

# UNIT 5

## Language focus

### 1 Past Simple, Past Continuous, Past Perfect

- 1 Put the verbs in *italics* into the Past Simple, Past Continuous, or Past Perfect.

An egg salesman *get*<sup>1</sup> (get) out of his car at the end of his day, when his little girl *come*<sup>2</sup> (come) up and *ask*<sup>3</sup> (ask) him how many eggs he *sell*<sup>4</sup> (sell) that day. He *reply*<sup>5</sup> (reply), 'My first customer *say*<sup>6</sup> (say) that he *buy*<sup>7</sup> (already buy) his eggs, so he *not buy*<sup>8</sup> (not buy) any. When I *meet*<sup>9</sup> (meet) my second customer, she *go*<sup>10</sup> (just go) out to the supermarket, so I *stop*<sup>11</sup> (stop) her and *offer*<sup>12</sup> (offer) her my eggs. She said she would buy half my eggs and half an egg more. The third and the fourth said the same thing. When I *fill*<sup>13</sup> (fill) out all three orders, I *finish*<sup>14</sup> (finish) all my eggs without having to break a single egg all day'.  
So how many eggs *the man sell*<sup>15</sup> (the man sell)?



- 2 5.1 You will hear two people describing how they met their partners. Decide if the following are true or false.

#### Man

- 1 He met his future wife travelling from the airport to his hometown.
- 2 The journey was 315 miles long.
- 3 He turned off his Walkman so that he could talk to his future wife.
- 4 She has a good sense of humour.
- 5 When he announced the name of the town, Carameas, she contradicted him.

#### Woman

- 1 She met her future husband in her brother's bedroom.
- 2 She was pleased with the way she looked (her physical appearance).
- 3 Her mother was doing the ironing.
- 4 Her husband had met her brother while working in a shop.
- 5 She knew that they were made for each other.

### 2 Past Continuous and Past Perfect

- 5.1 Listen again and note down how many times they use the Past Continuous and Past Perfect.

	Past Continuous	Past Perfect
man		
woman		

Check your answers on page 81.

### 3 A disastrous journey

Have you ever had any extreme journeys where everything seemed to go wrong? Read the text about this student's disastrous journey and correct any mistakes in the tense usage of the verbs in bold.

In July 2006 I **had had**<sup>1</sup> the longest journey of my life, although the distance **was**<sup>2</sup> not particularly far: Milan to London. It **was**<sup>3</sup> the third time I **did**<sup>4</sup> this journey by train. On the train while I **was going**<sup>5</sup> to the toilet, someone **was stealing**<sup>6</sup> my wallet, so I **didn't have**<sup>7</sup> any money to buy food during the journey. Then at the border with France, the train **had stopped**<sup>8</sup> and we all **had**<sup>9</sup> to get off. They **were saying**<sup>10</sup> that someone **had planted**<sup>11</sup> a bomb on the train and that they **had**<sup>12</sup> to search the train. Of course they **did not find**<sup>13</sup> a bomb, and after we **had waited**<sup>14</sup> for about six hours, we **got**<sup>15</sup> back on. Then we **were arriving**<sup>16</sup> at the port to take the hovercraft and I **realized**<sup>17</sup> that the thief **had stolen**<sup>18</sup> my passport as well. Well, I **tried**<sup>19</sup> to ring my parents, but my battery **ran**<sup>20</sup> out, so I couldn't even turn it on. Then ...

#### Wordpower

### 1 Challenges

Read and do the quiz about challenges.

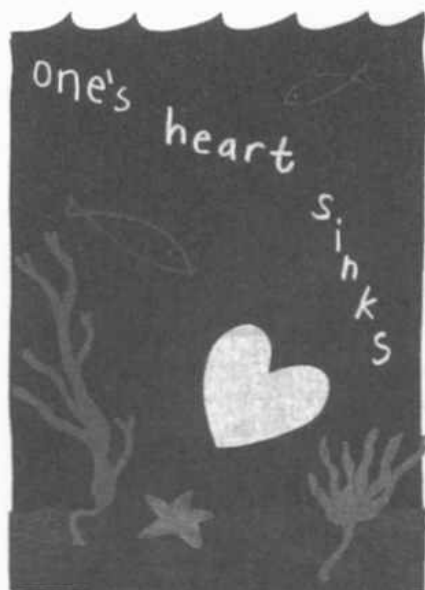
## Do you like a **challenge**?

Most people like a challenge in their life plus some degree of change, but how much they desire such challenges and changes varies considerably. Decide whether the following statements are true or false for you.



- 1 ☐ I like to work in constantly changing and unfamiliar environments.
- 2 ☐ My friends would probably not describe me as being fearless or adventurous.
- 3 ☐ I tend to get bored quite quickly.
- 4 ☐ I prefer to spend my holidays in my own country, or countries that are similar to mine.
- 5 ☐ I enjoy arguing with people, even if the topic isn't particularly important to me.
- 6 ☐ I am not keen on gambling, or other activities where my money is at risk.
- 7 ☐ I don't usually like planning things in advance.
- 8 ☐ I am not happy when people think I am unconventional or strange.
- 9 ☐ I often jump into situations without thinking too much about the consequences.
- 10 ☐ I like to follow instructions and do what is expected of me.
- 11 ☐ I was a difficult teenager as far as my parents were concerned.
- 12 ☐ I don't like wearing clothes that attract attention.
- 13 ☐ I don't believe in destiny – you make your own luck.
- 14 ☐ I believe that it is important to respect social boundaries.
- 15 ☐ My fear factor in most situations is practically zero. Very little frightens me.
- 16 ☐ When I start a task, I always like to finish it.
- 17 ☐ I don't like to be tied down by commitments and relationships.
- 18 ☐ I am not a great party-goer.
- 19 ☐ I like to live life as if every day was my last.
- 20 ☐ I prefer a reasonably routine life to an unpredictable one full of change.

