

University of Anbar
College of Science
Department of Biology
Second Year
English Language

جامعة الانبار
كلية العلوم
قسم علوم الحياة
المرحلة الثانية
اللغة الانكليزية

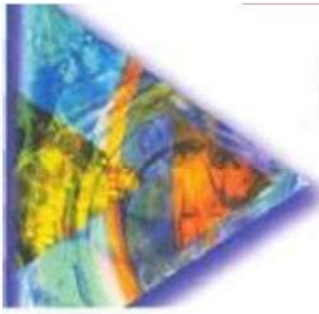
Lec. 1 (Unit 1)

Getting to know you

مدرس المادة

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1

Getting to know you

Tenses • Questions • Using a bilingual dictionary • Social expressions 1

STARTER



1 Match the questions and answers.

Where were you born?	A year ago.
What do you do?	Three times a week.
Are you married?	In Thailand.
Why are you learning English?	Because I need it for my job.
When did you start learning English?	I'm a teacher.
How often do you have English classes?	No, I'm single.

Homework



2 Ask and answer the questions with a partner.

TWO STUDENTS

Tenses and questions

1 **TH** Read and listen to Maurizio. Then complete the text, using the verbs in the box.

'm enjoying	'm going to work	live	started
'm studying	come	can speak	went



My name's **Maurizio Celi**. I (1) live from Bologna, a city in the north of Italy. I'm a student at the University of Bologna. I (2) _____ modern languages – English and Russian. I also know a little Spanish, so I (3) _____ four languages. I (4) _____ the course a lot, but it's really hard work. The course (5) _____ three years ago. I (6) _____ at home with my parents and my sister. My brother (7) _____ to work in the United States last year. After I graduate, I (8) _____ as a translator. I hope so, anyway.



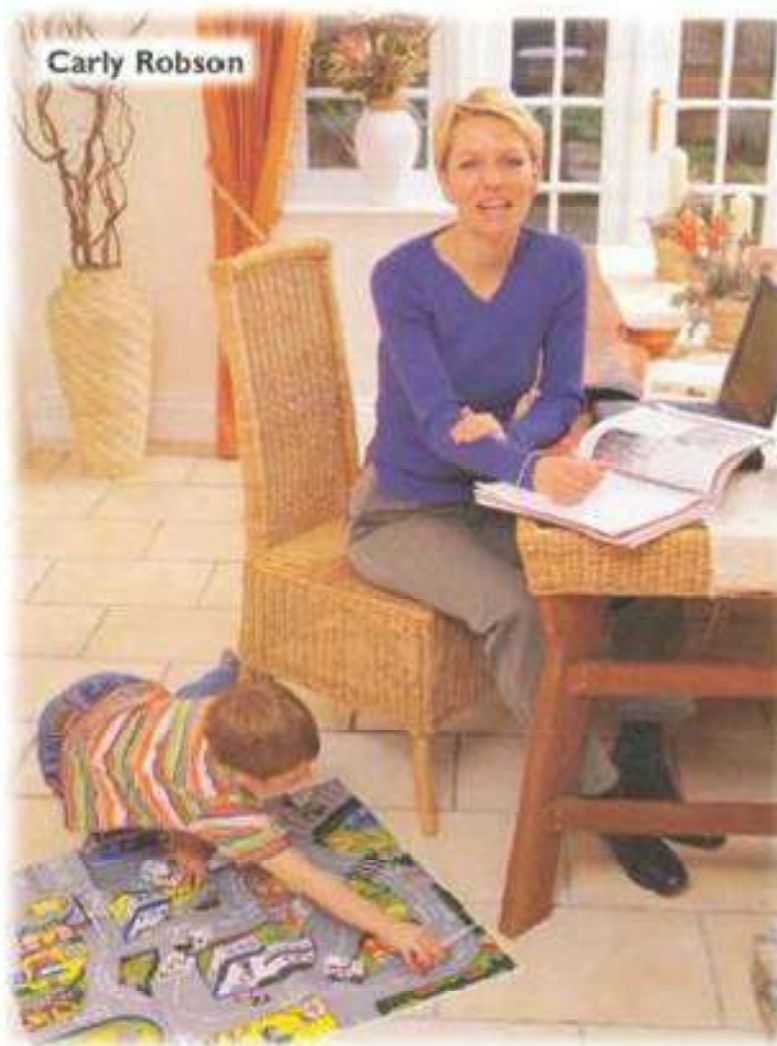
2 Complete the questions about Carly.

- 1 Where do he come from?
- 2 _____ live?
- 3 _____ live with?
- 4 What _____ studying?
- 5 _____ enjoying the course?
- 6 How many _____ speak?
- 7 _____ did her course start?
- 8 What _____ after she graduates?

112 Listen to Carly, and write the answers to the questions.

3 Complete the questions to Carly.

- 1 'Which university do you go to?'
'I don't go to a university. I study at home.'
- 2 '_____ a job?'
'Yes, I do. A part-time job.'
- 3 'What _____ at the moment?'
'I'm writing an essay.'
- 4 '_____ to England?'
'Fifteen years ago.'
- 5 '_____ name?'
'Dave.'
- 6 '_____?'
'He's an architect.'



GRAMMAR SPOT

- 1 Fill in the **X** examples of present, past, and future tenses in the text about Maurizio and Carly.
- 2 Which tenses are the two verb forms in these sentences?
What is the difference between them?
He lives with his parents.
She's living with an English family for a month.
- 3 Match the question words and answers.

What ... ?	Because I wanted to.
Who ... ?	Last night.
Where ... ?	55.
When ... ?	A sandwich.
Why ... ?	By bus.
How many ... ?	In New York.
How much ... ?	Jack.
How ... ?	The black one.
Whose ... ?	It's mine.
Which ... ?	Four.

▶▶ Grammar Reference 1.1 and 1.2 p129



PRACTICE

Talking about you

1 Ask and answer questions with a partner.

- Where ... live?
- ... have any brothers or sisters?
- What ... like doing at the weekend?
- Where ... go for your last holiday?

Make more questions. Use some of the question words in the Grammar Spot on p7. Ask your teacher some of the questions.

2 In groups, ask and answer the questions.

- Do you like listening to music?
- What sort of music do you like?
- What are you wearing?
- What is your teacher wearing?
- What did you do last night?
- What are you doing tonight?

3 Write a paragraph about you. Use the text about Maurizio to help you.

1- Where do you live? I live in Iraq

Complete the rest

Short answer

1- Yes, I do

2- I like Jazz

Finish the rest

Getting information

4 Your teacher will give you some information about Joy Darling, a postwoman. You don't have the same information. Ask and answer questions.

Student A

Joy Darling started working as a postwoman ... (When?). She drives a van because she delivers letters to a lot of small villages.

When did she start working as a postwoman?

Because she delivers letters to a lot of small villages.

Student B

Joy Darling started working as a postwoman thirty years ago, when she was 22. She drives a van because ... (Why?).

Thirty years ago.

Why does she drive a van?

