

GRAFFITI



Workbook 3B

PETER VINEY AND KAREN VINEY

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To the teacher

Grapevine Workbook 3B has twenty units, each corresponding to a unit in the Student's Book. It also contains a Study Guide preceding the main body of the book, which can be used throughout work on the book. Workbook 3B relates to Units 21–40 in the Student's Book. Workbook 3A is available for Units 1–20.

The Workbooks have the following aims:

- 1 Consolidation and reinforcement of the structural and functional material in the Student's Book.
- 2 Extension of the lexical syllabus of the Student's Book. Vocabulary items are recycled through a variety of vocabulary-based exercises.
- 3 Development of the skills of reading and writing. Many reading passages deliberately contain material outside the lexical count of *Grapevine 3*, and students are asked to perform limited tasks based on these materials. They are *not* expected to understand every word in them.
- 4 Additional work on pronunciation, spelling, word order, and punctuation.
- 5 Development of the student's ability to classify and order materials for their own learning. This is also promoted by the introductory *Study guide* section.
- 6 Exposure to reference materials from English-English dictionaries. Note that we recommend the *Oxford Student's Dictionary* for *Grapevine 3*. Students who are going on to further studies in English may prefer to use the larger *Oxford Advanced Learner's Dictionary* for their work on *Grapevine 3*, but may find the level of explanation and examples too difficult.

The Workbooks can be used in several ways. *Grapevine 3* Teacher's Book contains notes on using the Workbooks in class, as well as an answer key for teachers. We would suggest that a combination of the following uses will be appropriate for most teaching situations.

- 1 As homework, where students will work alone without help from the teacher.
- 2 As additional classroom material, some of which will be suitable for paired oral work. The pronunciation / spelling exercises should also be explained orally to students (although the tasks can be done at home, and, in any case, one of the main purposes is vocabulary recycling).
- 3 A combination of the above. Workbooks can be used to adjust the speed of progression with different classes, by extending and reinforcing units with work from the Workbooks.

Please note that students can be asked not to write in the Workbook if you wish. This should be pointed out when they are issued, and in this case exercises can be written out on separate pieces of paper.

We see the Workbooks as a vital and integral part of the *Grapevine* course.

Peter Viney and Karen Viney

Study guide

Ways of learning

Here are some ways of studying and practising English.
Which ones do you use? Tick the boxes.

In class

- listening to the teacher
- listening to tapes of dialogues and texts
- listening to tapes with drills
- repeating words and sentences
- answering questions
- asking questions
- oral (i.e. spoken) exercises and drills
- learning about grammar
- doing pronunciation exercises
- doing reading exercises
- doing listening exercises
- learning vocabulary
- reading stories
- speaking with a partner
- working in groups
- role play
- discussion
- listening to songs
- watching videos
- writing exercises
- writing letters, stories, etc.
- copying from the board
- making notes
- using dictionaries

Outside the class

- doing Workbook exercises
- doing other written homework
- looking up things in your dictionary
- studying the Grammar summaries or a grammar book
- translating words and sentences
- revising work you have done in earlier units
- testing yourself on vocabulary
- reading simplified (graded) readers
- listening to tapes or radio programmes
- recording yourself speaking in English
- watching TV programmes or films in English
- listening to pop songs in English
- reading newspapers or magazines
- writing to a pen-friend in English
- speaking in English to other people

- 1** Look at the things you have ticked. How many of them have you done during the last week?
- 2** Look back at both lists. Write numbers from 1 to 10 next to the things from either of the lists which you enjoy doing the most (1 for the most enjoyable, 2 for the next most enjoyable, and so on).
- 3** Are the things that you enjoy the most the same as the things that you need the most? If you make a list from A to J of the things that you need the most, is it different? (A for the most important, B for the next most important, and so on.)

How do you feel about learning English?

Here are some things which people have said about learning a foreign language.
Do you agree or disagree with them?

Some people find learning languages easy, but other people find it very hard.

I NEED TO KNOW THAT THE GRAMMAR IS CORRECT BEFORE I CAN SAY ANYTHING.

If I don't practise, I forget.

I feel silly when I speak English in front of someone of my own nationality.

YOU SHOULDN'T WORRY ABOUT MAKING MISTAKES. YOU LEARN BY MAKING MISTAKES.

It's easier to speak if you think of yourself as a different person - a British person, or an American.

If you have a good memory, it's easy to learn.

YOU CAN LEARN IN CLASS, BUT YOU ALWAYS NEED TO STUDY BY YOURSELF AS WELL.

People who have a 'good ear' for music are better at pronunciation.

I feel very nervous about saying things because I'm afraid that my pronunciation is bad.

I CAN UNDERSTAND THINGS WHEN I READ THEM, BUT I CAN'T MAKE SENTENCES WHEN I SPEAK OR WRITE.

BRITISH AND AMERICAN PEOPLE SPEAK TOO FAST FOR ME.

I have to translate everything inside my head.

I like discussing things in English, and I feel more relaxed about giving my ideas and opinions than I do in my own language.

IF I MAKE A MISTAKE WHEN I'M SPEAKING, I FEEL STUPID.

If you can, discuss your feelings and opinions with another student. Discuss in your own language if you like. Some of the statements above show the problems or difficulties that students feel they have. If you feel the same, think about some things that you can do to help yourself. Think about a plan of action. Here is an example:

My problem	Aim	Plan of action
Very nervous about my pronunciation.	To feel more confident about pronunciation.	<ol style="list-style-type: none"> 1 Do more work with tapes, listening and repeating. 2 Record myself. Can people understand me? 3 Look at the pronunciation symbols in dictionaries and write the words in a way I can understand.
I have to translate everything.	To stop translating.	<ol style="list-style-type: none"> 1 Read graded readers quickly - don't stop to translate. 2 Listen to long tapes in English without stopping the tape.

Revision

How often do you revise the work that you have done in English?
Do you only revise before a test, or do you revise at other times as well?

Which of these things would you use for revision?

- your learner diary
- the Grammar summaries in the Student's Book
- the irregular verbs list in the Student's Book
- the Vocabulary index in the Student's Book
- your completed Workbook exercises
- the Check-backs
- a separate grammar book
- the units you have already done, i.e. reading the Student's Book again
- the Student's Books from earlier levels of the course
- listening to the tapes again
- the contents pages
- your own notes, word maps, vocabulary cards, and so on
- a dictionary

◆ Activity: Revising the passive

- 1 Read the Grammar summaries for the Student's Book Units 13, 14, and 15.
- 2 Look back at the Workbook exercises you completed for these units.
Did you get everything right?
Do you understand your mistakes?
- 3 Look in the Irregular verbs list, and find the past participles of:
blow / tear / bring / take / catch / hit / lose
- 4 Read the Student's Book units as quickly as you can.
Underline any words that you still can't understand.
- 5 Look these words up in the Vocabulary index.
Think about the pronunciation.

- 6 Look at Check-back two.
Think about the answers to the second section, *Passives*.
Can you do this section quickly now?
- 7 You might want to translate the sentences in the Check-back section on passives.
Some people find translation helpful, others don't!
- 8 You could look at *Story for pleasure 2, Once upon a time*, and count the number of passives in the story.
- 9 Look at this dictionary extract. Is everything clear to you?

pas•sive /'pæsɪv/ *adj.* **1** showing no enthusiasm, interest etc: *In spite of my efforts the boy remained passive.* **2** not willing to fight when attacked or oppressed: *The poor people stayed passive.* **3** (gram) in the passive voice.

'passive (voice) *n* (the —) (gram) the verb form (forms of *be* and a *past participle*) used when the object of a verb is more important than the subject; the verb describes what happens, happened or will happen to a person or a thing, e.g. 'Cigarettes *are not sold* to children.' 'The car *was driven* by him.' 'Have you *been told* about the meeting?' 'It's *going to be finished* by Friday.' ⇨ go²(22). Compare active (voice).

(From the *Oxford Student's Dictionary*.)

◆ Activity: Revision plans

You needn't actually revise these things, but work out how you could revise them.

- reflexive and emphatic pronouns
- the future perfect
- rules and warnings

Vocabulary diary

Use this vocabulary diary during your work on *Grapevine 3*, Units 21–40.

At the end of every unit, choose six words and write them here.

Try to choose words in groups, e.g. six prepositions, six linking words,
six words about travel, and so on.

Unit	<i>The words that I want to remember</i>
twenty-one	
twenty-two	
twenty-three	
twenty-four	
twenty-five	
twenty-six	
twenty-seven	
twenty-eight	
twenty-nine	
thirty	
thirty-one	
thirty-two	
thirty-three	
thirty-four	
thirty-five	
thirty-six	
thirty-seven	
thirty-eight	
thirty-nine	
forty	

Unit twenty-one

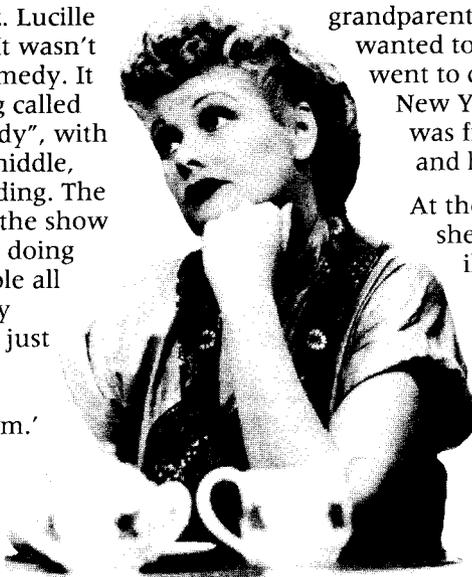
"The World Loves Lucy"



While you are reading this, it is likely that someone somewhere is watching *I Love Lucy*, an ancient black-and-white TV programme which was produced in the early days of television.

The first episode was broadcast in October 1951. Lucille Ball was forty years old and had already been an actress for eighteen years. She starred in *I Love Lucy* with her husband, the Cuban bandleader, Desi Arnaz. In the programme they played Lucy and Ricky Ricardo, who lived in a New York apartment next door to Fred and Ethel Mertz. Lucille Ball later said, 'It wasn't just slapstick comedy. It was a new thing called "situation comedy", with a beginning, a middle, and a happy ending. The two couples on the show were constantly doing things that people all over the country were doing. We just took ordinary situations and exaggerated them.'

Unusually for that time, the programmes were recorded on film in front



of a live audience. (Most programmes were broadcast live and could not be seen again.) It became the most successful show in the history of TV, and 179 episodes were made. Lucille Ball followed this with 155 episodes of *The Lucy Show* (1961–8), and 144 episodes of *Here's Lucy* (1968–74). She made her last series, *Life with Lucy*, in 1986, when she was seventy-five years old.

Lucille Ball was born on 6 August 1911 in Jamestown, New York. Her father died of typhoid four years later, and Lucille and her mother had to move in with her grandparents. Lucille had always wanted to be an actress, and went to drama school in New York City when she was fifteen. She was poor and hungry.

At the age of eighteen, she became seriously ill and was unable to walk for two years. In 1933 she moved to Hollywood and worked as a dancer at first. She eventually appeared in more than seventy films, but she had to wait until the

success of *I Love Lucy* before she became a major star. She married Desi Arnaz in 1940, and they had their first child, Lucie Desiree, in July 1951. While Lucille Ball was pregnant with her second child, her TV character, Lucy Ricardo, had to be pregnant, too. They both produced boys on the same day, 19 January 1953. The TV episode had been filmed two months earlier!

Lucille Ball died of a heart attack in Los Angeles on 26 April 1989. Her TV sitcoms have been shown in nearly every country in the world.

exercise

1

Read through the text quickly and note these facts about Lucille Ball.

Date of birth _____

Date of marriage _____

Number of children _____

Date of death _____

Place of birth _____

Husband's name _____

Daughter's name _____

Place of death _____

exercise**2**

Use the notes below, and write questions about her life with *How old?* e.g.

How old was she when her father died?

father died
went to drama school
became seriously ill
moved to Hollywood
Desi Arnaz
Lucie Desiree
first episode of *I Love Lucy*
Life with Lucy

exercise**3**

Answer the questions that you wrote in exercise 2, e.g.

She was four years old when her father died.

exercise**4**

Read through the text again, and answer these questions.

- 1 Where was Desi Arnaz born?
- 2 What was the name of his character in the TV programme?
- 3 What were the next-door neighbours called in the programme?
- 4 Why can't most programmes of the 1950s be seen nowadays?
- 5 Why can we still watch *I Love Lucy*?

exercise**5**

Complete the spaces in these sentences with *because* or *because of*.

- 1 The programmes have survived _____ they were recorded on film.
- 2 Lucille Ball was unable to walk for two years _____ a serious illness.
- 3 The TV character, Lucy Ricardo, had to be pregnant _____ Lucille Ball really was pregnant.
- 4 Lucille and her mother had to move in with her grandparents _____ her father's death.

exercise**6**

Match the results in **column A** with the reasons in **column B**, and join them with either *because* or *because of* to make sentences, e.g.

She took an umbrella because of the rain.

Column A

- 1 *She took an umbrella*
- 2 He stayed in bed all day
- 3 We were late
- 4 There was a motorway accident
- 5 I couldn't do my homework
- 6 The climate may be changing
- 7 She was very tired
- 8 I couldn't go on the roller-coaster

Column B

- A we missed our bus.
- B thick fog.
- C I'd left my book at school.
- D she had been working hard.
- E global warming.
- F *the rain.*
- G my bad back.
- H he had flu.

exercise**7**

I phoned the police because of the noise.

You can rewrite this sentence using *because*:

I phoned the police because

*I heard a noise during the night.
the party next door was very noisy.
I thought the noise might be a burglar.
they had been making a lot of noise next door.*

Rewrite these sentences using *because*.

You can choose which tense seems most likely.

- 1 She couldn't take her driving test because of her broken leg.
- 2 Our plane couldn't take off because of the bad weather.
- 3 She took an umbrella because of the rain.
- 4 The school was closed because of the flu epidemic.

exercise**8**

Look at these examples.

*December's a month when we usually get cold weather in my country.
Friday's the day when I usually go to the cinema with my friends.
1992 was the year when they celebrated Columbus' crossing of the Atlantic.
14 February's the date when we send each other valentine cards.*

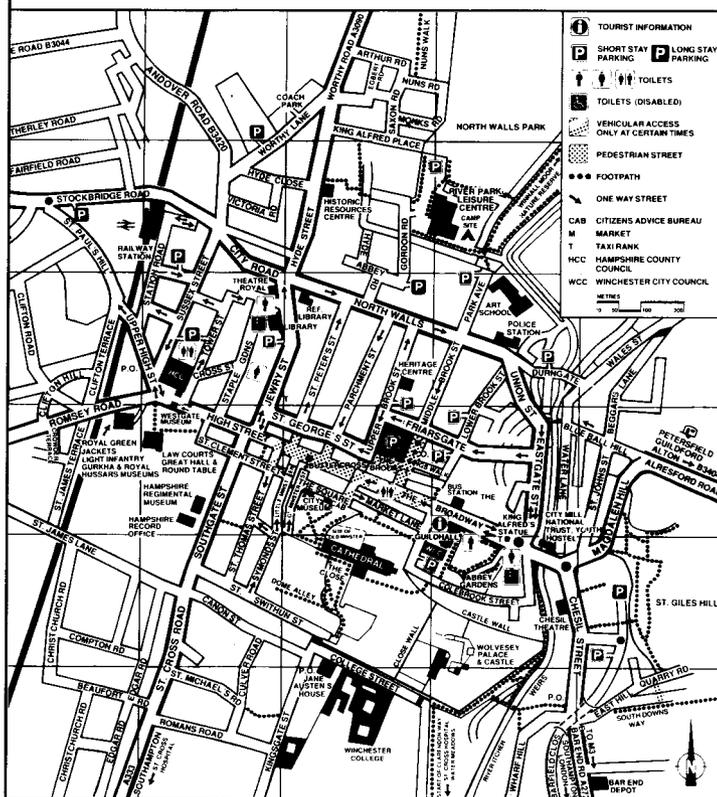
Can you write four sentences like this?

