

UNIT 6

Home and away

▼ AGENDA

- ▶ Past Simple, Past Continuous, Past Perfect
- ▶ Gerunds file. Personal management
- ▶ Gap years for adults
- ▶ Requests and offers. Exchanging information

Language focus

1 Work in groups. Discuss the questions.

- 1 Do you know anyone who has moved to another country to live and work? Did they have any problems?
- 2 What difficulties might someone have when they move to another country?
- 3 How is living in another country different from just visiting a country for a short period?

2 Look at the photographs and read the information. In pairs, discuss the questions.

- 1 What problems do you think César Murillo and Chris Stewart had?
- 2 What do you think they like about their new lives?



César Murillo

Nationality: Spanish

César moved from Spain to a poor part of London, and became a teacher.



Chris Stewart

Nationality: British

Chris moved from England to Andalucía in southern Spain, and bought an old farm in need of repair.

3 6.1 Listen to an interview with César Murillo. Answer the questions.

- 1 When did he move to London?
- 2 What did he do before coming to London?
- 3 How is teaching in London different from teaching in Spain?
- 4 What problems did he find?
- 5 What does he like about London?
- 6 Does he still enjoy his life in London?

4 6.2 Listen to an interview with Chris Stewart. Tick T (true) or F (false).

- | | T | F |
|---|--------------------------|--------------------------|
| 1 He was a guitarist with a band called 'Genesis'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 When he was at a party he was asked to write a travel guide to China. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He worked as a grape-picker in Seville. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 He moved to Andalucía in 1988. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 He had no experience of farming. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He still enjoys what he does. | <input type="checkbox"/> | <input type="checkbox"/> |

5 6.1, 6.2 Listen again and complete extracts 1–4.

César

1 I _____^a to London in 1998. I _____^b English Literature at a university in the south of Spain when I _____^c the chance to come to the UK. I _____^d to make a new start and London seemed like the ideal place.

2 At the beginning it was difficult. It _____^a completely different from what I _____^b before. The pupils came from so many different backgrounds and cultures, and a lot of them were from very poor families. There were also problems of discipline and classroom behaviour. I _____^c one day when a pupil _____^d and shouted, 'This is boring', and walked out. That type of thing _____^e in Spain.

Chris

3 I suppose it _____^a in 1973, when I _____^b in France. I _____^c grapes on the *vendange*, when I _____^d an American woman. She told me how wonderful Seville was, especially as a place to study the guitar. When the grape-picking _____^e, I immediately hitched to Seville, and fell in love with the place.

4 Ana and I _____^a in England for many years when we _____^b here, so we knew about sheep and farming. I _____^c to shear sheep at the age of 21, for example. But there was, and still is, an awful lot to learn. They were very hard but happy days.

Past Simple, Past Continuous

Read the examples and answer the questions.

- I **was teaching** one day when a pupil **stood up** and shouted, 'This is boring', and **walked out**.
- I **was sitting** at home when the phone **rang**.

- 1 Which verbs express completed actions in the past?
- 2 Which verbs express an incomplete activity that was in progress over a period of time in the past?
- 3 Which verbs are in the Past Continuous tense?
- 4 How is the Past Continuous formed?



Pocket Book pp. 9–10

Past Simple, Past Perfect

Read the examples and answer the questions.

- Before I **went back** to university, I'd **taught** for five years in a Catholic school.
- Ana and I **had already farmed** in England when we **came** here.

- 1 Which of the two actions happened first – *going back to university* or *teaching* in the first example, *farming* or *coming here* in the second?
- 2 Which verbs are in the Past Perfect tense?
- 3 How is the Past Perfect formed?



Pocket Book pp. 9, 10

Find other examples of these tense combinations in the two interviews. (Look at 6.1 and 6.2 on p. 136.)