Check it

5 Choose the correct verb form

- 1 Maria comes / is coming from Chile.
- 2 She speaks / is speaking Spanish and English.
- 3 Today Tom wears / is wearing jeans and a T-shirt.
- 4 Are you liking / Do you like black coffee?
- 5 Last year she went / goes on holiday to Florida.
- 6 Next year she studies / is going to study at university.

1- comes

Complete the rest

VOCABULARY

Using a bilingual dictionary

1 Look at this extract from the Oxford Portuguese Minidictionary.

The pronunciation in phonetic symbols

The translation

Information in brackets (...) helps you to find the right translation.

- means repeat the word, so this word is **bookcase**.

Other words made with **book** come at the end.

The part of speech (n. = noun, v. = verb)

book [buk] n. livro; (*notebook*) caderno;
 // v. reservar; - **case** n. estante para livros;
 - **ing office** n. (rail, theatre) bilheteria;
 - **seller** n. livreiro; - **shop** n. livraria

Homework

What are these words? Write *noun, verb, adjective, adverb, preposition, or past tense*.

bread _____	beautiful _____	on _____
hot _____	in _____	came _____
write _____	never _____	eat _____
quickly _____	went _____	letter _____



3 These words have more than one meaning. Write two sentences that show different meanings. Use a dictionary.

	Sentence 1	Sentence 2
book	I'm reading a good book.	I booked a room at a hotel.
kind		
can		
mean		
flat		
play		
train		
ring		

Kind

1- There are many **kinds** of animals.

2- You are very **kind**

Finish the rest (Homework)

T1.3 Listen to some sample answers.

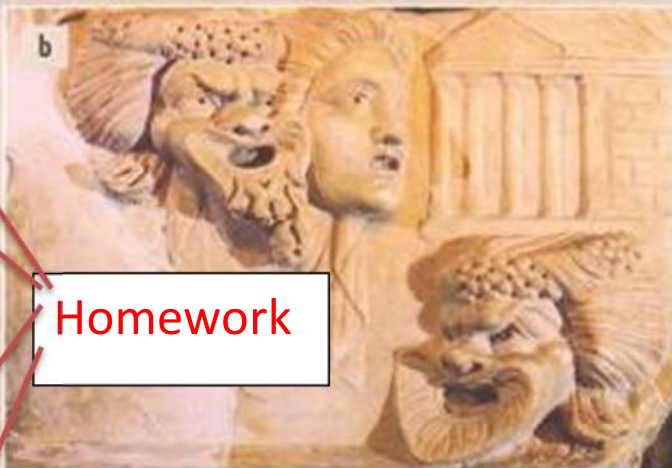
4 What are the everyday objects in the pictures? Look around the room you are in. Find five things you don't know the words for in English. Look them up in a dictionary.



PEOPLE

the great communicators

Read all paragraphs and understand all words



Homework

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language – about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. And we have a sense of past and future, not just present.

Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe.

Radio, film, and television have had a huge influence on society in the last hundred years. And now we have the Internet, which is infinite. But what is this doing to us? We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.

EVERYDAY ENGLISH

Social expressions 1

1 We use certain expressions in different social situations.

I'm sorry I'm late!

Don't worry. Come and sit down.

Match the expressions and responses. When do we use these expressions?

How are you?	Sleep well!
Hello, Jane!	Yes. Can I help you?
How do you do?	Good morning!
See you tomorrow!	Fine, thanks.
Good night!	Pleased to meet you, Ela.
Good morning!	Not at all. Don't mention it.
Hello, I'm Ela Paul.	Thanks.
Cheers!	Same to you!
Excuse me!	That's very kind. Thank you.
Bless you!	Bye!
Have a good weekend!	How do you do?
Thank you very much indeed.	Hi, Peter!
Make yourself at home.	Cheers!

Homework

T 1.6 Listen and check. Practise saying them.

- 2 Test a partner. Say an expression. Can your partner give the correct response?
- 3 With your partner, write two short conversations that include some of the social expressions. Read your conversations to the class.



Grammar Reference

Unit 1

1.1 Tenses

This unit has examples of the Present Simple and Present Continuous, the Past Simple, and two future forms: *going to* and the Present Continuous for the future.

All these tenses are covered again in later units.

Present tenses Unit 2

Past tenses Unit 3

Future forms Units 5 and 9

The aim in this unit is to revise what you know.

Present tenses

He **lives** with his parents.

She **speaks** three languages.

I'm **enjoying** the course.

They're **studying** at university

Past tense

He **went** to America last year.

She **came** to England three years ago.

Future forms

I'm **going to work** as an interpreter.

What **are you doing** tonight?

1.2 Questions

Questions with question words

1 Questions can begin with a question word.

what where which how
who when why whose

Where's the station?

Why are you laughing?

Whose is this coat?

How does she go to work?

2 *What, which, and whose* can be followed by a noun.

What size do you take?

What sort of sports do you like?

Which coat is yours?

Whose book is this?

3 *Which* is generally used when there is a limited choice.

Which is your husband? The blond one or the dark one?

This rule is not always true.

What newspaper do you read?
Which newspaper do you read?

4 *How* can be followed by an adjective or an adverb.

How big is his new car?

How fast does it go?

How can also be followed by *much* or *many*.

How much is this sandwich?

How many brothers and sisters have you got?

Questions with no question word

The answer to these questions is *Yes* or *No*.

Are you hot? Yes, I am./No, I'm not.

Is she working? Yes, she is./No, she isn't.

Does he smoke? Yes, he does./No, he doesn't.

Can you swim? Yes, I can./No, I can't.

Form

Verb forms with an auxiliary verb

Positive	Question
She is reading.	Is she reading?
They are watching a DVD.	What are they watching?
She can drive.	Can she drive?

Verb forms with no auxiliary verb

In the Present Simple and the Past Simple there is no auxiliary verb in the positive.

They **live** in London.

He **arrived** yesterday.

Do/does/did is used in the question.

Do they live in London?

Where **does Bill come from**?

When did he arrive?

ملاحظة استخدم القواعد لفهم
وحل التمارين لكل يونت

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Unit Two

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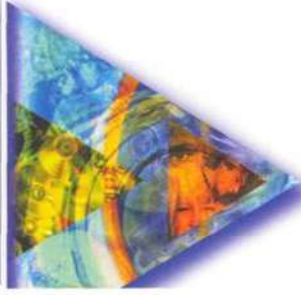
Lec. 2 (Unit 2)

The way we live

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Assist. Lec. Yaarub Qahtan Hameed



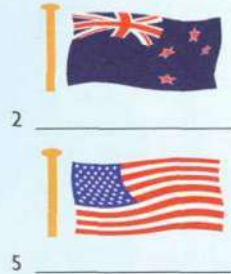
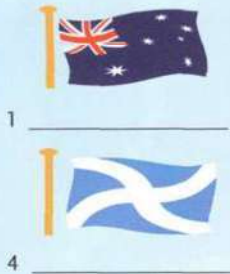
2 The way we live

Present tenses • *have/have got* • Collocation – daily life • Making conversation

STARTER



These flags all belong to English-speaking countries. Write the name of the country.