Check your score on p.81



## 2 Heart idioms

Match these idioms and expressions with their definitions.

1 a heart of gold	a sincerely
2 at heart	b do something enthusiastically
3 devote oneself heart and soul	c have true or kind feelings
4 from the bottom of one's heart	d as much as one wishes
5 have one's heart in the right place	e of deep personal interest and concern
6 one's heart sinks	f one feels disappointed
7 near to one's heart	g in one's real nature
8 take heart at something	h a very kind nature
9 to one's heart's content	i become encouraged or more confident
10 young at heart	j in spite of one's age, still feeling and behaving as one did when one was young

## 3 Prefixes

Which of the words in the box can be prefixed by *hyper-*, *mega-*, *super-*?

bucks confident critical inflation natural star store volt

### Skills focus

## 1 Being concise

1 Delete any unnecessary words in the following sentences.

- The result obtained shows that ...
- The articles were written in the English language.
- This was carried out for a period of three months in the first year, and for a period of six months in the second year.
- We identified a number of key factors that might affect, at least in principle, the performance.
- It is important to note that one plus one is equal to two.
- Several authors in the past, and also more recently, have shown that substantial improvements in performance can ...

2 Replace the words in bold with a word from the box.

enabled formally hereafter if than thus using

- This one was bigger **with respect to** the other one.
- This has **made it possible** for us to do ...
- It is possible **on condition that** the cost is specified as well.
- As a consequence of this**, we were unable to ...
- This is done **in a formal way**.
- From now on** these will be referred to as X and Y.
- This was achieved **by means of** the first method.

## 2 Word transformation

Complete the second sentence so that it means the same as the first. Replace the part in bold with a verb or verb phrase.

*I don't know **every student** here.*

*I don't know **everyone who studies** here.*

1 What is **the pronunciation** of this word?

How do you \_\_\_\_\_ this word?

2 I live far away from **my birthplace**.

I live far away from where I \_\_\_\_\_.

3 This is linked to my **current project**.

This is linked to what I \_\_\_\_\_ now.

4 What **type of studies** did you do?

What did you \_\_\_\_\_?

5 **After the degree**, I'm going to look for a job.

When I \_\_\_\_\_, I'm going to look for a job.

## 3 Sentence transformation

Rearrange the sentences so that the verb in bold is near the beginning of the phrase.

1 In this project a systematic investigation of certain languages, and of how they compare under various scenarios, **is proposed**.

2 Ten datasets with the same grammar points but from different languages, along with several datasets just from European languages, **were generated**.

3 In Table Two, the main languages, along with all the differences in tense usage, and numbers of words, **are listed**.

4 In Section Two a survey of the literature **is provided**.

## 4 Writing

1 Write a composition (100–150 words) on one of the following.

- 1 The biggest challenges my country faces in the next ten years.
- 2 The biggest challenges my company has faced over the last few years.
- 3 The biggest challenges I will face over the next twelve months.


2 Reread your composition in exercise 1, and try to reduce it by 50%.

## 1 Multinational meetings

There are several factors that can contribute to a successful multinational meeting. Choose the three most important rules from those below.

- 1 Find out as much as you can before you go:
  - a about the topic
  - b who will be present (nationality, position in company, age, etc.)
- 2 Think in advance about exactly what it is you want to discuss. This will enable you to note down any key words and phrases in English that you might need.
- 3 Make sure that the other participants are aware of your level of English.
- 4 Ensure that the native speakers don't try to dominate the discussion.
- 5 Don't be afraid to interrupt – make sure you participate actively.
- 6 Always listen carefully to what is being said. Often you may be subconsciously projecting your own thoughts onto the speaker, and what the speaker is really saying may be quite different.
- 7 Are the participants likely to agree with what you are going to say? If not, think of ways in English to counteract their objections.
- 8 Try to sit near to the people who are likely to talk the most. This should enable you to hear better.
- 9 If you need time to reflect on what is being said, suggest having a coffee break to enable you to collect your thoughts and prepare what you want to say.
- 10 After the meeting, send the chairperson an email summarizing what you think has been the outcome of the meeting.

## 2 Participating in meetings

- 1  5.2 James and Nicola are talking about how non-native English speakers can improve their performance in a meeting with native speakers. Which of the rules in exercise 1 do they refer to? What other points do they make?
- 2 Match the phrases in the first column with phrases in the second column that have a similar meaning or function.
 

1 Right, shall we get things moving?	a Basically, what I am trying to say is ...
2 The purpose of this meeting is ...	b OK, the next item on the agenda is ...
3 How are you getting on with ...?	c We are here today to consider ...
4 Hang on ...	d If I could just interrupt you ...
5 Let's move on to the second point now.	e Perhaps we'd better get down to business.
6 So, drawing together what we've said ...	f You've made a really useful contribution – thank you.
7 Sorry, what I meant was ...	g Just to recap ...
8 Shall we call it a day?	h Right, that just about wraps things up.
9 OK, thanks for coming.	i Where are you up to with ... ?



3 Match the phrases in exercise 2 with these functions.

- asking for updates about work in progress
- clarifying
- concluding
- explaining aims
- getting started
- interrupting
- passing from one item to another
- summarizing
- thanking

4 5.3 Listen to these phrases from a meeting and match them with the functions below.

- a admitting that you've forgotten what you were talking about
- b checking meaning
- c checking that people are following
- d countering an interruption
- e enlisting someone's intervention
- f pausing for time
- g questioning relevancy
- h referring to items on the agenda of particular importance
- i returning to topic after an interruption

### 3 Sentence stress

5.4 Listen and write down the word in each sentence that is given the most stress.

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