

e I want to...

f Yes

Glossary

class = (in this context) style

culture = (in this context) knowledge about art and literature, etc.

schooling = education

token = a piece of paper or plastic that you can use to buy things

soul = the spiritual part of a person

liver = the part of your body that cleans your blood

blood = the red liquid that flow through your body

freedom = the noun from *free*

Song facts

Ain't not go / I've got life was originally recorded by Nina Simone in 1968. It was an adaptation of two songs from the 1960s musical **Hair** and it became one of her most popular songs.

1D The Devil's dictionary

G	defining relative clauses (<i>a person who...</i>, <i>a thing which...</i>)
V	expressions for paraphrasing: <i>like, for example, etc.</i>
P	pronunciation in a dictionary

In this lesson SS are introduced to simple, defining relative clauses through the context of humorous definitions and a TV game show.

The *Devil's Dictionary*, written by Ambrose Bierce in the 19th century, gave amusing and cynical definitions of common words. Bierce's dictionary has inspired numerous *Devil's Dictionary* websites on the Internet which give more up-to-date definitions. The definitions in **1e** are taken from these websites but the definition of a dentist in **1a** is from Bierce's dictionary.

SS learn how relative clauses can help them to paraphrase. They also learn some other useful phrases which will help them keep going in a conversation when they don't know the exact word for something. Finally, SS see how a dictionary can help them pronounce new words correctly.

1 READING

- a. Look at the dictionary definition. What do you think the missing word is?

DENTIST is a person who puts metal in your mouth and takes coins out of your pocket.

- b. Read the text once. Where is the definition from?

- c. Read the text again and answer the questions.

SS read the text again and answer the three questions, then compare with your partners

- d. In pairs, think of normal definitions for these words or phrases.

a bank a boring person the brain a star a friend a secret

- e. Now match the words/phrases in d to these cynical definitions.

- 1 **A star** is a person who works all her life to become famous and then wear sunglasses so people don't recognize her.
- 2 **A secret** is something which you only tell one person.
- 3 **A boring person** is somebody who talks about himself when you to talk about yourself.
- 4 **A friend** is somebody who dislikes the same people as you.
- 5 **A bank** is a place where you can borrow money only if you can show that you don't need it.

- 6 **The brain** is something which starts working when you get up in the morning and stops working when you get to work or school.

2 GRAMMAR definitive relative clauses

- a. Read the definitions in 1e again. When do we use *who*, *which* and *where*?
- b. Grammar Bank 1D. Read the rules and do the exercises

Definitive relative clauses with who, which, where

A cook is a person **who** works in a restaurant.

A clock is a thing **which** tells the time.

A post office is a place **where** you can buy stamps.

- Use relative clauses to explain what a place, thing, or person is or does.

That's the woman who won the lottery last year.

This is the restaurant where we had dinner last week.

- Use *who* for a person, *which* for thing and *where* for a place.
- You can use *that* instead of *who* or *which*.

She's the girl who / that works with my brother.

It's a thing which / that connects two computers.

Grammar notes

- In conversation native speakers often use *that* instead of *who* and *which*, e.g. *A waiter is somebody that works in a restaurant.* It is better for SS to get used to using *who* and *which* in this kind of relative clause because when they later learn non-defining clauses, *that* can not be used to replace *who* or *which*.
- The omission of relative pronouns in sentences like *This is the book I told you about* is presented in *New English File Intermediate*.

- c. Tell a partner about three of the things below. Say why.
- a person who is very important to you.
 - a famous person who you like a lot.
 - something which you couldn't live without.
 - a thing which you often lose.
 - a place where you'd like to go for a special evening.
 - a place where you were very happy when you were a child.

3 LISTENING

a. 1.10 Listen to the introduction to a TV game show *What's the word?* How do you play the game?

b. 1.11 Now listen to the show. Write down the six answers.

- | | |
|------------|--------------------|
| 1 Waiter | 2 Mobile phone |
| 3 Stressed | 4 Department store |
| 5 Slim | 6 Turn off |

c. 1.12 Listen and check your answers.

4 VOCABULARY paraphrasing

a. What's the best thing to do if you are talking to someone in English and you don't know a word that you need?

Try to explain what you mean using other words you know.

b. 1.13 Complete the useful expressions with the words. Then listen and check.

SS try to complete the ten expressions using the words in the box, then listen and check.

5 SPEAKING

Look at a part of a crossword. Ask your teacher for a definition of **1 across** and **2 down**. You need at least ten minutes for this activity. When you have finished, compare with partners to make sure you have the same answers.

6 PRONUNCIATION using a dictionary

a. Look at the two dictionary extracts. How do you pronounce the words?

Busy guitar

The apostrophe (') shows stress. The stressed syllable is the one after the apostrophe. SS should use the Sound Bank on p.156 to help you with the phonetic symbols.

b. Look carefully at the pronunciation of the words below. Practice saying them correctly.

laugh /la:f/	eyes /aiz/	example /ig`za:mpl/
key /ki:z/	kind /kaind/	eighteen /ei`ti:n/

VOCABULARY

art gallery	np	phòng tranh
artist	n	họa sĩ
at least	adv	ít nhất
author	n	tác giả
choose	v	chọn
contain	v	chứa đựng, mang
definition	n	khái niệm
draw	v	vẽ
exam	n	bài thi
explain	v	giải thích, giảng giải
famous (for)	adj	nổi tiếng
favorite	n	yêu thích
foreign languages	np	tiếng nước ngoài
I'm sure	exp	tôi chắc chắn
introduce	v	giới thiệu
mime	v	làm điệu bộ
painting	n	tranh vẽ
panic	v	hoảng sợ
partner	v	đối tác
picture	n	bức hình, bức tranh
popular	n	phổ biến
poster	n	tranh cổ động
recognize	v	công nhận
sporty	v	tính thể thao
the opposite (of)	np	đối diện
traditional	adj	truyền thống
try	v	cố gắng, thử
unusual	adj	không như thường
website	n	trang web
(go on a) date	vp	hẹn hò
(at the) back	adv	ở phía cuối, sau
(at the) front	adv	ở phía đầu, trước
(have) in common	vp	có điểm chung
(on the) internet	adv	trên mạng
(the) date	n	cuộc hẹn

QUICKTEST (20')

GRAMMAR

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

Example: My brother _____ Russian.

A speak ✓B speaks C do speak

1 Where _____ work?

A you B you do C do you

2 What time _____ to come?

A she's going B is she going C going she

3 _____ away last weekend?

A Did you go B Did you went C Went you

4 He _____ a shower before breakfast.

A usually have B has usually C usually has

5 She _____ men who talk a lot.

A not likes B doesn't like C don't like

6 My brother _____ law at university.

A studies B studys C studies

7 Be careful! You _____ a mistake.

A are makeing B making C are making

8 **A** Why _____?

B Because I'm happy.

A are you smiling B do you smile C you smile

9 How often _____ your grandparents?

A are you seeing B you see C do you

10 That's the shop _____ I bought my computer.

A which B where C who

11 What _____ you do last weekend?

A were B did C are

12 **A** What are you talking _____?

B It's a secret.

A for B with C about

13 We have classes twice _____ week.

A an B a C –

14 My parents _____ work. They're retired.

A don't B not C aren't

15 What time _____ the shop open?

A do B does C are

16 **A** Why are you _____ a jacket?

B Because I'm cold!

- A wear B to wear C wearing
- 17 My computer _____. It's broken.
A isn't working B doesn't working C isn't work
- 18 I've bought a new machine _____ makes fantastic coffee.
A who B which C where
- 19 Is this the restaurant _____ we had dinner last month?
A who B which C where
- 20 They're the children _____ live next door to us.
A who B which C where

VOCABULARY

a Tick (✓) the opposite word or phrase.

Example: shy

✓A extrovert B funny C lazy

- 1 generous
A unfriendly B serious C mean
- 2 hard-working
A lazy B serious C shy
- 3 Stand up.
A Work in pairs. B Sit down. C Don't write.
- 4 Ask a question.
A Answer a question. B Write a question. C Choose a question.
- 5 wrong
A shy B good C right

b Tick (✓) A, B, or C for words about the body.

Example: You use these to hear.

✓A ears B eyes C nose

- 6 You use these to see.
A ears B eyes C nose
- 7 You have two of these at the end of your arms.
A shoulders B feet C hands
- 8 You have ten of these on your feet.
A toes B fingers C teeth
- 9 You use these to kiss.
A knees B lips C teeth
- 10 You have 32 of these in your mouth.
A teeth B tongue C lips

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

Example: John, can you _____ question 2, please?

A tell ✓B answer C speak

11 A How do you _____ your name?

B J-A-C-E-K.

A spell B speak C repeat

12 _____ a good weekend!

A Go B Get C Have

13 Bye. _____ you on Monday.

A See B Have C Go

14 Today's Wednesday so tomorrow's _____.

A Tuesday B Thursday C Friday

15 A What's the _____ today?

B The 5th of September.

A day B date C number

16 Maria is sitting _____ to Salvador.

A behind B opposite C next

17 Your mother's sister is your _____.

A aunt B niece C cousin

18 Turn _____ your mobile phone.

A to B off C from

19 A What's that?

B A guava. It's _____ of fruit.

A kind B example C a kind

20 Extrovert is _____ shy.

A the opposite of B the opposite C opposite of

PRONUNCIATION

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

Example: A van B tram ✓C lane

1 A cooks B plays C lives

2 A toes B nose C stomach

3 A head B hear C egg

4 A goes B laughs C works

5 A serious B ears C egg

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

Example: ✓A afternoon B afternoon C afternoon

6 A comfortable B comfortable C comfortable

7 A extrovert B extrovert C extrovert

8 A unfriendly B unfriendly C unfriendly

9 A similar B similar C similar

10 A example B example C example

FILETEST

GRAMMAR

1 Put the words in the correct order.

Example: Italian you do like food ?

Do you like Italian food?

1 did Ben yesterday where go ?

2 are listening you to what ?

3 many people at party the how were ?

4 going on go holiday year this you are to ?

5 Millie her with does parents live ?

6 Sarah doing now what is ?

2 Complete Helen's email. Use the verb in brackets in the present simple or present continuous.

Hi Yukimi

My name's Helen and I live (live) in London. I play the piano and I ¹ _____ (love) jazz. What about you? ² _____ you _____ (like) music? I'm a student but it's the summer holidays, so now I ³ _____ (not study). I ⁴ _____ (work) in a restaurant. I ⁵ _____ (need) the money because I'm going to visit Japan next year! I ⁶ _____ (not speak) Japanese very well, so I ⁷ _____ (have) some lessons. ⁸ _____ you _____ (learn) any languages at the moment?

Write soon

Helen

3 Complete the sentences with *who*, *which*, or *where*.

Example: A restaurant is a place where you can eat.

1 That's the woman _____ works in the pub.

2 A pharmacy is a shop _____ you can buy medicines.

3 Kangaroos are animals _____ live in Australia.

- 4 A pilot is a person _____ flies a plane.
- 5 A dictionary is a book _____ gives definitions of words.
- 6 A hotel is a place _____ people stay when they're on holiday.

VOCABULARY

4 Complete the sentences with a verb from the list.

write copy answer work look speak turn cover cross
--

Example: Look at the board.

- 1 _____ down the words.
- 2 _____ out the wrong answer.
- 3 _____ off your mobile.
- 4 Don't _____ Italian in class.
- 5 _____ in pairs.
- 6 Ask and _____ the questions.
- 7 _____ the text. Don't look at it.
- 8 Listen to the CD and _____ the rhythm.

5 Complete the sentences with the correct word.

Example: Mark makes me laugh. He's really funny.
funny talkative hard-working

- 1 She's very _____. She pays for everything!
extrovert generous serious
- 2 Simon never does any work! He's very _____.
shy hard-working lazy
- 3 My teacher's really _____. She's nice to everybody.
funny friendly quiet
- 4 Don't be _____! Buy her a present!
mean generous quiet
- 5 Alina's _____. She loves meeting new people.
hard-working extrovert serious
- 6 You were very _____. Why didn't you say anything?
talkative friendly quiet

6 Underline the odd word out.

Example: feet legs knees fingers

- 1 eyes shoulders nose mouth

- 2 teeth stomach tongue lips
- 3 back arm hand finger
- 4 heart brain stomach foot
- 5 neck shoulders heart back
- 6 ears feet hair legs

PRONUNCIATION

7 Match the words with the same sound.

laughs head touch lives heart hear
--

Example: snake laughs

- 1 zebra _____
- 2 egg _____
- 3 ear _____
- 4 up _____
- 5 car _____

8 Underline the stressed syllable.

Example: stomach

- 1 opposite
- 2 unfriendly
- 3 grandfather
- 4 intelligent
- 5 abroad

READING

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

Looking for love

Looking for Love is an agency that finds partners for single people of any age. Read about Lisa.

My name's Lisa. I'm 25 years old and I'm from Manchester. I'm single and I'm looking for love.

I'm a journalist on a local newspaper, which means I write stories about local issues and sometimes I interview politicians. I like my job, but I'd like to

work on a national newspaper one day. That's because I want to have the opportunity to work abroad.

I have a small group of friends who I've known for years. I even went to school with some of them! I'm not really extrovert but I do like going out and having fun. We usually go out to parties, nightclubs, and restaurants. I also like cooking and I make great pasta! My ideal night in is a good meal, a glass of wine, and a DVD. I like thrillers much more than I like romantic comedies!

I'm not very sporty, but I like to keep fit. I stopped smoking last year and now I go running twice a week and I sometimes go to the gym at weekends. I eat lots of fruit and vegetables and I try not to have red meat or too much coffee. At work, I drink water or tea.

I prefer men who are interested in serious issues because I like talking about politics and what's happening in the world. However, I also like men with a good sense of humour. These characteristics are more important to me than physical appearance.

Please contact *Looking for Love* if you think you're the kind of person I'm looking for!

Example: Lisa is _____.

A married B divorced ✓C single

1 In her job, Lisa has to _____.

A travel to other countries B write about politics
C interview politicians abroad

2 Lisa met all her friends _____.

A at school B at work C a long time ago

3 Lisa goes out _____.

A every night B to quiet places C with her friends

4 Lisa doesn't like _____.

A politics B love stories C Italian food

5 Lisa does exercise _____.

A every weekend B more than once a week C rarely

6 Lisa doesn't often have _____.

A vegetables B red meat C tea

7 Lisa prefers _____ men.

A good-looking B hard-working C funny

2 Read the article again. Are the sentences true (T) or false (F)?

Example: *Looking for Love* is an organization for young people. F

1 Lisa doesn't want to change her job.

- 2 She goes out with some of her school friends. ____
- 3 She thinks she is extrovert. ____
- 4 She enjoys watching films. ____
- 5 She plays a lot of team sports. ____
- 6 She sometimes smokes. ____
- 7 She drinks a lot of coffee. ____
- 8 She likes talking about serious things. ____

WRITING

Write an article for the *Looking for Love* website. Write about these things (100–150 words):

- your personal details
- your job / studies
- your interests

LISTENING

1 Listen to a description of a famous painting, the *Bar at the Folies-Bergère*. Tick (✓) A, B, or C.

- 1 When was *Bar at the Folies-Bergère* painted?
A 1832. B 1852. C 1882.
- 2 What drink was most popular at the Folies-Bergère?
A Coffee. B Beer. C Wine.
- 3 Where is the young girl?
A Behind the bar. B In front of the bar. C Next to the customer.
- 4 What is the young girl like?
A Very friendly and quite attractive. B Unattractive and not very friendly.
C Unfriendly but attractive
- 5 Who is the woman in the mirror talking to?
A A tall man. B An old man. C A short man.

2 Listen to five conversations. What day is it in each conversation? Match the conversations to the days (A–G).

- Conversation 1 ☐
- Conversation 2 ☐
- Conversation 3 ☐
- Conversation 4 ☐
- Conversation 5 ☐
- A Monday

- B Tuesday
- C Wednesday
- D Thursday
- E Friday
- F Saturday
- G Sunday

SPEAKING

1 Ask your partner these questions.

- 1 Where do you work / study?
- 2 Who do you live with?
- 3 What are your hobbies?
- 4 What kind of personality do you have?
- 5 Who's your ideal partner?

Now answer your partner's questions.

2 Read this information about Tim and answer your partner's questions.

Name: Tim Campbell
Age: 23
Occupation: builder
Personality: extrovert, hard-working, generous
Hobbies: football, painting

3 Now make questions and ask about the person in your partner's information.

- name?
- age?
- job?
- personality?
- hobbies?

FILE 2

OVERVIEW

File 2 focuses on using past tenses. The past simple is revised in **2A** and the past continuous is presented in **2B**. **2C** focuses on question information with or without auxiliaries. **2D** consolidates the two main past tenses and presents linkers: *so*, *because*, *but*, and *although*.

2A Right place, wrong time

G	past simple regular and irregular verbs
V	holidays
P	–ed endings, irregular verbs

The past simple (regular and irregular verbs) is revised in detail in this lesson through the context of holidays. SS learn new holiday vocabulary, and the pronunciation focus is on –ed endings and irregular verbs.

1 VOCABULARY holidays

a. In one minute, write down five things you like doing when you're on holiday.

You have to write five things, then, compare your lists with your partners.

b. Vocabulary Bank *holiday*

Go to Vocabulary Bank on p. 147. Focus on the pictures and do exercises in pairs.

b1. Phrases with *go*

- Match the verbs and pictures.

Remember *go out* and *go away* are different.

Go out = leave your house

Go away = leave your town

- Cover the phrases and look at the picture. Test yourself or a partner.

b2. Other holiday activities

SS complete the phrases in pairs. Check answers. Remember *hire* and *rent* are also different:

We normally use *rent* for a flat or something that we pay to use for a long period of time and *hire* with something we use for a short time.

- Complete the verb phrases.
- Test yourself. Cover the verbs. Remember the phrases

3. The weather

- Match the words and pictures.

All these words are adjectives except *rain* and *snow*, which are nouns or verbs.

It's snowing. It snows very year. There's snow on the ground.

It rarely rains. It rained a lot this morning. There was a lot of rain last year.

- Test a partner. Imagine you were on holiday last week. Point to a picture.

Drill the questions: *What was the weather like?*

What was the weather like yesterday?

Answer in the past simple.

It was sunny. / It rained.

2 READING

- a. Read the three letters to The Holiday Magazine and match them with the photos.

Focus on the title of the text and the photos, and just guess why people might go on holiday the right place, but at the wrong time. Read the three letters and match each one with a photo.

- b. Complete the sentences with Tim, Gabriela or Kelly.

- c. Find four adjectives in the article that mean *very good* and two that mean *very bad*.

Underline the stressed syllable.

Lovely (text 1)

Read the three letters and find the remaining words, write them down and underline the stressed syllable. These words should be said with strong sentence stress. As these adjectives already mean very good or very bad, you can't use them with **very**

3 GRAMMAR past simple regular and irregular

- a. What's the past simple of these verbs? Are they regular or irregular? Check your answer with text 1.

Focus on the verbs and write the past simple form. They are a mixture of regular and irregular verbs. Do as many as you can without looking back at the text.

- b. Now underline the other positive past simple verbs in texts 2 and 3. What are the infinitives?

- c. Underline two negative past simple verbs in the magazine article. How do you make negatives and questions in the past simple...?

- with normal verbs
- with *was/were*
- with *could*

d. Grammar Bank 2A. Read the rules and do the exercises.

Past Simple regular and irregular

	(+)	(-)
I You He She It We They	stayed in a hotel. went on holiday.	didn't stay in a hotel. didn't go on holiday.
(?)	Did you stay in a hotel? Did you go on holiday?	Yes I did . No, I didn't .

- Use the past simple to talk about finished actions in the past.
- The past simple is the same for all persons.
- Use the infinitive after *Did...?* And *didn't* for negatives and questions.

Infinitive	past
work stay like study stop	worked stayed liked (just add <i>d</i> if verb finishes in <i>e</i>) studied (<i>y > i</i> after a consonant) stopped (if verb finishes in consonant-vowel-consonant, double the final consonant)

- To make the past simple + of regular verbs add *-ed*. Remember the spelling rules.
- Many common verbs are irregular in + past simple, for example *go -> went*. See the Irregular Verb list.

Grammar notes

- Irregular forms (*went, had, etc.*) are only used in (+) sentences. In (?) and (-) the infinitive is used after *did / didn't*.
- The word order in questions (ASI and QUASI). See Grammar Bank 1A
- The vast majority of verbs are regular. The irregular verbs need to be learnt, but SS already know the most common ones.

4 PRONUNCIATION regular and irregular verbs

Remember! There are three possible pronunciations of regular *-ed* verbs.

a. 2.1 Listen and repeat the sentences. When do you pronounce the *e* in *-ed*?

[t]	[d]	[id]
We booked a holiday. We walked to the hotel.	We sunbathed We argued all day	They rented a house We decided to go to Sweden

b. How do you pronounce the past simple of these verbs?

ask hate need smile stay talk

c. 2.2 Listen and check.

d. Circle the irregular verb with the different vowel sound.

1 bought	saw	told	caught
2 put	spoke	took	could
3 paid	said	made	came

5 LISTENING

a. 2.3 Listen to the story about Sean's uncle and aunt. Why was the holiday a disaster?

- 1 Because the weather was awful.
- 2 Because the place was very noisy.
- 3 Because they argued a lot.

b. Listen again. Correct the wrong information.

6 SPEAKING

a. Think about your answer to these questions.

Your last holiday

b. Work in pairs.

Ask a partner about his / her holiday.

Listen and ask for more information.

c. Swap roles.

2B A moment in time

G	past continuous
V	prepositions of time and place: <i>at, in on</i>
P	/ə/

In this lesson the past continuous is presented through the context of some famous photos taken by the Scottish photographer Harry Benson. The photos captured three dramatic and historic moments in time. SS then listen to the story behind another famous photo, of two lovers in Paris. The vocabulary focus is on the correct use of the prepositions *at, in* and *on*, both for time (revision) and place. The lesson ends with SS telling each other about famous photos and finally talking about their own favorites. This lesson links to **Writing 2 p.25** which could be done as a follow onto this lesson, or can be left until the end of the File.

1 GRAMMAR past continuous

- a. Look at the photos. Where are they? What do you think is happening?

Focus on the three photos and cover the text, guess answers to the questions

- b. Read the text and match paragraphs 1-3 with the photographs.

Quickly read the introduction to the text and answer a few comprehension questions e.g.

Who's Harry Benson?

How many years did he work as a photographer?

Who did he take photographs for?

In text 1 the American President was Richard Nixon. He was a Republican and he was forced to resign after several men broke into Watergate Hotel, Washington (the Democratic Party's Headquarters) and tried to bug the telephones. The men had been paid by Nixon's election committee.

The wall in text 2 was the Berlin Wall, which divided the East and West Berlin. It was built in 1961 to prevent East German escaping from communist rule. It was knocked down in 1989.

- c. Read the texts again. Cover them and try to remember. What was happening when he took the photos?

E.g. *When he took the photos in Berlin, people were attacking the wall and a woman was shouting.*

- d. Look at the highlighted verbs in paragraph 1. What tense are they? What's the difference?

BÀI GIẢNG MÔN TIẾNG ANH 3

I took this picture: Past simple (finished action)

Was saying goodbye, were standing, were feeling: past continuous (what was happening when the photo was taken)

e. Grammar Bank 2B. Read the rules and do the exercises

Past Continuous: was / were + verb + ing

(+)	I He was working She It	You We were working They
(-)	I He wasn't working She It	You We weren't working They
(?)	Was he working? Were they working?	Yes, he was. No, he wasn't. Yes, they were. No, they weren't.

- Use the past continuous to describe an action progress at a specific moment in the past.

At six o'clock last night I was driving home.

On April 1st I was staying with some friends in the country.

Past simple or past continuous?

When I **took** the photo, they **were writing** a song.

I **was sitting** at home when I **saw** the news on TV.

- Use the past simple for a completed action.
I took the photo. / I saw the news.
- Use the past continuous for an action in progress.
They were writing a song. / I was sitting at home.

Grammar notes

- We often use the past continuous at the beginning of a story to set the scene and to say what was happening, e.g. *On April 1st I **was staying** with some friends in the country. It was a sunny day and we **were sunbathing** in the garden.*

Very often these 'actions in progress' (past continuous) are 'interrupted' by a short, completed action (past simple), e.g. *Suddenly my mobile rang. It was a woman. She said she was a journalist.*

2 READING AND LISTENING

- a. Look at the photo. What can you see? Where are they? What are they doing?

Discuss the question with your partners to work out the answer to the questions.

- b. Read what the photographer says and check your answers to a. What happened to the photo? What happened 30 years later?

Read the text about Willy Ronis and check answers to a, translate any new words that are causing problems, e.g. *luckily, each other, balcony, everywhere, etc.*

- c. 2.4 Now listen to Marinette and Henri talking about their photo. Are they still in love?

Marinette says “*It’s difficult to stay in love when you see your husband everyday at home and you see him every day at work too.*”

- d. Listen again and mark the sentences T (true) or F (false).

Focus on the True / False questions. SS read them before listening to the CD

Check the answer and correct the False sentences.

3 VOCABULARY **at, in, on**

- a. Complete the sentences with *at, in* or *on*.

- b. Vocabulary Bank *Prepositions*.

At / in / on

With shops and buildings, e.g. *the supermarket, the cinema*, use **at** or **in** to answer question *Where were you?* With airport or *station* we normally use **at**

4 PRONUNCIATION /ə/

- /ə/ is the most common sound in English.

- a. 2.5 Listen and repeat the sound word and sound.

- b. 2.6 Listen to these words and underline the stressed syllable.

<u>Ab</u> out	exhibition	photographer
balcony	October	together

- c. Listen and repeat the words. Practice making the /ə/ sound.