Practice

1 Complete the sentences about César Murillo. Use the verb in brackets in either the Past Simple or Past Continuous.

- 1 I _____ (teach) in Spain when I _____ (decide) to go back to university.
- 2 When I _____ (study), I _____ (meet) an English teacher from London.
- 3 I _____ (see) a poster advertising cheap flights to the UK while I _____ (wait) at the train station.
- 4 I _____ (live) in Kent when I _____ (have) an offer of a job in London.
- 5 When I _____ (arrive), schools in London _____ (go through) a difficult time.
- 6 I _____ really _____ (enjoy) my first lesson when the bell _____ (ring).
- 7 When I _____ (start) my teaching job, I _____ (live) in temporary accommodation.
- 8 While I _____ (read) the newspaper, I _____ (see) an advert for a flat-share.

2 Look at the biographical information about Alison MacDonald, a Scottish engineer who settled in Canada. Use the Past Simple and Past Perfect to write sentences about Alison's life.

Examples *When Alison was born, her parents had already brought up two other children.*
Her family had moved to Glasgow by the time she started school.



1970

born Isle of Skye, Scotland (two older brothers, born 1956 and 1958)

1972

family moved to Glasgow, Scotland

1974

started school

1988

finished school, passed all her Higher exams

1988

worked on a farm in Australia for a year

1989

started Glasgow University; studied Civil Engineering

1992

took her Master's degree, Macquarie University, Canada

1993

married her boyfriend (Stewart); settled in Vancouver, Canada

1994

started work for a Canadian engineering company

1996

son born (Callum)

1997

returned to work

1998

promoted to a senior management position

2001

daughter born (Moir)

2002

visited Scotland for a 3-month vacation with family

3 Work in pairs. Write similar biographical information about yourself (or someone you know well). Make sentences about each other's lives using the Past Simple and Past Perfect.

- 4 Read the extract from Chris Stewart's book about life on his farm in Andalusia. Complete the sentences using the correct tense of the verb in brackets.

ONE DAY, I decided to become a writer. The idea _____¹ (come) to me when I _____² (walk) back from a neighbour's farm. A few hours before, I _____³ (visit) Domingo and his wife Antonia. Domingo _____⁴ (work) as a farmer, but at the same time he _____⁵ (make) sculptures of animals. He _____⁶ (teach) himself, and some of them were really quite good. While he _____⁷ (show) me his work, I _____⁸ (think) that I should do something creative too.

The next day the sun _____⁹ (shine) when I _____¹⁰ (get up). By 7 o'clock I _____¹¹ (have) breakfast. By 8 o'clock I _____¹² (feed) the chickens. By 10 o'clock I _____¹³ (finish) all my usual morning tasks – so I was able to get everything ready to start my new career. When Ana _____¹⁴ (come) back from the market, everything was ready. I _____¹⁵ (prepare) pens, pencils, and paper, and I _____¹⁶ (sit) down, ready to write.

I _____¹⁷ (write) my first words, when I _____¹⁸ (hear) Ana scream, and through the window I _____¹⁹ (see) a sheep on the strawberry patch. It _____²⁰ (escape) from the field, and _____²¹ (enjoy) a feast of our fruit and vegetables. I dropped my pen and rushed out to drive the sheep away. By the time the sheep was back in the field, I was exhausted and I _____²² (lose) the desire to write. So much for my first morning as a writer!

- 5 Work in groups. Take turns to think of as many strange and amusing explanations for these events as you can. Use the Past Perfect to describe them.

Example I missed the meeting *because I had gone to the wrong company.*

- 1 I didn't hear the phone ...
- 2 I missed the last bus home ...
- 3 His manager wanted to talk to him ...
- 4 The conference was cancelled ...
- 5 She was invited to meet the President ...
- 6 The airport was closed ...
- 7 My desk wasn't where it usually is ...
- 8 The computer crashed ...

- 6 Work in groups. Think of something you were doing at a particular time last week. Tell the others in the group the time only. They have six questions to try to guess the activity.

Examples *Between 7 p.m. and 8 p.m. last night.*

Were you cooking dinner?

Were you working out at the gym?

- 7 Think about an important decision that you have made in your life – for example, about education, work, or relationships.

- 1 Where were you and what were you doing when you made the decision?
- 2 How did your life change as a result of the decision?
- 3 What had your life been like before you made it?

Describe your important decision to a partner.

Gerunds file. Personal management

- 1 1 Personal Management Solutions is a company that helps people make positive changes in the way they manage their lives. Look at the advertisement. What main piece of advice does it give? Do you think it's good advice?
- 2 Find examples of verb + gerund and verb + preposition + gerund. Write them in columns 1 and 2 of the table opposite.