One should be about a month, one about a day, one about a year, and one about a date.

Unit twenty-two

Winchester

INFORMATION



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exercise

1

Find this information from the map of Winchester.

- 1 the name of an Anglo-Saxon king whose statue can be seen from the Broadway
- 2 the name of a woman writer who once lived in College Street
- 3 the names of six saints who have streets named after them
- 4 the name of a palace and castle which used to be in Winchester

exercise

2

Read these directions, and answer the questions.

- Park in the car park in Chesil Street in the south-east of the city. Walk north-west along Chesil Street and turn left.
- 1 What can you see straight in front of you?
 - Walk past the City Mill, which will be on your right.
 - 2 On which side of the road will you see the bus station?
 - Continue along Broadway, and turn left after the Guildhall. Walk to the end of the street.
 - 3 Which famous building can you see?
 - Walk round the south side of the building until you come to St Swithun Street. Head west, and take the third street on the right.
 - 4 Which street are you in?
 - Go past the military museum, and turn left into St Clement Street.
 - 5 Which building is at the end of the street?
 - 6 Which famous table can be seen in the building?

exercise

3

Read the facts and find:

- ### Some facts about Winchester

 - Winchester was already an important city two thousand years ago (the Romans called it Venta Belgarum).
 - Until the Norman conquest of England in 1066, it used to be the capital city.
 - Many Saxon kings are buried there, including Alfred and Canute.
 - Winchester College is one of the most famous English public schools. It was founded in 1382.
 - The cathedral is the longest in Britain. Building started in 1070.
 - St Swithun (800–862) was an English saint who lived and died in Winchester. People still say that if it rains on St Swithun's Day (15 July), it will rain for the next forty days.
 - There are many stories about King Arthur and the Knights of the Round Table. These stories date from between 400 and 600 AD. The Round Table in Winchester was made in the 16th century, probably for King Henry VIII.
 - Jane Austen was a major English novelist who died there on 18 July 1817.
- 1 the year when London became the capital of England.
 - 2 the year when Winchester college was founded.
 - 3 the date when St Swithun is remembered.
 - 4 the year when they began building the cathedral.
 - 5 the date when Jane Austen died.
 - 6 the names of two kings who are buried in Winchester.
 - 7 one of the reasons why Winchester Cathedral is famous.
 - 8 the name of the king who the Round Table was made for.

exercise

4

Connect these sentences, using *where, whose, who, which, when, e.g.*

College Street is the place.
You can find Jane Austen's house there.
College Street is the place where you can find Jane Austen's house.

- 1 Chesil Street's the place.
We parked our car there.
- 2 The A3090 is a road.
It goes towards Romsey.
- 3 Jane Austen was an English novelist.
She lived in the 19th century.
- 4 1775 was the year.
Jane Austen was born then.
- 5 The Great Hall is the place.
You can find the Round Table there.
- 6 The 16th century's the time.
The Round Table was made then.
- 7 Alfred was a famous king.
His statue is in Winchester.
- 8 899 AD was the year.
King Alfred died then.
- 9 Winchester College is a famous public school. It's in College Street.
- 10 St Swithun was an English saint.
His bones are in the cathedral.

exercise

5

Complete these sentences with either *who's* or *whose*.

- 1 That's the woman _____ just started work in our office.
- 2 Is he the one _____ brother was sent to prison recently?
- 3 Mr Arnold, _____ house was burnt down, is living with relatives.
- 4 Do you know _____ handbag this is?
- 5 _____ been looking for this? Have you?
- 6 They're the people _____ children were on TV last night.
- 7 _____ car is that? It's parked across our gate.
- 8 _____ Paul Danby? I've never met him.
- 9 She's the woman _____ going to be my new boss.

exercise

6

Complete this table.

Adjective	Comparative	Superlative
large	_____	the largest
famous	more famous	_____
near	_____	_____
important	_____	_____
_____	_____	the most helpful
_____	breezier	_____

exercise

7

Find the different word.

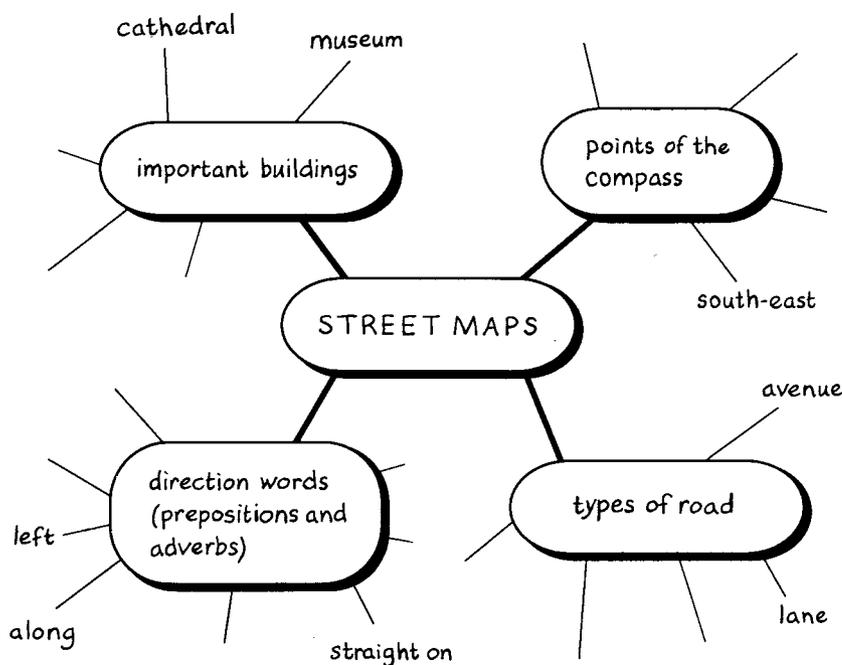
across	through	near	along
headland	tower	cliff	beach
crescent	lane	way	ruin
monk	old	ancient	medieval
college	university	church	public school
Greek	Italy	Scottish	Portuguese
urban	city	town	village

exercise

8

Word network

How many words can you add to this word network?



Unit twenty-three



exercise

1

Match the dialogue below to the correct speech bubbles on the cartoon.

- A If we stay very still, and don't talk, we'll have enough air for one hour fifty-two minutes.
- B We're not certain of that. We have to try. Unless we do something soon, they'll die!
- C That's no good. They'll have run out of air before it gets there.
- D But the X4 can't go down that deep ... If you go below 3,000 metres, the water pressure will destroy it ... and everything inside it.
- E It'll take us three hours to get a rescue submarine to them.

exercise

2

Can you write the next section of the story? Use your imagination. Don't write more than four or five sentences.

exercise

3

Look at the pairs of sentences and answer the questions.

- 1 After it has rescued the crew, the X4 will return to the command ship.
- 2 If it rescues the crew, the X4 will return to the command ship.

In which sentence is the speaker more confident that the rescue will be a success?

- 3 We'll have a cup of coffee before Jane comes.
- 4 We'll have a cup of coffee when Jane comes.

In which sentence will Jane get something to drink?

- 5 I'll phone him while I'm driving home.
- 6 I'll phone him as soon as I get home.

Which speaker's car would you rather be a passenger in?

- 7 We won't go out unless it stops raining.
- 8 We won't go out until it stops raining.

In which sentence are they more likely to go out?

exercise

4



Complete the spaces with *if, unless, until, when, as soon as, before, while, or after*. Note that there is more than one possible answer for most of the spaces. You can use the words more than once.

Rick Conroy hates flying. He never flies (1) _____ he can go by train or boat, but sometimes he has to fly on business. He always feels very nervous (2) _____ the flight is called, and walks round and round the departure lounge. (3) _____ the flight is ready, Rick feels sick. He never talks to other passengers (4) _____ they're waiting to take off. (5) _____ the plane begins to move, Rick closes his eyes. (6) _____ they have taken off, he feels a little better, but he never eats or drinks anything (7) _____ the plane is in the air. He wants to do something about his fear of flying. He won't be able to travel on business any more (8) _____ he does. He's going to try hypnosis.

exercise

5

Write answers to these questions.

- 1 What are you going to do after this lesson has finished?
- 2 What will you do when you get home tonight?
- 3 Will you clean your teeth before you get changed for bed or after you get changed for bed?
- 4 Will you read a book before you go to sleep?
- 5 Will you get out of bed as soon as you wake up tomorrow?
- 6 Will you put on your left shoe before you put on your right shoe? Think about it!
- 7 Will you read anything while you're having breakfast tomorrow?
- 8 Will the post arrive before you have breakfast, while you're having breakfast, or after you've had breakfast?
- 9 Do you think you'll get any letters tomorrow?

exercise

6

We often modify adjectives to make the meaning more emphatic, e.g. *freezing cold* means *very cold*. Which words modify which adjectives in the list below? Note that some of them can modify more than one of the adjectives!

fast	dead
wide	cold
stone	asleep
dead	alone
freezing	tired
boiling	awake
all	mad
raving	hot
	deaf

exercise

7

Reading

 **The sea** 

- 71% of the Earth's surface is covered by water.
- In British English, the word *sea* is more frequent in conversation. In American English, the word *ocean* is preferred. This is because Britain is surrounded by seas (e.g. the Irish Sea, the North Sea), while the U.S.A. is surrounded by oceans (the Atlantic, the Pacific).
- The deepest part of the ocean, the Marianas Trench in the Pacific, is about 11,000 metres deep. The highest mountain on land is 8,863 metres.
- The pressure at the bottom of the Marianas Trench is 1,250 bars. (One bar is the average atmospheric pressure at sea level.)
- At depths below 1,000 metres, the temperature of the sea is between 0°C and 5°C. It is the same all over the world.
- The sea is totally dark below 900 metres.
- The average depth of the sea is 3.8 kilometres.
- Every year, new life forms are found in the deeper parts of the sea.

Find examples of these structures in the text.

- 1 the comparative form of an adjective
- 2 the superlative form of an adjective
- 3 an adverb modifying an adjective
- 4 a noun from the adjective *deep*

Unit twenty-four

exercise

1

Choose the correct form of the verbs in brackets.

- 1 If I (*am / were*) rich, I'd buy a big house.
- 2 If I (*buy / bought*) a new computer, I'd be able to use it for word processing.
- 3 I won't be able to do it unless you (*help / will help*) me.
- 4 What (*will / would*) you do if you saw an accident?
- 5 Will you phone me if you (*can / could*) come to the party?
- 6 I (*'d / 'll*) help you if I had time.
- 7 If you could go anywhere in the world, where (*did / would*) you go?
- 8 If you leave your car there, you (*'ll / 'd*) probably get a parking ticket.

exercise

2

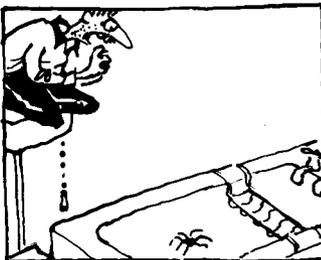
Complete these sentences in your own words.



1 If I met a famous rock star, ...



4 If I won a lot of money, ...



2 If I found a spider in the bath, ...



5 If I could take the day off school / work, ...



3 If I could have any job in the world, ...

exercise

3



I'd be really surprised if

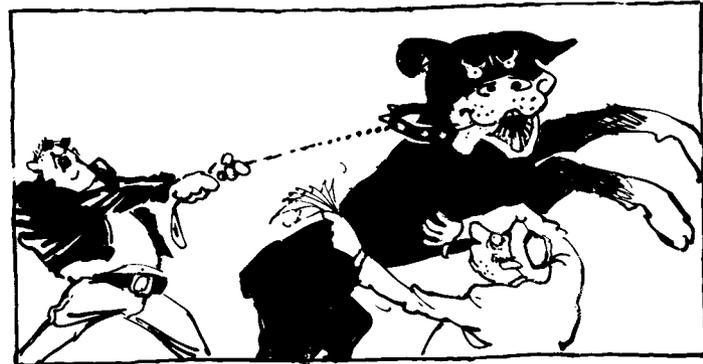
- I got 100% in an English test.
- I won a diamond ring.
- I were invited to meet the Queen.
- our local football team won a match.

Make one sentence about yourself with each of the adjectives below.

angry / embarrassed / frightened / happy / pleased / sad

exercise

4



I wouldn't buy a dog unless

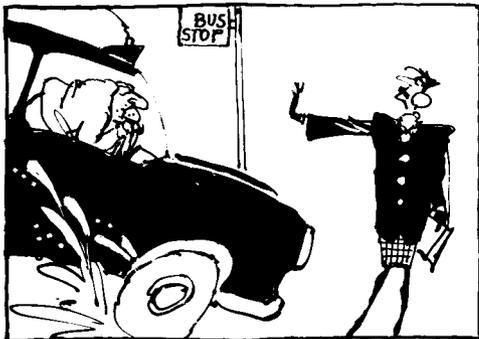
- I lived in the country.
- I had a large garden.
- I were afraid of burglars.
- it was friendly.

Complete these sentences in your own words.

- 1 I wouldn't stay at an expensive hotel unless ...
- 2 I wouldn't get married unless ...
- 3 I wouldn't go on a diet unless ...

exercise

5



Change these type 1 conditional sentences into type 2 conditional sentences, e.g.

She'll get a taxi if she misses the bus.
She'd get a taxi if she missed the bus.

- 1 If you go to New York, you'll see the Statue of Liberty.
- 2 I won't call you unless I'm going to be late.
- 3 He'll write to her if he has enough time.
- 4 If I want a new jacket, I'll buy one.
- 5 If I can get a ticket, I'll go to the concert.

exercise

6



I can't go on holiday because I haven't got enough money.

If I had enough money, I could go on holiday.

Make more type 2 conditional sentences.

- 1 You won't get the job because you can't speak French.
- 2 I won't go swimming because the water's too cold.
- 3 I can't do the exercise because I don't understand the grammar.
- 4 I can't go out tonight because I have to write some letters.

exercise

7

How many words can you put into the boxes below?

In the world, there isn't enough ... <i>oil</i>
In the world, there aren't enough ... <i>hospitals</i>
In the world, there is too much ... <i>poverty</i>
In the world, there are too many ... <i>cars</i>

exercise

8

*In (America), there is plenty of food, but in (Ethiopia) there isn't enough.
 In (Britain), there are plenty of workers, but there aren't enough jobs.*

Can you make three more sentences like this?

exercise

9

Complete the sentences.

The world would be a better place if

there were more ...
there were less ...
there were fewer ...
there weren't any ...

exercise

10

If you had an hour to study English this evening, what would you do?

○	<i>I'd revise the grammar topics in Units 23 and 24, and copy them into a notebook.</i>
○	<i>I'd look up the difficult words from Unit 24 in my dictionary.</i>
○	<i>I'd write out my feelings about Unit 24, section g.</i>
○	<i>I'd translate some sentences from the Workbook.</i>
○	<i>I'd speak only in English to my family for an hour.</i>

Unit twenty-five

exercise

1

Choose your own story
Read this story and follow the instructions.

1

You are on a camping holiday in the country. You have decided to put your tent up near a railway line. It's very quiet. There are only two trains a day. In the middle of the night you wake up. It's raining heavily and your tent has blown away. What would you do?

- go and shelter in the nearby railway tunnel (→ **Box 12**)
- try to find your tent (→ **Box 5**)

2

You can hear the men speaking. They've robbed a bank, and are using the train to take the stolen gold to a hiding place in the railway tunnel. What would you do?

- try to go to the phone box (→ **Box 7**)
- climb quietly into one of the wagons (→ **Box 11**)
- walk back quietly to the tunnel (→ **Box 13**)

3

Just as you get to the trees, a terrible thunderstorm begins. Lightning strikes one of the trees. What should you do?

- decide that you'd better go to the railway tunnel after all (→ **Box 12**)
- decide that it's better to stay where you are for the night (→ **Box 9**)
- decide to walk quickly towards a light in the distance (→ **Box 14**)

4

You're in luck! The train passed over you. There was an engine and two wagons. The train disappears into the distance. You follow it to the end of the tunnel. You can see a light in the distance. What should you do?