Listen to the CD and repeat the words and sounds

- /ə/ is the most common sound in English
- /ə/ can be spelled by any vowel. It always occurs in unstressed syllables (never stressed ones).

- -er at the end of a word is always pronounced /ə/, e.g. *teacher, better*, etc.
- d. 2.7 Listen and repeat the dialogue. Copy the rhythm.
- e. In pairs, take turns to answer the questions about yesterday.
- Where were you at...? What were you doing?
- 6.00 p.m. 6.30 a.m. 3.00 p.m. 11.00 a.m. lunchtime 10.00 p.m.

5 SPEAKING

- a. Tell your partner about a famous photo.
- SS sit face to face if possible, go to communication 2B Famous photo, where you will see a famous photo and read the story about how it was taken.
- SS A look at The Eiffel Tower Painter, SS B look at Leaving for Newfoundland and to read the text at least twice.
- Spend time to highlight important information, e.g. names, dates, places, etc.
- Talk about your photo, and from your memory tell as much about the picture as possible.
- b. Talk to a partner. Ask more questions if you can.
- SS work in pairs or in small groups to ask and answer follow – up questions.

2C Fifty years of pop

G	questions with and without auxiliaries
V	question words, pop music
P	/w/ and /h/

In this lesson SS learn to use questions without auxiliaries (*Who wrote this song?* etc.) and contrast them with questions with auxiliaries (*When did he write it?*). They first revise the meaning of the different question words in the context of a pop music quiz, and focus on the pronunciation of *Wh* (/w/ or /h/). The lesson ends with a newspaper article from the British press which claims that Yoko Ono played an important part in writing the John Lennon song *Imagine*, and the lesson ends with this song.

1 VOCABULARY AND SPEAKING

a. In pairs or groups, answer the questions.

- 1 What music/song/album do you like listening to...?
when you're happy when you're in a car
when you're sad when you're studying
when you're at a party when you're in love
- 2 What's your favorite decade for pop music? (the 80s, 90s, etc.)
- 3 Who are your favorite bands/singers of all time?
- 4 Which was the last CD you bought?

b. Complete the quiz questions with a question word.

How	How many	Where	How long	Whose
Why	Who(x2)	What	Which(x2)	When

c. In pairs, answer the questions.

2 GRAMMAR question with and without auxiliaries.

a. Cover the quiz and from memory complete the questions.

- 1 Which songRobbie Williams..... with Nicole Kidman?
- 2 Who..... *I can't get you out of my head?*

b. Answer these questions

- 1 How is question 1 different from question 2?
- 2 What is the subject of the verb in question 1?
- 3 What is the subject of the verb in question 2?

c. Grammar bank 2C. Read the rules and do the exercises.

Questions with and without auxiliaries

- Questions with auxiliaries

Question	Auxiliaries	Subject	Infinitive
What music	do	you	like?
Which CD	did	he	buy?
Who	did	you	go with?

- To make questions in the past and present simple, we normally use the auxiliary verbs *do / does / did* + the infinitive.
What music do you like? NOT *What music you like?*
- The normal order for questions in the present and past is QUASI (see 1A).

- Questions without an auxiliary

Subject	Verb	
What	happened	after the concert?
Which	won	the Eurovision Song Contest?
Who	writes	their songs?

- When the question words (*Who? What? Which? How many?*) is the subject of the verb in the question, we do not use an auxiliary (*do, does, did*) and the verb is in the third person.
Who writes their songs? NOT *Who does write their songs?*

Grammar notes

- The vast majority of questions in the past and present follow the QUASI rules.
- The only question words which can be the subject of a question, and may not need an auxiliary verb, are:
Who?, e.g. *Who wrote the song?*
Which?, e.g. *Which singer sang My Way?*
How many / much?, e.g. *How many students came?*
- Questions beginning with *When?*, *Why?*, *Where?*, *How long?*, etc. always need an auxiliary.

3 PRONUNCIATION /w/, /h/

a. Look at the two sound pictures.

What are the words and sounds?

witch /w/ house /h/

b. Write the words in the box in the right column.

[w]	[h]
what	who
when	how
where	whose
why	
which	

c. 2.8 Listen and check. Practice saying the words.

d. 2.9 Listen and write the questions. Say the questions. Copy the rhythm.

4. SPEAKING music quiz

a. Write your questions

b. Ask your partner the questions. In pairs, work out the right answers.

5 READING

a. Read the article *Who wrote Imagine* once and mark the sentences T (true) or F (false).

b. Read the article again. Number the sentences in the order that things happened.

6 2.10 SONG 🎵 *Imagine*

a. Match the words with the definitions.

- | | |
|---------------|---|
| A religion | 1 Things that are yours, which belong to you. |
| B heaven | 2 The place where some religions believe that good people go when they die. |
| C hell | 3 A feeling of community and great friendship between people. |
| D hunger | 4 A person who dreams. |
| E peace | 5 Wanting more than you need. |
| F possessions | 6 The place where some religions believe that bad people go when they die. |
| G brotherhood | 7 The place where you can see the sun, moon and stars. |
| H greed | 8 The noun from <i>hungry</i> . |
| I dreamer | 9 The opposite of <i>war</i> . |
| J sky | 10 For example, Christianity, Hinduism, Islam, etc. |

b. Listen and complete the song with the words from a.

Imagine

Imagine there's no,
It's easy if you try,
No below us,
Above us only,
Imagine all people
living for today...

Imagine there's no countries,
It isn't hard to do,
Nothing to kill or die for,
And no too,
Imagine all people
living life in

You may say I'm a,
But I'm not the only one,
I hope some day you'll join us,
And the world will be as one

Imagine no,
I wonder if you can,
No need for or,
A.....of man,
Imagine all people
sharing all the world...

You may say I'm a,
But I'm not the only one,
I hope some day you'll join us,
And the world will live as one.

Glossary

there's no countries = there aren't any...

wonder = ask yourself

share = divide between two or more people

join = become a member e.g. of a club or organization

Song facts

Imagine was originally recorded by the ex-Beatle John Lennon in 1975 and it became his most famous and popular song. It became a big hit again after Lennon's death in 1980 and again after the attacks on the World trade Center in 2001. It was recently voted the UK's most popular song of all time.

PTT

2D One October evening

G	<i>so, because, thought, although</i>
V	verb phrases
P	the letter <i>a</i>

In this lesson SS revise the past simple and continuous, and past questions. They also learn to use *so, because, but, and although*. The context is a short story with a twist. SS also expand their knowledge of verb phrases, and work on the different pronunciations of the letter *a*. Finally SS re-tell the short story from pictures.

1 READING

- a. 2.1 Read the story and order the paragraphs 1-6. Listen and check.
- b. Read the story again and answer the questions.

2 GRAMMAR *so, because, but, although*

- a. Complete the sentences from the story with *so, because, but* or *although*.

- 1 She was going very fast.....she was in a hurry.
- 2she tried to stop, she hit the man.
- 3 They wanted to dance,they didn't like the music.
- 4 He was wearing a dark coat.....Hannah didn't see him.

- b. Grammar Bank 2D. Read the rules and do the exercises.

so, because, but, although

- *because* and *so*

She was driving fast **because** she was in a hurry. (reason)

She was in a hurry **so** she was driving fast. (result)

Hannah spoke to the DJ **because** they didn't like the music. (reason)

They didn't like the music **so** Hannah spoke to the DJ. (result)

- Use *because* to express a reason.
- Use *so* to express a result.

- *but* and *although*

She tried to stop **but** she hit the man.

Although she tried to stop, she hit the man.

It was late **but** she couldn't sleep.

She couldn't sleep **although** it was late.

- Use *but* and *although* to show a contrast.
- *Although* can go at the beginning or in the middle of the sentence.

Grammar notes

- We usually put a comma before *so*, *although*, and *but*, etc. *She was tired, so she went to bed.*
- *So* has another completely different meaning which is to intensify adjectives, e.g. *He was so tired that he went to bed at 9.00.* You may get confused with this meaning too.

3 VOCABULARY verb phrases

- Make verb phrases with a verb from circle 1 and a phrase from circle 2.
- Cover circle 1. Try to remember the verb for each phrase.

4 PRONUNCIATION the letter *a*

Hannah met Jamie in the summer of 2004.

- The letter *a* has different pronunciations.

2.12 Listen and repeat the sound words in the chart.

This exercise focuses on the five most common sounds produced by the letter *a*, and will help SS to recognize common combinations and sounds.

Focus on the sentences from the story in the box and read it out loud. The two *as* in *Hannah* are produced [æ] and [ə] and in *Jamie* [ei]

2.13 Put these words in the right columns.

again	ran	arrive	romantic	wait
all	although	dark	fast	play

Focus on the words in the box and try to decide which column the first word (again) should go in, and put all the words in the right columns. Then listen and check.

Pronunciation notes:

- *a* between consonants is often pronounced [æ], e.g. *black, sad, fat*. But it is sometimes [a:], e.g. *bath, fast, dance*.
- In many regions of the UK and in US English these words are also produced [æ].
- *ar* is usually pronounced [a:], e.g. *far, garden*.
- *a* + l or w is pronounced [ɔ:] e.g. *ball, awful*.
- *a* + consonant + e is pronounced [ei], e.g. *same, cake* (exception: *have*)
- *ai* and *ay* are usually pronounced [ei], e.g. *day, rain*.
- *a* in an unstressed syllable is usually pronounced [ə], e.g. *around, popular*.

5 SPEAKING

Re-telling a story gives SS the opportunity for some extended oral practice, and in this case to recycle the tenses and connectors you have been studying.

a. Read the story of Hannah and Jamie in 1 again.

b. In pairs, use the pictures 1- 6 to re-tell the story.

Cover the text and focus on the pictures for pictures 1, 2, 3 while your partner look at the story on p.22 to prompt/correct. Then swap roles for pictures 4, 5, and 6. Tell as much of the story as you can.

6 LISTENING

- Remember! When people speak fast, they link words together.

a. 2.14 That evening a policewoman went to Hannah's house. Listen to six extracts from their conversation. What are the missing words?

SS are now going to hear the end of the story. First, focus on the information box. Remember that we often link words together when we speak fast, that sometimes three words sound like one, e.g. *a lot of*, *not at all*.

b. 2.15 Now listen to all the conversations. When the teacher pauses recording, answer the questions.

Focus on the instructions. You are going to hear the end of the story in short sections and predict what's going to happen or has happened. And when you get to the end of the story, tell your teacher what had happened.

c. Now close your books to the end of the story without pausing.

VOCABULARY

again	adv	lại
awful	adj	tồi tệ
balcony	n	ban công
become	n	trở thành
break up with	v	chia tay với
dark	adj	tối, đen
delicious	adj	ngon
deserve	v	xứng đáng
DJ	n	người chỉnh nhạc
escape	v	thoát ra, thoát khỏi
exhibition	n	buổi triển lãm
fantastic	adj	tuyệt vời
follow	v	theo
furious	adj	rất tức giận
great	adj	vĩ đại, tuyệt vời
immediately	adv	ngay lập tức
in fact	n	thực tế
lead singer	n	ca sĩ hát chính
lovely	adj	đáng yêu
luckily	adv	thật may mắn
lyrics	n	lời bài hát
madly	adv	một cách điên cuồng
miserable	adj	khổ sở
perfect	adj	hoàn hảo
plane crash	np	vụ rơi máy bay
share	v	chia sẻ
shout	v	hét lên
sign	n	biển báo
stone	n	hòn đá
terrible	adj	kinh khủng
the news	n	tin tức
wedding	n	đám cưới
wonderful	adj	kì diệu

QUICKTEST (20')

GRAMMAR

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

Example: My brother _____ Russian.

A speak ✓ B speaks C do speak

1 They _____ their holiday.

A didn't enjoyed B don't enjoyed C didn't enjoy

2 _____ to the bank this morning?

A Did you go B Did you went C Were you

3 When the bus _____ we got off.

A stoped B stopped C stop

4 When I woke up it _____.

A was rain B were raining C was raining

5 What _____ when I phoned you?

A were you doing B was you doing C you were doing

6 When I _____ her she was working in a cybercafé.

A meet B met C was meeting

7 Who _____ to?

A he wrote B did he write C he was writing

8 Who _____ the tickets?

A bought B did buy C did bought

9 It was really hot in Oslo, _____ it's normally cold there.

A because B although C so

10 I was really tired _____ I decided not to go to the gym.

A so B but C because

11 **A** Why _____ you come to the party?

B I wasn't invited!

A don't B didn't C wasn't

12 What _____ the weather like when you were there?

A was B did C is

13 _____ you buy the paper this morning?

A Do B Was C Did

14 I usually go by bus, but yesterday I _____ by train.

A went B go C goed

15 When I saw him he _____ running, he was walking.

A was B wasn't C isn't

16 **A** Were the children watching TV?

B No, they _____.

A weren't B wasn't C aren't

- 17 **A** _____ jacket do you prefer?
B I think I prefer the black one.
A Why B Whose C Which
- 18 **A** Who _____ the match?
B Liverpool. It was 1–0.
A won B win C was winning
- 19 We were very late, _____ we took a taxi.
A because B but C so
- 20 _____ she isn't very tall, she's very good at basketball.
A Because B Although C But

VOCABULARY

a Tick (✓) the correct past simple verbs.

Example: speak

✓A spoke B speaked C speak

1 break

A break B broke C brocke

2 buy

A bought B buyed C brought

3 tell

A telled B told C tell

4 take

A taken B toke C took

5 choose

A chosen B choosed C chose

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

Example: _____ photos

✓A take B have C get

6 _____ on the door

A try B open C knock

7 _____ a car

A hire B take C go

8 _____ a flat

A stay B go C rent

9 _____ camping

A stay B go C rent

10 _____ in a hotel

A stay B go C rent

c What's the weather like? Tick (✓) A, B, or C to complete the sentences.

Example: It is so ____; I need my sunglasses.

A hot B foggy ✓C sunny

11 It's 30°C. It's ____.

A freezing B hot C foggy

12 I am using my umbrella because it's ____.

A freezing B raining C cloudy

13 It's -5°C. It's ____.

A freezing B windy C foggy

14 I'm on holiday in the mountains and it ____ yesterday. Everything is white.

A snowed B rained C windy

15 I can't see anything because it is so ____.

A cold B hot C foggy

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

Example: I do aerobics ____ Tuesdays.

A in B at ✓C on

16 We always meet ____ Friday night.

A in B at C on

17 What are you going to do ____ Christmas?

A in - B at C on

18 What did you study ____ university?

A in B at C on

19 My aunt lives ____ Mexico.

A in B at C on

20 Don't leave your books ____ the floor!

A in B at C on

PRONUNCIATION

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

Example: A van B tram ✓C lane

1 A **which** B **who** C **whose**

2 A **when** B **who** C **where**

3 A **later** B **take** C **abroad**

4 A sunbathe B madly C panic

5 A dance B although C fast

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

Example: ✓A afternoon B afternoon C afternoon

6 A exhibition B exhibition C exhibition

7 A together B together C together

8 A sightseeing B sightseeing C sightseeing

9 A October B October C October

10 A accident B accident C accident

FILETEST

GRAMMAR

1 Complete the sentences. Use the verb in brackets in the past simple or the past continuous.

Example: I saw (see) James yesterday.

- 1 It _____ (not rain) when we got to the beach.
- 2 I met Paul when I _____ (walk) the dog.
- 3 She _____ (not go) to the cinema with us last week.
- 4 _____ Ben _____ (wear) his new jeans when you saw him?
- 5 Last year I _____ (run) in the London marathon.
- 6 I _____ (not watch) TV when you rang, I was in the shower.
- 7 _____ you _____ (drive) to France last summer?
- 8 What _____ you _____ (do) at eight o'clock last night?

2 Complete the dialogue. Use the correct form of the verb in brackets.

- Freddie** Where did you go (you go) last year?
- Mike** I went to Japan.
- Freddie** Fantastic! When ¹ _____ (you go)?
- Mike** In the summer.
- Freddie** Who ² _____ (you go) with?
- Mike** I went with Sam, but we had a few problems.
- Freddie** What ³ _____ (happen)?
- Mike** We lost our passports.
- Freddie** Really? What ⁴ _____ (you do)?
- Mike** We went to the police station.
- Freddie** What ⁵ _____ (they say)?
- Mike** Well – the passports were there!
- Freddie** That was lucky! Who ⁶ _____ (find) them?
- Mike** Two children – in a park.
- Freddie** That was very lucky!

3 Complete the sentences with *so*, *because*, *but*, or *although*.

Example: I don't eat meat because I'm a vegetarian.

- 1 _____ it's late, I'm not tired.
- 2 I invited Sue to the party, _____ she didn't want to come.

- 3 Tom couldn't do the exam, _____ it wasn't difficult.
- 4 It was raining _____ I took my umbrella.
- 5 I'm learning Italian _____ I've got a penfriend in Rome.
- 6 They won the lottery _____ they're going to buy a new house.

VOCABULARY

4 Underline the correct verb.

Example: go / spend / stay abroad

- 1 hire / buy / go souvenirs
- 2 stay / meet / rent an apartment
- 3 do / take / spend photos
- 4 go / be / have for a walk
- 5 take / have / spend a good time
- 6 see / spend / walk around the town
- 7 rent / hire / go by car
- 8 stay / spend / have in a hotel

5 Complete the weather words in the sentences.

Example: It's cold.

- 1 Does it s _____ in winter?
- 2 It's h _____ in here. Open the window.
- 3 It's b _____ today. It's 35 degrees.
- 4 It was very f _____. We couldn't see anything.
- 5 Did it r _____ this morning?
- 6 It's a s _____ day. I'm going to the beach.

6 Complete the sentences with *at*, *in*, or *on*.

Example: My birthday's on 31st August.

- 1 The Eiffel Tower is _____ Paris.
- 2 We met _____ two o'clock.
- 3 I met Harry _____ 1992.
- 4 He got _____ the bus and I waved goodbye.
- 5 We arrived _____ the airport two hours before the flight.
- 6 We had lunch _____ the balcony.

PRONUNCIATION

7 Match the words with the same sound.

asked	whose	dance	told	why
panic				

Example: tie asked

- 1 house _____
- 2 car _____
- 3 dog _____
- 4 cat _____
- 5 witch _____

8 Underline the stressed syllable.

Example: together

- 1 imagine
- 2 salad
- 3 album
- 4 interview
- 5 musician

READING

1 Read the extract from a travel book and tick (✓) A, B, or C.

I arranged to stay in a farmhouse outside a village in southern Italy. My itinerary said that the plane arrived in Italy at five o'clock in the afternoon and it was a thirty-minute drive from the airport to the village. I wanted to get to my destination before it got dark, so I could have a drink, watch the sunset, and enjoy an evening meal!

The problems began at Heathrow airport. My plane was three hours late. I walked around the airport, looked in the shops, and drank coffee in the cafés. I didn't eat anything. That was a mistake! When the plane finally took off, they gave me a cold, tasteless meal which I couldn't eat.

We arrived in Italy in the early evening. The sun was setting as I was collecting my bags! I missed it completely! I went to the desk to find my hire car and that's when I discovered the next problem. The receptionist couldn't find my name on the computer and there were no more cars. There were no buses or trains to the village, and the taxis were on strike.

The receptionist felt sorry for me. She phoned her brother, Alessandro, who agreed to take me to the village. Alessandro arrived in a very old car and we set off. Fifteen minutes later ... we broke down. I was tired, depressed, and very, very hungry. Luckily, Alessandro was a mechanic. After an hour, he fixed the car and we started driving again.

It was nearly midnight when we arrived at the farmhouse. A man opened the door and smiled. 'Come in,' he said. 'We waited for you.' I sat with a group of the friendliest people I've ever met and had an absolutely wonderful meal.

Example: It was the writer's first trip to Italy.

A True B False ✓C Doesn't say

1 He bought some souvenirs at Heathrow airport.

A True B False C Doesn't say

2 He had a snack at the airport.

A True B False C Doesn't say

3 He complained about the meal on the plane.

A True B False C Doesn't say

4 He planned to walk to the village from the airport.

A True B False C Doesn't say

5 His name wasn't on the computer of the hired car company.

A True B False C Doesn't say

6 He couldn't get a train to the village because they were on strike.

- A True B False C Doesn't say
- 7 The receptionist asked a relative to help the writer.
A True B False C Doesn't say
- 8 Alessandro was a taxi driver.
A True B False C Doesn't say
- 9 When the car broke down, Alessandro phoned a mechanic.
A True B False C Doesn't say
- 10 There was no food for the writer at the farmhouse.
A True B False C Doesn't say

2 Read the text again and answer the questions.

- 1 What three things did the writer want to do that evening?

- 2 Why didn't he eat on the plane?

- 3 Why didn't he see the sunset?

- 4 Why didn't he travel to the village by bus?

- 5 When did he get to the farmhouse?

WRITING

Write about a journey you really enjoyed. Answer these questions (100–150 words):

- Where did you go?
- How did you travel?
- Who did you talk to during the journey?
- What did you see during the journey?
- Why did you enjoy the journey?

A journey I enjoyed

I went ...

LISTENING

1 Listen to Susan describing a holiday. Tick (✓) A, B, or C to complete the sentences.

- 1 Susan went on holiday with her _____.
A old friend B boyfriend C best friend
- 2 The flight to Bangkok arrived at _____.
A nine B ten C eleven
- 3 They stayed at a hotel _____.
A at the airport B in the city centre C at the border
- 4 They went south to the islands by _____ and boat.
A bus B train C plane
- 5 On the island, they went _____.
A swimming B sunbathing C shopping

2 Listen to Paula. She is describing photos. Match 1–5 to A–E.

- 1 At 24 ...
 - 2 At 16 ...
 - 3 At 26 ...
 - 4 At 17 ...
 - 5 At 29 ...
- A she went to the mountains with her school.
B she worked as a teacher.
C she got a car for her birthday.
D she went to the beach with her family.
E she went diving with Marco.

SPEAKING

1 Ask your partner these questions.

- 1 How often do you take photos? Do you enjoy it?
- 2 Did you take many photos on your last holiday? What were they like?
- 3 What's the best photo you've ever taken / seen? Where were you at the time?

Now answer your partner's questions.

2 Answer your partner's questions about Robbie Williams.

Name: Robbie Williams Born: Stoke on Trent, England, 13th Feb
--

1974

Started career: singer in band *Take That*

Now: solo singer

Famous songs: *Angels, Let me Entertain
You, Something Stupid* (with Nicole
Kidman)

3 Now make questions and ask your partner about his / her famous singer.

- Who?
- When / where born?
- How start / career?
- sing /with band / now?
- What / famous songs?

FILE 3

OVERVIEW

The focus of File 3 is future tenses. In the first three lessons SS revise *going to*, learn the future use of the present continuous and the use of *will / won't* to make predictions, promises, and instant decisions. The final lesson revises present, past, and future tenses and consolidates File 1-3.

3A Where are you going?

G	<i>going to</i>, present continuous (future arrangements)
V	<i>look (after, for, etc.)</i>
P	sentence stress

In this lesson SS revise *going to* which they learnt at Elementary level to talk about plans and predictions, and also learn a new use of the present continuous: to talk about fixed plans and arrangements. The context is a reading and listening text based on interviews with people arriving in the UK at Heathrow airport in London. Three visitors are questioned about their plans and arrangements and each has a story to tell. In Vocabulary SS are introduced to some common phrasal verbs (*look for*, *look after*, and *look forward to*). (Phrasal verbs are focused on in detail in lesson 8C.) The pronunciation focus is on stress in questions.

1 READING

- a. When was the last time you went to an airport (or station)? Were you meeting someone or going somewhere?

Books open, focus attention on the questions and give answers

- b. Read the magazine article. Complete it with the questions.

Focus on the article and the photos. Read the introductions, and then read the interview with passengers arriving at Heathrow Airport.

Match A - I with gaps 1 – 9, compare your answers with partner and then check answers.

- c. Read the article again and write R (Rima), J (Jonathan) or M (Maki).

Read the text again and complete sentences 2 – 6 with the correct initial letter.

2 GRAMMAR *going to*, present continuous

a. In pairs, cover the text. Can you remember three of Rima's plans? Can you remember three of Jonathan's plans?

Cover the text and together try to remember three of Rima's plans and three of Johnathan's plans. Say the sentences orally or write them down

Rima's going to work.

b. Look at the interview with Maki and Koji. Highlight six present continuous sentences. Do they refer to present or the future?

Focus on using the present continuous with a future use to talk about plans and arrangements.

In the interview with Maki and Koji, look at the first question *Where are you staying in London?* and the answer. They are present continuous.

SS highlight seven more examples, they all refer to the future. Check with your partner.

c. Grammar Bank 3A. Read the rules and do the exercises.

Going to

(+)	I'm going to work in the restaurant. She's going to meet me at the airport.
(-)	We aren't going to stay very long. He isn't going to like the weather there.
(?)	Are you going to find a job? When is your brother going to visit you?

- Use *(be) going to* + infinitive to talk about future plans and predictions.

I'm going to work in the UK for six weeks. (plan)

I think it's going to rain this afternoon. (prediction)

- When you use *going to go*, you can omit *to go*.

I'm going to go to university next year

Or I'm going to university next year.

Present continuous for future arrangements

(+)	I'm seeing some friends tonight. We're having dinner at their house tomorrow.
(-)	She isn't leaving until Friday. They aren't coming to the party.

(?)	What are you doing this evening? Is she meeting us at the cinema?
-----	---

- You can also use the present continuous for the future arrangements which we have planed for a fixed time or place.
- Don't use the present simple for this. NOT *I see some friends tonight*.
- The present continuous is especially common with the expressions *tonight, tomorrow, this weekend*, etc. and with these verbs: *go, come, meet, see, leave* and *arrive*.