- The United States
- Canada
- Australia
- New Zealand
- South Africa
- Scotland

PEOPLE AND PLACES

Present tenses and *have/have got*

1 Read the texts. Match a country from the Starter with a text and a photograph. Complete the texts with the words from the boxes.

a exports enjoy immigrants huge

This country has quite a small population, just 16 million, but the country is _____. The people are mainly of European descent, but there are also aborigines and a lot of south-east Asian _____. People live in towns on the coast, not so much inland, because it is so hot. They live a lot of their lives outdoors, and _____ sports, swimming, and having barbecues. This country _____ wine and wool – it has more than 60 million sheep!

b favourite variety has only

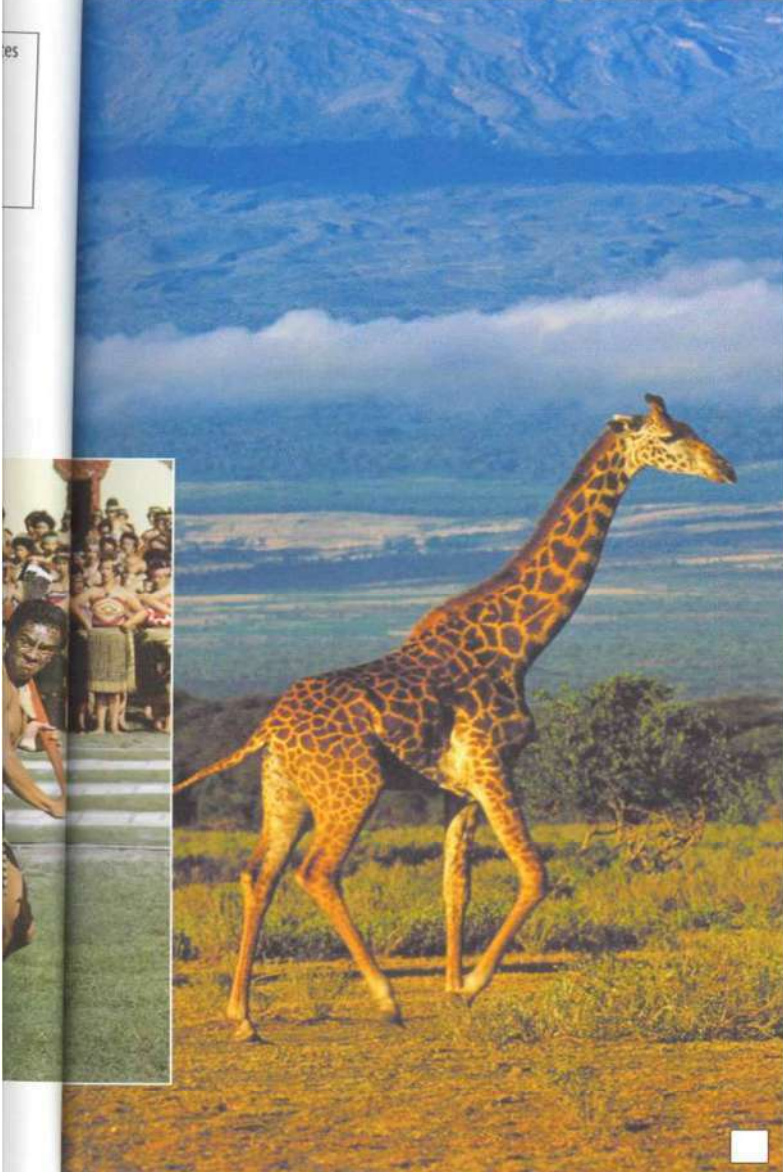
This is the second biggest country in the world, but it has a population of _____ 30 million. It is so big that there is a _____ of climates. Most people live in the south because the north is too cold. It is famous for its beautiful mountains and lakes – it _____ more lakes than any other country. Their _____ sports are baseball and ice hockey.

c elephants grows black climate

This country has a population of about 45 million. Of these, 76 per cent are _____ and 12 per cent white. It has a warm _____. Either it never rains, or it rains a lot! It is the world's biggest producer of gold, and it exports diamonds, too. It _____ a lot of fruit, including oranges, pears, and grapes, and it makes wine. In the game reserves you can see a lot of wildlife, including lions, _____, zebras, and giraffes.



Unit Two



- 2 **T 2.1** Listen to three people describing the other countries. Match a country from the Starter with a description and a photograph.
 d e f
- 3 Close your books. Remember three facts about each country.

GRAMMAR SPOT

- What tense are all the verb forms in texts a–c? Why?
- Look at the sentences. Which refers to *all time*? Which refers to *now*?
 She has three children.
 She's having a shower.
- Is *have* or *have got* used in texts a–c? And in d and e? Is *have got* more formal or informal?

▶ Grammar Reference 2.1–2.4 p130

- 4 Give some similar facts about your country.

PRACTICE

Talking about you

1 Practise the forms of *have* and *have got* in the question, negative, and short answer.

Do you have a car? Yes, I do. No, I don't.

Have you got a car? Yes, I have. No, I haven't.

I don't have a computer. I haven't got a computer.

T 2.2 Listen and repeat.

2 Ask and answer about these things with a partner, using *have* or *have got*:

- a computer
- a stereo
- a camera
- a bicycle
- a credit card
- a Walkman
- a mobile phone
- a pet
- brothers and sisters
- your parents/a holiday home
- your sister/a car
- your brother/a motorbike

Getting information

3 Work with a partner.

Student A Look at this chart.

Student B Look at the chart from your teacher.

Name and age	Town and country	Family	Occupation	Free time/holiday	Present activity
Mike, 26					
Lucy, 38					
Nicole, 15	Texas, the United States	two brothers and a dog!	student at high school	<ul style="list-style-type: none"> • listens to music • Florida or Mexico 	getting ready to go out
Jeff, 54, and Wendy, 53	Melbourne, Australia	one daughter and three grandchildren	He ... office. She ... hairdresser.	<ul style="list-style-type: none"> • tennis, swimming • Bali every summer 	having a barbecue in the back yard

Write questions to find the information about the people in your chart.

- Town/country** • Where does he ... from?
- Family** • ... married? • Has he got ...?
- Does she have ...? • How many ...?
- Occupation** • What ... do?
- Free time/holiday** • What does she ... in her free time?
- Where ... go on holiday?
- Present activity** • What ... doing at the moment?

T 2.3 Listen and compare.

4 Ask and answer questions with your partner to complete your chart.



Unit Two

5 Think of questions to ask about free time and holiday activities.

- What do you do in your free time?
- What do ... at the weekend?
- ... any sports?
- Do you like ... ?
- Where ... holiday?
- Do ... winter holiday?

Stand up! Ask two or three students your questions. Use short answers when necessary. Find out who has the most hobbies and holidays.

Do you like skiing?

No, I don't.

Check it

6 Tick (✓) the correct sentence.

- Where you go on holiday?
 Where do you go on holiday?
- Do you have any children?
 Do you have got any children?
- I'm Hans. I'm coming from Germany.
 I'm Hans. I come from Germany.
- This is a great party! Everyone is dancing.
 This is a great party! Everyone dances.
- I don't have a mobile phone.
 I no have a mobile phone.
- Jack's a policeman, but he doesn't wear a uniform.
 Jack's a policeman, but he no wear a uniform.
- 'Where is José?' 'He's sitting by the window.'
 'Where is José?' 'He sits by the window.'
- I'm liking black coffee.
 I like black coffee.