- go back and find your tent (→ **Box 5**)
- walk towards the light in the distance (→ **Box 14**)

5

Your tent has blown into a small lake. It's floating in the water about twenty metres from the side. You're sure that the water isn't deep. What would you do?

- walk into the water to get the tent (→ **Box 9**)
- try to shelter beneath some trees (→ **Box 3**)

6

The men take you to the train, which goes back into the tunnel. The men begin hiding the gold in a small room in the side of the tunnel. Suddenly they begin fighting each other. They have forgotten about you. What would you do?

- try to run away (→ **Box 9**)
- quickly hide beneath the wagon, lying down between the railway tracks (→ **Box 15**)

7

You begin running. You can hear someone running behind you. A voice shouts, 'Stop or I'll shoot you!' What would you do?

- run faster (→ **Box 9**)
- stop and put your hands in the air (→ **Box 13**)

8

It's very close, but the train passes you. There's an engine and two wagons. The train disappears into the distance. You follow it to the end of the tunnel. You can see a light in the distance. What should you do?

- go back and find your tent (→ **Box 5**)
- walk towards the light in the distance (→ **Box 14**)

9

Unfortunately for you, you were quite wrong. You've made the wrong choice and for you the story is over. You've been killed!

- If I were you, I'd try the story again. Better luck next time! (→ **Box 1**)
- If you don't want to try again, bad luck! You have to. (→ **Box 1**)

10

It's no good. There is a train and it's getting closer and closer. What on earth can you do?

- lie down between the tracks and hope that it passes over you (→ **Box 4**)
- keep running as fast as you can - the end of the tunnel isn't far away (→ **Box 9**)

11

The train goes back into the tunnel. It stops in the middle. The men get out and begin putting the gold into a small room in the side of the tunnel. What would you do?

- stay where you are and hope that the men won't find you (→ **Box 9**)
- climb carefully out of the wagon and hide underneath it until the men have finished (→ **Box 15**)

12

The railway tunnel is very dark. You lie down to go to sleep. A noise wakes you up. It sounds like a train. You know there are no trains at night. What would you do?

- run away from the noise as fast as you can (→ **Box 10**)
- stand with your back against the side of the tunnel (→ **Box 8**)
- go back to sleep - it's probably a dream (→ **Box 9**)

13

A man with a gun is standing in front of you. He tells you to follow him. What would you do?

- do exactly what he tells you to do (→ **Box 6**)
- try to take the gun away from him (→ **Box 9**)

14

You get close to the light. Three men are putting bags into the wagons. The bags are very heavy. You hear a voice, 'Be careful with that! It's gold!' What should you do?

- go down and ask the men what they're doing (→ **Box 9**)
- lie where you are and listen (→ **Box 2**)
- decide to run to the phone box you can see in the distance (→ **Box 7**)

15

You see a small telephone in a box at the side of the tunnel. This is your chance! You call the police and tell them where you are. They arrive a few minutes later and arrest the gang! The bank gives you a large reward. What would you do with the money?

exercise**2**

Look back through the story.

Which is the shortest route you found through the story?

Which is the longest route?

You need only write the box numbers.

exercise**3**

Match the advice to the problems.

- 1 Oh dear, I've dropped oil on my new skirt.
 - 2 My car needs a good clean.
 - 3 The dog next door keeps barking all night.
 - 4 I've got a terrible cold!
 - 5 I've got a red spot on my nose.
 - 6 My niece keeps jumping up and down on the furniture.
- A I'd go to the car wash in the High Street if I were you.
 - B You'd better not scratch it.
 - C If I were you, I'd take her out for a walk in the park.
 - D You ought to complain about it.
 - E Why don't you take some vitamin C?
 - F I'd have it dry-cleaned if I were you.

exercise**4**

I really must try to lose weight! I can't get these jeans on.

If I were you, I'd

go on a diet.
take more exercise.
join a health club.

Give advice with *If I were you* to these people.

- 1 I've had three colds in the last six months!
- 2 My English isn't getting any better. What can I do?
- 3 I'm bored! There isn't anything interesting to do.
- 4 My best friend and I had a terrible argument.
We haven't spoken to each other for a fortnight.
I feel terrible about it.
- 5 Look, all the pages are falling out of my dictionary.

exercise**5**Look at the words in **bold**, and decide what they might mean, e.g.I'd give **them** up if I were you.*cigarettes / chocolate biscuits / boyfriends*

- 1 Why don't you put a Band-Aid on **it**?
- 2 I wouldn't ask the **one** with the dark hair if I were you.
- 3 I've got a really bad **one**. I'd better take a tablet.
- 4 You ought to buy one before the shop runs out of **them**.
- 5 I'd have **it** repaired if I were you.

exercise**6**

Put the words in the correct spaces.

- 1 There's a wooden _____ in the middle of the _____.
(*hedge / gate*)
- 2 The _____ was pulling a _____ behind it.
(*trailer / tractor*)
- 3 They put up their _____ in the middle of a _____.
(*tent / field*)
- 4 There were towers of _____ on both sides of the _____.
(*stage / spotlights*)
- 5 I wouldn't _____ there, if I were you. There's a _____
in that field.
(*bull / camp*)

exercise**7**

Accidents will happen! Write down:

- 1 three things that you could accidentally swallow.
- 2 three things that you might cut yourself with.
- 3 three things that you could burn yourself on.
- 4 three things that could give you an electric shock if you weren't careful.

exercise**8****Box 1** /ɜ:/**Box 2** /eə/**Box 3** /ɪə/

Sounds: /ɜ:/ as in **her**,
/eə/ as in **hair**,
an /ɪə/ as in **near**.

Look at the words below
and put them in the
correct boxes.

stir / we're / share /
bear / pair / further /
tear (= rip) / year / were /
burn / care / clear / fern /
nerves / serve / ear /
scare / purse / here /
there / wear / personal /
perfect / square / stair /
flared / dear

exercise**9**

Now you have finished exercise 8, are these endings
always pronounced /eə/?

-ere / -air / -are

Unit twenty-six

32 Heathdale Lane,
Poole,
Dorset,
BH15 4DR
28th August

Dear Sandy,

① for your letter, which arrived yesterday. ② that I haven't written for ages. I've been really busy recently. I've been working in a hotel since I finished school in July, and it's been extremely boring! I've applied for a job with Southern Airlines as a flight attendant. ③ that I get it. ④ what Andy's address is? If you have, ⑤ send it to me. I want to write to him. It was really great to hear about your exam results. ⑥. I reckon your parents will be very pleased. I'll write again soon.

Lots of love,
Charlie

Southern Airlines plc
Airport Industrial Estate
Bournemouth (Hurn) Airport
Christchurch, Dorset

Ms Charlene Ponsonby
32 Heathdale Lane
Poole, Dorset
BH15 4DR

27 August

Dear Ms Ponsonby

① for your letter of application for the training course for flight attendants. ② for our delay in replying, but as you will understand, there have been many applications for this course. ③ that you have not changed your mind and are still interested in a career with us. I would like to invite you for an interview and ④ if Friday 13 September would be convenient? ⑤ telephone my secretary to confirm this. I enclose the photocopies of your examination certificates which you sent me. ⑥ on your excellent grades. I look forward to hearing from you.

Yours sincerely

Sheila Cranwood

Sheila Cranwood
Chief Personnel Officer

Tel: 0202 135009
Fax: 0202 112344

exercise

1

Look at the two letters. Then look at the chart below.

Can you replace the numbers (① etc.) in each of the letters with the most likely expressions from the chart? For example, ② is an apology. There are two expressions for apologizing. Decide which expression is correct for each letter.

① thanks		Thanks a lot	I would like to thank you
② apology		I must apologize	I'm sorry
③ hope		I do hope	I really hope
④ ask for information		I wonder	Have you got any idea
⑤ request		Can	I would be grateful if you could
⑥ congratulations		Well done!	May I congratulate you

exercise

2

Look at the chart in exercise 1. Write **F** next to the more formal expressions, and **I** next to the informal expressions.

exercise

3

Put the words in the box at the head of the correct columns on the chart below. Then add *one* extra word to each column.

	material	pattern	age	quality	size	origin	shape	colour	
quantity	_____	_____	_____	_____	_____	_____	_____	_____	noun
four	lovely	little	round	antique	white	plain	French	metal	buttons
some	ugly	big	square	modern	brown	floral	Dutch	silk	curtains
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

exercise**4**

Put the words in the correct order.

- 1 watch / Swiss / attractive / an / little
- 2 two / grey / light / leather / suitcases / English
- 3 several / tartan / polyester / pink and yellow / horrible / jackets
- 4 a pair of / twins / young / dark-haired / friendly
- 5 a / bright red / huge / tractor / old / Italian

exercise**5**Connect these sentences with *so* or *but*.

- 1 I was tired. I went to bed early.
- 2 She arrived at school on time. Unfortunately she had left her books at home.
- 3 It usually snows at Christmas. This year it didn't.
- 4 The train was full. We had to stand.
- 5 He wanted to apply for the job. He sent away for an application form.
- 6 They wanted to stay at the Royal Court Hotel. They couldn't afford it.

exercise**6**

The business letter below is written in a very informal style. You won't ever see business letters like this!
Rewrite it in a more formal style.

Dear Paula,

Hi! I'd love to have a chat about your bank account, which is over-drawn. It would be really great if you could come in to see me. How about next Monday at ten o'clock? I really hope that this will be OK. If not, give Patti (my secretary) a ring, and arrange a different time. See you soon.

Very best wishes,

Freddie

F.G. Lloyd
Manager, National Midland Bank

exercise**7**

The personal letter below is written in a very formal style.
Rewrite it in an informal style. You'll have to choose their first names.

Dear Mr Kennedy,

I would like to thank you for the birthday present which you sent me last week. I was extremely grateful. It was very kind of you to think of me. I must apologize for my delay in replying to your letter. I had to go and see our parents at the weekend, and I had very little free time. I look forward to seeing you on Tuesday next.

*Yours sincerely,
your sister,*

*E. F. Kennedy (Ms)***exercise****8**

Match the words in **column A** with the words in **column B** which are opposite in meaning.

Column A

- 1 rude
- 2 plain
- 3 empty
- 4 wealthy
- 5 ancient
- 6 calm

Column B

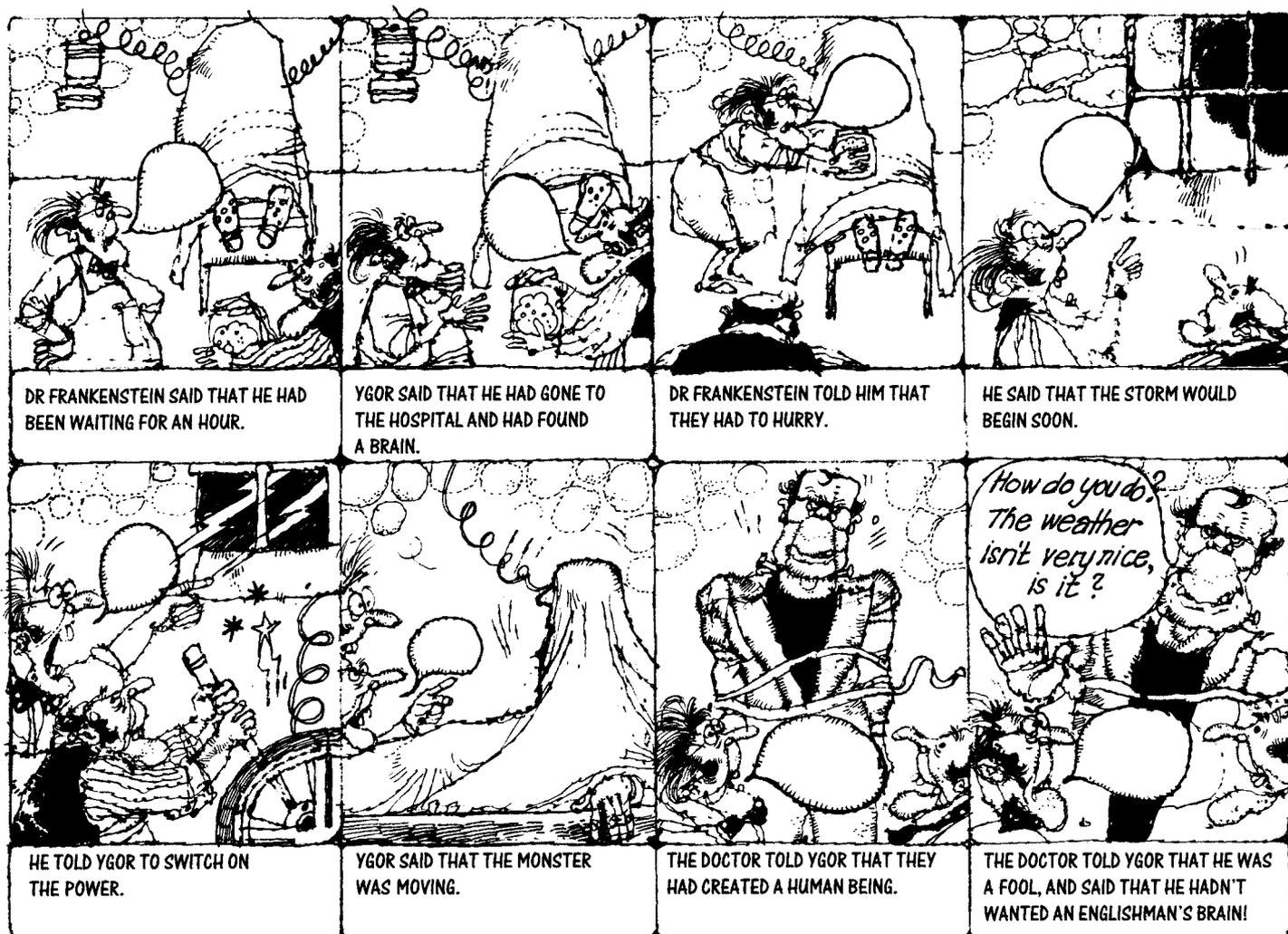
- A full
- B poor
- C polite
- D modern
- E breezy
- F patterned

exercise**9**

Can you say these aloud?

- One Welsh widow.
- Two tiny Taiwanese twins.
- Three thoughtless thin thirty-year-old thieves.
- Four friendly fat forty-year-old French farmers.
- Five funny fussy frozen fifty-year-old Finnish fishermen.
- Six serious strong sober short sixty-year-old Spanish songwriters.

Unit twenty-seven

*exercise***1**

Look at the cartoons. Write the eight sentences that should go in the speech bubbles.

*exercise***2**

Report these commands and instructions, e.g.

'Be careful!' he said to the old lady. *He told her to be careful.*

- The sergeant looked angrily at the soldiers. 'Be quiet!' he said.
- The doctor took the patient's hand. 'Don't move,' she told her.
- The farmer laughed. 'Don't put your tent near the river!' he said to the campers.
- Anna was angry with her son. 'Tidy your room!' she said.

*exercise***3**

Complete the spaces with either *said* or *told*.

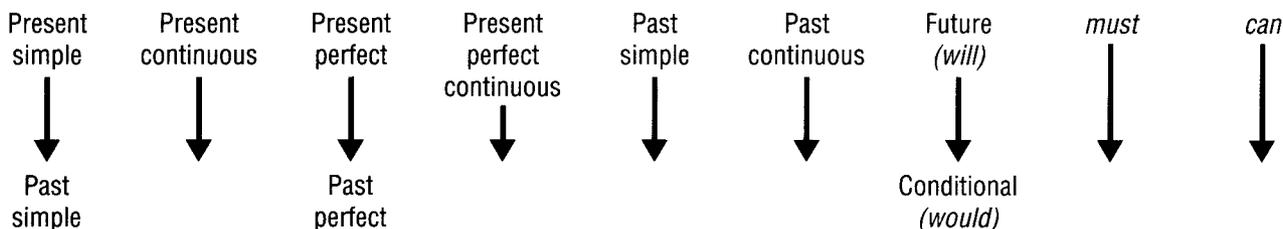
The policeman _____ everybody to sit down. He _____ that his name was Sergeant Thomson, and that he wanted to ask them all some questions. He _____ them that he would write down their answers. He _____ that the missing jewellery was worth £100,000 and that the owner had _____ him it was over 100 years old. He _____ Martin to stand up. He _____ that Martin had been seen near the house the night before. Martin looked worried. He _____ the policeman that he had been in London at the time of the robbery, and _____ that he knew nothing about it.

exercise**4**

Complete this grammar chart.