Grammar notes

- *Going to* is revised here with it's two main uses: plans (I'm going to stay for six months) and predictions (It's going to be a big surprise for him).
- *Going to* and present continuous (future) are very similar can often be used as alternative forms when we talk about plans and arrangements, e.g. *What are you going to do tonight? / What are you doing tonight?*
- *Going to* but NOT the present continuous is used for predictions, e.g. *I'm sure you're going to find a job*. NOT *I'm sure you're finding a job*.

3 LISTENING

- a. 3.1 Listen to Rima talking six months later.

SS hear what happened to Rima, the girl from Lithuania who arrived in the UK at the beginning of the lesson. Look at the picture, do you think things went well or badly to Rima? Mark the sentences T (true) or F (false).

- b. Listen again for more details. Correct the false sentences.

Listen out for any extra information and correct the false sentences. Compare your answers with a partner's and check answers.

VOCABULARY *look*

- a. Look at Rima's interview on p.28 again. Find and underline three expressions with *look*. Match them to their dictionary definitions.

Look back at the interview with Rima and focus on three common verb phrases with *look*: *look for, look after, look forward to*. These verbs are common examples of phrasal verbs (verb + preposition/adverb).

Find three expressions with *look* + a preposition and match them to their definitions.

b. Complete the sentences with *after*, *for* or *forward to*.

Complete the sentences using the three verbs. SS can do it in pairs or individually.

c. Tell your partner...

- something you are looking forward to.
- something you often have to look for in the morning.
- somebody or something that you (occasionally) look after.

SS make personal sentences using the three verbs. Think of what you are going to say. Then take it in turns to tell a partner your three sentences. Other students listen and ask for more information.

5 PRONUNCIATION sentence stress

a. Underline the words which are important for communication in these questions (the stressed words).

- | | |
|------------------------------|-----------------------------|
| 1 Where are you going? | 4 Where are you staying? |
| 2 When are you leaving? | 5 When are you coming back? |
| 3 How are you getting there? | |

In English we stress (pronounced more strongly) the words in a sentence which are the most important for communication, i.e. the information words, and say the other words more slightly.

In the first question two important words are where and going, so these are the two words you have to stress in the question.

Underline the stressed words in the other questions.

b. 3.2 Listen and check. Listen again and repeat. Copy the rhythm.

Listen to the CD, repeat, copy the stress, and try to say the unstressed words as fast as you can.

6 SPEAKING

a. Write down three plans or arrangements that you have for this week. Work in pairs. A tell B your plans. B listens and ask for more information. Then swap roles.

E.g. I'm going to the cinema on Friday night.

→ What are you going to see?

Use either present continuous or going to. Both are natural here.

Go to communication 3A **Where are you going on holiday?** on p. 116. Look at the advert and try to understand them.

Stand up and move round the classroom interviewing each other to find one who has chosen the same holiday, dates, form of transport, hotel, etc. That person is then their travelling companion.

PDF

3B The pessimist's phrase book

G	<i>will / won't</i>
V	opposite verbs: <i>pass - fail etc.</i>
P	contractions (<i>will / won't</i>)

In this lesson SS are introduced to the future form *will* and *won't* for the first time. They learn a specific use of these forms, that is to make predictions in response to what somebody says to you, e.g. **A:** *England are playing Brazil.* **B:** *They'll lose.* The context for the grammar is a light-hearted pessimist's phrase book, i.e. typical pessimist predictions. The vocabulary focus in this lesson is common opposite verbs, e.g. *pass / fail, buy / sell*. In Pronunciation SS practice the contracted forms of *will / won't* and focus on the sounds [ɔ] and [əʊ]

1 GRAMMAR *will / won't* for predictions

- a. Look at the picture. Who's the optimist? Who's the pessimist? Which are you?

Look at the cartoon and answer the questions

- b. Read the YOU phrases. Find the THE PESSIMIST'S responses in the box and write them in the phrase book.

The pessimist's phrase book is a list of typical things that the pessimist often says.

Work in pairs to find the pessimist's other responses in the box.

- c. 3.3 Listen and check. Repeat the responses.

Listen and repeat the pessimist's responses.

- d. Practice in pairs.

Work in pairs. **As** keeps books open, **Bs** close their book. **Bs** are pessimists. **As** read the YOU phrases and **Bs** respond with the pessimist's phrases from memory. Then swap roles.

A (book open) read the YOU phrases.

B (book close) read the THE PESSIMIST phrases.

- e. Look at THE PESSIMIST phrases and answer the questions.

1 Do the sentences refer to the present or the future?

2 What are the full words in the contractions **'ll** and **won't**?

- f. Grammar Bank 3B. Read the rules and do the exercises.

***will / won't* + infinitive (predictions)**

(+)		(-)	
I	'll be late	I	won't be late.
You		You	
He		He	
She		She	
It		It	
We		We	
They		They	

Contractions: 'll=will ; won't=will not

(?)					
I	Will	she	be late?	I	Yes,
you				you	
he				he	
she				she	
it				it	
we				we	
they				they	
	will	No,	she	won't.	

- Use *will / won't* + infinitive for future predictions.
(You can also use *going to*. See 3A above.)
- The future of *there is / are* = *there will be*;
- The future of *I can* = *I'll be able to* NOT *I'll can*
- We often use *I think / I don't think... + will...I think he'll fail the exam. I don't think he'll pass the exam.* NOT *I think he won't pass.*
- Sometimes in + sentences with *I* and *we*, people use *shall* (not *will*), but this is very formal (for example, in a business letter).
I shall write to you when have studied your case.

Grammar notes

- In this lesson you are going to learn that *will / won't* + infinitive can also be used to make predictions and usually both forms are possible, e.g. *I think the government will lose the election. / I think the government is going to lose the election.*

However there is a small difference in usage: *will / won't* tends to be used more than *going to* to make instant, on the spot predictions in reaction to what another person says, e.g.:

A *I'm going to see the Tarantino film tonight.*

B *You won't like it.*

- Both *going to* and *will / won't* can be used to make predictions.

2 VOCABULARY opposite verbs

- a. What's the opposite of the verbs in A? Use a verb from B.

Typical objects for the verbs in the circles' e.g.:

Pass / fail a driving test, an exam etc.

Win / lose a match, a competition, a prize, etc.

Lose / find your keys, your glass, your wallet, etc.

Lend / borrow some money, a book, a CD, etc.

- b. Vocabulary Bank *Verb s-* Opposite verbs

Go to **Vocabulary Bank *Opposite verbs*** on p. 149.

Do the exercise in pairs and practice the pronunciation of all the verbs.

- c. Cover the verbs and look at the pictures. Remember the verbs and their opposites.

3 PRONUNCIATION contractions

An important aspect of *will / won't* is the pronunciation and the and SS get some intensive practice here.

Contractions are very common in conversation but that is not wrong to use the full uncontracted form

- a. 3.4 Listen and repeat the contractions. Copy the rhythm.

SS listen to the CD, repeat and pay careful attention to the contracted form of

It will (It'll)

- b. 3.5 Listen. Can you hear the difference?

Want and *won't* sound quite similar. SS listen and try to identify the difference. Repeat and practice saying the words.

- c. 3.6 Listen and write down the six sentences.

SS are going to hear six sentences and have to write them down. These sentences all include either *want or won't*. You will hear each sentence twice.

4 LISTENING

- a. 3.7 Listen to the introduction to a radio program. Why is positive thinking good for you?

Read the instructions and questions. A radio phone in programme is a programme where people phone and give their opinion.

- b. Try to guess the missing words in the tips.

A tip is a piece of useful advice. In pairs, quickly try and guess what the missing words in the chart could be. You shouldn't write them in the chart but on a separate piece of paper.

- c. 3.8 Listen and check.

Listen to the CD once and check if your guesses and complete the gaps.

- d. Listen again. Write down any extra information you hear.

The extra information may be a reason or an example. Compare with your partner, listen again and check.

- e. Which tips do you think are useful?

SS may vote for the best tip with a show of hand.

5 SPEAKING

- a. In pairs match the positive phrases with the situations. Make a positive prediction, *I'm sure you'll...*, *I'm sure it'll...*, etc.

Focus on the instruction and the examples. Drill the pronunciation of the phrases (cheer up, etc.).

You match the positive phrases with the situations and to make the positive prediction using *I'm sure + will*.

Student A read out the sentences in Your friends say but in a different order. Student B closes his book and makes an appropriate response from memory.

- b. Ask and answer with a partner. Use a phrase from the box and say why.

Are you a positive thinker?

Focus on the activity and on the six questions. Then focus on the expressions in the box (*I hope so*, etc.).

Drill the pronunciation, making sure you do not over stress the word *so* and are clear about the meaning.

Take it in turns to ask and answer each question in pairs, giving reasons for your predictions. You should decide if you are a positive thinker.

3C I'll always love you

- G** *will / won't* (promises, offers, decisions)
V verb + *back* (*come back, call back, etc.*)
P word stress: two-syllable words

SS continue their work on the uses of future *will*. In this lesson they learn that as well as for making predictions *will* can be used for making promises, offers, and decisions. The two contexts are a text about promises which are almost never kept (*This won't hurt.*) and cartoon illustrating common situations involving promises, offers, and decisions. The vocabulary focus is on using certain verbs with *back* (*come back, take back, etc.*) and in Pronunciation SS practice word stress in two-syllable words.

1 READING

- a. Look at the six promises below. What do you think they have in common?

I won't tell anyone.

I'll write.

I'll always love you.

I'll pay you back tomorrow.

I'll come back tomorrow.

This won't hurt.

=> They are all promises which people often break.

- b. Read the article once and write the correct promise in the gaps 1-6.

Focus on the article **Promises, promises**

"We make them and we break them, because some promises are very hard to keep. Here are the top six most common broken promises..."

Read the introduction, then the text. Complete the text with six promises in **a**. Don't worry about unknown words at this point because these will be dealt with later. Compare your answer with a partner's.

Do you think agree that all of these promises are often broken? Work with your partner to decide which of the six is broken most often.

- c. Read the text again. Find words to match to the definitions. Underline the stressed syllable.

Read the text again and find the words that match the definitions 1-6.

The abbreviations n = noun, adv = adverb, adj = adjective.

Compare your answer with a partner and check answers.

Which syllable is stressed in each word? You can check it with a partner.

Think of any promises you make but find very hard to keep.

2 PRONUNCIATION word stress: two-syllable words

- a. Look at these two-syllable words from the text. Which five are stressed on the second syllable?

Most two-syllable words are stressed on the first syllable, e.g. *father*. When words are stressed on the second syllable, e.g. *although*, underline the stress and learn them.

So you only need to take note of words where the stress is on the second syllable. You should mark the stress on these words and make an effort to learn them.

Work in pairs and find the five words which are stress on the second syllable.

- b. 3.9 Listen and check. Practice saying the words.

SS can use your dictionaries to check the pronunciation of the words in **a**. remember that the stressed syllable is the one which follows the apostrophe (‘)

3 GRAMMAR *will/won't* for promises, offers, and decisions

- a. Look at the cartoons. What do you think the people are saying?

Cover sentences 1-6 in b. Guess what the people are saying. Discuss with your partner.

- b. Complete sentences 1-6 with a verb from the box and match them with the cartoons (A-F).

Do the task in pairs with your partner.

- c. Look at the sentences again. In which two are people...?

Making a promise

Making a decision

Offering to do something

Make sure you understand *make a decision* and *offer* so you can complete the chart. You should write the number of the sentence, not the cartoon letter.

- d. Grammar Bank 3C. Read the rules and do the exercises.

***Will* (promises, offers, and decisions)**

Decisions I **won't have** the fish, I **ll have** the steak.

We **ll take** the 6.30 train.

Offers I **ll help** you with your homework.

Shall I open the window?

Promises I'll always love you.
I won't tell anyone.

- Use *will / won't* + infinitive for making decisions, offering, and promising.
I'll help you with those bags. NOT *I help you.*
- Use *Shall I...?* or *Shall we...?* when an offer is a question.
Shall I pay? Shall we call you tonight at 7.00?

Grammar notes

- *Shall I...?* is only used when you offer to do something, e.g. *Shall I make you a cup of coffee?* NOT *Will I make you a cup of coffee?*
In other future contexts *Will I ...?* is used, e.g. *Will I need my passport?* NOT *Shall I need my passport?*
- In some languages the present tense is used for offers and decisions. In English you say *I'll help you* NOT *I help you.*

4 VOCABULARY verb + back

- a. Look at the sentences. What's the difference between *go* and *go back*?

I'm **going** to Italy.

I'm **going back** to Italy.

Here SS revise some common verbs with back like come back, pay somebody back.

Go = to move from one place to another, e.g. go to the office.

Go back = to return to a place, e.g. to go back to work (after lunch).

- b. Complete the dialogues with a phrase from the box.

You should know that adding back to a verb changes the meaning:

Verb + back = to repeat an action or to return

Read the dialogues and complete them with a verb from the box.

- c. 3.10 Listen and check. In pairs, practice the dialogues.

You may have to know that the object pronoun (it, them, etc.) goes between the verb and back. Word order with these kinds of verbs + preposition/adverb (phrasal verbs) is dealt with in detail later in this book.

5 SPEAKING

Play the *I'll / Shall I?* game.

SS go to Communication *I'll / Shall I?* game on p. 117. Work in groups of three or four. Look at the game board and try to understand the rules of the game:

S1 throws a coin. Heads = move 1 square, Tails = move 2 squares. When S1 lands on a square he / she has to make a sentence with *will / won't or Shall I? to fill the speech bubble. SS 2, 3, .. decide if the sentence is correct/ appropriate*. If it is S1 stays on that square. If it is incorrect, then S1 returns to the START square. S2 then throw the coin, etc.

6 SONG 🎵 *White Flag*

a. Read the song lyrics and guess the missing verbs. Don't write them in yet.

b. Listen to the song and fill the gaps with a verb.
White flag

I know you **think** that I shouldn't still love you,
or **t.....** you that.
But if I didn't say it, well I'd still have felt it
where's the sense in that?
I **p.....** I'm not trying to make your life harder
or **r.....** to where we were.
I will **g.....** down with this ship,
And I won't **p.....** my hands up and surrender
There will be no white flag above my door
I'm in love and always will **b.....**

I **k.....** I left too much mess and
destruction to **c.....** back again.
And I caused nothing but trouble
I **u.....** if you can't talk to me again.
And if you **l.....** by the rules of 'it's over'
then I'm sure that that make sense.

I will, etc.

And when we **m.....**, which I'm sure we will,
all that was there, will be there still,
I'll let it **p.....** and hold my tongue
And you will **t.....** that I've moved on...

Well I will, etc.

Glossary

I shouldn't still love you = It's bad for me to continue to love you.

surrender = stop fighting and say that you have lost

mess = a lot of problems

destruction (noun from *destroy*) = when everything is broken

trouble = problems

that makes sense = It's the right thing to do.

I'll let it pass and hold my tongue = I won't say anything

I've move on = I'm not in love with you now

Song facts

White flag was originally recorded by the British singer Dido in 2003. It became her biggest UK hit. The song was written about breaking from her boyfriend in 2002 when they were engaged to married.

c. Read your song with the glossary. In pairs, answer the questions.

- 1 What has happen to the singer?
- 2 Does she still love her ex-partner?
- 3 Who usually 'goes down with their ship'?
- 4 Who usually 'puts their hands up to surrender'?
- 5 When does somebody hold up a white flag?
- 6 Do you think the singer left her partner, or her partner left the singer?
- 7 What does she think will happen when they meet again?

3D I was only dreaming

G	review of tenses: present, past, and future
V	verbs + prepositions: <i>dream about, listen to, etc.</i>
P	sentence stress

The final lesson in File 3 provides a consolidation of not only this File but also the first three Files of the book. The present, past, and future are revised through the context of interpreting dreams. SS read about some common symbols in dreams and listen to a psychiatrist analyzing somebody's dream. Although the lesson provides a light-hearted look at dreams, the symbols and their interpretations have been taken from serious sources. SS get the chance to interpret each other's dreams in a roleplay activity. In Pronunciation SS do more work on sentence stress and rhythm. The vocabulary focus of this lesson is common verb + preposition combinations, e.g. *dream about, speak to, etc.*

1 READING AND LISTENING

a. In pairs, say if you think these statements are true or false. Books open. Focus on the five statements about dream and go through them. Deal with any vocabulary problems. Spend a few minutes to discuss the statements and say if you think they are true or false.

b. 3.12 You are going to listen to psychoanalyst talking to a patient about his dreams. Cover the dialogue and listen and number the pictures 1-6 in the correct order. Focus on the task. Cover the dialogue with a piece of paper and look at the pictures to show an owl, flowers, a girl playing the violin, champagne, feet, and people at a party. Listen to the CD and SS try to number the picture 1-6 in the correct order. Then compare in pairs and then check answers.

c. Now uncover the dialogue. Listen again and fill in the gaps with a word or phrase. Listen again for to complete the gaps. SS write in the missing words, and read the dialogue and guess some of the missing words before you listen. Don't care whether your guesses are right or wrong.

d. What do you think the patient's dream mean? Match the things in his dream with interpretations 1-6. Then SS are going to interpret the man's dream. In pairs, try to match the things in his dream in the You dream column to interpretations 1-6.

e. 3.13 Now listen to Dr Muller interpreting the patient's dream and check your answer to d. Focus on the task and listen to the tape/CD to check answers to d.

f. Listen again. Look at the pictures again and remember what Dr Muller said about each thing. Compare with your partner. Focus on picture 1-6 again and listen for extra details (details which aren't in Understanding you dreams p.35) to compare with your partner before checking answers (see bold answers in tapescript above for possible answers).

2 GRAMMAR review of tenses

a. Look at the chart. Write the sentences below the chart in the correct place in the Example column.

Tense	Example	Use
Present simple Present continuous Past simple Past continuous Going to + infinitive Will/won't + infinitive	You work in an office	D

I was drinking champagne.
You'll have a meeting with your boss.
I saw an owl.
You're going to meet a lot of people.
You work in an office.
I'm meeting her tonight.

Focus on the chart and learn that this is a summary of all the tenses SS have studied so far. SS, in pairs, do decide where to write the example sentences, but not to write them in yet. Check answers, then write the sentences in the chart.

b. Now complete the Use column with uses A-F.

c. Grammar Bank 3D. Read the rules and do the exercises.

Review of tense: present, past, and future

Tense	Example	Use
Present simple	I live in the city center. She doesn't smoke.	Things that happen always or usually.
Present continuous	He's looking for a new job. I'm leaving tomorrow.	Things that are happening now or in the

		near future.
Past simple	We saw a good film last night. We didn't do anything yesterday.	Finished actions in the past
Past continuous	He was working in Paris. What were you doing at 7.00?	Actions that were in progress at past time.
Going to + infinitive	I'm going to see Tom tonight. It's going to rain.	Future plans and predictions.
Will / won't + infinitive	You'll love New York. I'll phone her later. I'll help you. I'll pay you back tomorrow.	Predictions, instant decisions, offers, and promises.

Tell SS to go Grammar Bank 3D on p.130 where they will find an expanded version of the grammar chart with more examples. Go through the chart with the class and model and drill the example sentences.

3 PRONUNCIATION sentence stress

a. 3.14 Listen to the sentences 1-6 and underline the stressed (information) words.

1 You'll have a meeting with your boss.

Focus on sentence 1-6 and tell SS that they are from the conversation about dreams. SS have to underline the stressed words. Listen to the tape/CD. Remember that nouns, verbs, adjectives, and adverbs are usually stressed, but articles, positive auxiliary verbs and prepositions are normally unstressed (see pronunciation notes on p.53).

You could do a as a dictation. SS cover the sentences or close books. Listen to the tape/CD and write down the six sentences. Listen again to underline the stressed words.

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

Listen again and repeat the sentences, the rhythm by stressing the information words and pronouncing the other words as lightly as possible.

4 SPEAKING

Roleplay interpreting your partner's dream.

Dreams **Student A**

Work in pairs, A and B. Go to Communication Dreams, A on p.110 and B on p.114.

Focus on the instructions and make sure you know what you have to do. A starts by telling B about their dream using the picture as a guide. B listens and numbers the subjects in the box in the order A speaks about them. B then interprets A's dream in the order in which the things were mentioned using the notes in the box. Then swap roles. The most important thing in most speaking activities at this level is for SS is to talk, without worrying about making mistakes.

- a. Last night you dreamt about these things. Prepare to tell B about your dream.
- b. B is a psychoanalyst. Tell him / her about your dream. He / she will tell you what it means.

Last night I dreamt about

- c. Swap roles. Now you are a psychoanalyst. Listen to B's dream. Number the things below in the order he / she talks about them.

Ice cream – you will get some money (from the lottery or from a relative).

Long hair – You want to be free. Perhaps you have problems with your family or a partner.

A key – You have a problem and you are looking for a solution.

People speaking other languages – You think your life is boring – You would like to have a more exciting life.

Travelling by bus – You are worried about a person who is controlling your life.

- d. Now use the information in c to interpret B's dream.

First you dreamt about This means

Dreams **Student B**

- a. Last night you dreamt about these things. Prepare to tell A about your dream.
- b. You are a psychoanalyst. Listen to A's dream. Number the things below in the order he / she talks about them.

Having a bath – You have a secret which nobody knows about.

Dogs – You are looking for a friend.

Losing hair – You are going to lose some money.

Lost luggage – A problem you have will soon get better.

A river – You are going to be very lucky.

- c. Now use the information in b to interpret A's dream.

- d. Swap roles. Now A is a psychoanalyst. Tell him / her about your dream. A will tell you what it means.

5 VOCABULARY verbs + prepositions

Complete the questions with a preposition from the box. In pairs, complete the sentences and then check answers. Be aware that:

- *dream of* is also possible although we tend to use this for day dreaming,
e.g. I've always dreamed of having a house in the country.

- *think of* is usually used to ask someone's opinion about people and things,
e.g. What do you think of my shoes?

- *think about* = to reflect or consider an idea in your mind,
e.g. What are you thinking about? I'm thinking about the party on Saturday.

- *speak with* is common in US English and is heard even more frequently in British English.

- In US English *write* is used without a preposition.
e.g. Write me.

VOCABULARY

Word	Part of speech	Translation
as well as	exp	cũng như
au pair	n	người giúp việc
builder	n	thợ xây
cheer up	v	hãy vui lên
congratulations	n	chúc mừng
definitely	adv	chắc chắn
don't worry	exp	đừng lo
electrician	n	thợ điện
everything	pro	mọi thứ
frightened	adj	sợ hãi
good luck	exp	chúc may mắn
hurt	v	làm đau
I (don't) think so	exp	tôi (không) nghĩ thế
improve	v	cải thiện
injection	n	mũi tiêm
depend	v	phụ thuộc
journey	n	chuyến đi
maybe / perhaps	adv	có lẽ, có thể
nervous	adj	lo lắng, hồi hộp
oh dear	exp	ôi trời ơi
patient	adv	kiên trì
piece of paper	n	mảnh giấy
plumper	n	thợ sửa ống nước
probably	adv	có thể
promise	n	lời hứa
secret	v	bí mật
successful	adj	thành công
That's great	n	thật tuyệt

QUICKTEST (20')

GRAMMAR

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

Example: My brother _____ Russian.

A speak ✓B speaks C do speak

1 Where _____?

A you are going B you going C are you going

2 Do you think _____ tomorrow?

A it's going to rain B it's raining C it rains

3 _____ some friends this evening.

A I meet B I'm going meet C I'm meeting

4 Don't worry. I'm sure you _____ your driving test.

A don't fail B won't fail C won't to fail

5 Do you think _____?

A they'll come B they come C they'll will come

6 _____ I phone the restaurant and book a table?

A Will B Won't C Shall

7 A It's very dark here.

B Yes. _____ the light.

A I'll turn on B I'm turning on C I turn on

8 I broke my leg last month when I _____.

A skied B was skiing C am skiing

9 I _____ in the evening. I'm too tired.

A never study B am never studying C study never

10 What _____ next Christmas?

A you will do B are you going to do C do you do

11 When are they _____ leave?

A going B going to C to

12 _____ we going by car or by bus?

A Do B Will C Are

13 I haven't studied at all. I _____ pass the exam.

A won't B will C am to

14 I _____ think she'll like him. He's not her type.

A won't B am not C don't

15 I'll _____ my homework after supper, I promise.

A do B doing C to do

16 _____ I help you with the cooking?

A Will B Shall C Are

17 He's very lazy. He never _____ any exercise.

- A do B is doing C does
- 18 My cat _____ like milk. It only drinks water.
A does B doesn't C didn't
- 19 What _____ they doing when he took the photograph?
A are B did C were
- 20 What time _____ you get up this morning?
A did B do C were

VOCABULARY

a Tick (✓) the opposite of the verbs.

Example: pass (an exam)

✓A fail B take C do

- 1 teach (French)
A learn B read C do
- 2 leave (at six)
A miss B arrive C catch
- 3 catch (the bus)
A lose B miss C leave
- 4 forget (to pay)
A learn B fail C remember
- 5 find (your glasses)
A lose B miss C fail
- 6 buy (a house)
A leave B sell C get
- 7 borrow (money)
A lend B give C lose
- 8 pull (the door)
A open B push C leave
- 9 win (a match)
A lose B fail C pass
- 10 get (an email)
A turn off B receive C send

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

Example: I went to Chicago two years ago.