VOCABULARY

Daily life

1 Match the verbs and nouns.

have	a film on TV
wash	to my friends
watch	my hair
talk	breakfast

make	to music
listen	my homework
relax	a cup of tea
do	on the sofa

have	posters on the wall
clear up	the mess
do	a shower
have/put	the washing-up

cook	magazines
go	a meal
put on	make-up
read	to the toilet

T 2.4 Listen and check.

2 Match the activities from exercise 1 with the correct room.

Kitchen

Bathroom

Living room

Bedroom

3 Do you like where you live? Choose your favourite room. What do you do in that room?



I like my bedroom a lot because I've got lots of posters on the walls. I listen to music and do my homework ...

I like my living room. The walls are white, and I love the big, comfortable sofa ...

4 Describe your favourite room to a partner. Don't say which room it is. Can your partner guess?

READING AND SPEAKING

Living in the USA

- 1 Close your eyes and think of the United States. Write down the first five things you think of.

*The Empire State Building
Cheeseburger and fries*

Compare your list with other students.

- 2 Read the introduction to the magazine article. Then work in three groups.
Group A Read about Roberto.
Group B Read about Endre.
Group C Read about Yuet Tung.
- 3 Answer the questions.
 - 1 Why and when did he/she come to the US?
 - 2 What does he/she do?
 - 3 What does he/she like about living in the US?
 - 4 What was difficult at the beginning?
- 4 Find a partner from each of the other two groups. Compare the three people.
- 5 Answer the questions with your group.
 - 1 What do the people have in common?
 - 2 Are they all happy living in the US?
 - 3 Who has other members of their family living there?
 - 4 Do they all have children?
 - 5 Who married someone from their own country?
 - 6 What do Roberto and Endre like about the US?
 - 7 What do they say about their own country?
 - 8 Do they like the people?
 - 9 What do they say about Americans and their cars?

What do you think?

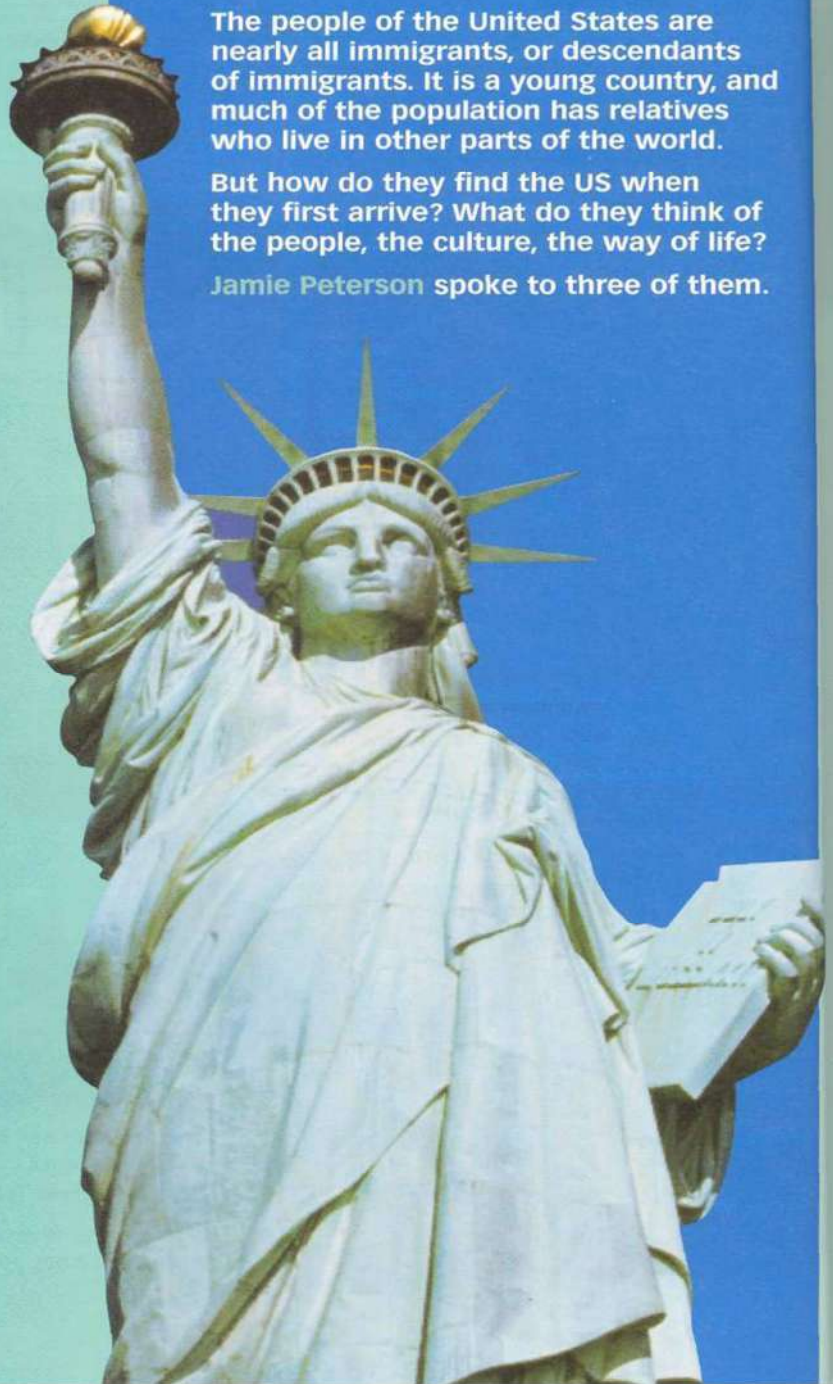
- What do you like best about living in your country? What would you miss if you lived abroad?
- Do you know any foreigners living in your country? What do they like about it? What do they find different?

LIVING IN

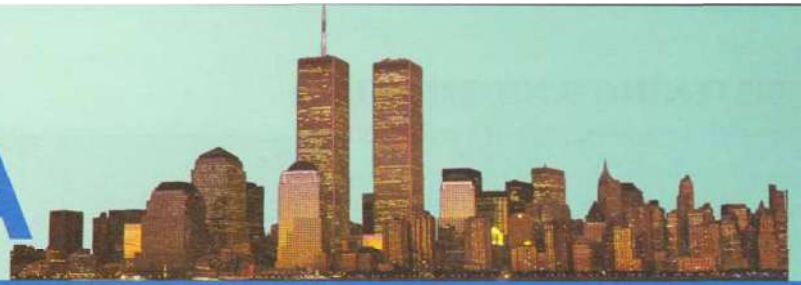
The people of the United States are nearly all immigrants, or descendants of immigrants. It is a young country, and much of the population has relatives who live in other parts of the world.

But how do they find the US when they first arrive? What do they think of the people, the culture, the way of life?

Jamie Peterson spoke to three of them.