Reported speech

When we report something, the verbs move one tense further into the past.

**exercise****5****Alien lands spacecraft at White House!**

Gavin Scoop reports from Washington!



These are some of the things the alien said.

- 'I've got a translation machine.'
- 'I can understand everything you say.'
- 'My name is Zoyt. I am female.'
- 'I come from another star system.'
- 'I left my home a long time ago.'
- 'Our planet is very different from the Earth.'
- 'I've been travelling for 200 years.'
- 'I like your planet very much.'
- 'Soon, my friends will arrive.'
- 'We want to be your friends.'

Report the alien's sentences, e.g.

*She said that she had got a translation machine.***exercise****6**

None of the sentences below are punctuated. There are no inverted commas (' '), commas (,), or full stops (.). Some of the sentences are direct speech and some of them are reported speech. Rewrite them with the correct punctuation.

- 1 Hello she said My name's Stephanie
- 2 She said that her name was Stephanie
- 3 He told us not to sit there
- 4 Please don't sit there he said
- 5 I didn't understand she said slowly
- 6 She told them that she hadn't understood
- 7 That looks like my wallet said the man angrily
- 8 I've never seen a cricket match he said with a smile
- 9 She said that she could play the piano very well
- 10 He told them to be very quiet

exercise**7**Spelling: **y** → **ys** or **y** → **ies**?

Rule: When there is a vowel before the *y*, we add *s*. When there is a consonant before the *y*, we change the *y* to *ies*.

Follow the rule, and write the plurals of these words.

agency / apology / baby / beauty / century / charity / colony / day / diary / emergency / factory / gateway / guy / inaccuracy / jury / key / luxury / memory / monkey / party / play / storey / story / survey / theory / university

exercise**8**

N	B	F
E	O	I
Y	D	R

How many words can you make from the letters in this square? You can use each letter once only. It is possible to make one nine-letter word.

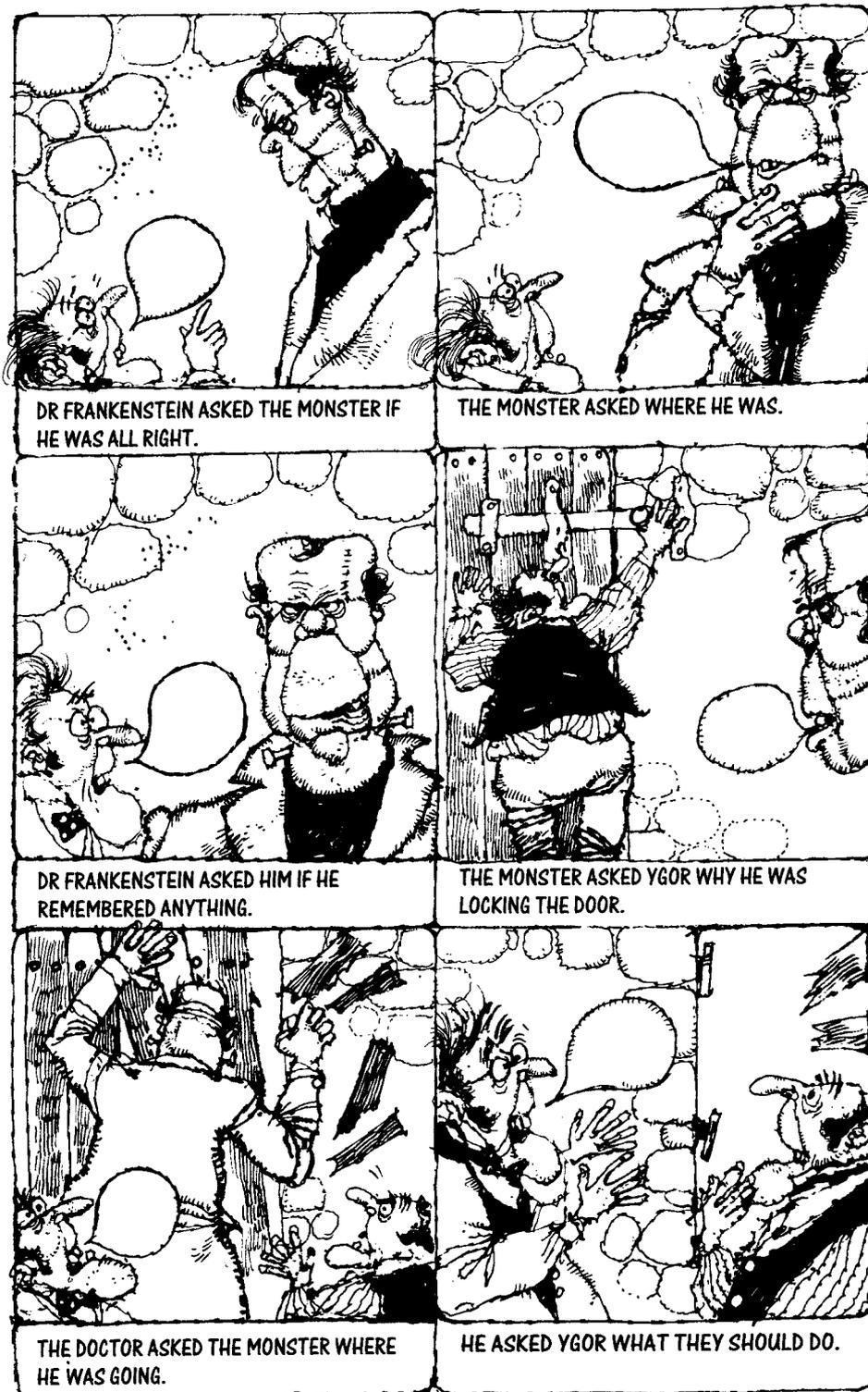
Unit twenty-eight

exercise

1

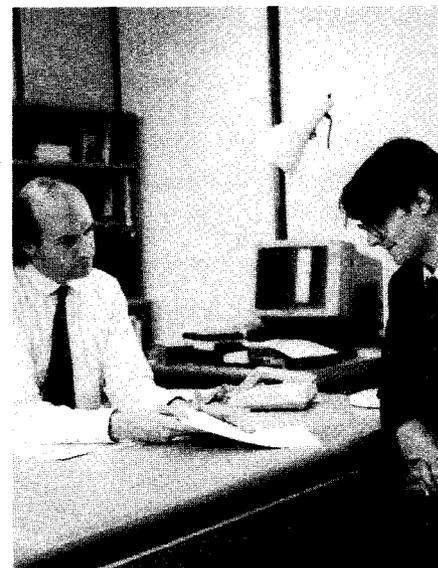
Look at the cartoons.

Write the six questions that should go in the speech bubbles.



exercise

2



Read this dialogue. David Nash is being interviewed for a job. After the interview, a friend asked David, 'What did he ask you?' Imagine you are David and report the interviewer's six questions, beginning *He asked me if ...*

- Interviewer** Take a seat, Mr Nash.
David Thank you.
Interviewer Can I see your examination certificates, please?
David Of course. Here you are.
Interviewer Do you live in London?
David Yes, I do.
Interviewer Have you got a driving licence?
David Yes, I have.
Interviewer Have you ever had an accident?
David No, I haven't.
Interviewer Did you read our advert in the *Evening News*?
David Yes, I did.
Interviewer Are you free to begin work next week?
David Yes, I am.
Interviewer Fine. Now, I'd like you to complete this form ...

exercise**3**

Report these questions. Begin each report

She asked him ..., e.g.

'Do you like football?'

She asked him if he liked football.

'Where have you been?'

She asked him where he had been.

- 1 'Will you phone me, please?'
- 2 'Do you like video games?'
- 3 'Have you ever played ice-hockey?'
- 4 'Did you see *Home Alone* on television last night?'
- 5 'Are you all right?'
- 6 'Whose car is it?'
- 7 'When does the bus leave?'
- 8 'How much are the tickets?'
- 9 'What time did you arrive?'
- 10 'Who shall I call?'

exercise**4**

Sometimes native speakers of English and non-native speakers make similar mistakes. This is true with some conditional sentences. However, when using reported speech, native speakers very rarely confuse *said* and *told*, but non-native speakers very often do. You have already done one exercise on this in Unit 27. Here is another! Complete the sentences.

- 1 'Good morning,' he _____ to the doctor.
- 2 She _____ him to sit down.
- 3 He _____ he wasn't feeling very well.
- 4 She _____ him to take off his jacket.
- 5 She _____ she was going to listen to his chest.
- 6 He _____, 'Ouch! That's freezing cold!'
- 7 She _____ him to sit still and breathe deeply.
- 8 'You ought to take more exercise,' she _____ to him in a serious voice.

exercise**5**

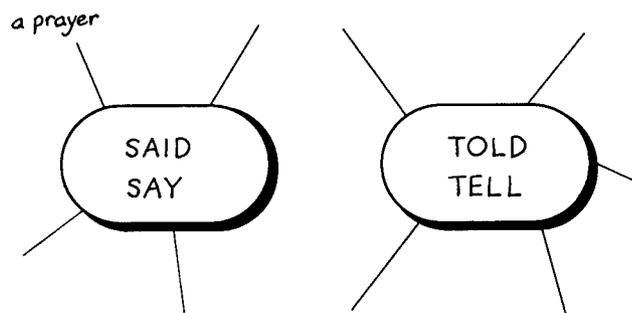
How many of these rules did you use while you were doing exercise 4?

- 1 *told* is followed by a pronoun or a proper noun.
- 2 You do not put *to* between *told* and the following pronoun or noun.
- 3 You have to put *to* between *said* and the following noun or pronoun.
- 4 We use *told* to report instructions.
- 5 *said* introduces direct speech.

exercise**6**Expressions with *say* and *tell*.

Put these words on the correct diagrams.

a prayer / the truth / a story / hello / a lie /
the time / goodbye / a joke / sorry



You can look in a dictionary if you want.

exercise**7**Match the words from **column A** and **column B**.**Column A**

hair
ice
phone
metal
baby
day
golf

Column B

detector
tripper
sitter
style
rink
course
box

exercise**8**

Find the word with the different sound.

tale	flame	strap	claim
sure	term	fern	burn
coach	quote	shout	global
meal	feel	tell	meat
fit	ice	nice	rice
said	bed	head	say

exercise**9**Which of these verbs do *not* change when they are reported?

Underline them.

shall / would / had better / may / might / can /
should / could / ought to / do / did / had done

Unit twenty-nine



exercise

1

It was just before midnight when the fire alarm went off at the Green Valley Hotel. Bells rang, and lights flashed. The hotel had the latest safety equipment, and the frightened guests heard an announcement from the loudspeakers. 'Please leave the hotel immediately. This is an emergency. Do not stop to collect anything. Please leave the hotel immediately and assemble in the car park.' The guests left their rooms.

What were they doing when the alarm went off?
*Mr and Mrs Palmer were watching television.
They missed the end of the news.*

Complete the sentences.

- 1 The Reverend Hutcheson _____. He didn't wake up.
- 2 Annette _____. She dropped her cup on the floor and it broke.
- 3 Paul _____. He took his book with him.
- 4 Mr and Mrs Cooper _____. They couldn't finish their dessert.
- 5 The hotel porter _____. He dropped both suitcases on the floor and ran.
- 6 Dan and Lucy _____. They jumped out of the pool and ran into the lobby.
- 7 George _____. He said goodbye quickly. His mother was very surprised.
- 8 Maria _____. Her hair was very wet.

exercise

2

The guests assembled in the car park and told each other what they had been doing when the alarm went off.

Mr and Mrs Palmer said that they had been watching television.

Report what the other guests said.

exercise

3

What happened next?

Number these sentences in order from 1 to 8.

- The firemen ran into the building.
- The manager found out that one guest was missing.
- The guests returned to their rooms which had been left unlocked.
- The police got there first.
- They checked everywhere carefully, but they couldn't find any sign of a fire.
- The manager checked the guest's names.
- They discovered that their rooms had been burgled (= robbed).
- Three fire engines arrived.

exercise**4**

Look at exercise 3. Rewrite the sentences as a connected text. You can add as many extra description words as you want. Try to use some of the words in the box below. You won't be able to use all of them.

first of all / eventually / then / next / when / subsequently / first / firstly

exercise**5**

The police interviewed all the guests.
Here are the notes they used.

	name
	address
<input type="radio"/>	room number
	What were you doing when the bell rang?
	What did you do?
	Was anything stolen from your room?
	What?
<input type="radio"/>	How much is it worth?

What questions do you think that they asked them?

For example:

They asked them what their names were.

Write more sentences like this.

exercise**6**

The police found out that a gang had burgled several hotels ten years before. This is how they had done it.

One of them would check in at a hotel. He would start a small fire under a smoke detector. The alarm bells would ring and everybody would leave the hotel. As soon as they had left, the gang would enter the hotel and burgle the rooms. They would leave as soon as the fire brigade arrived. They had done this at more than twenty different hotels. They were caught and sent to prison for ten years. They got out of prison last month.

Answer these questions.

- How many of them used to check into the hotel?
- Where did he use to start a fire?
- What would happen when the alarm bells rang?
- When did the gang use to burgle the rooms?
- When would the gang leave?
- How often had they done this?
- Which one of the guests do you think the police suspected?
- What did he say that he had been doing when the bells rang?

exercise**7**

What do you think happened at the Green Valley Hotel?

Describe how the gang did it. Use your imagination.

Try to use some sequence words, e.g.

firstly / next / then / subsequently / eventually / finally

exercise**8**

Complete this chart.

Adjective	Adverb	Abstract noun
real	really	reality
equal		
normal		normality
	nationally	
	stupidly	
honest	honestly	honesty
	safely	
certain		

exercise**9**

verb: *kill*. noun: *killer*

Write the nouns which are formed from these verbs.

support / lead / murder / follow / fight /
lose / win / teach / learn / think

exercise**10**

Adjectives ending in *-ful*.

Put the words in the box into the sentences below.

painful cheerful skilful truthful helpful thoughtful

- She's always smiling and telling jokes. She's a very _____ person.
- I think he's extremely _____. He always does anything that you ask him to.
- I hate dishonest people. I like _____ people.
- You remembered my birthday! It's a lovely present. That was very _____ of you.
- Robin Hood was a _____ archer.
- My tooth was very _____, so I went to the dentist.

Unit thirty

exercise

1

Read the dialogue and find these things.

- A a suggestion
- B an apology
- C an offer
- D a greeting
- E a complaint
- F an interruption



Clerk Good morning, sir.

Man I'd like to check in for the 9.30 flight to London, please.

Clerk I'm afraid the flight has closed, sir. It leaves in fifteen minutes and we ...

Man What do you mean 'closed'? I've got a ticket for the flight.

Clerk Yes, sir, but you have to check in at least thirty minutes before the departure time. We gave your seat to someone else ten minutes ago.

Man You can't do that! It's not fair! I've got to be on that flight. How am I going to get to London?

Clerk I can put you on tomorrow's flight, sir.

Man But I really must be in London tonight!

Clerk Look, there's a flight to Paris at 12.30. Why don't you take that? You can easily get a flight to London from there.

exercise

2

Complete this table.