✓A to B in C from

- 11 I'm looking _____ my keys. I can't find them.
A at B for C after

- 12 We're leaving on Friday and coming _____ on Sunday.
A forward to B back C after
- 13 I'm sorry, but I don't agree _____ you.
A with B about C to
- 14 I wrote _____ Mike but he didn't answer.
A for B about C to
- 15 Would you like to look _____ my holiday photos?
A at B after C for
- 16 That's my pen. Give it _____!
A for B after C back
- 17 What do you think _____ his latest film?
A to B after C of
- 18 Shh! I'm listening _____ the radio.
A to B about C for
- 19 Did you speak _____ the boss yesterday?
A of B to C about
- 20 We never talk _____ politics. It's boring.
A for B about C to

PRONUNCIATION

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

Example: A van B tram ✓C lane

- 1 A bike B find C fish
- 2 A see B leave C red
- 3 A think B smile C miss
- 4 A here B turn C her
- 5 A push B school C good

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

Example: ✓A afternoon B afternoon C afternoon

- 6 A injection B injection C injection
- 7 A pessimist B pessimist C pessimist
- 8 A eternal B eternal C eternal
- 9 A probably B probably C probably
- 10 A positive B positive C positive

FILETEST

GRAMMAR

1 Underline the correct form.

Example: I think it's **snowing** / **going to snow** this evening.

- 1 I don't think he's **going to phone** / **phoning** tonight.
- 2 I'm **travelling** / **going to travel** around the world one day.
- 3 I can't come to the cinema, I'm **meeting** / **going to meet** Jan tonight.
- 4 Fran says she's **buying** / **going to buy** some milk on her way home.
- 5 What are you **doing** / **going to do** when you leave university?
- 6 You're not **going to enjoy** / **enjoying** the party next Friday.

2 Complete the sentences with *will* / *'ll*, *won't*, or *shall*.

Example: I can't do this exercise. Don't worry I ll help you.

- 1 **A** _____ you be able to come to the meeting tomorrow?
B Yes, I think so.
- 2 I don't think I _____ finish my homework tonight.
- 3 _____ I pick you up at nine o'clock?
- 4 I'll ring you tomorrow! I _____ forget.
- 5 There _____ be heavy rain this evening, so take your umbrella.
- 6 I _____ walk home. I'll get a taxi.

3 Complete the sentences. Use the correct form of the verb in brackets.

Example: I m going to be (be) a doctor one day.

- 1 What _____ you _____ (do) when I saw you this morning?
- 2 Simon _____ (have) a karate lesson right now.
- 3 I'm hungry! I _____ (not have) any breakfast this morning.
- 4 I _____ (see) the doctor at three o'clock this afternoon – I've got an appointment.
- 5 I _____ (not be) late. I promise.
- 6 Michael _____ (not live) here now.
- 7 She _____ (have) a long holiday when she finishes university.
- 8 _____ James _____ (send) you an email last night?

VOCABULARY

4 Write the opposite.

Example: win lose

- 1 lend _____
- 2 push _____
- 3 forget _____
- 4 sell _____
- 5 leave _____
- 6 miss (a bus) _____
- 7 learn _____
- 8 close _____

5 Complete the sentences with the correct verb.

Example: I often look after my little brother at the weekend.
see look give

- 1 I'm going to _____ this jumper back to the shop. I don't like it.
pay call take
- 2 I never _____ with my brother. We have completely different views.
think agree look
- 3 Can you _____ me back the money I lent you?
call take pay
- 4 Are you _____ forward to your holiday?
looking being going
- 5 I met James last night and we _____ about getting married.
told said talked
- 6 Mike phoned. He's going to _____ you back in an hour.
call send look

6 Complete the phrases with the correct preposition.

Example: listen to a radio programme

- 1 wait _____ a bus
- 2 argue _____ a friend
- 3 dream _____ an old house
- 4 write a letter _____ a penfriend
- 5 speak _____ your teacher
- 6 think _____ something

PRONUNCIATION

7 Match the words with the same sound.

want won't offer don't sorry know

Example: clock want

- 1 clock _____
- 2 clock _____
- 3 phone _____
- 4 phone _____
- 5 phone _____

8 Underline the stressed syllable.

Example: doctor

- 1 father
- 2 complete
- 3 although
- 4 secret
- 5 always

READING

1 Read the article about people who work in airports and tick (✓) A, B, or C.

Airports are amazing mini-cities where there are hundreds of different jobs you can do. We spoke to three people who do very different things.

Sarah May, 34, terminal duty manager

‘I started on the information desk and I did that for two years. Most of the time people were friendly, but occasionally I had to deal with some difficult questions and some very angry people. Last year, I became a terminal duty manager. Now I deal with all kinds of things, including passenger complaints, visits by the rich and famous, heating failures, cleaning contracts, and health issues. In fact, I spend a lot of time walking around and talking to people on my mobile.’

John Hammond, 23, baggage handler

‘Doing this job means I’m very fit, because I have to carry heavy bags and suitcases and put them onto the baggage trucks. The best thing about my job is the people I work with. We have a lot of fun at work. The worst thing is the shift work. I hate working at night and very early in the morning. I don’t think I’m going to do this job for ever, but I’ll probably look for something else in the airport because I think it’s a really exciting place to work.’

Tessa Reed, 28, airport engineer

‘I studied engineering at university and worked in an office for a few years. I was quite bored, so when I saw an advert for an engineer at Heathrow airport, I decided to apply. There are all kinds of things to deal with here – ventilation, heating, escalators, lifts – my job can be very busy sometimes. So many things can go wrong! I’m usually very tired when I get home, but I enjoy doing different things each day.’

Example: Sarah enjoyed her work on the information desk _____.

A all the time ✓B most of the time C none of the time

1 Sarah started working at the airport _____.

A last year B two years ago C more than two years ago

2 Sarah doesn’t talk about _____.

A security B dealing with passengers’ problems
C well-known passengers

3 In his job, John has to _____.

A drive B put bags onto trucks C ride on the trucks

4 John likes _____.

A working at different times of the day B carrying heavy things
C the people that he works with

5 Tessa’s job at the airport is her _____.

A first job B second job C third job

6 Tessa enjoys her job because _____.

A there is always something different to do B she always has a lot to do
C she likes working in a big place

2 Write S for Sarah, J for John, or T for Tessa.

Example: Who ... has to talk to passengers? S

1 did a different job at the airport before?

2 wants to find a new job?

3 is well-educated?

4 speaks on the phone a lot?

- 5 has a very physical job? ____
- 6 organizes visits for well-known people? ____
- 7 makes sure the airport is clean? ____
- 8 works at unusual times of the day? ____
- 9 gets very tired? ____

WRITING

Your penfriend writes to you and asks a lot of questions. Write a letter and answer the questions. (100–150 words)

- How are you / your family?
- When are you coming to stay?
- Are you going to fly or get the train?
- What time will you arrive?
- Do you want to go to the beach for a few days?

Dear ... ,

Thanks for your letter. I'm ...

LISTENING

1 Tick (✓) the five sentences that are correct.

- 1 Grant is Canadian.
- 2 Grant just flew in from Toronto.
- 3 Grant often travels to London.
- 4 Grant's company is going to build a factory.
- 5 Grant is going to Stratford by car.
- 6 Grant is going to stay in a hotel in Stratford.
- 7 Grant is going to stay in England for a week.
- 8 Grant is going to New York on Friday.

2 Listen to five conversations. Match the conversations to what the speakers are planning to do (A–E).

- Conversation 1 ☐
- Conversation 2 ☐
- Conversation 3 ☐
- Conversation 4 ☐

Conversation 5 ☐

- A have dinner in a restaurant
- B have a meeting
- C go on holiday
- D see a film
- E cook dinner

SPEAKING

1 Ask your partner these questions.

- 1 What are you going to do this evening?
- 2 What / Where are you going to eat?
- 3 Where are you going to go at the weekend?
- 4 Who are you going to go on holiday with next year?
- 5 Where are you going to go?

Now answer your partner's questions.

2 Answer your partner's questions about Zoe's plans.

Saturday

meet Jill / in town / 10 a.m. (shopping and pizza)

Sam's party / 9 p.m. (wear new jeans)

Sunday

sleep all morning

meet Ann / swimming pool / 1 p.m.

3 Ask your partner about Billy's plans.

Saturday a.m. – Who? Where? What time? What do?

Saturday p.m. – Who? Where? What time?

Sunday a.m. – What?

Sunday p.m. – Who? Where? What time?

FILE 4

OVERVIEW

In File 4 the focus is on the present perfect, and comparatives and superlatives. In 4A SS revise / learn the present perfect with *ever* / *never* and contrast it with the past simple. In 4B they carry on with the present perfect and learn to use it with *yet*, *just* and *already*. In 4C they revise comparative adjectives and learn to use comparative adverbs and *as...as*. Finally, in 4D, they revise superlative adjectives and adverbs, and the present perfect is recycled in the structure *It's the bestI've ever seen*, etc.

4A From rags to riches

G	present perfect (experience) + <i>ever</i>, <i>never</i>; present perfect or past simple
V	clothes, e.g. <i>coat</i>, <i>skirt</i>
P	vowel sounds

In this lesson SS revise the present perfect with *ever* / *never*, and contrast it with the past simple. For SS who completed *New English File Elementary* this will be revision, but for other SS this may be new, in which case you may need to more time on past participles and the form. The context of the lesson is clothes and fashion, with a text about the clothes chain *Zara* providing a starting point. The vocabulary focus is on clothes and related verbs, and the pronunciation focuses on the vowel sounds in common clothes words which often cause problem, e.g. *suit*, *shirt*, etc. The title of the lesson is an idiom used to mean when someone who was very poor, e.g. a beggar who wears rags (i.e. old, torn clothes) becomes very rich.

1 READING AND VOCABULARY

- What's the most popular place to buy clothes in your town? Do you buy your clothes there? If not, where?

Books open. Focus on the questions and either answers them as an open class or answer in pairs.

b. Read the text about *Zara*. Then cover it and answer the questions below from memory.

You probably have been to because it's one of the fastest-growing chains in the world.

Focus on the photo of the *Zara* store. It is an international chain. Do you know where the chain originated (Spain) and if you are going to find out about it in the text. First you read the text. Then tell cover it and answer the questions orally in pairs. You can find the answers in the text. Or close your books and ask the questions to other students in the class.

Solve any vocabulary problems in the text, unless they are words related to clothes/ fashion, in which case you will be looking at them in a minute. Finally you could focus on the lesson title and translate rags (old, torn clothes).

c. Read the text again and underline any words that are connected with clothes.

Focus on the instructions. Then underline the words in pairs. Remember that:

- *a suit* can be both for a man or a man or woman. It can be trousers and a jacket or a skirt and a jacket.
- *store* is US for shop, but now in the UK people use both shop and store.

d. Vocabulary Bank *Clothes*

Go to Vocabulary Bank Clothes on p.150. Focus on a. Match the clothes words and pictures in pairs. Check answers and drill pronunciation, especially the words where the phonetic transcription has been given. Make sure that plural words cannot be used with a, e.g. NOT a trousers. If you want to use an indefinite article, you should use some, e.g. I bought some trousers/ some shoes.

You could also learn that *a pair of* is often used with plural clothes words. Focus on b. Test yourselves/each other. Focus on the phrases in *Verbs used with clothes a*. In pairs SS match the phrases and pictures. Check answers.

- *put on* is used with individual items of clothes, e.g. put on your shoes, coat, etc.
- *get dressed* = put on all your clothes.

Focus on b. Cover the phrases and in pairs say what she is doing in each picture.

2 PRONUNCIATION vowel sounds

- a. 4.1 Put two clothes words in each column. Listen and check. Practice saying the words.

Focus on the sound picture and take care of the words and sounds: bird /ɜ:/, phone /əʊ/, boot /u:/, owl /au/, car /ɑ:/, egg /e/. In pairs say the words aloud as you do this.

b. Ask and answer with a partner.

What did you wear yesterday?

What are you going to wear tonight?

What were the last clothes you bought?

What's the first thing you take off when you get home?

Do you always try on clothes before you buy them?

How often do you wear a suit?

3 LISTENING

- 4.2 Listen to three people being interviewed about *Zara*. Complete the chart with their information.

Focus on the chart. SS are going to hear three people being asked questions 1-5. Just listen the first time to all three people, and then write the information the second time you listen to the recording. Listen to the tape/CD once the whole way through. Then talk to a partner about what you both understood from the first listen, and see if he/she already knows the answers to some of the questions. Listen again and write down the answers, you compare your charts and then check answers.

4 GRAMMAR present perfect or past simple?

- a. Interview your partner about *Zara* (or another shop in your town) and write his/her answers in the chart.

If your partner answers *No, I haven't* to the first question, you carry on asking the same question about different shops until you find one of your partner has been to.

- b. Look at questions 1 and 2.

You focus on questions 1 and 2 in the chart in a and discuss the grammar questions in pairs.

c. Grammar Bank 4A. Read the rules and do the exercises.

Go to Grammar Bank 4A on p.132. Go through the charts and rules. Drill the sentences in the charts. Go to Irregular verbs 4A on p.155. Focus on the past participles and underline and learn the ones which are different from the past simple.

Present perfect (experience) + ever, never

(+)		(-)	
I've (I have) You've (you have) He's (he has) She's (she has) It's (it has) We've (we have) They've (they have)	been to London.	I haven't You haven't He hasn't She hasn't It hasn't We haven't They haven't	worked in a bank.

(?)		
Have you worked in a bank?	Yes, I have .	No, I haven't .
Has he been to London?	Yes, he has .	No, he hasn't .

- Use present perfect to talk about past experiences when you don't say exactly when they happened.
I've been to London. NOT *I've been to London last year.*
My brother has worked abroad.
- For regular verbs the past participle is the same as the past simple (+ed). For irregular verbs see p.155.
- We often use the present perfect with *ever* (= in your life until now) and *never*.
Have you ever been to London?
No, I've never been there.
- Compare the present perfect of *go* and *be*.
He's gone to Paris. = He's in Paris now.
He's been to Paris. = He went to Paris and came back.

5 SPEAKING

a. Complete the questions with the past participle of the verb.

Focus on the instructions. Do question 1 with the whole class. Focus in the picture and elicit the missing past participle (worn). SS should just complete the questions with the missing participle at this stage.

b. Interview a partner with the questions. If he/she answers ‘*Yes, I have*’, make follow-up questions in the past simple.

Have you ever worn something only once?

Yes, I have. A suit.

When did you wear it?

For an interview for a job.

Focus on the follow – up question prompts after each question in a. They are either one word (Where? What?) or have a slash (/). This indicates that you must make this question in the past simple,

e.g. When did you wear it? Did you enjoy it?, etc.

Focus on the speech bubbles. Then interview the teacher with the first three or four questions. Finally SS interview each other in pairs. A could ask B 1-4, then B asks A 5-8, and then swap.

6.4.3 Song 🎵 *True blue*

a. Look at the verbs. Are they regular or irregular? What’s the past simple and the past participle of the irregular ones? How do you pronounce them?

<i>have</i>	know	look	walk	sail
hear	cry	have	whisper	search

b. Listen and complete the song with the past simple or past participle of the verbs from a.

True blue

I’ve *had* other guys
I’veinto their eyes
But I never love before
Till you through my door
I’veother lips
I’ve..... a thousand ships
But no matter where I go
You’re the one for me baby this I know, ‘cause it’s...

True love
You're the one I'm dreaming of
Your heart fits me like a glove
And I'm gonna be true blue baby I love you

I've all the lines
I've oh so many times
Those teardrops they won't fall again
I'm so excited 'cause you're my best friend
So if you should ever doubt
Wonder what love is all about
Just think back and remember dear
Those words in your ear, I said

True love
You're the one I'm dreaming of, etc.

No more sadness, I kiss it good-bye
The sun is bursting right out of the sky
I the whole world for someone like you
Don't you know, don't you know that it's

True love
You're the one I'm dreaming of, etc.

Glossary

guys (informal) = men, boyfriends
till = until
no matter where = It doesn't matter where
I'm gonna be true = I'm going to be faithful
gloves = things you wear on your hands
search = look for
'cause = because
doubt = not be sure
wonder = ask yourself
whisper = speak very quietly
burst = break open

Song facts

***True blue** was written and recorded by Madonna on her third album, **True blue** in 1986. The single was a big hit in the UK and the USA.*

PDF

4B Family conflicts

G	present perfect simple + <i>yet, just, already</i>
V	verb phrases: <i>make the bed, etc.</i>
P	/h/, /j/, /dz/

This lesson continues work on the present perfect and SS learn to use it with *yet, just* and *already*. The context is problem in the house, especially with teenagers, and the vocabulary focus is on verb phrases. The pronunciation focus is on consonant sounds, and the lesson finishes with a newspaper article about some parents who evicted their teenagers from the family home.

1 VOCABULARY verb phrases

- a. Read the magazine article and complete it with these verbs.

Parents of teenagers wrote in to tell us what drives them mad.

Here are some of the top 'hates'.

Learn that: drives them mad = makes them angry. Then focus on the instructions and complete the text in pairs. Check answers and deal with any vocabulary problems.

- b. Cover the text. Can you remember the eight bad habits?

Cover the text and in pairs, try to remember what the eight teenagers do.

- c. In pairs, say which of these things are a problem in your house and why. What else is a problem?

Focus on the instructions. Go through the first two or three prompts and say if they are a problem in your house or not. SS then talk in pairs or small groups.

2 GRAMMAR present perfect + *just, yet, already*

- a. 4.4 Listen and number the pictures 1-4.

Focus on the pictures and cover the dialogues. Listen to the CD once to match the dialogues to the pictures. Compare answers with a partner's. Check answers.

- b. Listen again and complete the dialogues with a past participle.

Read the four dialogues and guess the missing past participles. Listen to the

CD again and check answers. Point out the infinitive of each verb.

c. Look at the conversation and underline *just, yet, already*. What tense is the verb with them? What do you think they mean?

- just (in this context) = a very short time ago.

- already = earlier than expected.

- yet = until now.

just has other meaning in other contexts, e.g. only

d. Grammar Bank 4B. Read the rules and do the exercises.

Focus on the exercises for 4B on p.133. SS do the exercises individually or in pairs. Check answers.

Present perfect + yet, just, already

yet

A Have you finished your homework **yet**?

B No, not **yet**. I haven't finished **yet**.

- Use *yet* + the present perfect in – and ? sentences to ask if something that you think is going to happen has happened or to say it hasn't happened.
- Put *yet* at the end of the sentence.

just

A Would you like a coffee?

B No thanks. I've **just** had one.

My sister's **just** started a new job.

- Use *just* in + sentences to say that something happened very recently.
- Put *just* before the main verb.

already

A Do you want to see this film?

B No, I've **already** seen it three times.

A Shall I buy a newspaper?

B No, I've **already** bought one.

- Use *already* in + sentences to say that something happened before now or earlier than expected.
- Put *already* before the main verb.

Grammar notes

- *Yet / already* may not have an exact equivalent in SS's L1, and the meaning is not that easy to explain, as they are words which simply add emphasis. There is not much difference between *I haven't finished* and *I haven't finished yet*, but adding *yet* implies that you are going to finish.
- *Just* + present perfect. This use may be expressed in a completely different way in L1.

3 PRONUNCIATION AND SPEAKING

a. 4.5 Listen and repeat. Practice saying the sentences.

Focus on the sound picture and elicit the words and sound: house /h/, yacht /j/, jazz /dz/. Then listen to the CD all the way through.

Pronunciation notes

- *h* at the beginning of a word is almost always pronounced /h/.
- *y* at the beginning of a word is always pronounced /j/.
many words with *u* have a hidden /j/, e.g. *use, music*.
- *j* is always pronounced /dz/.
- *g* before *i* or *e* is also often pronounced /dz/, e.g. *manager, general, giraffe, German*, etc

b. 4.6 Listen. What's just happened?

Go to communication **Has he done it yet?** on p.116. look and remember the picture. Then go to p.114. Go through the instructions. You should write your nine sentences with either *yet* or *already*.

Finally check with the picture to see how many of the sentences were right.

4 READING

a. Answer the questions in pairs.

- 1 At what age do young people usually leave home in your country?
- 2 What do you think is the right age for a young person to leave home? Why?

Now focus on the title of the article and try to understand the meaning of *throw out* (force someone to leave a house/ building, etc. Against their will).

- b. Read the paragraphs and put them in order. Number them 1-5.

Problems with your teenage children?

Why not throw them out?

This is not the whole the story and you will hear the ending on the tape/CD in f.

c. Now read the whole article in order. Choose the best summary, A, B, or C.

Focus on the instructions. SS compare your choice with a partner's, and then check which the right summary is (C).

d. In pairs, underline any words or phrases you don't know. Try to guess their meaning. Then check with the teacher or with your dictionary. Choose five to learn.

Now tell SS to go back though the text, paragraph by paragraph, and underline any new words or phrases. Try to guess their meaning from context before the teacher explains. Then choose five new words/phrases to learn, and compare your choices with a partner's.

e. Do you think Mr and Mrs Serrano were right or wrong? Why? Do you think the story has a happy ending?

f. 4.7 Listen and check.

4C Faster, faster!

- G** comparatives, *as...as, less...than...*
V time expressions: *spend time, waste time, etc.*
P sentence stress

In this lesson SS revise comparative adjectives, and learn to use comparative adverbs and the structure *(not)as...as* to compare things. The context is a newspaper article which was based on a review of the book *Faster: the acceleration of just about everything*. It was written by an American author, James Gleick, who believes that lives are getting faster, but not necessarily better. The vocabulary focus is on expressions with *time*, e.g. *waste time*, and the pronunciation practices the /ə/ sound in unstressed syllables and words.

1 GRAMMAR comparatives, a s..... as, less than

- a. Read the introduction to the article *We're living faster* Is it optimistic or pessimistic? Why?

We're living faster, but are we living better?

Focus on the cartoon in the article and get SS to explain what is happening. SS will probably need help with the final picture (The car hits him/runs him over.)

- b. Read it again and cross out the wrong word.

Focus on the instructions to re-read the introduction and, in pairs decide which word to cross out.

Go through the introduction again, making sure you understand the words and expressions, e.g. obsessed, 'hurry sickness' (= an 'illness' which means we are always trying to do things more quickly), etc.

- c. Complete the sentences with *as* or *than*. Then check with the text.

- 1 We sleep less.....previous generations.
- 2 If we don't slow down, we won't live.....long.....our parents.

- d. Grammar Bank 4C. Read the rules and do the exercises.

Comparative adjectives

Adjective	Comparative	
short	shorter	One syllable: + <i>er</i>
big	bigger	One vowel + one consonant: double final

		consonant.
busy	busier	Consonant + y: y > ier
relaxed	more relaxed	Two or more syllables: <i>more</i> + adjective
good bad far	better worse further	Irregular

Comparative adverbs

Adverb	Comparative	Adverb	Comparative
Regular quickly slowly	more quickly less slowly	Irregular hard well badly	harder better worse

- Use comparative adjectives to compare people and things.
My brother's taller than me.
- Use comparative adverbs to compare actions.
He drives more slowly than me.
- You can also use (not) *as* + (adjective / adverb) + *as*.
I'm not as tall as my brother.
He doesn't drive as fast as me.

Grammar notes

- The rules for adverbs are very similar. The only difference is that two-syllable adverbs ending in y, e.g. *slowly* form of the comparative with *more*, e.g. *more slowly* NOT *slowlier*
- The structure *as...as* is more common in the negative, but can also be used in the affirmative, e.g. *She's as tall as I am*. It is also very common with *much* and *many*, e.g. *I don't eat as much as you*.

2 PRONUNCIATION sentence stress

- Remember! *-er*, and unstressed words like *a*, *and*, *as* and *than* have the sound /ə/
Focus on the information box, and remember that the sound /ə/ is the most common sound in English.

Now focus on the sentences. Listen to the tape/CD and repeat the sentences. Copy the rhythm.

3 READING AND VOCABULARY

a. You're going to read about some ways in which our lives are faster. Work in pairs.

A read 1-3, B read 4-6.

Cover texts 1-3 and say what they can remember using the pictures and headings to help. Bs listen with the whole text covered. Then Bs talk about texts 4-6.

c. Now read paragraphs 1-6. In pairs, look at the highlighted expressions with the word *time* and guess their meaning.

Read all six paragraphs, and in pairs guess the meanings of the highlighted expressions.

4 LISTENING AND SPEAKING

a. 4.9 Look at the questionnaire. Listen to four people answering question 1. Which activity (working, studying, etc.) are they talking about?

Focus on the questionnaire. (ARE YOU LIVING FASTER?), and go through question 1. You try to answer it yourself.

You are going to hear four people answering question 1 and you have to listen and write which thing in 1 each person is talking about.

b. Listen again. Why do they spend more (or less) time on these things?

c. In pairs, interview each other using the questionnaire.

Read the questionnaire all the way through and deal with any problems. Work in pairs and interview each other using the questionnaire. Make sure you are forming the comparative correctly and using the expressions with time.

4D The world friendliest city

- G** superlatives (+ *ever* + present perfect)
- V** opposite adjectives: *far*, *near*, etc.
- P** word stress

In this lesson SS move from comparatives to superlatives. SS who did not use *New English File Elementary* may not have studied superlatives before, in which case you will probably need to spend more time on them. The context is a light-hearted *Sunday time* article where a journalist went to four big cities, London, Rome, Paris, and New York to find out which was the friendliest towards tourists. The present perfect is also recycled in expressions like *the most beautiful place I've ever been to*. SS learn more adjectives, and how to make opposites with prefixes. The pronunciation focuses on word stress in superlative sentences.

1 READING AND LISTENING

- a. Read the introduction to the article. In pairs, answer the questions.

Focus on the questions. Read the introduction and answer them in pairs.

- b. Read about what happened in New York, Paris, and Rome. Answer the questions with NY, P or R.

Focus on the instructions and questions 1-6 (two questions for each test). Read the chart and answer the questions. Then compare answer with a partner's and then check answers.