Personal management

Too much paperwork? • Is your desk covered with documents?

It may just be your personal management that needs improving. We recommend following some basic rules.

For example – write a 'destruction date' on every unimportant document. Maybe you're used to keeping every piece of paper you receive. But how much time do you *spend looking* for things because your desk is untidy and your filing cabinet is full? Here's a simple piece of advice: avoid filing a task you've finished working on without writing a date when you can throw it away. Maybe the 'destruction date' is one week, one month, or one year in the future. When you next open your filing cabinet and the date has passed, you can enjoy throwing useless paperwork away. You'll need a bigger office if you keep putting it off!

That's just one simple example. We can suggest doing many other things. If you're not very good at *planning* how to manage your personal time, or if you're just interested in finding out about personal management, then contact us. If you don't mind answering a few simple questions about your job, we can help you – and you can look forward to living and working in a more positive environment.



Don't delay!

Call Personal Management Solutions on 0443 897676

- 2 1 Read another of Personal Management Solutions' advertisements. What main idea does it give about positive change? Do you think the idea is helpful?
- 2 Find examples of verb + infinitive or gerund. Write them in column 3 of the table opposite.

Positive change

Do you ever *stop to think* how you could make a positive change?

It's amazing how many people seem to complain about their situation. They would like to be different – more interesting, exciting, or attractive – but they can't find a way to make it happen. Maybe it's because they remember being told by their parents or teachers that 'you are who you are'. They remember to turn on the computer in the morning, but they don't remember to think creatively about themselves.

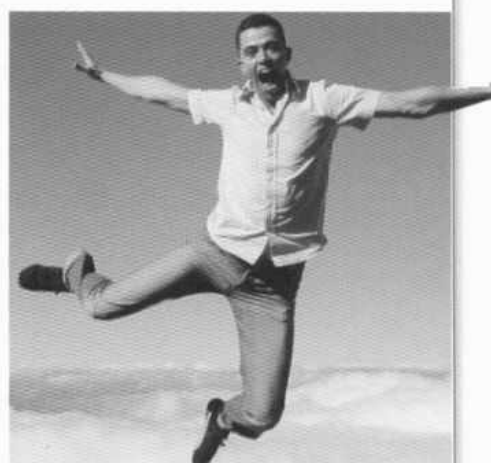
Well, now you can stop worrying. You don't need to put up with being the same forever. We have the solution. We *love thinking* of creative analogies that suit individuals, and we would love to help you.



It's easy really. For example, just answer these questions: Are you a Mini but would like to be a Mercedes? Do you like thinking of yourself as light blue, but feel you're actually dark grey? We can help you make a positive change by looking at how to take the steps in between. How many steps you can take in the right direction will be up to you!

Act now!

Call Personal Management Solutions on 0443 897676



1 Verb + gerund	2 Verb + preposition + gerund	3 Verb + gerund or infinitive
<i>spend looking</i>	<i>be good at planning</i>	<i>stop to think</i> <i>love thinking</i>

3 Which column do you think these verbs go into?

prefer would prefer hate would hate

3 Grammar quiz

Complete the rules. Write *gerund* or *infinitive*.

- 1 When we use *would* with *love*, *like*, *hate*, and *prefer*, the form of the verb which follows is usually the _____.
- 2 When we use *love*, *like*, *hate*, and *prefer* to refer to a general situation, the form of the verb which follows is usually the _____.
- 3 With *remember*, when the remembering happens before the action, it is followed by the _____.
- 4 When the remembering happens after the action, it is followed by the _____.
- 5 When *stop* means *not do any longer*, it is followed by the _____.
- 6 When *stop* means *interrupt one activity in order to do another*, it is followed by the _____.

 Pocket Book p. 7

4 Complete the sentences. Write the gerund or infinitive form of the verb in brackets.

- 1 Do you remember _____ him when we were in Copenhagen? (see)
- 2 Will you remember _____ and confirm the meeting for next Tuesday? (write)
- 3 After working on the new project all morning, he stopped _____ lunch. (have)
- 4 I don't play football any more. I stopped _____ five years ago. (play)

5 Work in groups. Discuss the questions.

- 1 What things do you remember doing when you were younger?
- 2 What activities did you do in the past, but have now stopped doing?