Verb	Noun
to apologize	an apology
_____	a complaint
_____	an interruption
to suggest	_____
to offer	_____
to greet	_____
_____	an enquiry
_____	information
_____	an explanation
to invite	_____
_____	an answer
_____	a reply

Note: All of the verbs in the list are reporting verbs, and they are all regular.

exercise

3

Use the instructions and write a dialogue.

1 They greeted each other.

Max Hi, there!

or

Max How do you do?

Julia Hello.

Julia How do you do?

2 Julia introduced herself.

3 Max introduced himself and told her that it was his first day in the job.

4 Julia offered to show him around the offices.

5 Max thanked her.

6 Julia explained where the coffee machine was, and asked him if he would like a coffee.

7 He accepted.

8 She asked him if he liked the job.

9 He complained that the money wasn't very good, and told her that he had heard the boss was very bad-tempered.

10 She asked him where he had heard that.

11 Someone interrupted their conversation and asked Julia for permission to go to the dentist's.

12 Julia gave permission. Then she explained to Max that she was actually the boss.

exercise

4

Read the report of the dialogue below and find the mistake.

Graham Hi there!

Maggie Good morning.

Graham May I introduce myself? My name's Graham Sharp from World Encyclopaedias, and I'm here to ...

Maggie Not today, thank you. I'm not interested.

Graham Aren't you going to invite me in? There's a wonderful free gift for anyone who examines our new encyclopaedia. It's a map of the world.

Maggie Sorry, I'm really not interested. Thank you.

Graham It's the same everywhere! Nobody ever listens to me. All I'm trying to do is to ...

Maggie Yes. Goodbye.

Report: Maggie opened the door and found a man standing on the doorstep. He greeted her in a friendly voice and introduced himself. He explained that he was from an encyclopaedia company. Maggie interrupted him and told him that she wasn't interested. He asked her if he could come in, and offered her a free gift of an atlas. She repeated that she wasn't interested. He complained miserably that nobody ever listened to him. She said goodbye and closed the door.

Note: We don't try to report every word. Maggie said 'Sorry', but she wasn't really apologizing. We don't need to report it.

exercise

5

Write a report of this dialogue.

Kirsty Good afternoon.
Adam Good afternoon.
Kirsty I'm Kirsty Blake from OK Software plc. I'd like to see Mr Quentin, please.
Adam Have you got an appointment?
Kirsty Yes, I have. It's for 3.15.
Adam I'm sorry. I'm afraid that Mr Quentin can't see you until 3.30. He's in a meeting. Would you like to take a seat?
Kirsty Thank you.
Adam Can I get you a cup of coffee while you're waiting?
Kirsty That's very kind of you. I'd love a coffee. It's awful weather outside. I'm freezing!
Adam Why don't you sit over there by the radiator? It's a bit warmer.

exercise

6

Read the cartoon below.

Complete the spaces in this report with words from the box.

stuttered	snorted	sarled
hissed	begged	whispered

'Who are you?' _____ the evil wizard.
 'My name's Pablo,' _____ the terrified prisoner.
 The wizard was furious! 'What are you doing here?' he _____.
 Pablo looked at the floor. He _____ that he was lost.
 The wizard's face was purple with anger. 'I don't believe you!' he _____.
 Pablo fell to his knees and _____ the wizard not to hurt him.



exercise

7

Complete the chart.

Time word in direct speech	Time word in reported speech
today	yesterday
_____	that afternoon
this morning	_____
_____	the year before
last month	_____
_____	the next day
next week	_____
_____	the next year

Unit thirty-one

Sainsbury's bans scruffy customers

CUSTOMERS of Sainsbury's in Bath need to be smart shoppers because the supermarket has introduced a dress code. Those falling short of the sartorial standard are quickly shown the door.

A 23-year-old man last week discovered his dress sense did not meet with approval. He popped into Sainsbury's after a job interview, wearing black jeans, a sweatshirt and a baseball cap. The manager was called and the man was

By Mike Presage

thrown out, minus his cheese, bread and milk.

Earlier this week, a scruffily dressed woman carrying a baby was asked to leave as she tried to shop. After an argument in which customers interceded on her behalf, the police were called. Four officers arrived to eject her, although she was allowed to pay for the goods she had collected.

(The Independent, 14 November 1991)



Thousands of fur coats, collected from animal rights sympathisers, being buried yesterday, before council officials warned it was illegal.

Skins dug up as fur stunt backfires

AN ANIMAL rights group was forced to dig up fur coats worth £1m, after a publicity stunt backfired yesterday.

Lynx, the anti-fur trade campaign, had just buried 5,000 skins, including mink, leopard, ocelot and wolf, when council officials ordered them to be dug up because they posed a potential health hazard.

Lynx decided to burn the furs instead. Carol McKenna, Lynx campaign director, said: "There is no way they could have caused any pollution – they were totally biodegradable."

(The Independent, 29 August 1991)

exercise

1

Read *Sainsbury's bans scruffy customers*. Are these sentences true [✓] or false [✗]?

- 1 Sainsbury's is a supermarket.
- 2 Bath is a city.
- 3 The man was being interviewed for a job at Sainsbury's.
- 4 The man was allowed to buy his goods.
- 5 The woman was a shoplifter.
- 6 The 'four officers' were police officers.

exercise

2

Choose the best definitions for the phrases from the Sainsbury's text.

- 1 *dress code*
 - A rules about what people should wear
 - B the post-code at the end of an address, e.g. Oxford, OX2 6DP
 - C women must wear dresses, not trousers
- 2 *those falling short of the sartorial standard*
 - A people who fall over in the supermarket
 - B people whose clothes don't match the rules about clothes
 - C people who are not very tall
- 3 *are quickly shown the door*
 - A are given directions to the exit
 - B are asked to leave
 - C are locked up in a special room
- 4 *the man was thrown out*
 - A he was made to leave
 - B people picked him up by his hands and feet and threw him out of the door
 - C he was very upset
- 5 *customers interceded on her behalf*
 - A customers agreed with the manager
 - B customers attacked her and hit her
 - C customers joined the argument, spoke for her, and said she should be allowed to stay

exercise**3**

Find these things in the text.

- 1 another word for *customer*
- 2 a two-word verb which means *eject*
- 3 a two-word verb which means *go into a place for a short time*
- 4 the opposite of *a scruffy shopper*
- 5 a mathematical word which is used instead of *without*

exercise**4****Opinion**

Do you think people should be allowed to wear what they like?

Do you think there should be dress codes for certain places (e.g. wearing a tie in restaurants, wearing suits in offices)?

What do you think these dress codes should be?

Write a short paragraph.

exercise**5**

Read the newspaper story, *Skins dug up as fur stunt backfires* and the dictionary entries below.

- 1 Which meanings of *stunt* and *backfire* are being used?
- 2 Which of these things are made from animal skins?

leather fur coats wool

stunt¹ /stʌnt/ *n* (infml) (a) thing done to attract attention: *a publicity stunt* ○ *pull* (ie perform) *a stunt*. (b) dangerous or difficult thing done as entertainment: *Her latest stunt is riding a motor cycle through a ring of flames.* ○ [attrib] *stunt flying*, ie aerobatics.

'stunt man (fem **'stunt woman**) person who does dangerous stunts in place of an actor in a film, etc.

stunt² /stʌnt/ *v* [Tn esp passive] prevent (sth/sb) from growing or developing properly: *stunted trees* ○ *Inadequate food can stunt a child's development.*

'backfire *v* 1 [I] ignite or explode too early, esp in an internal-combustion engine: *The car/engine backfired noisily.* 2 [I, lpr] ~ (on sb) (fig) produce an unexpected and unwanted result esp for the people responsible for the action: *The plot backfired (on the terrorist) when the bomb exploded too soon.* Cf MISFIRE. — *n* early explosion, esp in an internal-combustion engine.

(From the *Oxford Advanced Learner's Dictionary*.)

exercise**6**

Choose the best explanations.

- 1 **A** Lynx is an organization which is trying to stop people wearing fur coats.
B Lynx is a type of wild cat.
C Lynx is a company which sells fur.
- 2 **A** Council officials are people who give advice and counselling.
B Council officials are people who work for the local council (town or area government).
C Council officials are doctors.
- 3 **A** Council officials thought the skins were a possible danger to public health.
B Council officials thought the skins were too valuable to throw away.
- 4 **A** In Britain you can bury dead bodies anywhere.
B In Britain you need permission to bury dead bodies.
- 5 **A** Council officials said the fur coats were just old clothes.
B Council officials said the fur coats were the same as dead bodies.

exercise**7**

Find the different word.

hazard	risk	answer	danger
dog	leopard	lion	ocelot
likely	impossible	potential	possible
ordered to	forced to	made to	allowed to

Have you guessed the meaning of *hazard*, *ocelot*, *potential*, and *forced to* in the text?

exercise**8****Opinion**

Why do you think some people dislike fur coats?

- A** Because they dislike rich people.
- B** Because they want to save wild animals from extinction.
- C** Because they want to stop cruelty to animals.

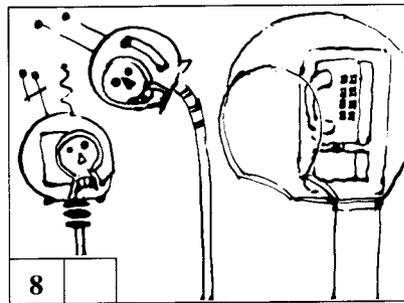
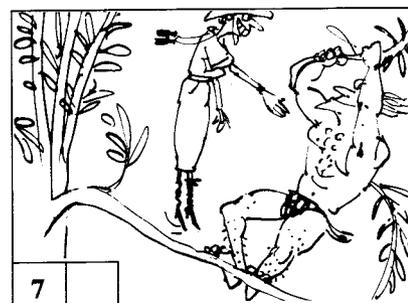
What do you think about fur coats?

Write a short paragraph.

Unit thirty-two

exercise

1



Match these sentences with the cartoons.

- A Good afternoon, I suppose you must be Tarzan.
- B Be careful! It could be the newspaper bill.
- C Hello, darling? I think I might be late for dinner.
- D It must be around here somewhere.
- E Look! I told you there must be intelligent life here.
- F No, that can't be right.
- G No, Wilbur. That can't be Buckingham Palace.
- H Don't worry. It may be friendly.

exercise

2

Look at the information below.

Do you think it is true or not?

Write your opinion about each piece of information, using the words below.

It That	is	true.
	must be	false.
	may be	nonsense.
	could be	right.
	might be	wrong.
	can't be	
	isn't	

- 1 If you're in a lift that starts falling, jump up and down. There's a fifty per cent chance that you'll be in the air when it hits the bottom. If you are, you'll be all right.
- 2 Every time you sneeze, it takes two minutes from the length of your life.
- 3 You must never swallow chewing gum. It can go round your heart and kill you.
- 4 There's as much caffeine in a bar of chocolate as there is in a cup of coffee.
- 5 You will get very little vitamin C from an orange unless it's really fresh. Oranges lose about 20% of their vitamin C content each day after they have been picked from the tree.
- 6 It's dangerous to go swimming if you've had something to eat in the last hour.
- 7 Dogs can only see a little, and they cannot see colours at all.
- 8 In the northern hemisphere, more children are born in December and January than in any other months of the year.
- 9 We can only tell the difference between three tastes: sweet (like sugar), sour (like lemons), and bitter (like strong coffee).
- 10 There are about 750,000 words in the English language, but most people only use around 5,000 in conversation.
- 11 Potatoes contain small quantities of a deadly poison.
- 12 The most common name in the world is the English surname Smith.

exercise

3

Choose the correct word to complete the sentences.

Then write **reason** (*because / because of*) or **result** (*so / therefore / as a result / as a result of*) next to each sentence.

1 I can't go on holiday (<i>so / because</i>) I haven't got enough money.	
2 I haven't got any money, (<i>so / because</i>) I can't buy anything this weekend.	
3 (<i>Because / Therefore</i>) the post office was closed, I couldn't buy any stamps.	
4 Three pens cost a total of 90p, (<i>because / therefore</i>) five pens will cost £1.50.	
5 All the seats were full. (<i>As a result, / Because</i>) we had to stand up.	
6 (<i>Because of / Therefore</i>) the traffic noise, I had a headache.	
7 We got cold and wet (<i>because / as a result of</i>) the sudden thunderstorm.	
8 The car was travelling at 120 km/h, (<i>as a result of / therefore</i>) it travelled thirty kilometres in fifteen minutes.	

exercise

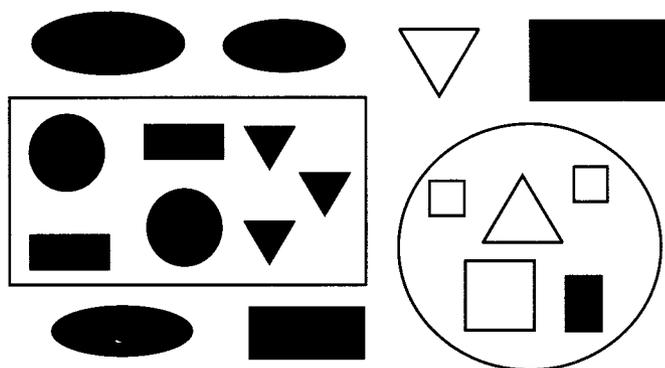
4

Choose three of the pieces of information in exercise 2, and write your opinions about them, using

It (is / may be / can't be) true because ...

exercise

5



Fill in the spaces with words from the box.

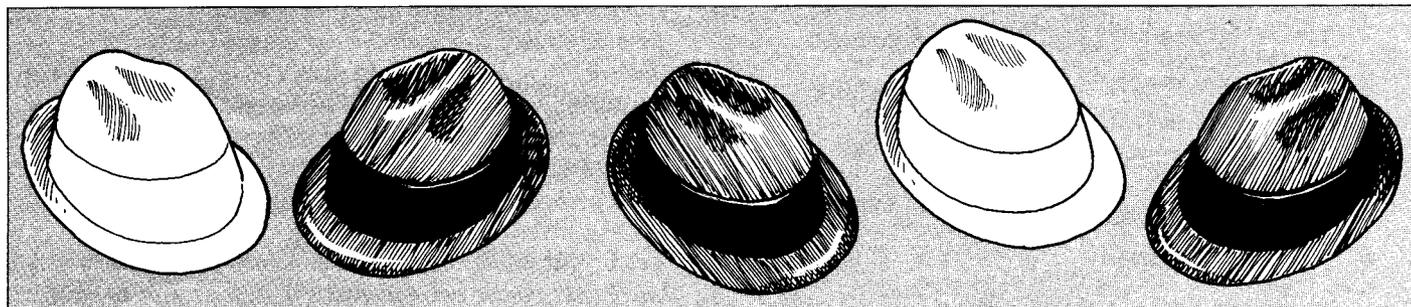
all some both one none

- _____ of the black circles are inside the large rectangle.
- _____ of the black triangles are inside the large rectangle.
- _____ of the ovals are inside the rectangle.
- _____ of the white triangles is inside the large circle.
- _____ of the white squares are outside the large circle.
- _____ of the small black rectangles are inside the large rectangle.
- _____ of the small black rectangles is inside the large circle.
- _____ of the ovals are inside the large circle.

exercise

6

Which hat?



A teacher has five hats in a box – three black ones and two white ones. The teacher has taken three volunteers – you, Susan, and Peter – and put one hat on each of you. None of you can see the hat on your own head, but you can see the hats that the other two are wearing. What colour is your hat?