IN THE USA



Roberto Solano
aged 24, from Mexico

Roberto came from Acapulco to New York ten years ago. At first he missed everything – the sunshine, the food, his girlfriend. But now he has a successful business with his three brothers and his sister. They run a soccer store in New Brunswick. Roberto's girlfriend is now his wife, and they have two children who go to American schools.

When asked why he came to the US, Roberto says without hesitation, 'Because I want to work hard and be successful.' He certainly works hard. He's at the store all day, then works as a driver in the evening. 'That's why I like America,' he says. 'You can be what you want.'

'When I first came here, I didn't speak the language, and it was winter. It was so cold! There was snow! Now nearly all my family are here, not only in New York, but also in California, and in Texas. We meet about once a month and have a huge Mexican meal that takes about five hours! We're all happy here.'



Endre Boros
aged 45, from Hungary

Endre is a mathematician at Rutgers University, New Jersey. He came from Budapest thirteen years ago. 'I had an opportunity to come here for two years.' After a year, his wife came to join him, and since then they've had a daughter, so they decided to stay.

'At first it was very strange. Everything is so big here,' he says. 'I started to feel happy when I bought a car. Now I go everywhere by car. In Hungary, we only use the car at weekends, but here your car is part of your life. Nobody walks anywhere.'

How does he find the people? 'Very friendly. The first question everybody asks you is "Where are you from?" People talk to you here, they start conversations. I like the fact that there are people from all over the world.'

What about the way of life? 'The thing I like best is the independence. Nobody tells me what to do. Here you can do what you want, so you learn to make decisions for yourself. I feel in control.'



Yuet Tung
aged 31, from Hong Kong

Yuet Tung is her Chinese name, but in English she's known as Clara. She came to the US eight years ago and studied fine art. Now she works on Madison Avenue for a publisher. She married a Vietnamese American three years ago, and they live in Long Island. They don't have any children yet.

What does she think of living in New York? 'It's very similar to Hong Kong. It's a busy city, very exciting, and people walk very fast! I like the stores here. They're huge, and it's cheaper than Hong Kong. But you need a car here. In Hong Kong everyone uses public transportation, because it's good and it's cheap. At first I hated driving here, but it's OK now.'

What does she like best? 'The space. Here I live in a house with a yard. In Hong Kong it is so crowded. And the people are friendly. When I go jogging, everyone says "Hi!" And the food is from every country in the world.'

LISTENING AND SPEAKING

You drive me mad (but I love you)!

1 Complete these sentences about the people in your life. Tell a partner.

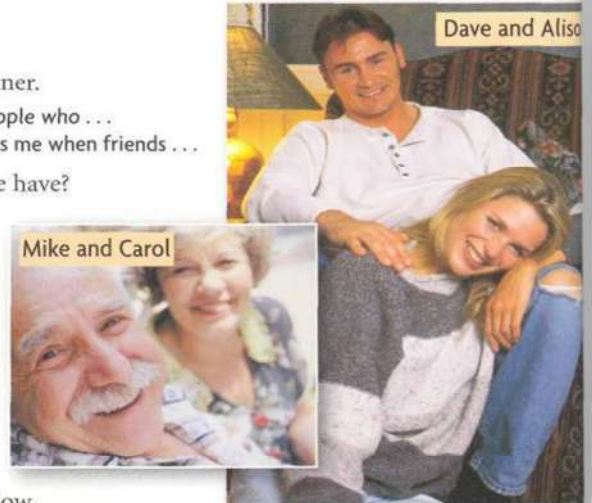
- My mother/father drives me mad when she/he ...
- I don't like people who ...
- I hate it when my boyfriend/girlfriend ...
- It really annoys me when friends ...

2 Choose one person in your life. What annoying habits does he/she have?

- | | |
|-----------------------------|-----------------------|
| Does he/she ... ? | Is he/she ... ? |
| • always arrive late | • untidy |
| • talk too loudly | • always on the phone |
| • leave things on the floor | • never on time |

What annoying habits do *you* have? Discuss with your partner.

3 You are going to listen to a radio programme called *Home Truths*. Two couples, Carol and Mike, and Dave and Alison, talk about their partner's annoying habits. Look at the pictures below. What are their annoying habits?



T 2.5 Listen and write the correct names under each picture below.



4 Are these sentences true (✓) or false (X)? Correct the false sentences.

- | | |
|--|-------------------------------------|
| 1 Carol and Mike never watch television. | 5 Dave never does any jobs at home. |
| 2 Mike doesn't listen when his wife speaks to him. | 6 Dave is bad at his job. |
| 3 Carol makes the decisions in their house. | 7 Alison tidies up Dave's mess. |
| 4 Mike shouts at his wife when she's driving. | 8 Alison is very organized. |

What do you think?

1 Do men or women typically complain about their partners doing these things?

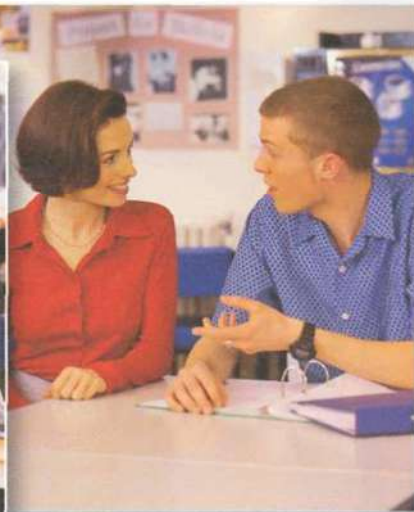
- watching sport on TV
- driving badly
- taking a long time to get ready
- not tidying things away

2 What do you think men are generally better at? What are women better at?

EVERYDAY ENGLISH

Making conversation

- 1 **T 2.6** Listen to two conversations. Maria and Jean-Paul are foreign students in Britain. Their teachers are trying to be friendly. Which conversation is more successful? Why?
- 2 Obviously, it is impossible to tell someone how to have a conversation, but here are some things that help.
- Ask questions.
 - Show that you're interested.
 - Don't just answer *yes* or *no*.
 - Try to add a comment of your own.
 - Don't let the conversation stop.
- Find examples of these in the tapescripts on p119.



- 3 Match a line in **A** with a reply in **B** and a further comment in **C**.

A	B	C
1 What a lovely day it is today!	I'm enjoying it.	Was it a good game?
2 It's very wet today.	Yes, no problems.	That's very kind of you.
3 How are you today?	I'm very well, thanks.	We had a pub lunch and went for a walk.
4 Did you have a nice weekend?	No, I missed it.	The plane was a bit late, but it didn't matter.
5 How are you finding living in London?	Thank you.	Makes you feel miserable, doesn't it?
6 Did you have a good journey?	Thank you very much.	I got it in Paris last year.
7 Did you watch the football yesterday?	Yes.	How about you?
8 What a lovely coat you're wearing!	Yes, it was lovely.	It was a bit strange at first, but I'm getting used to it.
9 If you have any problems, just ask me for help.	Mm. Horrible.	Beautiful, isn't it?

T 2.7 Listen and check. Practise the conversations with a partner.

- 4 Think of three questions to ask someone about each of these subjects.
- job • home • free time • last holiday
- 5 Invent a new name and background for yourself.