6 Work in pairs. Prepare eight questions about personal management using verbs from the table. Then change pairs and interview your partner.

Examples *How much time do you spend tidying your desk each week?*
What are you particularly good at doing in your job or study?
How would you love to be different?

Gap years for adults

- 1 Work in pairs. Ask and answer the questions.
 - 1 What did you do after school or university, and before starting work?
 - 2 What is the best time of life to travel or spend time in another country?
 - 3 What is the longest holiday you have ever taken from work? What did you do?
- 2 Read the article *What is a gap year for adults?* and the three adverts. Work in pairs and answer the questions.
 - 1 How is a gap year for adults different from a traditional gap year?
 - 2 Why do employers think gap years are a good idea?
 - 3 Would you like to take a gap year as an adult? If yes, what would you like to do? Where would you like to go?
 - 4 Which, if any, of the three areas a, b, or c would you choose? Give reasons for your choice.

What is a gap year for adults?

A gap year for adults is constructive time out – it can be anywhere, doing anything and everything. You could be travelling round the world, building a school in Chile, doing alternative work experience, lying on a beach in Fiji, or simply having a new look at your life.

Traditionally a gap year was viewed as a student activity, taking an extended break before university. It usually involved travel and, as a result, was only done by people from wealthy families able to pay for the experience. In the UK, both Princes William and Harry took gap years before starting university or military training.

However, a gap year now offers something for everyone: for young people, or for older people reaching retirement; for people who don't want a career, but just want to take life one stage at a time, or for people in steady careers. Many top companies regard 'portfolio careers' of this kind as a very positive thing. If your CV has an interesting range of activities it can often make you more employable.

a

Improve your job skills!

Taking time out to work in another country is a rewarding experience.

It can also be a chance to gain new qualifications and learn new skills; all of which will improve your job prospects when you return. Doctors, nurses, teachers, nearly everyone can benefit – and others will benefit from your knowledge and skill.

b

Save the planet!

There are thousands of conservation projects running globally from close to home to the deepest darkest corner of the Amazon. YOU can volunteer and help make a difference.

Opportunities range from working on wildlife reserves in South Africa to conserving the coral reefs of Malaysia.



See the world!

Round-the-world tickets are flexible and can be cheaper than you think. Decide the places you really want to visit and then build your itinerary around them. If you include some work experience when you go, you'll not only see the sights but you'll live the culture.

c



- 3 6.3 Listen to these interviews with three people who took a gap year. Make notes to complete the first part of the table.

	 Dean Douglas	 Alicia Rubio	 Hortense Robert
Which type of gap year did they choose (a, b, or c from 2)?			
What was their previous job?			
How old were they when they took a gap year?			
Why did they take a gap year?			
Where did they go?			
What was the best bit?			
What was the worst bit?			
What do they do now?			

- 4 6.3 Listen again and make notes to complete the second part of the table.

- 5 Work in pairs. Sort the adjectives in the box into six pairs with opposite meanings. Use a dictionary if necessary.

adventurous	ambitious	cautious	hard-working
lazy	optimistic	pessimistic	reckless
unadventurous	unambitious	uptight	relaxed

Now answer these questions.

- Which of the adjectives best describe Dean, Alicia, and Hortense?
 - Which of the adjectives best describe you?
 - Think of people you know who you could describe with each of the adjectives. Tell your partner about them.
- 6 Work in groups. Design the perfect gap year for each other. Think about the adjectives in 5 and use the suggestions below.
- travel round the world (Which route? Which countries?)
 - voluntary work in an developing country (Doing what exactly? Which country?)
 - learn a completely different skill (What skill? Where?)
 - study a foreign language in the host country (Which language? Which country?)

Present your ideas to the rest of the class.

Focus on functions

Can you ... ?
Would you mind ...
(+ -ing)?
Do you think you
could ... ?
Could you ... ?
I'd like you to ...
Do you mind ...
(+ -ing)?