Clues

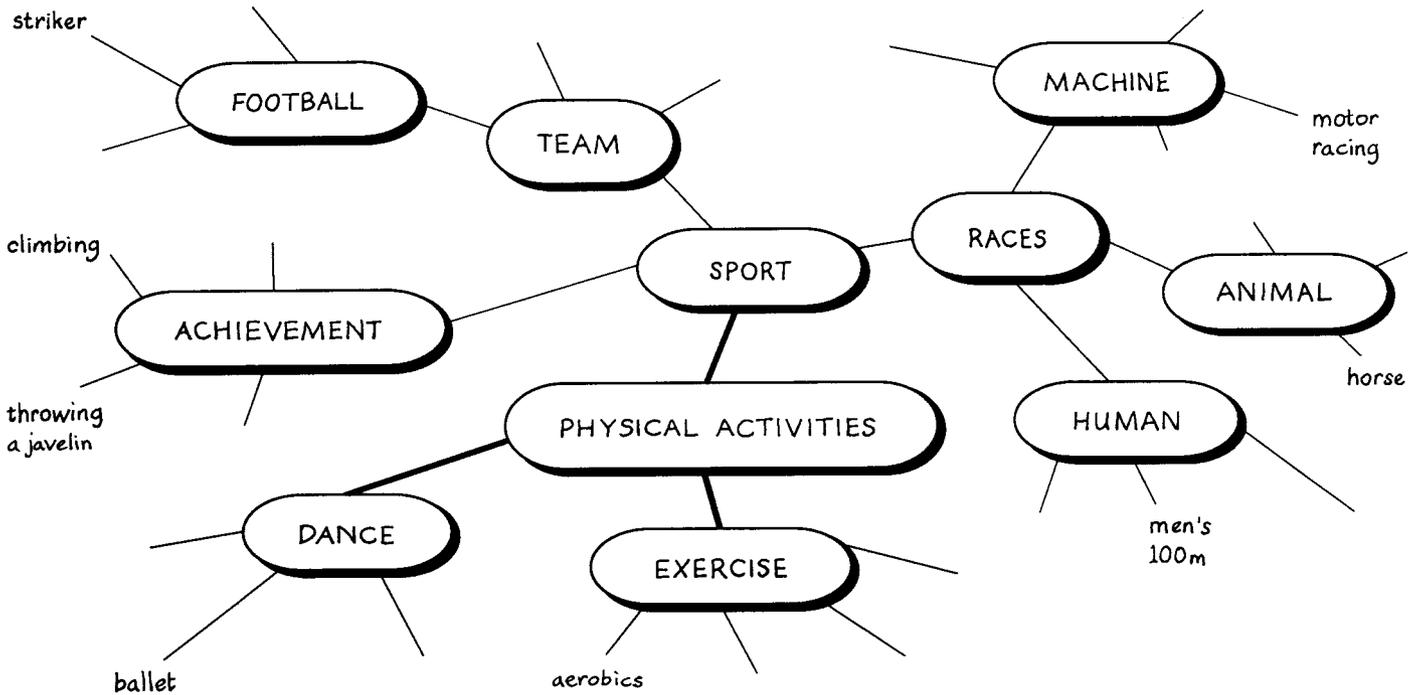
- At least one of the hats must be black.
- First, the teacher asked Peter what colour his hat was. He replied that he didn't know.
- Then the teacher asked Susan what colour her hat was. She said that it must be black. (You can find the answer on page 47.)

Unit thirty-three

exercise

1

How many words can you add to this word network?



exercise

2

Match these linking words with their meanings.

Linking words	Meaning
1 and, also	A result
2 because, because of	B contrast
3 so, therefore, as a result, as a result of	C addition
4 however, but	D conditional
5 if, unless, if only	E sequence
6 first, then, next, finally	F reason

exercise

3

rich / expensive car

How many sentences can you make with the words above, using the linking words from exercise 2? e.g.

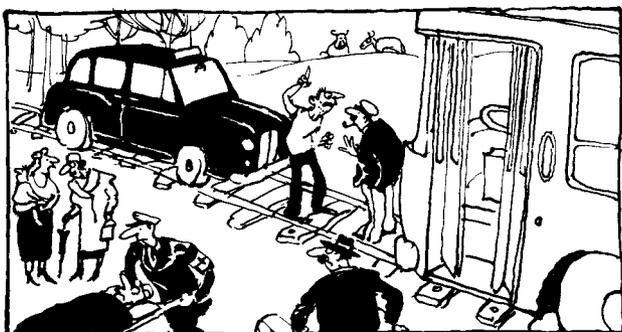
- If I were rich, I'd have an expensive car.*
- I wouldn't buy an expensive car **unless** I were rich.*
- She was rich. **However**, she didn't have an expensive car.*
- He suddenly became rich, **so** he bought an expensive car.*
- She became rich **as a result of** selling expensive cars to wealthy people.*
- First** he became rich, **then** he bought an expensive car.*

Try it yourself, using the words below. You needn't make more than one or two sentences from each pair of words.

- famous / happy
- weather / umbrella
- summer / winter
- tired / sleep

exercise**4**

These two stories are mixed up.
Some sentences from Story A are in Story B, and
some sentences from Story B are in Story A.
Underline the sentences from Story A.

**Story A**

After thirty years of driving a bus for British Rail. Last month he reserved a seat on his job. However, many passengers have written to Heathrow to catch a plane to Boston for a conference. they liked him so much. In cold and wet weather he used to drive his bus off the route, so that he could However, the train was cancelled because of 'staff illness'. Dr Tate had to get a taxi to take elderly people right up to their own doors, and London at a cost of £120. However, he still didn't mind, but his bosses did. Mr Boone said 'It isn't our fault.'

Story B

Dr William Tate of Sheffield is furious with East Dorset Bus Company, Eric Boone has lost the 7.15 train to London, where he was going to the bus company to complain because 'autumn leaves on the railway line'. The subsequent train was also cancelled because of women with small children were also taken home. As a result, his bus was very often late. Passengers missed his flight and was unable to get another seat that day. British Rail simply say 'I was only trying to help people.'

exercise**5**

Change these sentences into reported speech.
Look back at Units 27, 28, and 30 if you have any problems.

- 1 'All of them are mine!' he shouted.
- 2 'You could be right,' she said slowly.
- 3 'I agree,' he told me with a smile.
- 4 'What do you think?' she asked.
- 5 'Are both of them yours?' he enquired.
- 6 'I don't agree at all,' she said.
- 7 'It might be true,' he said.
- 8 'That can't be right!' she exclaimed.

exercise**6**

Where should *enough* go in these sentences?

He didn't run (*) fast (*) to win the race.
He didn't run fast enough to win the race.

- 1 I haven't got (*) time (*) to help you.
- 2 There aren't (*) jobs (*) in our town.
- 3 He bought a new computer because his old one wasn't (*) good (*).
- 4 She didn't try (*) hard (*).

exercise**7**

Complete the sentences with *a great deal of* or *a number of*.

- 1 It took them _____ time.
- 2 There have been _____ serious accidents on this road.
- 3 There is _____ money in her bank account.
- 4 I've phoned her _____ times but she hasn't answered.

exercise**8**

Make these words opposite,
using the prefix *un-*, e.g. happy *unhappy*

- | | | |
|----------|-----------|---------------|
| 1 true | 5 equal | 9 fashionable |
| 2 sure | 6 likely | 10 well |
| 3 able | 7 safe | 11 natural |
| 4 common | 8 popular | 12 known |

exercise**9**

Write a paragraph about a sport or a type of exercise. The questions below may help you. However, you needn't answer all of them, and you can write about different things if you prefer.



- Have you ever (played / done) it?
Do you prefer (playing / doing) it or watching it?
How many people take part in it?
Does it help you to keep fit?
Is it popular in your country?
Is it a spectator sport?

Unit thirty-four

exercise

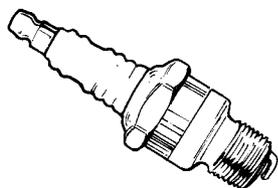
1

Complete this questionnaire for yourself and for another person.

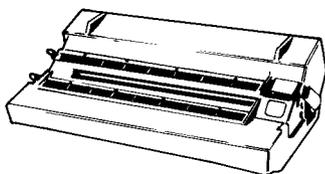
Are you a 21st-century person?

Although some people believe that the future will be 'greener', most people think that technology will dominate more of our lives. How comfortable are you with technology?

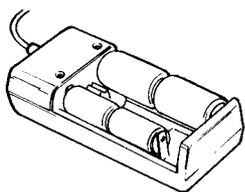
1 Tick the boxes if you understand what these things do. (You don't have to be able to explain it in English.)



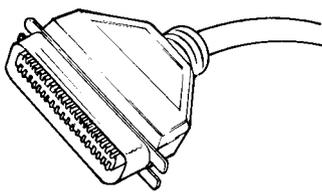
a spark plug



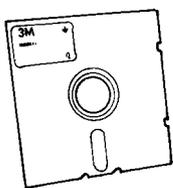
a laserwriter cartridge



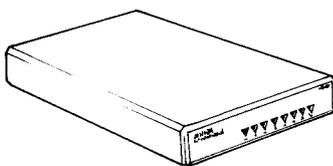
a battery charger



a SCART connector



a floppy disk



a modem

2 Tick the items below that you have used during the last month.

a calculator

a phone card

a word processor

a food processor

a screwdriver

a microwave

a video recorder

a computer game

3 Do you know how to set the automatic timer on a video recorder?

A yes **B** no

4 An elderly person says 'My hair-drier needs a new plug.' What would you say?

A 'I'll change it for you.'

B 'You'd better take it to an electrician.'

5 You have to add up a column of twelve four-figure prices (e.g. £12.89). Would you:

A use a calculator?

B add it up in your head?

C use a pen and paper?

6 You have just been given a brand-new computer with a word processor. You have never used this type before. Would you:

A teach yourself how to use it?

B go to a course on computers?

C never use it?

7 Your friend's car has broken down. The battery is flat (it has no power). In the boot there are some jump leads for starting the car from another car's battery. You haven't used jump leads before, but there are instructions on the packet (in English). Would you say:

A 'I think it's best to call a mechanic.'

B 'Let's try to start it.'

8 Think of one piece of electronic equipment (e.g. a video, a sewing machine, a CD player). Do you know how to use *every* control on it?

A yes **B** no

Scoring

20-30 You are very confident about using machines.

14-19 Like most people, you can do what you want to and that's enough for you.

6-13 Although you have some problems with machines, you are not totally unable to use them.

Less than 6 You really don't like technology! Perhaps you're living in the wrong century.

1 Score 2 points for each one that you understand.

2 Score 1 point for each.

3 A-2 B-0

4 A-2 B-0

5 A-2 B-0 C-0

6 A-2 B-1 C-0

7 A-0 B-2

8 A-2 B-0

exercise

2

Complete the sentences with the phrases from the box.

it was a bright sunny day	she had a lot of qualifications
I don't like her husband	she was wearing her glasses
she was nearly eighty	she had never been to England.

- 1 Although _____, she started learning to drive.
- 2 Even though _____, she spoke English fluently.
- 3 Although _____, she couldn't find a job.
- 4 It was too cold to go swimming even though _____.
- 5 She's very pleasant. _____, though.
- 6 She couldn't read the notice although _____.

exercise

3

Make six sentences from this chart.

Because of Despite	pay rises	people have less money to spend. people don't have enough to eat. people are living longer.
	unemployment	
	a good harvest	
	a serious drought	
	a better diet	
	the problems of modern life	

exercise

4

Choose the correct word to complete these sentences.

You may want to look at the Grammar summary for Unit 34.

- 1 He took the job (*although / in spite of*) the low salary.
- 2 She complained to the waiter (*because / because of*) her soup was cold.
- 3 Liverpool lost the match (*although / in spite of*) they had played well.
- 4 Perhaps the climate is changing (*because / due to*) global warming.
- 5 The train was fifteen minutes late. (*However, / Therefore*) he got to his appointment on time.
- 6 He is a very serious person. (*In contrast, / Despite*) his wife is always laughing.
- 7 I couldn't understand the questions, (*whereas / therefore*) my friend could.
- 8 (*In spite of / Although*) their lack of money, they always seem to be cheerful.

exercise

5

Make four sentences from this chart.

In spite of	his	lack of	money,	he	was	able to	go on holiday.
Despite	her		time,	she	wasn't		buy a new car.
Because of	their		work,	they	were		finish the job.
Due to	our		sleep,	we	weren't		do much work.

exercise

6

Spelling

Nouns from verbs, ending in *-er* and *-or*.
(See Workbook 3A, Unit 18 for jobs ending in *-er* and *-or*.)

Make nouns from the verbs below, e.g.

to calculate *calculator*
to record *recorder*

to compute to connect
to charge a battery to time something
to process food to organize
to detect metal

exercise

7

Find the different word.

scientist	chemist	feminist	sociologist
ape	guerilla	monkey	gorilla
air hostess	policeman	chairman	chairperson
hunt	gather	fish	manufacture
natural	artificial	synthetic	man-made
snort	greet	snarl	hiss
request	ask	answer	enquire
develop	prevent	evolve	become

exercise

8

Sounds

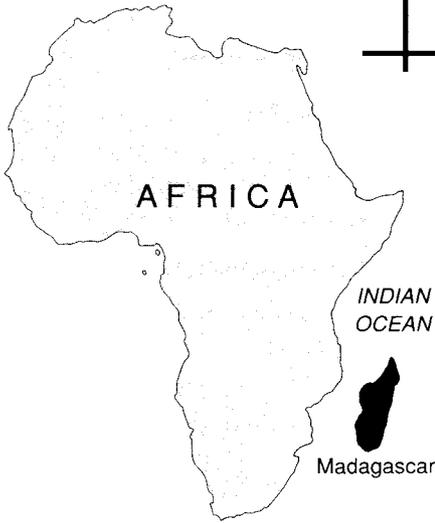
Underline the words which contain the sound / ai / as in *five*.

despite / inclusive / identical / primate /
tidy / primitive / in spite of / fighting /
finger / ski / lie / slim / die / survivor /
size / logic / might / either / initial /
hire / synthetic / site / reply

Unit thirty-five

exercise

1

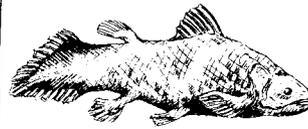


Madagascar is a large island in the Indian Ocean which has unique wildlife. Many of the creatures are not found anywhere else in the world. A TV film crew made five documentary programmes about wildlife on the island. Here are the five creatures which they went to film, one for each programme.



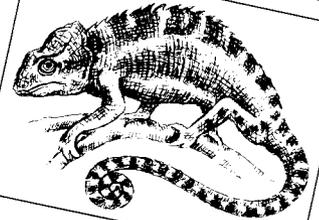
Ground roller

Bird.
Feeds on the ground.
Eats insects.
30cm long.



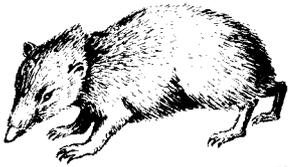
Coelacanth

Fish – which scientists thought had died out 80 million years ago.
One caught in 1938.
Many caught since.
152cm long.



Chameleon

Reptile.
Sixty-eight species – over thirty found only in Madagascar.
Eats insects & small birds.
17–60cm long.



Streaked tenrec

Mammal.
Eats insects.
Has spikes on its back.
18cm long.
Rolls into a ball if attacked.



Ring-tailed lemur

Mammal (primate).
Eats fruit, leaves, flowers.
Lives in trees.
120cm long.
Lives in groups.

Unfortunately, they lost the videotapes of one complete programme.

Which creature was the subject of that programme?

Fill in the spaces on this chart, using the clues to help you to decide.

Clues	Impossible	Possible	Certain
1 They hadn't used their underwater cameras for this programme.	It _____ have been the coelacanth.	It _____ have been any of the other four creatures.	
2 They had filmed it while it was eating insects.	It _____ have been the lemur.	It _____ have been the chameleon.	
3 It had four legs.	It _____ been the ground roller.	It _____ either the tenrec or the chameleon.	
4 It was about 18cm long.	_____	It _____ or _____	
5 It was a mammal.	It can't _____	_____	

exercise**2**

Match the statements with the responses.

Statement

- 1 She shouted at me and told me that I was a complete idiot.
- 2 She didn't phone or write to her parents during the six weeks she was away on holiday.
- 3 I rang the doorbell four times, but no one answered.
- 4 Lisa told me that she had had lunch with Michael Jackson *and* Prince Charles.
- 5 My aunt hasn't seen her cat for days.
- 6 Did you see the news last night?
- 7 Lightning struck a tree ten metres from where I was standing yesterday!
- 8 I was sick three times last night.