Give SS a minute to re-read the chart. Then tell them to close their books and give them a memory test using questions 1-6. Ask more specific questions to check SS understood the details, e.g.

- c. 4.10 Now listen to Tim Moore talking about what happened in London.

SS are going to listen to the journalist describe what happened in London. Ask your partner if anyone has been to London, and if they think it will be more or less friendly than the other three cities.

Focus on the questions just listen and not write the first time, and then on the second listening to answer with a couple of words, not sentences.

2 GRAMMAR superlatives (+ *ever* + present perfect)

a. Cross out the wrong form in these questions.

Focus on the three sentences to decide on the wrong forms.

- in 1, the friendlier is wrong because friendlier is the comparative form. The friendlier is the superlative form = the maximum.
- in number 2, more unfriendly is the comparative form and so is wrong here.
- in 3 you've gone to is wrong because it means that you haven't returned yet. You've been to = you have visited a place and returned.

b. Ask and answer the questions with a partner.

c. Grammar Bank 4D. Read the rules and do the exercises

Superlative (+ ever + present perfect)

Adjective	Comparative	Superlative
cold	colder	the coldest
hot	hotter	the hottest
pretty	prettier	the prettiest
beautiful	more beautiful	the most beautiful
good	better	the best
bad	worse	the worst
far	further	the furthest

- Use *the* + superlative adjectives to say which is the biggest, etc. in a group.
It's the highest mountain in Europe. She's the best in the class.
 - We often use a superlative with the present perfect.
Russia is the coldest place we've ever been to.
It's the most beautiful church I've ever seen.
- Tell SS to go to Grammar Bank 4D on p.132. Go through the rules for making superlatives in the chart and the rules of use.

Grammar notes

Superlatives

- The rules for making superlatives are the same as for comparative but adding *-est* instead of *-er*, or using *most* instead of *more*, use *the* before superlatives.
- You must always think if you are comparing two things (comparative), or more than two (superlative) when deciding which form to use, e.g. *The most beautiful city I've ever been to.*

- Some languages use *never* (not *ever*) in this structure. Typical mistake:
*The most beautiful city I've **never** been to.*
- Adverbs can also be used in the superlative, e.g. *He drives the fastest.*

3 VOCABULARY opposite adjectives

a. What are the opposites of these adjectives?

Friendly rude noisy boring

Focus in the **Adjectives** in the list and find the opposites of the adjectives all in the text on p.46. Elicit the opposites, and get SS to underline the stress. Sometimes you add a prefix to make the opposite,

e.g. friendly - unfriendly, and sometimes it's a different word,
e.g. quiet - noisy.

b. Vocabulary Bank *Adjectives*

SS to go to Vocabulary Bank **Adjectives** on p.145. Focus on 2 Opposite **Adjectives**. Then do the exercises in pairs or individually, test yourselves/each other.

un - is the most common negative prefix.

im - is only used before some adjectives beginning with m, p.

in- , ir- , and il- are also negative prefixes, e.g. incorrect, irregular, illegal.

c. Cover the words and look at the pictures. Remember the adjectives and their opposites.

Focus on the questions and look at the superlatives of the adjectives. Then choose a couple of questions to ask their partner.

d. Put the adjectives with the correct prefix to make opposites.

e. Test a partner. A says an adjective. B says opposite.

f. In pairs, choose five questions and ask a partner.

What's the.....(dangerous) place you've ever been to?

4 PRONUNCIATION word stress

a. Underline the stressed syllable in adjectives below.

Focus on the task and, in pairs, underline the stressed syllable.

b. 4.11 Listen and check. What other words are stressed?

Highlight that the prepositions to and at , which are not normally stressed, are stressed here because of their end position.

c. Listen and repeat the sentences. Copy the rhythm.

5 SPEAKING

Ask and answer about what your partner has written in the ovals. Ask for more information.

PTT

VOCABULARY

accident	n	tai nạn, tình cờ
business	n	công việc (kinh doanh)
chain	n	hệ thống, chuỗi
change	n	tiền thối
comfortable	adj	thoải mái
company	n	công ty
complain	v	phàn nàn
cover	v	bao phủ
exactly the same	exp	y hệt
fashionable	adj	có tính thời trang
find out	v	tìm ra
gardener	n	người làm vườn
go to court	exp	ra tòa
greengrocer	n	cửa hàng thực phẩm
have an argument	exp	cãi nhau
headlines	n	tiêu đề
insult	v	sỉ nhục
judge	n	quan tòa
mess	n	sự lộn thối
moody	adj	tính khí thất thường
newspaper article	n	bài báo
obsessed (with)	adj	bị ám ảnh bởi
previous	adj	trước đây
relaxed	adj	thư giãn
reputation	n	tiếng tăm
slow down	v	giảm tốc độ
speed	n	tốc độ
store	n	cửa hàng
stressful	adj	căng thẳng
the main reason	exp	lí do chính
throw out	v	vứt đi
washing machine	n	máy giặt

QUICKTEST (20')

GRAMMAR

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

Example: My brother _____ Russian.

A speak ✓B speaks C do speak

1 Where _____?

A you are going B you going C are you going

2 Do you think _____ tomorrow?

A it's going to rain B it's raining C it rains

3 _____ some friends this evening.

A I meet B I'm going meet C I'm meeting

4 Don't worry. I'm sure you _____ your driving test.

A don't fail B won't fail C won't to fail

5 Do you think _____?

A they'll come B they come C they'll will come

6 _____ I phone the restaurant and book a table?

A Will B Won't C Shall

7 A It's very dark here.

B Yes. _____ the light.

A I'll turn on B I'm turning on C I turn on

8 I broke my leg last month when I _____.

A skied B was skiing C am skiing

9 I _____ in the evening. I'm too tired.

A never study B am never studying C study never

10 What _____ next Christmas?

A you will do B are you going to do C do you do

11 When are they _____ leave?

A going B going to C to

12 _____ we going by car or by bus?

A Do B Will C Are

13 I haven't studied at all. I _____ pass the exam.

A won't B will C am to

14 I _____ think she'll like him. He's not her type.

A won't B am not C don't

15 I'll _____ my homework after supper, I promise.

A do B doing C to do

16 _____ I help you with the cooking?

A Will B Shall C Are

17 He's very lazy. He never _____ any exercise.

- A do B is doing C does
- 18 My cat _____ like milk. It only drinks water.
A does B doesn't C didn't
- 19 What _____ they doing when he took the photograph?
A are B did C were
- 20 What time _____ you get up this morning?
A did B do C were

VOCABULARY

a Tick (✓) the opposite of the verbs.

Example: pass (an exam)

✓A fail B take C do

- 1 teach (French)
A learn B read C do
- 2 leave (at six)
A miss B arrive C catch
- 3 catch (the bus)
A lose B miss C leave
- 4 forget (to pay)
A learn B fail C remember
- 5 find (your glasses)
A lose B miss C fail
- 6 buy (a house)
A leave B sell C get
- 7 borrow (money)
A lend B give C lose
- 8 pull (the door)
A open B push C leave
- 9 win (a match)
A lose B fail C pass
- 10 get (an email)
A turn off B receive C send

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

Example: I went to Chicago two years ago.

✓A to B in C from

- 11 I'm looking _____ my keys. I can't find them.
A at B for C after

- 12 We're leaving on Friday and coming _____ on Sunday.
A forward to B back C after
- 13 I'm sorry, but I don't agree _____ you.
A with B about C to
- 14 I wrote _____ Mike but he didn't answer.
A for B about C to
- 15 Would you like to look _____ my holiday photos?
A at B after C for
- 16 That's my pen. Give it _____!
A for B after C back
- 17 What do you think _____ his latest film?
A to B after C of
- 18 Shh! I'm listening _____ the radio.
A to B about C for
- 19 Did you speak _____ the boss yesterday?
A of B to C about
- 20 We never talk _____ politics. It's boring.
A for B about C to

PRONUNCIATION

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

Example: A van B tram ✓C lane

- 1 A bike B find C fish
- 2 A see B leave C red
- 3 A think B smile C miss
- 4 A here B turn C her
- 5 A push B school C good

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

Example: ✓A afternoon B afternoon C afternoon

- 6 A injection B injection C injection
- 7 A pessimist B pessimist C pessimist
- 8 A eternal B eternal C eternal
- 9 A probably B probably C probably
- 10 A positive B positive C positive

FILETEST

GRAMMAR

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

Hi Tim

I ve just read (just / read) your email. I hope things get easier for you before the weekend. You ¹ _____ (be) really busy this week! ² _____ (you / book) your holiday yet? In May, I ³ _____ (go) to Australia with my family again.

We ⁴ _____ (be) there three times now! But this time, we ⁵ _____ (not stay) with my aunt in Sydney. Instead, we ⁶ _____ (drive) around to different places. Then in July, Helen and I ⁷ _____ (travel) around Italy. ⁸ _____ (you / ever / be) to the Coliseum? It's a fantastic place.

Write soon!

Sasha

2 Complete the dialogues with *just*, *already*, or *yet*.

Example: **A** I've just made some coffee. Would you like some?

B No, thanks. I've just had a cup.

1 **Tom** Have you finished that book ¹ _____?

Jan I've ² _____ read the last page. I finished it two minutes ago!

2 **Bob** I've ³ _____ seen this film. It was on TV last month.

Bill Don't tell me the ending! I haven't seen it ⁴ _____!

3 **Ann** I haven't written to Paul ⁵ _____. What about you?

Ted I've ⁶ _____ written five times!

3 Write the comparative or superlative form of the adjective in brackets.

Example: This is the most exciting (exciting) book I've ever read. I can't stop reading it!

1 Sarah works _____ (hard) than Michael. He has too many breaks!

2 Harry's _____ (friendly) person I know. He talks to everybody!

3 Russia is _____ (big) country in the world.

4 It was _____ (bad) dream I've ever had. I was really frightened.

5 Peter is _____ (generous) than Joe – he always pays for the drinks!

6 His trainers were _____ (expensive) than mine. I got mine in the sale.

VOCABULARY

4 Complete the words about clothes.

Example: You wear these on your feet to protect them. shoes

- 1 Something you wear on your head. **h**_____
- 2 What you wear over your clothes in winter to keep you warm. **c**_____
- 3 You wear these on your feet. They're bigger than shoes. **b**_____
- 4 An item of clothing that women wear. **d**_____
- 5 You wear these to keep your feet warm. **s**_____
- 6 An item of clothing for your legs and the lower part of your body. **t**_____
- 7 An item of women's clothing for the lower part of the body. **s**_____
- 8 You wear this on the top part of your body to keep warm. **j**_____

5 Complete the sentences with the correct word.

Example: I always make my bed in the morning.

do make put

- 1 My brother _____ the dog for a walk at six o'clock every morning.
takes leaves has
- 2 Don't _____ the channel. I'm watching that!
turn move change
- 3 I usually drive to work because it _____ time.
gives makes saves
- 4 Please don't _____ your bag in the middle of the floor.
leave pick find
- 5 She _____ off her boots and walked into the living room.
put tried took
- 6 I'm not _____ the washing up again! It's your turn.
making doing cleaning

6 Write the opposite.

Example: boring interesting

- 1 crowded _____
- 2 possible _____
- 3 polluted _____
- 4 dangerous _____
- 5 near _____
- 6 healthy _____

PRONUNCIATION

7 Match the words with the same sound.

sh irt coat shoes blouse pyjamas belt

Example: bird shirt

- 1 egg _____
- 2 **car** _____
- 3 **owl** _____
- 4 boot _____
- 5 phone _____

8 Underline the stressed syllable.

Example: polluted

- 1 argument
- 2 comfortable
- 3 already
- 4 especially
- 5 impossible

READING

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

The best shopping cities

Which are the best cities to shop in? Writer, Ellie Clare, has been to five cities around the world to find out. This week, she writes about Paris.

I went to Paris in June. It's a lovely city for sightseeing at that time of year, but it's also a great place to find high-quality fashion. I started in the boutiques and visited all the top names, including Cartier, Chanel, Christian Dior, and Yves Saint Laurent. I've never seen such beautiful things, but they are, of course, expensive. I bought some perfume and moved on to the huge department stores of Paris. Two of the most famous are Printemps and Galeries Lafayette and they are definitely good places to visit. One place I found disappointing was The Champs-Élysées. In the old days, it was a great place for fashion, but now there are too many fast-food restaurants, banks, airline offices, shopping centres, and cinemas aimed at tourists. Don't waste your time there!

After the shops, I tried the markets. One of the most famous places to find treasures in Paris is the flea market. There are three main flea markets and they are situated around the old gates of the city. I spent hours walking around these fascinating places and while I was there, I discovered the meaning of the name flea market. Hundreds of years ago, the royal family gave away their old clothes, but they were full of little insects – fleas, of course! One stallholder told me that the best time to find treasures at the market is before the crowds arrive, usually between 5 a.m. and 6 a.m. But that was a bit early for me. I was enjoying Paris nightlife too much! There are also open-air markets all around the city where you can buy flowers, clothes, pets, food, and many other things. And if you want to buy a book, visit the rows of bookstalls along the River Seine. You can find some great bargains there, or you can spend hours just looking.

If you want to buy half of Paris or if you just want to walk around and look, you'll love the experience. Paris is a great place to shop!

Example: This is the first article in the series.

A True B False ✓C Doesn't say

- 1 Ellie went sightseeing in Paris.
A True B False C Doesn't say
- 2 She didn't buy anything in the boutiques.
A True B False C Doesn't say
- 3 She went to some department stores in the city.
A True B False C Doesn't say
- 4 She recommends the department stores.
A True B False C Doesn't say
- 5 She thinks The Champs-Élysées isn't as good as it was.
A True B False C Doesn't say
- 6 She had something to eat on The Champs-Élysées.
A True B False C Doesn't say
- 7 She bought something near the old gates of the city.
A True B False C Doesn't say
- 8 You can buy flowers at the flea market.
A True B False C Doesn't say
- 9 Ellie visited the flea markets early in the morning.
A True B False C Doesn't say
- 10 It's possible to spend a lot of time looking at books.
A True B False C Doesn't say

2 Read the text again and answer the questions.

- 1 What two things does Ellie like most about Paris in June?
_____.
- 2 Why didn't Ellie buy more things in the boutiques?
_____.
- 3 What could you find at The Champs-Élysées before?
_____.
- 4 Why is it a good idea to visit the flea markets early?
_____.
- 5 What did Ellie do in the evenings?
_____.

WRITING

Describe a place you have visited. Answer the questions. (100–150 words)

- Where is it?
- How often have you been there?
- What can you see there?
- What can you do there?
- What are the best / worst things about the place?

LISTENING

1 Listen to the conversation about St Petersburg and Hanoi. Fill in the gaps with *SP* (for St Petersburg) or *H* (for Hanoi).

- 1 _____ is more exciting than _____.
- 2 _____ is more romantic than _____.
- 3 _____ is more dangerous than _____.
- 4 _____ is friendlier than _____.
- 5 _____ has more famous buildings than _____.

2 Listen to five conversations. Underline the correct answer.

- 1 Speaker 1 bought designer **shoes** / **jeans** / **boots** from a New York store.
- 2 Speaker 2 bought designer clothes **last week** / **two weeks ago** / **ages ago**.
- 3 Speaker 3 has **occasionally** / **often** / **never** bought designer clothes.
- 4 Speaker 4's wife bought his **shirt** / **shoes** / **suit** in a second-hand shop.
- 5 Speaker 5 has designer **socks** / **scarves** / **shoes** from London.

SPEAKING

1 Ask your partner these questions.

- 1 What's your favourite city? Why?
- 2 Which city would you most like to visit? Why?
- 3 Have you ever been on a day trip to a big city? What did you do?
- 4 Have you ever been on a weekend trip abroad? Where? What did you do?
- 5 Have you ever been shopping in a foreign city? What did you buy?

Now answer your partner's questions.

2 Look at the list of Mary's jobs for the day. Answer your partner's questions.

Things to do today

Make bed ✓

Do washing up X

Phone Mum ✓

Clean kitchen floor X

Finish English homework X

3 Has Jack done his jobs for the day? Make questions and ask your partner.

- tidy / room?
- take / dog / for a walk?
- email / brother?
- fix / computer?
- make / lunch?

FILE 5

OVERVIEW

This File focuses on the two common verb patterns in English: verbs followed by the infinitive and those followed by the gerund (verb + *-ing* form). 5A presents uses of the infinitive and 5B the uses of the gerund. The two forms are contrasted briefly in Grammar Bank 5B. (They will be contrasted more fully in *New English File Intermediate*). In 5C SS learn the modals *have to* and *must*. These are recycled in 5D, where SS also learn to use verbs + prepositions to express movement, e.g. *go up*, *walk down*, etc.

5A Are you a party animal?

G	uses of the infinitive (with to)
V	verbs + infinitive
P	word stress

The context of this lesson is parties, which includes any kind of gathering of friends and relatives, e.g. a wedding. The focus is on how to survive at any kind of gathering when you don't know anybody – a useful life skill. There is some humorous advice on what to say (and not to say) when you meet somebody for the first time who has a particular job. In Grammar, SS learn when to use the infinitive form (*to* + verb). SS will learn some rules about gerund (verb + *-ing*) in 5B. In Vocabulary SS learn / revise some high frequency verbs which are followed by the infinitive form, and in Pronunciation there is more practice of word stress in words with two or three syllables.

1 SPEAKING

Interview a partner with the questionnaire. Ask for more information. Is your partner a 'party animal'?

Book open. Focus on the lesson title and you should know the meaning of party animal (someone who likes /enjoys going to parties).

Focus on the questionnaire and quickly go through the questions. In pairs, A and B. A interviews B. Then they swap roles.

Decide if your partner is a 'party animal' or not.

2 GRAMMAR uses of the infinitives (with *to*)

- a. Read the article about parties. Complete the five rules with an infinitive.
 - Focus on the picture and ask What's happening? How do you think the man on the left is feeling? We can see that he's not very happy, perhaps because he doesn't know anybody. Just think if this has ever happened to you and what you do if you find yourselves in this position.
 - Then work in pairs and to complete the text with the verbs in the box. Make sure you know what all the verbs in the box mean. You are already familiar with this full infinitive form (or the infinitive with *to*) from verbs like *want* and *would like* (to do something). Check answers.
- b. Read the article again and then cover it. Can you remember the tips?
 - Focus on the task. Then read the article again and try to remember the tips (a tip = good idea or piece of advice that can help you)
 - Cover the text and, in pairs, see how many of the five tips you can remember. You don't have to remember the exact words just the main idea.
- c. Match the examples A-C from the text with rules 1-3.
 - A It's very easy **to talk** about yourself all the time.
 - B Say that you're going to the bar **to get** another drink.
 - C Try **to ask** impersonal questions
 - Use the infinitive (with *to*)...
 - 1 after some verbs (e.g. *want*, *try*, etc.)
 - 2 after adjectives
 - 3 to say why you do something
 - Focus on the three examples from the text A-C and on the rules 1-3, study them and then match the examples with the rules. Check answers.
- d. Grammar Bank 5A. Read the rules and do the exercises.
 - Go to Grammar Bank 5A on p.134. Go through the rules.

Use the infinitive (with to)

- Infinitive + *to*

I want **to go** to the party.

I need **to buy** some new clothes.

It'll be nice **to meet** some new people.

It's important **not to be** late.

- Use *to* + infinitive after :
 - some verbs (*want, need, would like, etc.*)
 - adjectives

It isn't easy to find a job. Nice to meet you.

- The negative infinitive is *not to* + verb.
Try not to be late tomorrow.

- Infinitive of purpose

A Why did you go to the party?

B **To meet** new people.

I went to the party **to meet** new people.

- Use *to* + the infinitive to say why you do something.
I came to this school to learn English. NOT *for learn English.*

d1. Complete with *to* + a verb.

d2. Match the sentences halves.

Grammar notes

- The infinitive has two forms in English:
 - 1 *work* is the form which given in a dictionary. You have seen this used in present simple questions and negatives, e.g. *Do you work?*, *I didn't work*, and after the modal verb *can*.
 - 2 *to work* you should already be familiar with the infinitive with *to* used after some verbs such as *want* and *would like*, e.g. *I'd like to work with children*.
- The infinitive of purpose is only used to express a (+) reason. To express a (-) reason we use *in order not to* or *so as not to*, e.g. *We took a taxi so as not to be late* NOT *We took a taxi not to be late*

3 READING AND LISTENING

- Read this article about the right things to say to different people at parties. In pairs, guess how to complete the **Don't say** phrases.
 - Focus on the article and explain that this is about the right and wrong things to say to people who you meet for the first time at a party.

- Go through the article quickly with the class (you could read it aloud) but don't guess the missing words yet.
 - Work in pairs and try and guess the missing words but do not write them in yet. You can write them on a piece of paper.
- b. 5.1 Now listen to some people at a party who say the wrong things. Complete the ***Don't say phrases***. Did you guess any of them?
- You are now going to listen to five conversations where people say the wrong thing. Listen to the tape/CD once and complete the phrases.
 - Compare your answers with the guesses. Find out how many SS guessed more or less correctly.
- c. Listen to people at the party again. Complete the conversation with an infinitive.
- Listen to the tape/CD again and complete the conversations with an infinitive.

4 VOCABULARY verbs + infinitive

- Go to Vocabulary Bank verb forms on p.154. Focus on A and go through the examples, helping with meaning and pronunciation.
 - *help* can also be used with the infinitive without to,
e.g. I'll help you do the exercise.Vocabulary bank *verb forms* (verb + infinitive). Look at some other verbs followed by the infinitive. **Highlight** any that you didn't know.
 - *Try* and *remember* can also be used + *ing* but the meaning is different.
Why don't you try doing yoga? = experiment with something
Do you remember meeting him last year? = remember something after it happened.
- After *make* and *let* use the infinitive without *to*.
Singing makes me feel good.
My parents don't let me go out during the week.
- Go to go ***Communication Guess the infinitive***, A on P.110 and B on p.114
Here SS get some practice of the new vocabulary. Go through the instructions first for A and then for B. Use SS' L1 if necessary.

- Demonstrate the activity. Write in large letters on a piece of paper YOU NEED TO PUT ON A COAT.
- You have to try to guess the verb your partner has written down. Go through the instructions to make sure you all understand. Remember that the verb must be the infinitive with to, e.g. to work
- Now sit face to face if possible and tell A to start trying to guess the missing verbs. B will tell them if they are right or wrong. If they are right, they can write in the verb. When A has guessed all B's sentences they swap roles.

5 PRONUNCIATION AND SPEAKING

- Two- and three-syllable words usually have the stress on the first syllable. Always underline the stress in new words.
- a. In pairs underline the stressed syllable in these words.
- Two - syllable: children lucky, person, birthday.
 - Three - syllable: holiday, motivate, teenagers.

This is only usually true and SS should focus on words that don't follow this pattern, e.g. perhaps, recommend. It is especially important that SS mark the stress on these words when they write them down in their vocabulary notebooks.

- b. 5.2 Listen and check. Practice saying the words.
- c. Choose five questions and ask a partner.

This speaking activity reinforces the pronunciation practised in b. Quickly go through the questions and make sure you understand them. Choose five questions to ask a partner.

Work pairs. Then take turns asking and answering, making sure you pronounce the words in bold correctly.

5B What makes you feel good?

- G** verb + *-ing*
V verbs followed by *-ing*: *love, can't stand, etc.*
P *-ing*

In this lesson SS talk about things which make them feel good and through this context learn three common uses of the verb + *-ing* form (often called the gerund). The ideas in the article *What makes you feel good?* Come from people in different parts of the world. The vocabulary focus is on common verbs which are followed by the gerund. In Pronunciation SS practice pronouncing the *-ing* ending correctly.

1 READING

a. Read the article once. How many people mention...?

- 1 the weather
- 2 holidays and travelling
- 3 housework
- 4 nature
- 5 other people

Books open. Focus on the text and illustrations. Try to understand the task (mention = say something about). SS read the text once and do the task.

You may have to deal with a few vocabulary problems, e.g. take off = when a plane leaves the ground, storm = very bad weather with a lot of rain and strong winds, It doesn't matter = it isn't important, etc.

b. Read the article again and tick the *three* things you agree with most. Then put a cross next to any you don't agree with. Compare with a partner. Say why.

SS read the article again and tick the three things that they agree with most and cross any they don't agree with. SS compare their choices with a partner's. Get feedback from the whole class to find out which one(s) are the most popular/ unpopular.

c. Underline five new words or phrases you want to learn from the text.

Give SS time to underline five words and phrases they want to remember from the text. Get some feedback on which ones they have chosen and encourage them to write them in their notebooks.

2 GRAMMAR verb + *-ing*

A **Being** with people I like (makes me feel good)

B I love **sitting** at cafes...

C I can enjoy reading without **using** a dictionary.

a. Match sentences A-C with rules 1-3. Using the *-ing* form...

- 1 after some verbs (e.g. like, love, etc.)
- 2 when we use a verb as a noun (e.g. as the subject of a sentence).
- 3 when we use a verb after a preposition.

- Focus on the three sentences from the text (A-C) and the rules 1-3, do the task.
- You will see a list of verbs which are followed by the *-ing* form later in the lesson.

b. Look at highlighted verbs. Can you remember the spelling rules for making the *-ing* form?

- Focus on the highlighted verbs in sentences A-C and try to learn these spelling rules:
 1. Add *-ing* to the infinitive form, e.g. be -being.
 2. With mono - syllabic verb (ending in one vowel and one consonant) you double the final consonant and add *-ing*, e.g. sit - sitting, get - getting, swim - swimming.
 3. With verb which end in e, cut the e and add *-ing* e.g. live - living, write - writing, etc.

c. Grammar Bank 5B. Read the rules and do the exercises.

Verb + *-ing*

Go to **Grammar Bank 5B** on p.134.