My name's James Bond. I'm a spy. I have homes in London, Moscow, and Beijing ...

Stand up! You're all at a party. Try to make some friends.



Unit 2

2.1 Present Simple

Form

Positive and negative

I We You They	live don't live	near here.
He She It	lives doesn't live	

Question

Where	do	I we you they	live?
	does	he she it	

Short answer

Do you like Peter?	Yes, I do.
Does she speak French?	No, she doesn't.

Use

The Present Simple is used to express:

- a habit.
I **get up** at 7.30.
Cinda **eats** too much chocolate.
- a fact which is always true.
Vegetarians **don't eat** meat.
We **come** from Spain.
- a fact which is true for a long time.
I **live** in Oxford.
She **works** in a bank.

2.2 Present Continuous

Form

am/is/are + -ing (present participle)

Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
We You They	're (are) aren't	

Question

What	am	I	wearing?
	is	he she it	
	are	we you they	

Short answer

Are you going?	Yes, I am./No, I'm not.	NOT Yes, am . Yes, she's .
Is Anna working?	Yes, she is./No, she isn't.	

Use

The Present Continuous is used to express:

- an activity happening now.
They're **playing** football in the garden.
She can't answer the phone because she's **washing** her hair.
- an activity happening around now, but perhaps not at the moment of speaking.
She's **studying** maths at university.
I'm **reading** a good book by Henry James.
- a planned future arrangement.
I'm **meeting** Miss Boyd at ten o'clock tomorrow.
What **are you doing** this evening?

2.3 Present Simple and Present Continuous

- Look at the wrong sentences, and compare them with the correct sentences.

✗	Hans is coming from Germany.
✓	Hans comes from Germany.
✗	This is a great wedding. Everyone has a good time.
✓	This is a great wedding. Everyone is having a good time.
✗	I read a good book at the moment.
✓	I'm reading a good book at the moment.

- There are some verbs that are usually used in the Present Simple only. They express a state, not an activity.

✓	I like coffee.
✗	I'm liking coffee.

Other verbs like this are *think, agree, understand, love*.

2.4 have/have got

Form

Positive

I We You They	have 've got	two brothers.
He She	has 's got	

Negative

I We You They	don't have haven't got	any money.
He She	doesn't have hasn't got	

Question

Do	I we you they	have a car?
Does	he she	

Have	I we you they	got a car?
Has	he she	

Short answer

Do you have a camera?	Yes, I do./No, I don't.
Have you got a camera?	Yes, I have./No, I haven't.

We can use contractions ('ve and 's) with *have got*, but not with *have*.

I **ve got** a sister.

I **have** a sister. NOT ~~I've~~ a sister.

Use

- 1 *Have* and *have got* mean the same. *Have got* is informal. We use it a lot when we speak, but not when we write.

Have you got a light?

The Prime Minister **has** a meeting with the President today.

In American English, *have + do/does* is much more common.

- 2 *Have* and *have got* express possession.

I have I've got	a new car. three children. blond hair.
She has She's got	
He has He's got	

- 3 When *have + noun* expresses an activity or a habit, *have* and the *do/does/don't/doesn't* forms are used. *Have got* is not used. Compare these sentences.

✗	I've got a shower in the morning.
✓	I have a shower in the morning.
✗	What time have you got lunch?
✓	What time do you have lunch?
✗	He has never got milk in his coffee.
✓	He never has milk in his coffee.

- 4 In the past tense, the *got* forms are unusual. *Had* with *did* and *didn't* is much more common.

I **had** a bicycle when I was young.

My parents **had** a lot of books in the house.

Did you **have** a nice weekend?

I **didn't have** any money when I was a student.

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Grammar Ref.

University of Anbar
College of Science
Department of Biology
Second Year
English Language

جامعة الانبار
كلية العلوم
قسم علوم الحياة
المرحلة الثانية
اللغة الانكليزية

Grammar Reference

شرح قواعد الوحدات (١-٢-٣-٤)

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed

Grammar Reference

Unit 1

1.1 Tenses

This unit has examples of the Present Simple and Present Continuous, the Past Simple, and two future forms: *going to* and the Present Continuous for the future.

All these tenses are covered again in later units.

Present tenses Unit 2

Past tenses Unit 3

Future forms Units 5 and 9

The aim in this unit is to revise what you know.

Present tenses

- He **lives** with his parents.
- She **speaks** three languages.
- I'm **enjoying** the course.
- They're **studying** at university.

Past tense

- He **went** to America last year.
- She **came** to England three years ago.

Future forms

- I'm **going to work** as an interpreter.
- What are you **doing** tonight?

1.2 Questions

Questions with question words

1 Questions can begin with a question word.

what	where	which	how
who	when	why	whose

- Where's the station?
- Why are you laughing?
- Whose is this coat?
- How does she go to work?

2 What, which, and whose can be followed by a noun.

- What **size** do you take?
- What **sort** of music do you like?
- Which **coat** is yours?
- Whose **book** is this?

3 Which is generally used when there is a limited choice.

- Which is your husband? The blond one or the dark one?
- This rule is not always true.

- What **newspaper** do you read?

4 How can be followed by an adjective or an adverb.

- How **big** is his new car?
- How **fast** does it go?

How can also be followed by *much* or *many*.

- How **much** is this sandwich?
- How **many** brothers and sisters have you got?

Questions with no question word

The answer to these questions is *Yes* or *No*.

- Are you hot? Yes, I am./No, I'm not.
- Is she working? Yes, she is./No, she isn't.
- Does he smoke? Yes, he does./No, he doesn't.
- Can you swim? Yes, I can./No, I can't.

Form

Verb forms with an auxiliary verb

Positive	Question
She is reading.	Is she reading?
They are watching a film.	What are they watching?
She can drive.	Can she drive?

Verb forms with no auxiliary verb

In the Present Simple and the Past Simple there is no auxiliary verb in the positive.

- They **live** in London.
- He **arrived** yesterday.

Do/does/did is used in the question.

- Do** they live in London?
- Where **does Bill** come from?
- When **did he** arrive?

Unit 2

2.1 Present Simple

Form

Positive and negative

I	live	near here.
We	don't live	
You They		
He	lives	
She	doesn't live	
It		

Question

Where	do	I we you they	live?
	does	he she it	

Short answer

Do you like Peter?	Yes, I do.
Does she speak French?	No, she doesn't.

Use

The Present Simple is used to express:

- a habit.
I **get up** at 7.30.
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- a fact which is always true.
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We **come** from Spain.
- a fact which is true for a long time.
I **live** in Oxford.
She **works** in a bank.

2.2 Present Continuous

Form

am/is/are + -ing (present participle)

Positive and negative

I	'm (am) 'm not	working.
He She It	's (is) isn't	
We You They	're (are) aren't	

Question

What	am	I	wearing?
	is	he she it	
	are	we you they	

Short answer

Are you going?	Yes, I am./No, I'm not.	NOT Yes, I'm .
Is Anna working?	Yes, she is./No, she isn't.	Yes, she's .