Response

- A They can't have been at home.
- B It may have been run over.
- C It must have been the seafood.
- D I can't remember. I might have done. What happened?
- E She must have been angry.
- F They must have been worried.
- G She can't have done!
- H Oh, dear! You could have been killed.

exercise**3**

Make deductions about these situations, e.g.

A friend of yours has arrived at school without her *Grapevine* 3. Why?

She must have forgotten it.

She could have left it at home.

She may have lost it.

Her dog might have eaten it.

- 1 Your best friend is looking really sad and miserable. Why?
- 2 Your parents are looking very angry. They won't speak to you. Why?
- 3 Your teacher is unusually happy and cheerful today. Why?
- 4 A student in your class got 100% in the English test. Why?

exercise**4**

Make a deduction about each of these situations.

- 1 Janet was driving near Stonehenge late at night when she saw strange lights moving in the sky.
- 2 Patrick opened the letter and read it quickly. 'Oh, no!' he exclaimed and sat down suddenly in a chair.
- 3 The phone rang twice and Claire picked up the receiver. 'That's strange,' she said. 'There's no one there.'
- 4 Craig was walking home after watching the football match. He was feeling miserable.

exercise**5**

Mark was standing at the bus stop.
He seemed angry and he kept looking at his watch.
How long had he been waiting?

He must have been waiting for a long time.

Read the situations below and answer the questions in the same way.

- 1 Ray came out of the restaurant. There was egg on his tie and tomato sauce on his shirt. What had he been doing?
- 2 Victoria went to the lecture by Professor Watts. Near the end of the lecture he asked her a question. She had no idea what he was talking about. Do you think she had been listening?
- 3 Nigel walked out of the sports club carrying his racket. His face was red and he was breathing noisily. What do you think he'd been doing?

exercise**6****Reading****A living fossil?**

In 1938, a fishing boat caught a fish which was one metre fifty-two centimetres long off the coast of South Africa. The Captain had never seen a fish like it, so he took it back to a museum in East London. The fish was well known to scientists. Fossils had been found all over the world. It was a coelacanth. Scientists had believed that it had become extinct 80 million years ago. However, no more were found until 1952 when one was seen for sale in a fish market in the Comoro Islands, near Madagascar. Between 1953 and 1955, six more were caught there. The one that had been caught in 1938 must have been carried away from the Comoro Islands by an ocean current. Scientists later discovered that Comoro fishermen had been catching coelacanths for years. They simply hadn't known that coelacanths were rare. In fact the islanders used the fish's rough skin instead of sandpaper when they were repairing punctures (holes) in their bicycle tyres!

Unit thirty-six

exercise

1



Last year Ingrid had an English examination. She had an interview in English with the examiner to test her spoken English. This is a transcript of their conversation.

Examiner Good afternoon.

Ingrid Hi.

Examiner You're Ingrid, aren't you?

Ingrid Yes.

Examiner I'm going to ask you a few questions. All right? Well, first of all, have you got any hobbies? ❶

Ingrid Yes.

Examiner Go on.

Ingrid Yes, I have got any hobbies.

Examiner Well, what are they?

Ingrid Er ... I have much hobbies.

Examiner How long have you been studying English, Ingrid? ❷

Ingrid Oh ... I don't know.

Examiner I see. What are you going to do when you leave school? ❸

Ingrid Go home.

Examiner Mmm. That's not really what I meant.

Ingrid Oh. Sorry. Can I go now? I must to catch my bus.

Read the interview and underline the three *grammatical* mistakes that she made. They are not ❶, ❷, or ❸!

What should she have said?

exercise

2

As well as making grammatical mistakes, she also said the wrong things, e.g.

She said 'Hi' to the examiner.

She shouldn't have said 'Hi' to the examiner.

- 1 She answered his questions with one-word answers.
- 2 She didn't tell him about her hobbies.
- 3 She didn't reply to his question about how long she had been studying.
- 4 She didn't tell him what she was going to do when she finished school.
- 5 She asked if she could go.

exercise

3

How would *you* have answered the examiner's questions? Imagine *you* are being examined and answer the questions which are marked ❶, ❷, and ❸.

exercise

4



Peter is taking a written examination in English. He has to write a letter asking for information about an English hotel, together with a price list. On the left is the letter he wrote.

Apartment 345
2nd Floor
16 Republic Avenue
Taramuna 60014
Harmonia

The Victoria Hotel
Forest Road
York
Friday morning

Dear Victoria Hotel
How do you do! You must send me all the ~~informmat~~ information about your hotel. Send me a price list, too. I would like to stay at your hotel next year?

Lots of love,
Peter Xomot
X.X.X



Peter used sentences and expressions which were not right for a formal letter requesting information. He also made mistakes with laying out the letter.

Say what Peter ought to have done, e.g.

He put his address on the left.

He ought to have put his address on the right.

- 1 He put the hotel's address on the right.
- 2 He didn't write the date.
- 3 He began with 'Dear Victoria Hotel'.
- 4 He demanded information.
- 5 He ended with 'Lots of love'.

exercise**5**

Here are some things that he ought not to have done.

Write sentences beginning *He ought not to have ...*

- 1 He wrote 'How do you do!'
- 2 He put a question mark after 'next year'.
- 3 He put kisses after his name.

exercise**6**

How would *you* have written the letter?

Imagine that you are taking the examination and rewrite the letter.

exercise**7**

Peter had other problems during the exam.

- He had only one pen, and it ran out of ink.
- He had forgotten to wear a watch.
- He didn't have an eraser.
- There were ten questions, each with ten per cent of the marks. He spent half the time on question one.
- He hadn't done any revision.
- He had a terrible cold, and he didn't have any paper handkerchiefs.

What would / wouldn't you have done?

Write six sentences.

exercise**8**

Put these words in the correct order, e.g.

finish / she / difficult, / Although / was / to / it / managed / exam. / the

Although it was difficult, she managed to finish the exam.

- 1 leg, / managed / his / to / hurt / Even though / had / he / striker / the / a / score / goal.
- 2 In spite of / smile. / to / managed / problems, / she / her
- 3 expensive, / they / Although / was / to / managed / it / buy / the house.

exercise**9**

Match the words from **column A** and **column B**.

Column A

- 1 seat
- 2 driving
- 3 traffic
- 4 Highway
- 5 pedestrian
- 6 one-way
- 7 motor
- 8 car

Column B

- A racing
- B light
- C crossing
- D belt
- E phone
- F Code
- G street
- H test

exercise**10****Reading****Some jokes about school**

'I want you to write an essay,' said the teacher, 'explaining what you'd do if you won a million pounds.'

The students started writing, except for Gary, who sat back and looked out of the window. At the end of the lesson, the teacher collected in the essays. Gary's sheet of paper was empty.

'What's this, Gary?' asked the teacher. 'You've done nothing at all!'

'That's right,' he replied. 'That's what I'd do if I won a million pounds.'

'What happened in 1564?' asked the teacher. Paul replied at once, 'Shakespeare was born.'

'Well done!' said the teacher. 'And what happened in 1570?'

'He was six years old,' said Paul.

'Look here,' said the angry parent. 'You gave my son zero for his English exam. Is that fair?'

'No, it isn't,' said the teacher, 'but it's the lowest mark there is.'

Question one in the science exam was 'How far does light travel from the sun to the Earth?'

Anna answered, 'I don't know the exact distance, but it gets here too early in the morning.'

Unit thirty-seven

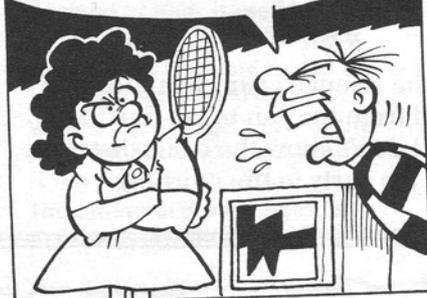
MEET THE BLUNDERS



IF YOU HADN'T MOVED OUT OF THE WAY, I WOULDN'T HAVE BROKEN THE TV!



IF I HADN'T MOVED, YOU'D'VE BROKEN MY SKULL!



exercise

1

Read the cartoons and complete these sentences.

- 1 She would have broken his skull if ...
- 2 They have could have killed more animals if ...
- 3 He might have enjoyed the film if ...

BATTLE of the SEXES



IT'S CALLED A SPEAR. IF THEY'D HAD THESE IN THE PAST THEY COULD HAVE KILLED BIGGER DINOSAURS.



I MADE IT MYSELF. IF THEY'D HAD THESE, THEY COULD HAVE COLLECTED MORE APPLES.



AND THIS SPEAR HEAD WAS MADE BY EARLY MAN. IT'S THE ONLY THING HE LEFT BEHIND HIM.



THE LEYTONS



exercise

2

Choose the correct form of the verb.

- 1 If I (*were / had been*) born 200 years ago, I probably wouldn't have gone to school.
- 2 If I'd known it was your birthday, I (*would / would have*) sent you a card.
- 3 If Smith (*had played / would play*) better, his team might have won the game.
- 4 If she (*hadn't / wouldn't have*) had an operation, she would have died.
- 5 You (*wouldn't have / hadn't*) lost it if you hadn't been so careless.

exercise

3

Match the sentence halves in **column A** with the sentence halves in **column B**.

Column A

- 1 If I had read the warning,
- 2 If I hadn't eaten so much,
- 3 If I'd had some suntan lotion,
- 4 If I'd known your address,
- 5 If I'd brought my Walkman,

Column B

- A I wouldn't have got so burnt.
- B I could have sent you a postcard.
- C I would not have gone in the sea.
- D I wouldn't have been so bored.
- E I wouldn't have felt so ill.

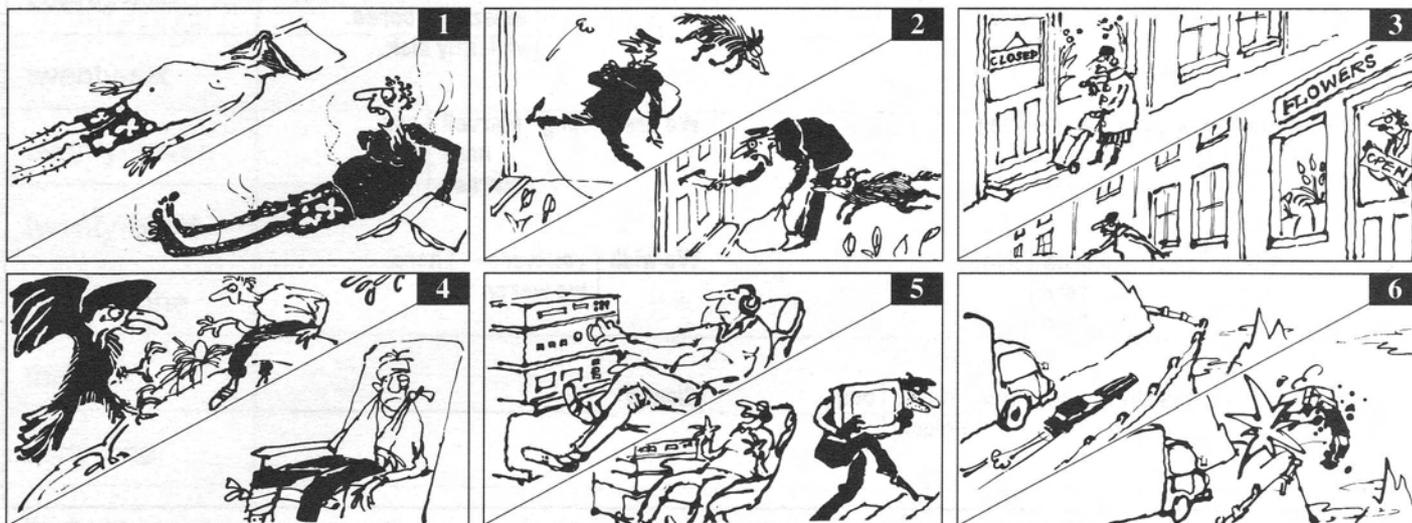
exercise

4

Look at picture 1.

*If he hadn't fallen asleep, he wouldn't have been sunburnt. or
If he hadn't been sleeping, he would have put on some suntan lotion.*

Write one type 3 conditional sentence for each of the other pictures.



exercise

5

Read the text below and decide where the phrases in the box should go.

- 1 was working in the prison kitchen when he
- 2 it was then that Rodney began to think about escaping
- 3 and he was on his way to freedom
- 4 until the driver's footsteps had died away
- 5 arrested at once and

Rodney Williams was forty-three years old, and he had been in Shapford Prison for two years. He had been sentenced to three years for robbery, and he was hoping to be released soon. Prisoners are usually released early if they have behaved well in prison. However, no news of his release came. One day, Rodney was told to help unload some potatoes from a delivery truck. Casually he asked the driver where he was going next. The driver told him that he was going to London. A week later the same truck returned, and again Rodney was told to unload it.

Suddenly he realized that no one was watching him. He quickly crawled under the truck, and held on to the under-side. The truck's engine started. Rodney held on throughout the forty-minute journey until finally the truck stopped. He waited for a few minutes, and then let go and crawled out from beneath the truck. He found himself in the middle of Garnswick Prison, just twenty miles away from Shapford. He was returned to Shapford, where he heard the news that his release documents had arrived that day. If he hadn't tried to escape, he would have been a free man.

Unit thirty-eight

exercise

1

Complete the 'instant postcard'.

exercise

2

Look through the instant postcard and underline the adverbs which modify adjectives.

INSTANT POSTCARD

Just cross out the things you don't need!

The journey was absolutely ~~aw~~ wonder | ~~dread~~ | ful.

We wish that we had ~~brought some books to read.~~ | ~~not left home.~~ | never heard of this place.

The weather here is pretty ~~norm~~ unusu | ~~dism~~ | al.

We have been ~~to some interesting places.~~ | ~~amazingly bored.~~ | violently sick.

Our hotel room is quite ~~charm~~ shock | ~~disgust~~ | ing.

We are feeling ~~marvell~~ nerv | ~~murder~~ | ous.

The local beaches are ~~incred~~ terr | ~~horr~~ | ible.

We wish | ~~you were~~ | ~~we weren't~~ | here.

The food here is really ~~t~~ asty and ~~delici~~ poison | ~~ous.~~

Signed _____

exercise

3

The instant postcard gives you two or three choices for each line.

Here are some other ideas for the postcard.

Think of some more alternatives that could be added.

- The people here are very friendl | y

- We wish that we could | stay here forever.
remember the address of our hotel.

- We wish that it would get | warmer.

- We wish we had | a better camera.

- We wish we'd known | a few words of the language.

exercise

4

Think about three things which have happened during the last year, and make sentences about them with *I wish ...*, e.g.

I wish I had seen Michael Jackson when he played here.

I wish I had been to the World Fair.

exercise

5

Match the sentences with the responses.

Sentence

- 1 He's been in hospital for weeks.
- 2 I hope you're feeling better.
- 3 I wish you the best of luck.
- 4 Do you mind if I sit here?
- 5 I couldn't believe my eyes!
- 6 You should have known better!

Response

- A Thanks. I'll need it!
- B I'm not surprised!
- C Yes. I'm terribly sorry.
- D If only I'd known!
- E Not at all.
- F Thank you. I am.

exercise

6

adjective *lonely* noun *loneliness*
Make nouns from these adjectives.

- 1 happy 3 thoughtless
- 2 careless 4 hopeless

Then write the opposites of *careless*, *thoughtless*, and *hopeless*.

exercise

7

Complete the spaces in these sentences with *each other* or *one another*.

- 1 All four of the students looked at _____ before they answered.
- 2 Mick and Sharon have known _____ for years.
- 3 Birmingham and Manchester are like _____ in several ways.
- 4 I don't like opera much. All the singers sound like _____ to me.