Requests and offers. Exchanging information

- 1 Work in pairs. Which of the phrases in the box would you use to make the requests below? Give reasons for your choice.

Ask

- 1 a colleague to translate a letter for you.
- 2 a friend to do some supermarket shopping for you.
- 3 your secretary to work three hours overtime this week.
- 4 a colleague to give you a lift to the train station.
- 5 your secretary to make some photocopies.
- 6 your son or daughter to tidy their bedroom.
- 7 a colleague to help you move some office furniture.
- 8 a friend to water your houseplants while you're on holiday.

- 2 6.4 Listen to a conversation between Rosa and Claire. Write the information Rosa asks Claire to get.

- 3 6.4 Listen again. Write other phrases Rosa and Claire use under the correct heading below.

Requests and offers

Requesting

Could you ... ?

Agreeing

Yes, of course.

Offering

Would you like me to ... ?

Accepting

Yes, if you could.

Declining

Thanks, but you needn't bother.

- 4 What phrases can you use to refuse a request? How do we begin a refusal and what do we add to sound polite?
- 5 Work in pairs. You are colleagues. Practise making and responding to requests. Add two more requests each. Give a reason when you refuse a request.

Student A

Ask Student B

- 1 to help you translate a document.
- 2 to give you a lift to the airport.

Student B

Ask Student A to

- 1 explain a new computer system.
- 2 look after a visitor next week.

Student B

Agree.
Refuse.

Student A

Agree.
Refuse.

- 6 Work in pairs. You are preparing for a seminar. Practise making and responding to offers. Give a reason when you decline an offer. Add one more request each.

Student A

Offer

- 1 to set up the audio-visual equipment.
- 2 to check the number of participants.

Student B

Offer

- 1 to open the windows.
- 2 to get supplies of stationery.

Student B

Accept.
Decline.

Student A

Decline.
Accept.

- 7 6.5 Listen to the phone call Claire makes to Executive Travel Services. Write the times of flights in her notebook.

FLIGHTS				
From	To	Day/Date	Departure	Arrival
London	Bilbao	Sunday 2nd		
Bilbao	Seville	Tuesday 4th		
Seville	Valencia	Friday 7th		
Valencia	Barcelona	Saturday 8th		
		Sunday 9th		

- 8 6.5 Listen again. Write the other phrases Claire and Jan use under the correct heading below.

Exchanging information

Asking

I'd like some information on ...

Checking

That's ... is it?

Confirming

Yes, that's right.

Correcting

Showing understanding

Pronunciation

- 1 6.6 Listen to the corrections. Which word is emphasized?

- No, not the 7th, the 17th.
- No, not Málaga, Madrid.
- No, not 10.35, 10.25.

- 2 6.7 Listen to the corrections. Circle the correct information.

- | | |
|-----------------|--------------------|
| 1 4th 14th | 4 Frankfurt Berlin |
| 2 30th 13th | 5 12.45 12.30 |
| 3 Zürich Geneva | 6 07.30 07.20 |

- 3 6.8 Look at the examples of corrections and then listen.

- So, travelling on the 7th ... (5th)
No, not the 7th, the 5th.
- So, departing at 11.45 ... (11.35)
No, not 11.45, 11.35.

- 4 6.9 Listen and correct the mistakes you hear using the information below. You will then hear the correction.

- | | |
|--------|-----------|
| 1 30th | 4 Toronto |
| 2 19th | 5 13.45 |
| 3 Rome | 6 15.50 |

- 9 Rewrite the indirect questions as direct questions.

- Could you tell me what time the 10.30 flight from Paris will arrive?
- Do you know if there are any cancellations on the 8 a.m. flight to Moscow?
- I'd like to know where I can get some foreign currency.
- Can you tell me where you bought your tax-free goods?

- 10 Compare the indirect and direct questions in 9. Answer the questions.

- What is the difference in the form of the verb and the word order?
- Which are usually more polite: direct or indirect questions?
- Which do we use more at the beginning of a conversation?

- 11 Rewrite the direct questions as indirect questions. Use introductory phrases from 9.

- Are there any seats available on that flight?
- Has the plane from London Heathrow arrived yet?
- Is there a connecting flight to Manchester?
- Which terminal should I go to?