Use

The Present Continuous is used to express:

- an activity happening now.
They're **playing** football in the garden.
She can't answer the phone because she's **washing** her hair.
- an activity happening around now, but perhaps not at the moment of speaking.
She's **studying** maths at university.
I'm **reading** a good book by Henry James.
- a planned future arrangement.
I'm **meeting** Miss Boyd at ten o'clock tomorrow.
What are you **doing** this evening?

2.3 Present Simple and Present Continuous

- Look at the wrong sentences, and compare them with the correct sentences.

X	Hans is coming from Germany.
✓	Hans comes from Germany.
X	This is a great party. Everyone has a good time.
✓	This is a great party. Everyone is having a good time.
X	I read a good book at the moment.
✓	I'm reading a good book at the moment.

- There are some verbs that are usually used in the Present Simple only. They express a state, not an activity.

✓	I like Coke.
X	I'm liking Coke.

Other verbs like this are *think, agree, understand, love*.

2.4 have/have got

Form

Positive

I	have	two sisters.
We	've got	
You They		
He She	has 's got	

Negative

I	don't have	any money.
We	haven't got	
You They		
He She	doesn't have hasn't got	

Question

Do	I we you they	have a car?	Have	I we you they	got a car?
Does	he she		Has	he she	

Short answer

Do you have a camera?	Yes, I do./No, I don't.
Have you got a camera?	Yes, I have./No, I haven't.

We can use contractions ('ve and 's) with *have got*, but not with *have*.

I've got a sister.

I have a sister. NOT I've a sister.

Use

- Have* and *have got* mean the same. *Have got* is informal. We use it a lot when we speak, but not when we write.

Have you got a light?

The Prime Minister **has** a meeting with the President today.

In American English, *have + do/does* is much more common.

- Have* and *have got* express possession.

I have I've got	a new car. three children. blond hair.
She has She's got	
He has He's got	

- When *have + noun* expresses an activity or a habit, *have* and the *do/does/don't/doesn't* forms are used. *Have got* is not used. Compare these sentences.

✗	I've got a shower in the morning.
✓	I have a shower in the morning.
✗	What time have you got lunch?
✓	What time do you have lunch?
✗	He has never got milk in his coffee.
✓	He never has milk in his coffee.

- In the past tense, the *got* forms are unusual. *Had* with *did* and *didn't* is much more common.

I **had** a bicycle when I was young.

My parents **had** a lot of books in the house.

Did you have a nice weekend?

I **didn't have** any money when I was a student.

Unit 3

3.1 Past Simple

Spelling

- The normal rule is to add *-ed*.
worked started
If the verb ends in *-e*, add *-d*.
lived loved
 - If the verb has only one syllable + one vowel + one consonant, double the consonant.
stopped planned
 - If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.
studied carried
- There are many common irregular verbs. See the list on p143.

Form

The form of the Past Simple is the same for all persons.

Positive

I	finished	yesterday.
He/She/It	arrived	
We	went	
You		
They		

Negative

The negative of the Past Simple is formed with *didn't*.

He walk^{ed}.

He **didn't** walk.

I	didn't (did not)	arrive yesterday.
He/She/It		
We		
You		
They		

Question

The question in the Past Simple is formed with *did*.

She finish^{ed}.

When **did** she finish?

When did	she you they etc.	arrive?
----------	----------------------------	---------

Short answer

Did you go to work yesterday?	Yes, I did.
Did it rain last night?	No, it didn't.

Use

- The Past Simple expresses a past action that is now finished.
We **played** tennis last Sunday.
I **worked** in London from 1994 to 1999.
John **left** two minutes ago.
- Notice the time expressions that are used with the Past Simple.

I did it	last year. last month. five years ago. yesterday morning. in 1985.
----------	--

3.2 Past Continuous

Form

was/were + -ing
(present participle)

Positive and negative

I He She It	was wasn't (was not)	working.
We You They	were weren't (were not)	

Question

What	was	I he she it	doing?
	were	we you they	

Short answer

Were you working yesterday?	Yes, I was.
Was she studying when you arrived?	No, she wasn't.

Use

- The Past Continuous expresses a past activity that has duration.
I met her while I **was living** in Paris.
You **were making** a lot of noise last night.
What **were you doing**?
- The activity began *before* the action expressed by the Past Simple.
She **was making** coffee when we arrived.
When I phoned Simon he **was having** dinner.
- The Past Continuous expresses an activity in progress before, and probably after, a time in the past.
When I woke up this morning, the sun **was shining**.
What **were you doing** at 8.00 last night?

3.3 Past Simple and Past Continuous

- The Past Simple expresses past actions as simple facts.
I **did** my homework last night.
'What **did** you **do** yesterday evening?' 'I **watched** TV.'
- The Past Continuous gives past activities time and duration. The activity can be interrupted.
'What **were you doing** at 8.00?' 'I **was watching** TV.'
I **was doing** my homework when Jane arrived.
- In stories, the Past Continuous can describe the scene. The Past Simple tells the action.
It **was** a beautiful day. The sun **was shining** and the birds **were singing**, so we **decided** to go for a picnic. We **put** everything in the car ...
- The questions below refer to different time periods. The Past Continuous asks about activities before, and the Past Simple asks about what happened after.

What were you doing	when it started to rain?	We were playing tennis.
What did you do		We went home.

3.4 Prepositions in time expressions

at	in	no preposition
at six o'clock at midnight at Christmas at the weekend	in the morning/afternoon/evening in December in summer in 1995 in two weeks' time	today yesterday tomorrow the day after tomorrow the day before yesterday last night last week two weeks ago next month yesterday evening tomorrow evening this evening tonight
on Saturday on Monday morning on Christmas Day on January 18		

Unit 4

4.1 Expressions of quantity

Count and uncount nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	music
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them. We cannot say *two waters, three musics, one money*. We cannot count them.

- 2 Count nouns can be singular or plural.
This **cup** is full.
These **cups** are empty.
Uncount nouns can only be singular.
The **water** is cold.
The **weather** was terrible.

much and many

- 1 We use *much* with uncount nouns in questions and negatives.
How **much money** have you got?
There isn't **much milk** left.
- 2 We use *many* with count nouns in questions and negatives.
How **many people** were at the party?
I didn't take **many photos** on holiday.

some and any

- 1 *Some* is used in positive sentences.
I'd like **some** sugar.
- 2 *Any* is used in questions and negatives.
Is there **any** sugar in this tea?
Have you got **any** brothers and sisters?
We don't have **any** washing-up liquid.
I didn't buy **any** apples.
- 3 We use *some* in questions that are requests or offers.
Can I have **some** cake?
Would you like **some** tea?
- 4 The rules are the same for the compounds *someone, anything, anybody, somewhere, etc.*
I've got **something** for you.
Hello? Is **anybody** here?
There isn't **anywhere** to go in my town.

a few and a little

- 1 We use *a few* with count nouns.
There are **a few cigarettes** left, but not many.
- 2 We use *a little* with uncount nouns.
Can you give me **a little help**?

a lot/lots of

- 1 We use *a lot/lots of* with both count and uncount nouns.
There's **a lot of butter**.
I've got **lots of friends**.
- 2 *A lot/lots of* can be used in questions and negatives.
Are there **lots of tourists** in your country?
There isn't **a lot of butter**, but there's enough.