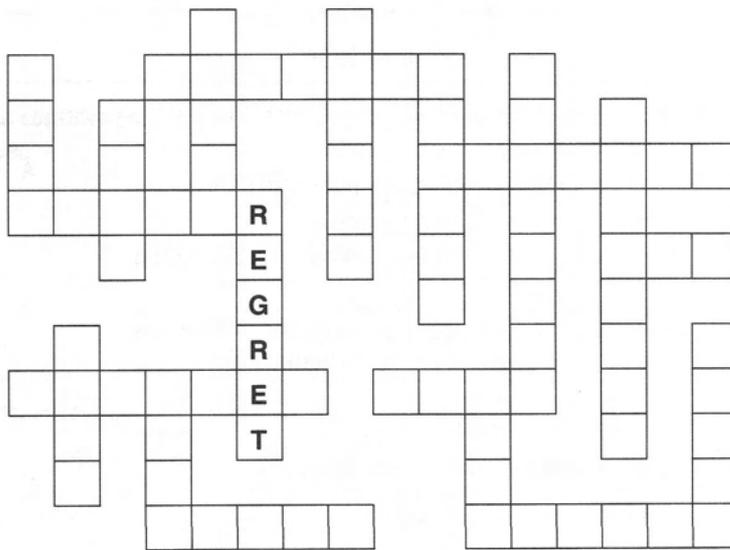
exercise

8

Word cross

Can you put all the verbs into the word cross? We've done *regret* for you.

<p>3 letters say</p>	<p>4 letters pour move quit blow vote find</p>	<p>5 letters regret bribe touch might</p>
<p>6 letters wander stroll employ expect</p>	<p>7 letters conquer breathe pretend</p>	<p>8 letters persuade overtake</p>



exercise

9

How many syllables are there in these words?

e.g. explanation *ex·plan·a·tion* (4)

- 1 conclusion 7 pavement
- 2 competitive 8 hopefully
- 3 laughter 9 relaxing
- 4 machinery 10 occasion
- 5 particular 11 labourer
- 6 unpleasant 12 elderly

exercise

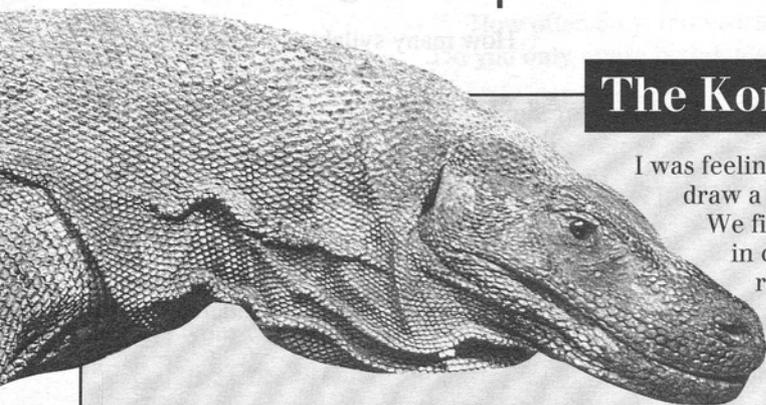
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Choose the correct word.

- 1 I wish I (*am / were*) rich.
- 2 I wish I (*can / could*) dance.
- 3 If only I (*knew / know*) the answer.
- 4 If only I (*had / have*) more money!
- 5 I wish I (*had / have*) been to Alaska.
- 6 I wish I (*saw / had seen*) that film.

Unit thirty-nine

The Komodo Dragon



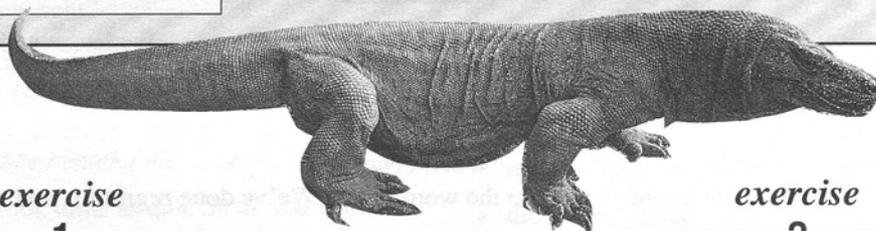
Douglas Adams is the author of *A Hitch Hiker's Guide to the Galaxy*, and Mark Carwardine is a zoologist, writer, and photographer. They made a series of radio programmes about rare species of animal, and described their adventures in *Last Chance to See ...* (1990). This extract comes from a chapter about the Komodo Dragon, which is a lizard found only on the island of Komodo in Indonesia. The 'dragons' can be two metres long, and have been known to eat people. When Adams and Carwardine were taken to see the dragons, their guide killed a goat so that they (and a party of tourists) could watch the dragons eating it. Adams wrote this passage afterwards.

I was feeling pretty raw about my own species because we presume to draw a distinction between what we call good and what we call evil. We find our images of what we call evil in things outside ourselves, in creatures that know nothing of such matters, so that we can feel revolted by them, and, by contrast, good about ourselves. And if they [i.e. the dragons] won't be revolting enough of their own accord, we stoke them up with a goat. They don't want the goat, they don't need it. If they wanted one they'd find it themselves. The only truly revolting thing that happens to the goat is in fact done by us.

So why didn't we say something? Like: 'Don't kill the goat'?

Well, there are a number of possible reasons:

- If the goat hadn't been killed for us it would have been killed for someone else – for the party of American tourists, for instance.
- We didn't really realise what was going to happen till it was too late to stop it.
- The goat didn't lead a particularly nice life, anyway. Particularly not today.
- Another dragon would probably have got it later.
- If it hadn't been the goat the dragons would have got something else, like a deer or something.
- We were reporting the incident for this book and for the BBC. It was important that we went through the whole experience so that people would know about it in detail. That's well worth a goat.
- We felt too polite to say, 'Please don't kill the goat on our account.'



exercise

1

Read the text once.

- 1 Which one of the statements below is closest to your feelings about the text?
- The first half of the text was more difficult to understand than the second half.
- The second half was more difficult to understand than the first half.
- I can't draw a distinction between the two halves. I thought they were equally difficult.
- 2 How did you read the text?
- I read everything slowly and carefully.
- I looked at everything quickly.
- I didn't read some parts of the text.

exercise

2

Read the text again.

Which of the three summaries below do you think is most accurate?

- A Douglas Adams realized that the goat would have died anyway. Animals don't know the difference between right and wrong, so the death of the goat was not important.
- B The death of the goat made Douglas Adams think about the differences between humans and animals. He thought that people wanted to be disgusted by watching the goat being eaten, so that they could feel superior to the dragons.
- C Douglas Adams thought that reporters should experience what they are reporting. The dragons were really disgusting and he wanted people to realize this.

exercise**3****Word study**

- 1 Adams was feeling *pretty raw about his own species*. Which of these meanings of *raw* was he using?
A inexperienced **C** uncooked
B sore, sensitive
- 2 What does he mean by *his own species*?
A himself **C** his own feelings
B the human race

- 3 ... *we presume to draw a distinction between what we call good and what we call evil*.

Look at these explanations.

we people, humans
presume think that we have the right
to draw a distinction to make a difference between
what we call good what we decide is good
and what we call evil. and what is bad.

Now rewrite the sentence. Begin *People* ...

- 4 *We find our images of what we call evil in things outside ourselves, in creatures that know nothing of such matters, ...*

Choose the best explanation:

- A** We get our pictures of evil from things which are outside ourselves. We think of certain animals as evil, but these animals have no idea of what 'evil' is.
B We get our pictures of evil from things which are outside ourselves. Animals are evil because they don't know the difference between good and bad.

If they won't be revolting enough of their own accord, we stoke them up with a goat.

This is what *stoke something up* normally means: to add fuel (e.g. wood, coal) to a fire to make it burn more strongly. Adams is using it to mean *encourage them to look as bad as possible*, i.e. we will feel more disgusted if we see the dragons eating a goat.

exercise**4**

Find words or phrases in the text which mean:

- | | |
|--------------|--|
| 1 disgusted | 5 a four-legged wild animal which runs fast (like Bambi in the film) |
| 2 disgusting | 6 abbreviation for <i>British Broadcasting Corporation</i> |
| 3 several | 7 know exactly what it was like |
| 4 especially | 8 easily worth |

exercise**5**

Find these expressions in the text.

- | | |
|---------------------------|--------------------|
| things outside ourselves | find it themselves |
| feel good about ourselves | done by us |
| of their own accord | on our account |

Which expressions could be replaced by *on their own* or *by themselves*?

Which expression could be replaced by *for us*?

exercise**6**

Look at the text and complete the spaces in these conditional sentences.

- 1 If the dragons _____ be disgusting enough by themselves, we _____ them up with a goat.
- 2 If the dragons _____ one, they'd find it themselves.
- 3 If the goat hadn't _____ killed for us, it would _____ been killed for someone else.
- 4 If they _____ eaten the goat, the dragons _____ have killed something else, a deer for instance.

exercise**7**

Look at the sentences in exercise 6. Label them **1** for type 1 conditional, **2** for type 2 conditional, and **3** for type 3 conditional.

exercise**8**

Which language functions are expressed by the words and phrases from the text?
 Match them.

- | Word or phrase | Language function |
|--------------------------|----------------------------------|
| 1 for instance | A comparison and contrast |
| 2 because, so that | B giving examples |
| 3 by contrast, like a... | C expressing probability |
| 4 probably, possible | D expressing time |
| 5 later, today | E giving reasons |

exercise**9**

If you had been one of the tourists who were with Douglas Adams, what would you have done?

FOR AND AGAINST

Look at the three statements below. Choose *one*. First believe that it is true, and give reasons why it is true. Then believe that it is false, and give reasons why it is false.

- It would be better if all human beings were vegetarian.
- Television is very similar to chewing gum.
- Men love women, women love children, and children love hamsters.
- Money makes the world go round.

Think of a name

Choose a name for each of these things.

- a new rock group
- a computer company
- a new environmentally-friendly motor car
- a perfume
- a hotel near a beach
- a pet dog or cat
- a new international airline



Translate a joke

The prisoner looked at the judge, and put his hand over his heart. 'As God is my judge, I'm not guilty. I didn't do it.'

The judge replied at once, 'He isn't. I am. You are. You did. Ten years.'

Will this joke translate into your language?
Translate a joke into English every day.

CONCENTRATION

You need a watch which has a second hand.

- 1 Hold the watch up in front of a television which is showing a programme. Focus all your attention on the second hand for exactly two minutes.
- 2 Watch the second hand very carefully with *half* your attention. With the rest of your attention, keep repeating this series of numbers aloud: 2, 4, 6, 8, 10, 8, 6, 4, 2. If you begin thinking about something else, start again.
- 3 Watch the second hand carefully, and keep repeating a short verse, e.g. *Roses are red, violets are blue, Sugar is sweet, and so are you.*
- 4 If you practise, you should be able to watch the second hand, think of the numbers as pictures in your head, and say the verse aloud all at the same time.



If you think this is difficult, remember that many people can play the piano and sing at the same time. The left hand is playing one thing, the right hand is playing something else, the eyes are reading the music *and* the words.

REMEMBERING A SEQUENCE

In which order did you study these four structures?

- type 2 conditionals
- the future continuous
- verbs which can replace *say, tell, ask*
- the past perfect

Think of four more structures. Try to remember the order in which you learned them.

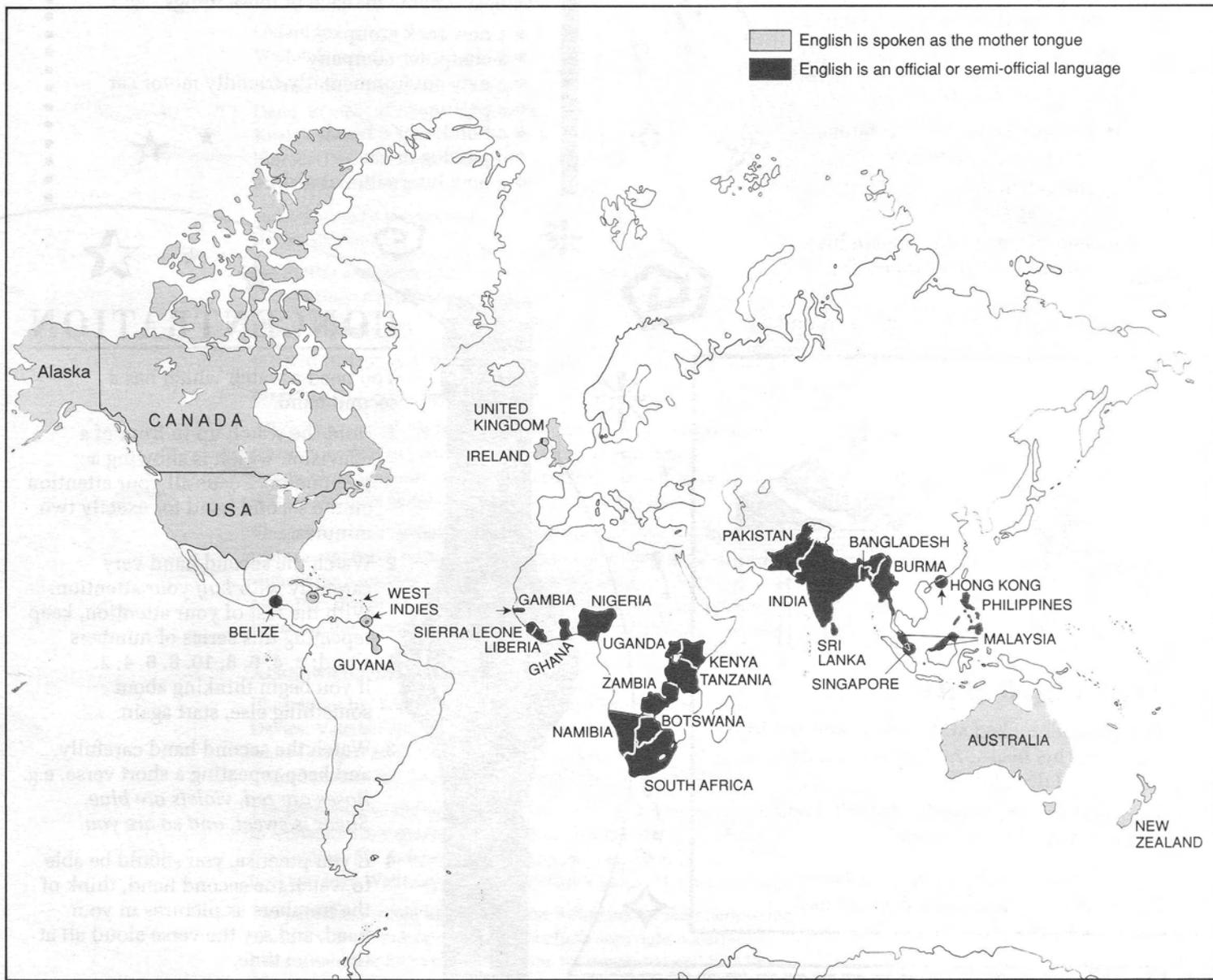
Think of the four *Stories for pleasure*. What were the titles, and in which order did they appear?

Think of four units. What were they about, and in which order did they appear?

Your hat must be white. Here is the explanation: Peter can see the colour of your hat and Susan's hat. But he still doesn't know what colour his hat is. Your hat might be white or black. If your hat were white, and Susan's hat were white, too, then Peter would know that his hat was black. (There are only two white hats.) Susan knows this. She can see that your hat is white. So she knows that her hat must be black.

Answer to exercise 6 Which hat? in Unit 32

English-speaking countries



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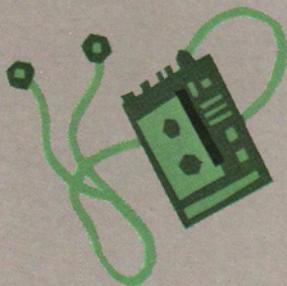
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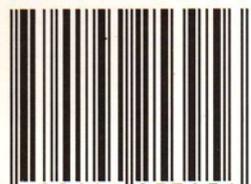
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