Eating outside in the summer makes me feel good.

I love **reading** in bed.

I'm thinking of **buying** a new car.

- **Use verb + *-ing*:**
 - as a subject of a sentence.
Smoking is bad for you.
 - after some verbs, (*like, love, hate, enjoy*, etc.) See verb forms p.154.
I hate getting up early.
He left without saying goodbye.

- **Remember the spelling rules for the *-ing* form (See 1C)**

d. Now write two things that make *you* feel good (that are not in the article). Compare with a partner.

- SS write your own personal sentences and compare with a partner's.

Grammar notes

- In British English it is much more common to use a gerund after *like*, *love*, and *hate* especially when you are speaking about general likes and dislikes. However an infinitive can be used without any real difference in meaning.

Spelling rules

Verbs which are stressed on the last syllable also double the final consonant, e.g. *begin* – *beginning*, *prefer* – *preferring*.

travel – *travelling* is an exception: it is stressed on the first syllable but doubles the final consonant.

- *Like* is usually followed by the gerund, e.g. *like travelling*, but *would like* is followed by the infinitive, e.g. *I would like to travel around the world*.

3 PRONUNCIATION –ing

a. 5.3 Listen and repeat the sound picture and the words.

Focus on the sound picture and read the word and sound: singer, /n/. Listen to the tape/CD and repeat.

b. Sound Bank. Look at the typical spellings for this sound.

Go to **Sound Bank** on p/159 and go through the typical spellings.

The most typical problem SS have with the /n/ sound is that they sometimes add a /g/ or /k/ sound. They are also often aware that this sound does not only occur in -ing but also in -nk, e.g. bank, think.

When we add *-ing* /ɪŋ/ to a verb, the pronunciation of the original verb doesn't change.

- *Do* /du:/ → *doing* /du:wiŋ/
- *Forget* → *forgetting*

c. 5.4 Listen and say the *-ing* form of the verbs you hear.

Focus on the information in the box and highlight that adding -ing to a verb does not change the pronunciation of the original verb, i.e. the sounds and stressed

syllable remain the same.

SS will hear the infinitive forms of ten verbs to say the -ing form of each verb.

4 VOCABULARY AND SPEAKING

a. Vocabulary Bank *Verb forms*(verbs + -ing). Look at other verbs which are followed by the -ing form.

Here SS learn some other common verbs which take the gerund form. SS to go to **Vocabulary Bank** Verb forms on p.154. Focus on B and go through the examples, try and remember the information in the box.

- *Start* can be used with both the infinitive and verb + -ing with no real difference in meaning.
 - *It started raining.*
 - *It started to rain.*

Start + -ing is more common when we talk about a habit or a longer activity.

- *I started working here in 1988.*
- *When did you start playing the piano?*

b. Work in pairs. Choose the five things to talk about from the list. Here you get some oral practice of the new vocabulary. Focus on the task you only have to choose five things from the twelve possibilities.

c. A tells B about the five things. Say why. B asks for more information. Then swap roles.

Focus on the speech bubbles and ask you for more information, e.g. Why (not)? Give SS time to choose their five things.

In pairs, A tells B his/her five things and B asks for more information and swap roles.

5 LISTENING

a. Ask and answer these questions in pairs.

b. In pairs, say if you think sentences 1-7 are T (true) or F (false).

You are going to listen to an interview with a director of a singing school and a student who did a course there. You will hear them talking about the things in 1-7,

making sure you understand them. In pairs, mark them true or false, write T or F next to the sentences.

c. 5.5 Now listen to an interview with the director of a singing school and a student who did a course there. Were you right?

d. Listen again. Choose the right answer.

Go through the six multiple choice questions. Then listen to the tape/CD again and choose the right answer.

P.T.F.

5C How much can you learn in a month?

- G** *have to, don't have to, must, mustn't*
V *modifiers: a bit, really, etc.*
P *sentence stress*

The title and main context of this lesson were inspired by an article in the *Sunday Times* where an experiment was done to see how well someone could learn a foreign language in just a month. When the month was up, the person travelled to the country itself and carried out a series of tasks to see how much he or she had learnt. The grammatical focus of the lesson is modal verbs expressing obligation: *have to*, *don't have to*, and *must* are taught as synonyms. These forms are presented through the context of class rules which could spark something discussion on what are 'good rules' for a language class. The vocabulary focus is on modifiers in sentences like *It's incredibly complicated* or *My English is quite good*. In Pronunciation SS do more work on sentence stress.

1 GRAMMAR *have to, don't have to, must, mustn't*

a. Look at these notices. Have you seen any like these in your school?

b. Match the notices with the rules.

Focus on rules 1-6, and match them with the notices.

c. Look at the highlighted expressions and answer the questions.

Focus on the highlight expressions and the questions. Answer the questions and then check answers. Make sure you understand the words obligation/obligatory, permitted and against the rules.

d. Grammar Bank 5C. Read the rules and do the exercises.

Go to **Grammar Bank 5C** on p.134. Focus on the exercises for 5C on p.135 and do the exercises individually or in pairs. Check answers.

Have to, don't have to, must, mustn't

- Have to, don't have to

(+)	She has to get up at 7.00 every day. You have to drive on the left in the UK.
(-)	We don't have to wear uniform at this school. He doesn't have to work on Saturday

(?)	Do I have to buy a Grammar book? Does she have to study tonight?
Don't contract <i>have</i> or <i>has</i>. <i>I have to go</i> NOT <i>I've to go</i> .	

- Use *have to* + infinitive to talk about rules and obligations, or to say something is necessary.
- Use *don't have to* + infinitive to say there's no obligation, or something is not necessary.
- Use *do / does* to make questions and negatives.
Do I have to go? NOT *Have I to go?*

- Must / mustn't

(+)	You must do your homework tonight. She must tidy her room before she goes out.
(-)	You mustn't smoke in class. They mustn't leave their bags here.
Contractions: <i>mustn't</i> = <i>must not</i>	

- Use *must* + infinitive to talk about rules and obligations.
You must turn off your mobile phones before coming into class.
- *must / mustn't* are the same for all persons. It is not often used in questions (*have to* is more common)
- Use *mustn't* + infinitive to say something is prohibited.
You mustn't smoke here.
- You can use *mustn't* or *can't* to talk about rules.
You mustn't park here. You can't park here.
- *Must* and *have to* are very similar, but there is a small difference. We normally use *have to* for a general obligation (a rule at work or a law). We normally use *must* when the speaker imposes the obligation (for example, a teacher to students or a parent to children). But often you can use either.
- *Mustn't* and *don't have to* have completely different meanings.
Compare:
You mustn't go = you can't go. It's prohibited.
You don't have to go = you can go if you want, but it's not obligatory / necessary.

Grammar notes

Have to and must

- At pre-intermediate level *have to* and *must* can be treated as synonyms as a way of expressing obligation. We tend to use *have to* more often than *must*

when there is an external obligation, i.e. a law or a rule, e.g. *You have to wear a seat belt in a car in the UK.*

- Watch out for the typical mistake of using *to* with *must*:
e.g. *I must **to** go to the bank.*

Don't have to and mustn't

- Watch out for the typical mistake of using *don't have to* instead of *mustn't*,
e.g. *You don't have to smoke in class. (You mustn't smoke...)*
- In *New English File Elementary* you learnt to use *can't* for general prohibition,
e.g. *You can't park here.*

In this context *mustn't* and *can't* are more or less synonymous

2 PRONUNCIATION sentence stress

- a. 5.6 Listen and write the six sentences.

You are going to hear six sentences which you have to try and write down. All of the sentences contain a form of *have to* or *must*.

Listen to the tape/CD and write down the sentences.

- b. Listen again and repeat the sentences. Copy the rhythm. Which letter is 'silent' in *mustn't*.

Listen again and get SS to repeat, copy the rhythm. The first *t* is silent in *mustn't* and remember that in ***have to***, *have* is not contracted.

- c. Make true sentences about the rules in the school where you are studying English. Use *We have to*, *We don't have to*, or *We mustn't*.

For simplicity in this exercise only *have to* (and not *must*) is used to express positive obligation. Try to say their sentences with correct stress and rhythm.

3 READING AND LISTENING

- a. Do you think people from your country are good at learning languages? Why (not)?
- b. Read about Anna, a British journalist who did an intensive Polish course. Then cover the article and answer the questions.

Focus on the photo and you are going to read about a British journalist who tried to learn Polish. Focus on the lesson title, and read the article once. Then cover

the article and answers the questions. Then compare your answers with a partner's and then check answers. Check the meaning of any unknown words in the text.

c. 5.7 Which test do you think will be the easiest for Anna? Which will be the most difficult? Listen to Anna doing the tests in Kraków and check your answers.

Focus on tests 1-5 in the article and listen to the tape/CD of Anna doing the tests in **Kraków**. SS just listen to hear which test was the easiest and which was the most difficult.

d. Listen again. Mark the sentences T (true) or F (false). Correct the false ones.

Focus on the task and quickly go through sentences 1-9 before listen to the tape/CD to mark T or F.

4 SPEAKING

a. How well could you do Anna's five tests in English? How much do you think you can learn in a month?

b. Talk to a partner.

- Here SS do short speaking activity based on their experience in using English.
- SS work in pairs and ask and answer the questions. Either A can ask B all the questions and then they swap roles or they can take turns to ask and answers. Try to use What about you? after they have answered.

5 VOCABULARY modifiers

a. Complete the chart with the words in the box.

Notes:

- *Incredibly* = very, very.
- *Really* is a little stronger than very.
- *Quite* means an intermediate amount – neither a lot nor a little.
- *A bit* = a little.

In this activity SS revise/learn some useful modifiers. Focus on the two examples in the box and elicit the meaning of the highlight words (*incredibly* = very, very, *a bit* = a little).

Highlight that:

- *incredibly* / has the stress on the second syllable.
- *really* is a little stronger than very. Compare She's very well and She's really

well.

- quite means an intermediate amount - neither a lot nor a little.

b. Complete the sentences with one of the words so they are true for you. Compare with a partner.

PTIT

5D The name of the game

- G** **expressing movement:** *go over*, etc.
V **prepositions of movement:** *into*, *through*, etc., **sport:** *team player*, etc.
P **prepositions:** *along*, *towards*, etc.

The context of this lesson is sport. The grammar of the previous lesson (modals expressing obligation) is consolidated through an activity where SS guess some well known sports by reading the rules. At the same time a new grammar point is introduced: the use of a verb + preposition to express movement. There are two vocabulary focuses: prepositions of movement and words related to sport. Pronunciation focuses on using correct word stressing prepositions like *towards* and *through*.

1 VOCABULARY AND SPEAKING

Sport, prepositions of movement

a. Look at the photos. Can you name the sports? Write them in the correct column.

Focus on the photos and the tree columns. Learn that play, go, and do are the three verbs that we use with sports, and that the photos show 12 different sports.

In pairs, write the sports in the photos in the right column.

b. 5.8 Listen and check.

When the chart is complete elicit these general rules:

- Use play with sports with a ball.
- Use go with sport that end in -ing.
- Use do with martial arts and activities that you do in a gym.
- Use *do* or *play* with the word sport.

c. In pairs, say...

Which of the sports in **a** are usually team sports?

How many **players** are there?

In which sports do you ...

a **hit** the ball b **throw** the ball c **kick** the ball d **shoot**

d. Ask and answer with a partner.

e. Where did the ball go? Complete with a preposition.

Focus on the picture and the activity to complete the sentence with the five prepositions.

f. Vocabulary Bank *Prepositions*.

Match the prepositions and pictures.

Go to **Vocabulary Bank Prepositions Part 2** on p.148. In pairs complete **a**.

Focus on b. Cover the prepositions in **a** and look at the picture. From memory, take turns to tell your partner where the dog went.

2 GRAMMAR expressing movement

The rules of the game

a. Match the rules to the sports in 1. What are the sports?

Focus on the activity. You have to match rules 1-5 with a sport from **1a**. SS, in pairs or individually complete the task.

b. 5.9 Listen and check.

c. Look at the sports rules again and highlighted words. How do you express movement in English?

Focus on the highlight words in the rules and elicit the answer from the whole class.

d. Grammar Bank 5D. Read the rules and do the exercises.

Tell SS to go to **Grammar Bank 5D** on p.134. Go through the rules with the class. Model and drill the example sentences.

Expressing movement: go, etc. + preposition

The man **went up** the steps and **into** the church.

I **ran over** the bridge and **across** the park.

He **drove out** of the garage and **along** the street.

- To express movement use a verb of movement, for example, *go, come, run, walk, etc.* and a preposition of movement (*up, down, etc.*)
- Be careful with *in / into* and *out / out of*. Use *into / out of* + noun, but if there isn't a noun just use *in / out*.
Come into the living room. Come in.
He went out of the house. He went out.

Grammar notes

- In English, movement is expressed by adding a preposition of movement to a verb, e.g. *walk up the steps*, *climb over the wall*. In SS' L1 this may be expressed in a different way, e.g. by just using a single verb.

3 PRONUNCIATION prepositions

This exercise focuses on getting SS to pronounce several prepositions correctly which are often mispronounced. At the same time SS are reminded of the usefulness of being able to recognize phonetic symbols and use them to pronounce new words correctly.

- a. Match the prepositions with the phonetics. How do you pronounce the words?

Focus on the activity and match the words and phonetics, and to decide how the words are pronounced. Remember that you can use the sound charts on pp.156 and 158 to help you remember the phonetic symbols.

- b. 5.10 Listen and check. Underline the stressed syllable, and practice saying the prepositions.

Listen and underline the stressed syllables and then practise saying the prepositions a few times.

- c. Work in pairs, A and B. Then go to Communication Cross country on p.117. If possible, sit opposite each other.

Focus on the instructions. Make sure you know what a cross country race is (a race where the runners run across the countryside) and understand what you have to do.

Draw your route on the map headed My race. Make sure you draw a suitable route including all the things on the map (trees, hill, lake, etc)

SS take it in turns to describe the route to your partner who draw the route on the map headed My partner's race.

4 READING AND SPEAKING

- a. How long does a normal football match last? How many minutes are added after each half?

- b. Read the article and complete it with a word from below.

c. Read the text again. Number the sentences 1-6.

Read the text again and number the events A-F in the order they happened. Then compare your order with a partner's before you check answers.

Choose five words or phrases you want to learn from the text and write them in your notebook.

d. What is the most exciting sporting event you've ever seen? Prepare your answers to these questions.

Focus on the task. Think about the most exciting sporting event they have ever seen and to prepare your answers to the questions.

e. Ask and answer with a partner.

Work in pairs, take turns to ask a partner about the sporting event.

5 SONG 🎵 *We are the champions*

Here listen to the song, originally recorded by Queen, which is often heard at sporting events.

We are the champions

Missing phrases

I've paid my dues,	1 <i>F</i>
I've done my sentence, but	2.....
And bad mistakes, I've made	3.....
I've had of sand kicked in my face	4.....
But I've	5.....
And we mean to go on and on and on and on	
We are the champions, my friends	
And we'll fighting till the end	6.....
We are the champions, we are the champions	
No time for losers 'cos we are the champions of the world	
I've taken my bows, and my	7.....
You bought me	8.....
And everything that goes with it, I thank you all	
But it's been, no pleasure of cruise	

BÀI GIẢNG MÔN TIẾNG ANH 3

.....

I consider it a challenge before 9.....
And I ain't gonna lose
And we mean to go on and on and on and on 10.....
We are the champions, my friends, etc.

Glossary

paid my dues = paid what I owed
we mean to = we intend to, are going to
go on = continue
'cos = because
pleasure cruise = (literally) a trip in a boat, (in this context) something easy and fun
I consider = in my opinion
challenge = something new and difficult that you want to do
I ain't going to = I'm not going to

Song facts

***We are the champions** was first recorded by Queen in 1977, and was written by their lead singer Freddie Mercury. It was a number 1 hit, and soon became the anthem of successful sport teams around the world, though most people only know the chorus!*

In 2001, Queen's member Brian May and Roger Taylor recorded a new version of this song with British singer Robbie Williams.

- b. Now listen to the song. Write the letters of the missing phrases in the column.
- c. Listen again and check. Write in the phrases.

VOCABULARY

take off	v	(máy bay) cất cánh
a whole day	np	cả một ngày
against (the rule)	v	chống lại, chống đối
be good at	adj	giỏi ở việc gì
breathe	v	thở
celebration	n	lễ kỉ niệm
complicated	n	phức tạp
control	v	điều khiển
experiment	n	thí nghiệm
fire	n	ngọn lửa
forest	n	rừng
goal	n	khung thành, gôn
great-grandmother	n	cụ bà
guide	n	hướng dẫn viên
hairdresser	n	thợ làm đầu
hairstyle	n	kiểu tóc
hole	n	lỗ, hố
impersonal	adj	không riêng tư
in the corner	adv	ở góc
match	n	trận đấu
motivate	v	khích lệ
mystery	n	bí mật
nature	n	thiên nhiên
net	n	mạng
obligatory	adj	bắt buộc
psychiatrist	n	bác sĩ chữa chân
recommend	v	giới thiệu
stadium	n	sân vận động
storm	n	cơn bão
survive	v	sống sót
unbelievable	/ adj	không tin được
incredible		

QUICKTEST (20')

GRAMMAR

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

Example: My brother _____ Russian.

A speak ✓B speaks C do speak

- 1 I need _____ English quickly.
A learning B learn C to learn
- 2 I don't mind _____ up early in the morning.
A to get B get C getting
- 3 We stopped at a petrol station _____ some petrol.
A to get B get C for get
- 4 _____ is very bad for your health.
A Smoke B Smoking C The smoking
- 5 It's dangerous _____ here late at night
A walk B to walk C for walk
- 6 He went to work without _____ breakfast.
A having B have C to have
- 7 You _____ pay to go into that art gallery. It's free.
A don't must B mustn't C don't have to
- 8 It's a secret so you _____ tell anybody.
A mustn't to B mustn't C don't have to
- 9 We walked _____ the park.
A through B over C under
- 10 John _____ of the room and didn't come back.
A went B went out C went in
- 11 I would _____ go to China.
A like to B like C to
- 12 It's important to _____ good English in my job.
A speaking B speak C spoke
- 13 I opened the door _____ who was there.
A see B saw C to see
- 14 _____ books or magazines helps me to learn new words.
A Reading B Read C The reading
- 15 I hate _____ for buses when it's cold.
A wait B the wait C waiting
- 16 She's good at _____. She makes fantastic pasta.
A cooking B to cook C the cooking
- 17 She _____ to work on Saturdays. She's a shop assistant.
A has B must C mustn't

- 18 You _____ touch that. It's very dangerous.
A has B must C mustn't
- 19 Do you _____ to wear a uniform at your school?
A must B have C mustn't
- 20 In tennis you hit the ball _____ a net.
A into B along C over

VOCABULARY

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

Example: She likes going to parties.

A is liking B likes to ✓C likes

- 1 I'm _____ find a new job.
A to try B trying C trying to
- 2 We're _____ to go abroad next summer.
A planning B to plan C plan
- 3 Don't _____ to turn off the light.
A to forget B forget C forgetting
- 4 I don't _____ living with my parents.
A to mind B minding C mind
- 5 He always _____ to help me with my homework.
A offers B is offering C to offer
- 6 I _____ to go to the bank today.
A am needing B need C needs
- 7 We've _____ to buy a new house.
A deciding B decide C decided
- 8 We're _____ to buy a new flat soon.
A hopping B to hope C hoping
- 9 She _____ to phone me last night.
A promises B promised C promise
- 10 I _____ being late.
A am hating B hates C hate

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

Example: The train went through the tunnel.

A across ✓B through C down

- 11 The cat ran _____ the road.
A across B through C opposite
- 12 Our ball fell _____ the river.

A across B into C over

13 In athletics you have to run _____ a track.

A over B across C round

14 We walked up the hill and then _____ again.

A down B along C towards

15 Pass the ball _____ me!

A round B along C to

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

Example: I _____ basketball every Saturday.

✓A play B do C go

16 I _____ aerobics at my local gym.

A play B do C go

17 In tennis you have to _____ the ball with a racket.

A hit B throw C kick

18 They always _____ skiing at Christmas.

A play B do C go

19 In football you have to _____ the ball into the net.

A hit B throw C kick

20 We're learning to _____ golf.

A play B do C go

PRONUNCIATION

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

Example: A van B tram ✓C lane

1 A if B try C mind

2 A enjoy B noise C boring

3 A think B thin C sitting

4 A after B along C arrive

5 A offer B stop C open

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

Example: ✓A afternoon B afternoon C afternoon

6 A difficult B difficult C difficult

7 A remember B remember C remember

8 A interested B interested C interested

9 A important B important C important

10 A aerobics B aerobics C aerobics

FILETEST

GRAMMAR

1 Complete the sentences with the *-ing* form or the infinitive of the verb in brackets.

Example: She left without closing (close) the door.

- 1 I love _____ (walk) in the rain.
- 2 Try not _____ (spend) too much money.
- 3 I need _____ (buy) some new shoes.
- 4 _____ (swim) is very good for you.
- 5 I sent Tom an email because I wanted _____ (tell) him about the party.
- 6 It isn't easy _____ (learn) a language.
- 7 He's very good at _____ (talk) to new people.
- 8 I don't really like _____ (dance).

2 Underline the correct form.

Example: You must / **don't have to** tidy your room. It's a mess.

- 1 You **don't have to** / **mustn't** swim there. It's dangerous.
- 2 I **haven't to** / **don't have to** do my homework. It's Saturday.
- 3 She **must** / **mustn't** practise the piano tonight. She's not very good.
- 4 They **have to** / **don't have to** be home early. They're very young.
- 5 We **mustn't** / **don't have to** buy tickets – entrance is free.
- 6 You **can't** / **must** go to the party. It's too late.

3 Complete the sentences with the correct preposition. Use each word from the list once.

down around in over through into of
--

Example: He walked out of the house and never came back.

- 1 Go _____ the bridge and take the first turning on the left.
- 2 She came _____ the living room and sat down.
- 3 You can't drive _____ the Channel Tunnel, you have to take your car on the train.
- 4 They walked _____ the street until they found a good restaurant.

- 5 Come ____! It's lovely to see you.
6 We went for a long walk ____ the lake.

VOCABULARY

4 Complete the sentences with the correct word.

Example: Do you enjoy reading?
 enjoy want think

- 1 Mike's _____ in fishing.
 interested excited happy
2 She _____ a lot of time watching TV.
 has spends does
3 I'd _____ to go out this evening.
 mind think like
4 I've _____ talking to him.
 done stopped dreamed
5 He doesn't _____ driving.
 want mind good
6 I'm _____ of studying law.
 hoping thinking spending
7 We _____ going to the beach.
 need love want
8 I _____ to go to the supermarket.
 need mind think

5 Underline the correct word(s).

Example: I find English a bit / **very** difficult.

- 1 This exercise is **not very** / **incredibly** hard. We can't do it!
2 Of course I can ride a bike, it's **not very** / **really** easy.
3 This question is **bit** / **quite** complicated.
4 I'm **not very** / **a bit** worried about the exam. I've done a lot of work.
5 He's **a bit** / **really** motivated because he wants to get a good job.
6 He's **really** / **a bit** friendly. He talks to everybody.

6 Complete the phrases with *play, go, or do*.

Example: play football

- 1 _____ skiing
2 _____ basketball
3 _____ karate
4 _____ tennis

- 5 _____ judo
6 _____ cycling

PRONUNCIATION

7 Underline the stressed syllable.

Example: difficult

- 1 decide
2 escape
3 forgotten
4 possible
5 interesting

8 Match the words with the same sound.

offer	over	two	remember	hate
enjoy				

Example: boot two

- 1 computer _____
2 clock _____
3 phone _____
4 jazz _____
5 house _____

READING

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

How many ways are there to learn a language?

Do you want to learn a language? We interviewed three people who learned a language in very different ways.

June is 36 and a mother of two. She went to evening classes.

‘I gave up working when I had my first child, but a year ago I joined a French evening class. At first, it was quite difficult. We had to speak French all the time in the classroom and I didn’t understand anything. Also, when you only have one lesson a week, you have to do a lot at home. I studied when the children were in bed and I listened to French tapes in the car. At the end of the year I could speak French quite well.’

Tim is 23. He went to Italy to learn Italian.

‘When I finished university, I wanted to travel and learn a language. I already knew a bit of Italian, so I decided to go there. I didn’t want to do formal lessons, so I bought some tapes and listened to them before I went. I travelled around the country for six months. It’s the only way to learn! I didn’t have much money, so I worked in bars. That meant I met a lot of people and learned a lot of Italian. I also had a great time. I’d definitely recommend it.’

Sasha is 29. She did an intensive course in London.

‘I studied French and Spanish at university and got a job with computers. I missed learning a language, so I asked my boss for a month’s holiday and enrolled on an intensive German course in London. We did six hours of lessons every day, so it was quite hard work. We all communicated in German. The problem was when I went home, I spoke English again. The course was fun and I learned a lot, but I’d like to do a course in Germany next time.’

Example: When June’s first child was born, she ____.

A worked in the evenings

B continued working

✓C stopped working

1 June found learning a language ____.

A easy B boring C hard

2 She did a French class ____.

A once a week B every evening C during the day

3 She did extra studying when she was ____.

A looking after the children B driving C in bed

4 Tim went to Italy because he ____.

A could speak Italian very well B knew some Italian
C studied Italian at university

5 Before he went, he ____.

A took some lessons B practised at home C bought a home-study book

6 When he was travelling, he ____.

A met a lot of English people B spent a lot of money
C spoke a lot of Italian

7 Sasha learned German ____.

A at work B in Germany C at a language school

8 When she was in class, Sasha spoke ____.

A a lot of English B German all the time C in different languages

2 Write *J* for June, *T* for Tim, or *S* for Sasha.

Example: Who ... is planning a trip abroad? S

- 1 studied for a year? ____
- 2 has a job? ____
- 3 can now speak three languages? ____
- 4 didn't take any lessons? ____
- 5 couldn't understand anything at first? ____
- 6 had lessons all day? ____
- 7 thinks it's a very good way to learn a language? ____

WRITING

Read the advert and write a formal email telling the language school what course you would like to do. (100–150 words)

<p>The English School – Brighton Learn English by the sea in Brighton. We do one-week, two-week and six-week courses with accommodation – in flats or with an English family. We organize trips to London and Oxford. Email us to find out more.</p>

Paragraph 1

- Why are you writing?
- How old are you?
- Who are you?
- Where are you from?

Paragraph 2

- What's your level of English?
- How long do you want to study?
- Where do you want to stay?

Paragraph 3

- What other information would you like?

LISTENING

1 Listen to the interview. Tick (✓) A, B, or C.

- 1 Felicity works as a ____.

- A poet B scientist C linguist
- 2 Felicity speaks _____.
A 30 languages B 40 languages C 14 languages
- 3 At school, Felicity spoke _____.
A French and German B French and English C German and English
- 4 At university, Felicity studied _____.
A Chinese B German C Portuguese
- 5 According to Felicity, to learn languages, you have to _____.
A be clever B work hard C go abroad

2 Listen to five conversations. Match the speakers to what they do.

- In conversation 1, Sue is _____.
In conversation 2, Dan is _____.
In conversation 3, Joe is _____.
In conversation 4, Simon is _____.
In conversation 5, Jasmine is _____.
A an architect
B a pilot
C a secondary school teacher
D a doctor
E a builder
F a hairdresser
G a university lecturer
H a nurse

SPEAKING

1 Ask your partner these questions.

- 1 Do you enjoy learning English? Why (not)?
- 2 Why are you learning English?
- 3 Do you find it more difficult to speak or to write English?
- 4 Do you think it's possible to learn more than one language at the same time?
Why (not)?
- 5 Would you like to learn another language? Which one?

Now answer your partner's questions.

2 Read the information and answer your partner's questions.

Name: Susan James Likes: go / to cinema
--

Hates: be / in smoky places Loves: walk / in countryside at weekend Doesn't like: talk / to new people Doesn't always remember: send / cards on birthdays

3 Find out about Sam. Make questions and ask your partner.

- like / do ?
- hate / do?
- love / do / at weekend?
- not like / do?
- not always remember / do?

STARTER TOEIC

Unit 7: Agreement

- ✓ Subject-verb agreement after expressions of time, distance, price, and weight.
- ✓ Subject-verb agreement when the subject involves fractions or their equivalents.
- ✓ Number agreement in A as well as B, not only but also B, (n)either A (n)or B.
- ✓ Adjective/ Determiner-noun agreement.
- ✓ Pronoun agreement in number.

Subject-Verb Agreement

- A. Modifiers do not affect the number of the verb.
 - The teacher, along with his students, wants to play soccer.
(The phrase "along with his students" is a modifier.)
- B. Expressions of time, distance, price, and weight need a singular verb.
 - Ten dollars is too much for a lunch.
- C. In case of fractions or their equivalents, the noun in the of-phrase determines the number of the verb.
 - Two - thirds of the land has been sold.
- D. The number of the verb is determined by what is next to it in sentences with *either A or B*, or *neither A nor* .
 - Either he or his pupils are going to help us.

Note When the subject begins with *not only A but (also) B* or *B as well as A*, the number of the verb is determined by B.

Adjective/Determiner-Noun Agreement

Modifiers and nouns modified by them agree in number.

- | | |
|------------------|---------------------|
| ▪ this/that book | ▪ there/those books |
| ▪ every girl | ▪ all girls |
| ▪ another boy | ▪ several boys |
| ▪ each car | ▪ most cars |

Note Every and Another may be followed by either a singular or a plural noun in expressions regarding time or distance.

- every day/mile
- every two days/miles
- another week/mile
- another two weeks/miles

Noun - Pronoun Agreement

Pronouns including reflexives must agree with their antecedent in number.

- John's family are all early risers; they (NOT *it*) rise at 6 a.m.
- They advised her to take care of herself (NOT *themselves*).

Exercises

A. Choose the word or phrase that best completes the sentence.

1. Physics ----- one of my favorite subjects.
(A) be (B) to be (C) is (D) are
2. There are some books on the table, which ----- about fish.
(A) does (B) do (C) is (D) are
3. A third of the student ----- passed the test.
(A) are (B) have (C) has (D) is
4. The bus comes here ----- 30 minutes.
(A) each (B) another (C) every (D) all

B. Choose the word or phrase that best completes the sentence.

World famous folk singer, Daniel Matthews, ----- with the Smallville
1. (A) next (B) along (C) by (D) who
Choir, will give a small concert on August 27th. Mr. Matthews will
perform songs from his new CD *Voices of Heaven*. Tickets are limited
so ----- fans who missed his last concert should hurry! Tickets go on
2. (A) every (B) another (C) all (D) each
sale on June 30th. Call the Smallville Arts Hall on 021-333-0999 for
more information.

C. Fill the blank with the appropriate word.

1. His wedding has been ----- in the newspapers.
(A) said (B) told (C) pronounced (D) announced
2. I was ----- for speeding.
(A) fined (B) find (C) found (D) founded

3. I asked them to ----- the cost of repairing my car.
(A) estimate (B) cost (C) evaluate (D) predict
4. I wonder if you could ----- a room for me at the hotel.
(A) make (B) do (C) preserve (D) reserve

Exercise hints

▪ A

1. (C) Physics is a field of science.
2. (D) The relative pronoun "which" refers to some books.
3. (B) When factions are involved, the number of the verb is determined by a noun in the prepositional phrase.
4. (C) The sentence is intended to mean that the bus comes at 30- minute intervals.

▪ B

1. (B) along - The word "along" is followed by "with" to give the meaning of "together".
2. (C) all - "all" matches with the plural noun "fans" because a modifier and the noun modified by it must agree in number.

▪ C

1. (D) announced - To announce = to make known publicly.
2. (A) fined - To fine = to charge money as punishment for an offense.
3. (A) estimate - To estimate = to calculate approximately.
4. (D) reserve - cf. Make a hotel reservation.

Unit 8: Relative Clauses

- ✓ Choosing WHO, WHICH, or THAT
- ✓ Using WHOSE to show possession
- ✓ Using WHAT as a relative pronoun
- ✓ Relative adverbs and their antecedents

Relative Pronouns

A. Who, which, that

Who is used when the antecedent is a person, while which is used when the antecedent is not a person. However, that as a relative pronoun can replace either who or which, and it is preferred especially after *all*, *everything*, *nothing*, *the only* ..., and superlatives.

- The woman is a singer. + She lives next door.
= The woman who / that lives next door is a singer.

B. Notice that which can refer to the entire preceding clause.

- John didn't pass the test, which (NOT that or what) disappointed his father.

C. Possessive of the relative pronouns

Possession can be expressed by whose, whether or not the antecedent is a person. When the antecedent is not a person, of which ... may also be used.

- The man is my uncle. + His car broke down.
= The man whose car broke down is my uncle.

D. What (= the thing which)

The relative pronoun what is different from the other relative pronouns in that it is not preceded by a noun.

- He believes what he hears. (= He believes the thing that/which he hears.)

Relative Adverbs

C. When, Where, How, Why

- the day/ month/ year/ time etc. + when:
 - I remember the day (when) we met.

- the hotel/ park/ place etc. + in which OR where:

- Is this the park in which you two met?
- Is this the park where you two met?

- the way + how:

- This is the way he did it.
- This is how he did it.

Note The way and how cannot be used together.

- the reason + why:

- This is the reason (why) he got upset.

Exercises

A. Choose the word or phrase that best completes the sentence.

1. ----- he says deserves recording.
(A) Which (B) Who (C) That (D) What
2. Yesterday, I met a woman ----- grandfather was Swedish.
(A) who (B) who's (C) whose (D) which
3. Tom, ----- has three sisters, has no interest in getting married.
(A) who (B) whom (C) that (D) which
4. She put her prize in a place ----- everyone would notice it.
(A) where (B) which (C) in what (D) to that

B. Choose the word or phrase that best completes the sentence.

Monet Art Supplies

June 28th

Dare Mr. Lynch,

The set of paint brushes ----- you ordered on June 20th has arrived in our store.

1. (A) which (B) what (C) whose (D) who

Please come by the store before July 15th to collect and pay for your order.

Unfortunately, the paint that you required is no longer available. Our supplier no longer stocks that brand. I ----- for the inconvenience.

2. (A) sorry (B) apologize (C) regret (D) regretful

Regards,

Alvin Westwood

C. Fill the blank with the appropriate word.

1. Let's not ----- from the point at issue.
(A) avoid (B) digress (C) refuse (D) subtract
2. He is determined to ----- from the government.
(A) stop (B) quit (C) free (D) resign

3. The television ----- me when I study.
(A) pays (B) distracts (C) focuses (D) pulls
4. He ----- a favor of me.
(A) told (B) asked (C) talked (D) inquired

Exercise hints

▪ A

1. (D) There is no noun before the blank.
2. (C) This sentence comes from *Yesterday I met a woman + Her grandfather was Swedish.*
3. (A) The relative pronoun required for the clause should be the subject and refer to a person.
4. (A) What is needed is a relative adverb.

▪ B

1. (A) which - This word is needed when the antecedent is not a person.
2. (B) apologize - The verb used to say sorry directly to someone is "apologize".

▪ C

1. (B) digress - To digress from = to turn aside, especially from the main subject.
2. (D) resign - To resign = to give up one's job or position.
3. (B) distracts - To distracts = to cause to turn away from the original focus of attention.
4. (B) asked - To ask = to request an action.

Unit 9: Modification and Word Order

- ✓ Correct form of modifiers
- ✓ Word order between ENOUGH and ADJECTIVES/ ADVERBS
- ✓ Word order between ending in - THING and adjectives
- ✓ Word order in indirect questions

Modification

A. Adverbs modify adjectives, adverbs, and verb.

- He is an *extremely rapid* thinker. (NOT *extreme rapid*)
- She *walks elegantly*. (NOT *walks elegant*)
- It grows *extremely slowly*. (NOT *extreme slowly*)
- That *sounds interesting*. (NOT *sounds interestingly*)

B. Adjectives modify nouns.

- No more *Canadian products* are available here.
(NOT *Canada products*)

Word order

A. Enough comes after adjectives / adverbs and before nouns.

- He is *old enough* to see that movie. (NOT *enough old*)
- We have *enough books* on this topic. (NOT *books enough*)

B. Words ending in -thing, -body, -one, -where come before their adjectival modifiers.

- I have *something nice*. (NOT *nice something*)
- I have gone *somewhere new*. (NOT *new somewhere*)

C. Subject-verb inversion

Questions involve inversion between subject and verb, but indirect questions involve no such inversion.

- I asked him *how long he had been* in America.
(NOT *how long had he been*)

When the sentence begins with a negative word, the subject comes after an auxiliary verb.

- *Rarely does he work* at night. (NOT *Rarely he works*)
- *Not until yesterday did he change* his mind.

Exercises

A. Choose the word or phrase that best completes the sentence.

1. He is a very ----- person.
(A) society (B) sociable (C) sociably (D) socially
2. It's ----- cold.
(A) terror (B) terrify (C) terrible (D) terribly
3. They have certainly studied ----- to pass the test.
(A) hard enough (B) hardly enough (C) enough hard (D) enough hardly
4. Is there ----- about the project?
(A) new anything (B) newly anything
(C) anything newly (D) anything new

B. Choose the word or phrase that best completes the sentence.

To: All parents

From: Thames view High School P.E Department

We wish to remind parents that all students must ----- in P.E. lessons. If a student

1. (A) be (B) have a role (C) take part (D) study
cannot participate in sport due to illness, they must bring a doctor's note. The note must explain how long they should be excused from class. Students who do not bring a note will not be excused by the teacher. Thank you for your -----.
2. (A) cooperation (B) cooperating (C) considering (D) doing this

C. Fill the blank with the appropriate word.

1. ----- three copies of this letter, please.
(A) Be (B) Do (C) Make (D) Build
2. If you violate any conditions specified therein, the contract will automatically -----.
(A) complete (B) annul (C) abolish (D) terminate
3. I'd like to ----- my check.
(A) cash (B) charge (C) bill (D) exchange
4. Can I ----- money online to Brazil?
(A) refund (B) reimburse (C) transfer (D) repay

Exercise hints

▪ A

1. (B) The missing word modifies a person and at the same time is modified by "very".
2. (D) Think of what part of speech the word "cold" belongs to.
3. (A) hard = with great energy; hardy = almost not
4. (D) Words ending in -thing come before their adjectival modifier.

▪ B

1. (C) take part - Take part has the meaning of "to participate" in something.
2. (A) "Thank you for your cooperation" is a set expression used to express thanks in advance.

▪ C

1. (C) make - to make = to cause to exist or happen.
2. (D) terminate - all the other choices require an object.
3. (A) cash - To cash a check = to convert into ready money.
4. (C) transfer - To transfer = to convey from one place to another.

Unit 10: Indefinite Pronouns

- ✓ Differences and correct usage of BOTH, EITHER, and NEITHER
- ✓ Choosing between SOME or ANY
- ✓ Distinction of ANOTHER from THE OTHER
- ✓ Distinction of MOST OF from MOST

Examples of Indefinite Pronouns and Their Usage

A. Examples of Indefinite Pronouns

all, both, every, everything, each, some, somebody, someone, something, any, anybody, anyone, anything, none, either, neither, one, other, another, nothing, most of.

B. Both, Either, Neither

Both: means "two (things/people)" and is often followed by of + plural noun or *and*.

Either: means "one or the other of the two (things/people)" and is followed by of + plural noun or *and*.

Neither: means "not either one of the two (things/people)" and is followed by of + plural noun or *nor*.

C. Some, Any

Some: used in affirmative sentences.

- Some can be used in questions when an affirmative answer is expected.

Any: used in questions or in negative sentences.

D. One, Another,.....

One/ The other: Used when there are two things/ people, etc.

- Of the two pens, one is red and the other is white.

One/ Another/ The other: Used when there are three things/ people, etc.....

- He has three brothers: one is a doctor, another is a professor, and the other is a singer.

One/ Another/ The others: Used when there are more than three things/ people, etc.....

- We have five dogs: one is from Scotland, another is from Germany, and the others are from Spain.

E. Most of vs. Most

Use most of to talk about particular things or people, and use most to talk about things or people in general.

- Most of the students in this class are freshmen.
- Most people love music.

Exercises

A. Choose the word or phrase that best completes the sentence.

1. ----- he nor she is right.
(A) Either (B) Both (C) Each (D) Neither
2. I don't like the one -----.
(A) either (B) too (C) neither (D) alike
3. Would you like ----- tea?
(A) anything (B) some (C) little (D) few
4. He has two dogs: one is from England and ----- is from Germany.
(A) another (B) an other (C) other (D) the other

B. Choose the word or phrase that best completes the sentence.

Most people think bread is expensive and difficult to make. However, it is ----- easy and cheap. All you need to make a basic dough is flour, milk, a

1. (A) either (B) neither (C) both (D) also
little salt and sugar, and yeast. The sugar is very important to activate the yeast. If you do not add the sugar, the bread will not rise. You need to set it aside for at least two hours, so it is true that it takes a ----- time to make, but the results are worth the wait.

2. (A) quick (B) long (C) short (D) fast

C. Fill the blank with the appropriate word.

1. Hemingway was a ----- of Fitzgerald.
(A) temporal (B) temporary (C) temperature (D) contemporary
2. A ----- amount of money has been spent on books.
(A) considering (B) considered (C) considerate (D) considerable

3. The United States is waging a ----- war overseas.
(A) cost-free (B) costless (C) costly (D) money
4. There is no ----- evidence that power lines are a health risk.
(A) final (B) conclusive (C) last (D) finishing

Exercise hints

▪ A

1. (D) The conjunction "nor" is a key to the answer.
2. (A) Not either = neither
3. (B) When we offer something to someone, we usually expect they will accept it.
4. (D) The sentence talks about two dogs.

▪ B

1. (C) both - "Both ... and..." is used to link 2 words or expressions of the same kind: "easy" and "cheap" are two words that are positive in meaning, and therefore of the same kind.
2. (B) long - "2 hours" and "worth the wait" suggest that making bread is a time-consuming activity, so "long" is correct.

▪ C

1. (D) contemporary - To be contemporary = to belong to the same period of time.
2. (D) considerable - considerable = large in amount, extent, or degree. cf. considerate = thoughtful.
3. (C) costly - Costly = involving loss or sacrifice.
4. (B) conclusive - conclusive = serving to put an end to doubt, question, or uncertainty.

Unit 11: Voice

- ✓ Appropriate form of verbs in passive sentences
- ✓ Verbs which may not be used as passive forms
- ✓ Causative/ Perceptual verb in passive sentences
- ✓ Prepositions in passive sentences

Active vs. Passive Sentences

A. Formula

Active: Subject - Verb - Object

Passive: Subject - Be - p.p. - Preposition - Object

B. Use of *by* + *noun*

With passive, we can use *by* + *noun* if we need to say who dose the action.

- The police caught him. -> He was caught by the police.

General Key Points:

A. Only transitive verbs may be changed to passive forms.

- The ship has been disappeared. (incorrect)
- English is spoken here. (correct)

B. Verbs like *make*, *tell*, and *ask* are followed by a *to*- infinitive in passive sentences.

- The boys were made to work very hard.
- The girls were asked to shop laughing.

C. Perceptual verb like *see*, *observe*, and *hear* are followed by either a *to*-infinitive (for repeated or habitual actions) or an *-ing* form (for an action in progress) in passive sentences.

- The geese were observed to fly south every autumn. (habitual)
- The geese were seen swimming in the pond. (action in progress)

D. Complex verb that consist of verb + preposition are treated as one unit when changed to passive.

- The laughed at him. He was laughed at (by them).

- Nobody has slept in this room. This room has not been slept in (by anybody).

E. Besides by, the prepositions at and with may also be used in passive sentences.

At: be alarmed at, be surprised at

With: be pleased with, be satisfied with, be covered with, be (pre)occupied with

At or With: be delighted at/with, be disgusted at/with

Exercises

A. Choose the word or phrase that best completes the sentence.

1. The mistake has already been ----- by him.
2. The family has ----- from their vacation already.
(A) return (B) returned (C) been return (D) been returned
3. They were seen ----- kites in the park last weekend.
(A) fly (B) flown (C) flying (D) to be flown
4. The manager was preoccupied ----- checking the reports.
(A) in (B) at (C) with (D) from

B. Choose the word or phrase that best completes the sentence.

A survey of mobile phone use was conducted ----- the National

1. (A) to (B) of (C) by (D) from
Telecommunications Institute. They discovered that only five percent of people have downloaded a mobile phone game. The study found that many were confused about whether their handset could play games or how to download them. 2500 phone users were ----- across the U.S.
2. (A) interviewed (B) interview (C) interviews (D) interviewing
and several European countries.

C. Fill the blank with the appropriate word.

1. He works in the ----- division of our company.
(A) personal (B) individual (C) personnel (D) impersonal
2. This is not ----- business; it can wait.
(A) urgent (B) tiring (C) taxing (D) demanding
3. Our team is ----- to win this time.
(A) like (B) alike (C) likely (D) probably
4. They've arranged a ----- reception for us.
(A) warm (A) heating (C) hospital (D) hospitably

Exercise hints

▪ A

1. (D) In passive structures, the verb should be a past participle.
2. (B) The verb. "return" is an intransitive verb.
3. (C) The action was in progress, so an -ing form is needed after the perceptual verb "see".
4. (C) Preoccupied uses "with".

▪ B

1. (C) by - with the passive we use "by + noun" to say who did the action.
2. (A) interviewed - In a passive sentence, the "be" verb is followed by the past participle.

▪ C

1. (C) personnel - personnel = regarding persons employed in an organization.
2. (A) urgent - urgent = compelling immediate action, pressing.
3. (C) likely - To be likely to = to be very probable.
4. (A) warm - warm = showing friendliness or kindness.

Unit 12: Conjunctions and Prepositions

- ✓ Choice of coordinate conjunctions
- ✓ Choice of subordinate conjunctions
- ✓ Distinction between conjunctions and prepositions
- ✓ Choice of prepositions

Coordinating Conjunctions

FANBOYS (for, and, but, or, yet, so)

For (=because): I'm not going to join the club, **for** I'm not sure of its purpose.

Yet / But (=however): He has a good job, **yet** he never seems satisfied.

Nor (=and not): Dick didn't pass the test, **nor** did his friend, John.

So (=therefore): My foot still hurt yesterday, **so** I went to see a doctor.

Subordinating Conjunctions

Simultaneous action: while, as, the moment/instant

Sequential action: when, before, after, until

Reason: since, because, now that, seeing that

Condition: if, unless, provided, as long as, once

Concession: even if, even though, although, though

Purpose: (so) that, in order that

Contrast: whereas, while

Unreal comparison: as if, as though

Distinction Between Conjunctions and Prepositions

Conjunctions are followed by subject + verb, while prepositions are followed by noun or an -ing form.

- *while* vs. *during*
- *(al)though* vs. *despite*
- *because* vs. *because of*

Key Prepositions

A. **for** (How long ...) vs. **during** (When ...)

- *for* two weeks; *during* the winter

B. **by** (completion) vs. **until** (continuation)

- Have it done *by* tomorrow. Use the car *until* this evening.

C. **between** (two) vs. **among** (more than two)

- *between* the eyes; *among* the crowd

D. Prepositions at the end of questions

- Who did you come *with*? What is this *for*? What is it *like*?

Exercises

A. Choose the word or phrase that best completes the sentence.

1. He left home early ----- failed to catch the train.
(A) and (B) therefore (C) but (D) or
2. ----- he was cooking, his wife was working in the yard.
(A) But (B) And (C) Yet (D) While
3. He works to support his family, ----- he is in his seventies.
(A) during (B) despite (C) although (D) because
4. I haven't seen him ----- ages.
(A) with (B) for (C) during (D) until

B. Choose the word or phrase that best completes the sentence.

Experts say it is very important for children over the age of six to develop a hobby or take part in a club. Children can lead important social skills ----- doing something they enjoy. Even though your child is playing,

1. (A) during (B) despite (C) while (D) provided

she will learn skills like turn talking, losing well, and following rules. Hobbies and clubs vital for the ----- of your child.

2. (A) be developed (B) develop (C) developed (D) development

C. Fill the blank with the appropriate word.

1. He didn't fail the test; ----- he got the highest score.
(A) likewise (B) else (C) otherwise (D) on the contrary
2. ----- after his arrival in Paris, Tom called me at the office.
(A) Briefly (B) Nearly (C) Shortly (D) Simply
3. Last year, the shore company ----- went bankrupt.
(A) all (B) mostly (C) nearly (D) next to
4. Meeting will be broadcast ----- a week after they take place.

- (A) substantially (B) potentially
(C) comparatively (D) approximately

Exercise hints

- A
 1. (C) The two clauses show a conflict between action and result.
 2. (D) Think of the different position of coordinate conjunctions from subordinate conjunctions.
 3. (C) A subject + verb follows the blank, so a conjunction is needed.
 4. (B) Choose the one that can indicate duration.
- B
 1. (C) while - while is used as a subordinate conjunction with two simultaneous actions: in this case "learn" and "do something" they enjoy "are two actions that make place at the same time.
 2. (D) development - after "the" in this sentence a noun is needed.
- C
 1. (D) on the contrary - on the contrary = in opposition to what has been stated or expected. cf. otherwise = under other circumstances.
 2. (C) shortly - shortly = soon, nearly = almost.
 3. (C) nearly - nearly = almost but not quite; "next to" also means almost (as in "next to impossible"), but it cannot precede a verb.
 4. (D) approximately - approximately = roughly.

PRACTICE EXERCISES

READING

In this section of the test, you will have the chance to show how well you understand written English. There are three parts to this section, with special directions for each part. You will have one hour and fifteen minutes to complete part 5, 6, 7 of the test.

Part 5 Incomplete Sentences

Directions: In your test book, you will see a sentence with a missing word. Four Possible answers follow the sentence. Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

101. If the delivery is late, we _____ the shipping charges.
(A) paid (B) will pay
(C) have paid (D) are paying
102. We cannot process the order _____ we get a copy of the purchase order.
(A) because (B) that
(C) until (D) when
103. The visitors will be arriving _____ the office in twenty minutes.
(A) at (B) with
(C) into (D) for
104. Please use the _____ envelope for your reply.
(A) is enclosed (B) enclose
(C) enclosing (D) enclosed
105. Mr. Mura depends on his assistant for _____.
(A) advise (B) adverse
(C) advice (D) adversity
106. The package should arrive _____ Tuesday.
(A) in (B) on
(C) over (D) at
107. The newspaper expects circulation _____ next year.
(A) to ascend (B) to increase
(C) to escalate (D) to raise
108. Using a checklist is an _____ way to make plans.
(A) effective (B) effect
(C) effectiveness (D) effectively
109. The food has been ordered, _____ it has not arrived.
(A) or (B) since
(C) because (D) but
110. The bus will leave promptly _____ 8:30.
(A) until (B) to

- (C) at (D) for
111. The head of operations _____ to the management convention.
(A) going (B) are going
(C) go (D) is going
112. A customer service representative _____ at our catalogue number.
(A) always is available (B) is always available
(C) is available always (D) being always available
113. The telephone directory is _____ the telephone.
(A) among (B) to
(C) under (D) between
114. Our company stands for quality _____ design.
(A) or (B) and
(C) but (D) neither
115. The supervisor had Ms.Balla _____ her job responsibilities,
(A) to write (B) wrote
(C) written (D) write
116. Mr.Camelio promises _____ the error right away.
(A) will correct (B) correcting
(C) to correct (D) corrects
117. _____ it was late Ms.Glaser stayed to finish her work.
(A) although (B) during
(C) since (D) While
118. The _____ about our recycling plans will reassure consumers.
(A) public (B) publish
(C) publishing (D) publicity
119. The travel agent persuaded us _____ an evening flight.
(A) to take (B) taking
(C) took (D) taken
120. This model has seldom been brought in for _____.
(A) despair (B) compares
(C) impairs (D) repairs
121. Can you meet with us _____ 11:00?
(A) on (B) for
(C) at (D) in
122. The manager suggested _____ a research team.
(A) organized (B) organizing
(C) organizes (D) to organize
123. Mr.Benito received the notice _____ January 5.
(A) on (B) in
(C) at (D) to
124. This list of contributors is more _____ that one.

- (A) current (B) currently
(C) current than (D) current as
125. The fax was not received _____ the fax number was wrong.
(A) until (B) because
(C) although (D) once
126. The ship's captain requests that all passengers _____ emergency procedures.
(A) reviewing (B) reviews
(C) review (D) to review
127. The person _____ lost a briefcase may claim it in the lobby.
(A) whose (B) which
(C) whom (D) who
128. This memo is _____ the previous one.
(A) as confusing (B) confusing as
(C) as confusing As (D) as confused as
129. Ms. Friet _____ about her promotion before it was announced.
(A) knew (B) known
(C) is knowing (D) has known
130. Please _____ me any time if I can help you.
(A) are calling (B) call
(C) calls (D) will call
131. The ship's restaurant is located _____ the sun deck.
(A) on (B) under
(C) in (D) over
132. What _____ will the delay have on the contract?
(A) effect (B) effective
(C) effectively (D) effectiveness
133. Mr. Dimitri has a _____ for the Palace Hotel.
(A) rumination (B) reservation
(C) trepidation (D) motivation
134. Our latest advertising package includes videos _____ brochures.
(A) but (B) or
(C) and (D) either
135. The merger _____ will be announced today, should be extremely profitable.
(A) when (B) whose
(C) it (D) which
136. The receptionist _____ a message if you do not answer your phone.
(A) takes (B) took
(C) take (D) taken
137. The secretary _____ a letter when the computer crashed.
(A) composed (B) is composing
(C) was composing (D) composes

138. Tomorrow we _____ the letter by overnight mail.
(A) will send (B) sent
(C) had sent (D) is sending
139. My cousin was very _____ when he got the job.
(A) surprise (B) surprised
(C) surprising (D) surprises
140. The computer operators work at night _____ on weekends.
(A) nor (B) but
(C) neither (D) and

Part 6: Text completion

Directions: In your test book, you will see four passages each with four blanks. Under each blank are four answer options. Choose the word or phrase that best completes the blank.

Questions 141-143 refer to the following letter.

Modern Tech Inc.
St.No 2 , Sector H 1/6 Hunter Complex
Islamabab. Pakistan
April 13th, 20__
Vaqas Mahmood
21, Sharah-e-Iran, Clifton Karachi, Pakistan

Dear Vaqas Mahmood

Thank you for purchasing the teleconnect multipurpose Pager. We received your mail in rebate card this week. Unfortunately we cannot send you the 1800 PKR in cash lack because the rebate offer had already ...(141)... when you mailed it .

As started at the bottom of your bill. Rebate cards must be mailed out within three days of purchase in order for the rebate to be processed . The photocopy that you included of your bill indicates that you made your purchase on march 1st 20. However, your envelope containing the rebate form was postmarked in early April. Unfortunately, we cannot honor rebate cards that are more than two weeks late.

Please realize that your business is still important to us. In place of the rebate, we would like ...(142).. you a page of coupons that can be used toward other Modern Tech Inc product. You will find great ...(143).... For some of our new product, including our new speakerphone with improved sound quality.

Thank you for choosing Modern Tech Inc for all of your technology needs.

Sincerely,
Tarik Khan,
President

141. (A) operated
(C) expired

(B) exited
(D) transferred

142. (A) to offer
(C) offered

(B) offering
(D) will offer

143. (A) stores (B) discounts
(C) packages (D) instructions

Questions 144-146 refer to the following e-mail

To: benlivingston@accountantgroup.ca

Copy: Kyle; Cheryl; Leslie

From : ryanedison@accountantsgroup.ca

Re: Golf Tournament

Hi every I'm just doing some planning for the ...(144)... clients' golf tournament in May. I know it's more than two months away, but I wanted to get started to get started planning early this year. There are a few things I could use your help with.

- 1) Please mention the date of the tournament to all of your clients and provide them with the link on our Website. Encourage them to participate.
- 2) We need about 200 door prizes to hand ...(145).... At the banquet. If you know of any local businesses that may be willing to donate items such as free hotel accommodations or meals, please contact them as soon as possible.
- 3) We need volunteers to take tickets drive golf carts, and help with refreshment perhaps even be on hand to play if necessary. Please ask your staff members if they are willing to help out.

Last year was a great success. we ...(146)... more than \$7,000 fir charity during the tournament. This year we are aiming at \$10,000. Please let me know if you have any ideas about the tournament.

Thanks,

Ryan

144. (A) daily (B) weekly
(C) monthly (D) annual
145. (A) in (B) out
(C) over (D) down
146. (A) spent (B) saved
(C) raised (D) invested

Questions 147-149 refer to the following letter.

Indoor Air Pollution

New studies on air quality inside office buildings show that the indoor air quality is ...(147)... to human health than the polluted air outside. Each year, the air in our

cities exceeds safe levels during at least 60 days of the environment the air quality in approximately 30% of buildings ...(148)... unsafe.

Medical conditions including asthma, cancer, and depression, may be connected to poor indoor air quality. Cleaning products, furniture, air conditioners, and gas heating systems all contribute to poor indoor air quality. The most common reason for Sick Building Syndrome, a medical condition that has been blamed on poor indoor air quality, is the ...(149)... opening of businesses. When a building opens too early paint fumes and cleaning products don't have enough time to disperse. These fumes can remain in the air for a long time. They can affect customers or clients, and particularly building staff.

- | | |
|-----------------------|------------------------|
| 147. (A) hazardous | (B) more hazardous |
| (C) most hazardous | (D) the most hazardous |
| 148. (A) is | (B) are |
| (C) seem | (D) are becoming |
| 149. (A) premeditated | (B) premature |
| (C) premium | (D) prevented |

Questions 150-152 refer to the following memo

To: Bill O'Hara
From: Edie Saunders
Subject: Workshop

Bill

I am trying to finalize plans for next Friday's workshop. Please let me ...(150)... how many people you expect to attend so that I can know how much food to order. Also how long do you expect the workshop to last? In addition to lunch, should I order afternoon coffee and snacks ...(151)... ? If a workshop goes all day, people usually expect some sort of mid-afternoon refreshment. I also need to know expected numbers so I can decide which conference room to reserve. Conference Room 2 is ...(152)... than possible because I need to take care of this soon.

Thanks,
Edie

- | | |
|-------------------|-------------|
| 150. (A) know | (B) knows |
| (C) to know | (D) knowing |
| 151. (A) moreover | (B) instead |

(C) furthermore

(D) as well

152. (A) pleasant

(B) pleasanter

(C) pleasantly

(D) pleasantest

Part 7: Reading Comprehension

Directions: In your test book, you will see single and double reading passages followed by several question has four answer choices. Choose the best answer to the question and fill in the corresponding oval on your answer sheet.

Question 153-155 refer to the following invitation

Trust line cordially invites you to attend a morning seminar how you can predict the trends that will assist your clients with the success of their investment.

To reserve a seat, fill out the attached card and mail it with your registration fee.

Don't miss this chance to learn about the resources that drive successful fiduciary service management firms.

For further information, please 676-9980.

153. Who would be likely to attend the seminar?

(A) A private investor

(B) A manager in a not-for-profit organization

(C) A stockbroker

(D) A newspaper publisher

154. What will be discussed at the seminar?

(A) Building client relationships

(B) Fiduciary service management firms

(C) How to foresee good investments

(D) How to get new clients

155. How can you join the seminar?

(A) Present this letter.

(B) send a short form and payment

(C) Send your business card and request

(D) call 676-9980.

Questions 156-159 refer to the following announcement.

New Tech Equipment Company announced that it expects to cut 4,000 jobs within the next six months in Brazil as part of its strategy to reorganize its money losing business. New Tech has been struggling to make a profit after two years of losses worldwide.

The reduction in its labor force comes as a surprise to business analysts who had been impressed with the performance of the company in recent months although its revenues have not matched those of its first two years of business they had been increasing steadily since June

New competition was blamed for this loss of revenue but sources close to the company place the blame on the lack of direction from the chairman of the company Pierre Reinartz Mr. Reinartz has been with the company for only a year and he will probably resign soon.

It is expected that Elizabeth Strube the current V.P of the company will succeed him Ms. Strube was responsible for opening the international offices which have been more profitable than those in Brazil another 20,000 in Asia and 10,000 in Europe. The international offices will not be affected by the staff reductions.

156. Why will New Tech cut jobs locally?

- (A) To be more profitable
- (B) Because it is moving overseas
- (C) Because labor costs have gone up
- (D) Because Chairman Reinartz directed it

157. How long has New Tech been losing money?

- (A) Six months
- (B) One year
- (C) A year and a half
- (D) Two years

158. The word revenues in paragraph 2, line 7, is closest in meaning to

- (A) sales
- (B) earning
- (C) products
- (D) expenses

159. What describes the international branches of New Tech?

- (A) They earn more money than the Brazilian office
- (B) They are less cost effective
- (C) They are older than Brazilian branch.
- (D) They will be closed within six months.

Questions 160-162 refer to the following schedule

BUS FARES		peak	off peak
Effective March 1	Any one zone	1.00	0.75
Peak hours	between zones 1 and 2	1.35	1.00
Weekdays 5:30-9:30A.M	zones 1 and 3	1.70	1.35
And 3:00-7:00 P.M	zones 2 and 3	1.35	1.00

160. When do these bus fares take effect?

- (A) Immediately
- (B) On March 1st
- (C) On February 28
- (D) Next week

161. Which time is off-peak?

- (A) 7:00 A.M Monday
- (B) 9:00 A.M Wednesday
- (C) 8:00 P.M Thursday
- (D) 5:00 P.M Friday

162. What is the peak fare between zones 1 and 3?

- (A) \$0.75
- (B) \$1.00
- (C) \$1.35
- (D) \$1.70

Questions 163-165 refer to the following advertisement.

Leading TV-Advertising Company with broadcast interests worldwide seeks a Specialist will design studies to determine consumer preferences and write reports for use within the company. Candidates must have a college degree with courses in research. Must also have experience in advertising. Outstanding oral, written and computer skills are necessary. Downtown location. Excellent benefits.

163. What does this job involve?

- (A) Marking TV commercials
- (B) Discovering what consumers like
- (C) Advertising products
- (D) Testing products

164. Who will use the reports the specialist writes?

- (A) The consumer
- (B) The television station
- (C) The manufacturers
- (D) The TV advertising company

165. What qualifications should the candidate have?

- (A) Education in research and experience in advertising
- (B) Experience in television audiences
- (C) Ability in accounting
- (D) A degree in broadcasting

Questions 166 - 170 refer to the following information.

Peru is reforming its maritime transportation system. New regulations designed to reduce port costs and increase efficiency have already had encouraging results. Because of these reforms, Peru has established itself as the gateway for exports to

Pacific Rim markets. These reforms have been in three areas: labor regulations and custom clearances.

High labor costs had sabotaged Peru's import and export businesses. Where 80% of all goods had previously been transported by ship, ports in recent years have been moving only half of their capacity. Shipping companies took their business to Chilean ports where costs averaged one sixth of those of Peru. Reform in this area was needed quickly.

Consequently, agreements with port workers now allow shippers and receivers to make their prices competitive with other ports in Latin America. The port workers benefit as well, since many have formed limited partnerships or cooperatives.

Prior to the reforms, 60% of all exports had to be shipped on Peruvian flag-carriers. That regulation has been abolished and has opened the ports to ships from around the world.

This increase in traffic has caused dock procedures to be streamlined. Accordingly, customs regulations have become more efficient and commercial processing can be accomplished more quickly.

166. Why were reforms necessary?

- (A) The industry was outdated
- (B) Corruption was the norm
- (C) Labor regulations were being violated
- (D) The shipping industry was inefficient and costly.

167. What are Peruvian shippers most interested in?

- (A) North America
- (B) Asian markets
- (C) Europe
- (D) Chile

168. Prior to the reforms at what percentage capacity did the ports operate?

- (A) 20%
- (B) 50%
- (C) 60%
- (D) 80%

169. The word abolished in paragraph 3, line 4, is closest in meaning to

- (A) Passed
- (B) Stopped
- (C) Renewed
- (D) Continued

170. According to the report why were dock procedures streamlined?

- (A) To make them easier to read
- (B) To handle increased traffic
- (C) to reduce labor costs
- (D) To satisfy the dock workers

Question 171-174 refer to the following fax

Starling Brothers Investment Firm
145 East 45th Street
New York NY 10019

By FAX

Pages: 1 of 1

To: All airline investors

Fm: Alfonso O'Reilly Broker

Stock Alert Stock Alert Stock Alert Stock Alert

Southern Regional Airlines earned \$9,8 million in the fourth quarter, compared with a loss of \$584,1 million the previous year. The profit was due to reduced costs and an increase in profitable routes. This year, the airline lost \$112,4 million in total, compared with a loss of @1 billion last year.

If the present management does not change, we assume that the cost-reduction measures and their choice of routes will continue to have a positive effect on earnings. By eliminating even more routes across the Atlantic, the airline should be able to focus on the short-haul markets where it has built its strong base.

We suggest keeping Southern Regional stock at this time. If there is any change in this forecast, we will advise you.

171. What is the purpose of this notice?

- (A) To warn investors of poor stock performance
- (B) To explain recent success to investors
- (C) To explain recent success to investors
- (D) To encourage investors to hold on to their stock

172. Why are airline profits up?

- (A) New marketing strategies
- (B) Lower cost and more profitable
- (C) Greater ticket sales
- (D) Changes in the competition

173. How much did the airline lose this year?

- (A) \$1 million
- (B) \$9,8 million
- (C) \$112,4 million
- (D) \$1 billion

174. The word *forecast* in paragraph 3, line 2, is closest in meaning to

- (A) report
- (B) Situation
- (C) Prediction
- (D) investment

Questions 175-176 refer to the following notice

The Griffith Hotel

Charleston, South Carolina

803-349-7204

Reservations will be held until 4:00 p.m. unless guaranteed by advance deposit or credit card.

Cancellations must be made 24 hours prior to scheduled arrival in order to avoid the first night's room charge.

175. Why would you guarantee your reservation by credit card?

- (A) So you can cancel your room
- (B) So you can arrive after 4.00
- (C) So you can arrive before 4;00
- (D) So you don't have to check in

176. What happens if you do not cancel 24 hours in advance?

- (A) you must pay for one night
- (B) you get first choice of rooms
- (C) you can schedule your arrival
- (D) you can get an advance deposit

Question 177-180 refer to the following memo

From: Mazola Sawarani

Sent: Thursday, June 03, 200 - 9:30 A.M

To: All Employees

Sub: Vacation

Supervisors must approve any and all vacation periods longer than one week. Approval is not automatic. If (1) your absence would create a heavy workload for your team or cause your team to miss deadlines; (2) you fail to give at least one week's advance notice; (3) there are problems with your job performance; or (4) you have had other frequent absences, your request could be denied. In that case, please contact the Personnel Review Board.

177. What is this memo about?

- (A) Work shortage
- (B) Vacation time
- (C) Sick leave
- (D) Starting hours

178. Which of the following vacation periods requires a supervisor's approval?

- (A) One hour
- (B) One day
- (C) One week
- (D) One month

179. What might influence a supervisor's decision?

- (A) You are a new employee
- (B) You are poorly paid
- (C) You are a team leader
- (D) You often miss work

180. If approval is not given, the employee can

- (A) Ask another supervisor
- (B) Stay at work
- (C) Take a different vacation
- (D) Ask the Personnel Review Board

Questions 181-185 refer to the following fax and notice

FAX

To: Management

From: Unhappy Customer

Date: Friday, February 4th

To Whom It May Concern:

I'm sending this complaint by fax because I haven't been able to reach anyone at your company by telephone. I am extremely disappointed with the service that Concord's call center provides. I called yesterday at 10:30 A.M. for help with my new dishwasher. I was immediately out on hold. I listened to some annoying music for 35 minutes before I finally hung up and called again. The same person, he said his man was Kazuki, told me that he was important. Someone would have been available to help me.

The worst part is my call really was important. I had a major flood yesterday after I turned my new dishwasher on, and I couldn't figure out how to get the water to stop running. There is a lot of damage to my kitchen floor. I would appreciate a personal phone call explaining why nobody was available to answer my call. I will not be purchasing from your store in the future.

Suzuki Kana

NOTICE

Date: February 7th

For: Call center employees

Re: Weekly Meetings

As of March 1, call center employees will no longer be required to attend weekly Concord staff meetings. The minutes from meeting will be posted in the staff room for all employees to view after the Thursday morning meetings.

There are two reasons for this change:

1) Our current arrangement of using one employee to cover all ten phones during the meeting hour is not working. We have had numerous complaints from customers saying that they wait up to half an hour to have a call answered on Thursday mornings.

2) We are losing up to \$300 in sales every Thursday morning because we don't have all the phones working. Call center representatives generate extra sales while handling help line calls. You are also losing money, because, commission is lost when you have to take them out for meetings.

If you have any questions regarding these changes, please contact Itou Saki at manager3@concord.org

181. Which of the following is NOT true about the caller?

- (A) She recently purchased an appliance from Concord
- (B) She was calling for advice about how to clean up a flood
- (C) She was upset with the length of time she waited on the phone
- (D) She disliked the music that played while she was on hold

182. How many people were working the phones when Suzuki called this company?

- (A) none
- (B) one
- (C) nine
- (D) ten

183. Why does the meeting policy change affect only call center employees?

- (A) They are the people who handle of the sales.
- (B) They are the workers who answer the help line
- (C) They are the only ones who attend the meetings
- (D) They are the people who request the change

184. How will call center employees learn about what happened at the weekly meetings?

- (A) A memo will be delivered two days later
- (B) There will be one call center representative taking notes
- (C) A summary will be available in the staff room.

(D) Itou Saki will send out an e-mail with details

185. How did management handle this complaint?

- (A) By putting the customer on hold
- (B) By phoning the call center employees
- (C) By changing the company procedures
- (D) By sending a notice the customer

Question 186-190 refer to the following advertisement and e-mail

www.busybusinessworkers.com

It's time to take a break, relax, and enjoy some time away from the office. This month we're offering three holiday packages especially for busy business workers like you. May is the best month for travel. While students are busy with their exams, you can enjoy beaches and resorts in peace. Book a vacation this month and receive 25% off the regular price. Packages do not include fax. Cancellation insurance is recommended.

Click on any packages for full details. Prices are per person

Package A: twelve nights. Fivestar hotel in Portugal. Includes all meals \$1650

Package B: five nights. Caribbean Cruise \$1400

Package C: Angelina's Spa and Golf Getaway from \$600

Package D: Sorry. No longer available

Don't wait until the end of the year. Take a break now. You deserve it.

To: manager@marketpro.org

From: freancogerard@marketpro.org

Hi Alain,

It looks like I'll be working all weekend to meet this deadline. Milan will help me to check the dates with you. I'm looking at the first week of May. I found an ad for 25% off a Caribbean cruise. My wife and I are having our first wedding anniversary so I'd like so surprise her. It will be nice for her to have someone do all of the cook-ing. Too bad there won't be anywhere to golf, though!

Please let me know if you think it will work out. I would be gone May 2nd through May 8th. I'd love to go for two weeks, but will need to use my other vacation week in the fall when my brother gets married.

Thanks,

Franco

186. Who is the intended audience of this ad?

- (A) Golfers (B) Students on a budget
(C) Travelers on business (D) Tired business workers

187. according to the ad, when is the best time to travel?

- (A) At the begiing of the year (B) During student exams
(C) While students are on break (D) At the end of the year

188. What is the total amount Franco will pay for the trip before raxes?

- (A) \$1,650 (B) \$1,400
(C) \$2,100 (D) \$2,800

189. Who is Milan?

- (A) Franco's travel agent (B) Franco's brother
(C) Franco's manager (D) Franco's new coworker

190. Why would Franco NOT choose Package A?

- (A) he want to use only one week of his vacation now
(B) his wife will want to make her own meals
(C) He wants to receive 25% off his trip
(D) His wife has secifically requested a cruise

Question 191-195 refer to the following two e-mails

To operator 7, Operator 9, Operator 11

sender: Park Gi

Subject: Recorded names and titles

I have recently discovered that a number of you have reprogrammed your telephones and changed the information on your answering machines. You have replaced the generic title, *systems operator*, with your own nam, or worse for at least one of you, nickname. Not only is this unprofessional, ot os agaomst the rules set out you manual, The original may ask you to change stations or departments at any time in order for you to learn a new postion at the office. New interns will take your desk and the duties that go along with it. Please refer to page 14 of your manual, which starts, "As temporary employees, you do not have the right to reprogram the telephone on your desk or the settings on your computer."

Thank you,

Park Gi.

To: parkgi@financialguide.net

From: student7@financialguide.net

Re: Answering machines

Dear Mr. Park,

I want to apologize for reprogramming the answering machine at desk 12. After being referred to as operator 7 several times by repeat customers, I decided to change the recorded name to my own. I don't believe the message I recorded was unprofessional in any way. I simply gave my full name and my title, student intern. I changed the recording because I got a message from a customer who said: "It would be nice to know your name. It feels impersonal to say thank you to a number." Would you like me to change the message back to a generic one, or do you plan to do this yourself? I know how to do it, but I don't want to break the rule again. Finally, I didn't realize that we were moving to other stations, but I look forward to trying new positions. I am enjoying my internship so far.

All the best,

Chong Dae

191. Who was the first e-mail written to?

- (A) All temporary employees
- (B) Three student trainers
- (C) Selected student interns
- (D) All systems operators

192. How does Park Gi suggest interns find out the rules about answering machines?

- (A) By reading their manuals
- (B) By asking their supervisor
- (C) By e-mailing Park Gi
- (D) By talking with other temporary employees

193. What did Chong Dae record on her answering machine?

- (A) Her nickname
- (B) Her telephone number
- (C) Her name and job title
- (D) Her desk number

194. What excuse does Chong use to defend her actions?

- (A) Her own name is easy to pronounce
- (B) She thought she would be offered full-time work.

- (C) A customer commented on her telephone's recording
- (D) She didn't read the training package manual.

195. What does Park forget to mention in his email?

- (A) Where the rule for interns was written
- (B) If interns should change the recordings back
- (C) Whether or not interns are temporary employees
- (D) Why the policy was made in the first place

Question 196-200 refer to the following article and telephone message

Popular opera company in Jonju

The hit ballet Starfish had its last performance yesterday; however, the new Encore Theater immediately welcomed another group of performers. The valley opera group, composed of twenty-five members ranging in age from 11-65, is donating all of the profits from tonight's opening performance of Floria to the new theater. "we have been waiting for an adequate concert hall to open in Jeonju for more than five years. We are happy to be able to perform here," said director Hwang Chae-ku.

Hwang says the group often donates profits from performances to local charities. "we are in it for the love of music, not to make a profit. Any money we earn goes toward advertising and costumes". Though they sound like professionals, the singers from the valley opera group don't earn a salary. Despite this, it is one of the foremost opera companies in Korea. Floria will run through March 30. Tickets for the 60-minute show run from 25000 won to 80000. Only single seats are available. See the new theater's web site: encoreart@korea.net for details.

Telephone Message

For: Lee Chang

From: Kim Arum

Date: March 7th

Time: 8:30 A.M

Call Back: Yes No

Message taken by : Park Sun

Arum called. The opera group you like will be performing at the new theater next week. If you want to take some clients to see a show, he can get you a group rate. Also there is a new Italian restaurant, Antonios, near the theater. He thinks your clients would really like it. You would need to make a reservation very soon, though. It is a very busy restaurant, and people wait up to two hours to eat there.

I thought I should mention that I ate at that restaurant last week and the service was terribly slow. It took two hours to order and eat our meal. The new theater is really nice, though. I saw the ballet, but I've heard that the opera is even better. Tickets seem expensive for such a short show, so it must be really good.

Sunny

196. What is Floria?
- (A) An opera company
 - (B) A opera title
 - (C) A ballet
 - (D) A new concert hall
197. Which of the following is true about the Valley Opera Group?
- (A) Its members earn a good salary.
 - (B) It has never played in Jeonju
 - (C) It is only holding one show at the new hall
 - (D) Its singers are well respected in Korea
198. What does Kim not realize?
- (A) The ballet is already finished
 - (B) The group seating is sold out
 - (C) The opera singers are only amateurs
 - (D) The opera closes tonight
199. According to Park, which about the new Italian restaurant?
- (A) A meal there takes twice as long as the opera.
 - (B) It doesn't honor its reservations
 - (C) It's located just inside the new theater.
 - (D) The menu is a bit too expensive
200. What will Park likely suggest if she talks to Lee?
- (A) Going to the ballet instead of the opera
 - (B) Choosing a restaurant other than Antonio's
 - (C) Calling ahead to book a table
 - (D) Taking the clients to dinner before the show

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