4.2 Articles – a and the

- 1 The indefinite article *a* or *an* is used with singular, countable nouns to refer to a thing or an idea for the first time.
We have **a cat** and **a dog**.
There's **a supermarket** in Adam Street.
- 2 The definite article *the* is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already.
We have a cat and a dog. **The cat** is old, but **the dog** is just a puppy.
I'm going to **the supermarket**. Do you want anything? (We both know which supermarket.)

Indefinite article

The indefinite article is used:

- 1 with professions.
I'm **a teacher**.
She's **an architect**.
- 2 with some expressions of quantity.
a pair of a little a couple of a few
- 3 in exclamations with *what* + a count noun.
What a lovely day!
What a pity!

Definite article

The definite article is used:

- 1 before seas, rivers, hotels, pubs, theatres, museums, and newspapers.
the Atlantic the British Museum
The Times the Ritz
- 2 if there is only one of something.
the sun the Queen the Government
- 3 with superlative adjectives.
He's **the richest man** in the world.
Jane's **the oldest** in the class.

No article

There is no article:

- 1 before plural and uncountable nouns when talking about things in general.
I like potatoes.
Milk is good for you.
- 2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.
I had lunch with John.
I bought *Cosmopolitan* at Paddington Station.
- 3 before some places and with some forms of transport.
at home in/to bed at/to work at/to school/university
by bus by plane by car by train on foot
She goes to work by bus.
I was at home yesterday evening.
- 4 in exclamations with *what* + an uncount noun.
What beautiful weather!
What loud music!

Note

In the phrase *go home*, there is no article and no preposition.
I **went home** early. NOT ~~I went to home~~.

Unit Three

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

Lec. 3 (Unit 3)

It all went wrong

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed

3 It all went wrong

Past tenses • Word formation • Time expressions

STARTER

Here are the past tense forms of some irregular verbs. Write the infinitives.

- | | | | |
|--------------|--------------|--------------|----------------|
| 1 _____ were | 4 _____ told | 7 _____ took | 10 _____ could |
| 2 _____ saw | 5 _____ said | 8 _____ gave | 11 _____ made |
| 3 _____ went | 6 _____ had | 9 _____ got | 12 _____ did |

THE BURGLARS' FRIEND

Past Simple

- 1 **T 3.1** Read and listen to the newspaper article. Why was Russell the burglars' friend?

The burglars' friend

IT was 3 o'clock in the morning when four-year-old Russell Brown woke up to go to the toilet.

His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs.

There he found two men. They asked him his name, and told him they were friends of the family.

Unfortunately, Russell believed them. They asked him where the video recorder

His parents were fast asleep in bed

was. Russell showed them, and said they had a stereo and CD player, too.

The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money – 50p.

They finally left at 4 a.m.

They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell held the door open for them. He then went back to bed.

His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.'

Fortunately, the police caught the two burglars last week.

2 Write the past forms of these irregular verbs from the article.

- | | |
|------------|-------------|
| wake _____ | leave _____ |
| hear _____ | hold _____ |
| find _____ | think _____ |
| keep _____ | catch _____ |

3 **T 3.2** You will hear some sentences about the story. Correct the mistakes.
Russell woke up at 2 o'clock.

He didn't wake up at 2.00! He woke up at 3.00.

4 Write the questions to these answers.

- 1 Because he wanted to go to the toilet.
Why did he wake up?
- 2 They were in bed.
- 3 Because he heard a noise and saw a light on.
- 4 Two.
- 5 They told him they were friends of the family.
- 6 In a drawer in the kitchen.
- 7 50p.
- 8 At 4 a.m.
- 9 The next day. (*When ... find out about ... ?*)
- 10 Last week.

GRAMMAR SPOT

- 1 What tense are nearly all the verbs in the article? Why? How do we form the question and negative?
- 2 Write the Past Simple of these verbs.

a ask _____	c like _____
show _____	believe _____
want _____	use _____
walk _____	d stop _____
start _____	plan _____
- b try _____
- carry _____

T 3.3 Listen and repeat.

- 3 How is the regular past tense formed?
How is the past tense formed when the verb ends in a consonant + y?
When do we double the final consonant?
There is a list of irregular verbs on p143.

▶▶ Grammar Reference 3.1 p131

PRACTICE

Making connections

1 Match the verb phrases. Then make sentences using both verbs in the past. Join the sentences with *so*, *because*, *and*, or *but*.

I broke a cup, but I mended it with glue.

break a cup	answer it
feel ill	mend it
make a sandwich	wash my hair
have a shower	laugh
lose my passport	be hungry
call the police	go to bed
run out of coffee	buy some more
forget her birthday	find it
phone ring	say sorry
tell a joke	hear a strange noise

T 3.4 Listen and compare your answers.

Talking about you

2 Ask and answer these questions with a partner. Make more questions, using the Past Simple.

What did you do ... ?

- last night
- last weekend
- on your last birthday
- on your last holiday

I watched TV.

I went swimming.



Russell, 4, made thieves feel at home

PARTNERS IN CRIME

Past Simple and Continuous

1 Check the meaning of these verbs. What are the past forms? Which two are regular?

fill	steal	hide	throw
think	destroy	take	cut

2 Read the newspaper story and write the past forms of the verbs in exercise 1 in the gaps 1-8.

3 Answer the questions.

- What did Pierre Duboulay steal?
- Was his mother also a thief?
- Where are they now?

4 Put these lines into the story (...).

- a where he was living with his mother
- b while he was working as a lorry driver
- c just as they were closing
- d while they were having supper
- e because he was wearing a security guard's uniform

T 3.5 Listen and check.

GRAMMAR AND PRONUNCIATION

1 What tense are the verb forms in exercise 4?

Why are they used?

Notice the pronunciation of *was/were*.

/hi: wəz wə:kɪŋ/ /hi: wəz lɪvɪŋ/

/ðeɪ wə kləʊzɪŋ/ /ðeɪ wə hævɪŋ/

T 3.6 Listen and repeat.

2 How do you form the question and negative of these sentences?

He was working.

They were having supper.

3 Look at these sentences. What's the difference between them?

When they arrived, she made some coffee.

When they arrived, she was making some coffee.

▶▶ Grammar Reference 3.2 and 3.3 p132

5 Take turns to read aloud the story of Pierre and his mother.

24 Unit 3 • It all went wrong

The thief, his mother, and \$2 billion



Duboulay leaving court

PIERRE DUBOULAY, 33, from Alsace, in France, is the greatest art thief in Europe. Between 1995 and 2004, (...), he (1) _____ 239 paintings from museums in France, Austria and Denmark. He went into the museums (...) and (2) _____ the paintings under his coat. Nobody looked at him (...).

Back in his apartment, (...), he (3) _____ his bedroom with priceless works of art. His mother, Sylvie, 53, (4) _____ all the paintings were copies. One day (...), the police arrived, and they (5) _____ Pierre to the police station. Sylvie was so angry with her son that she went to his room, took some paintings from the walls, and (6) _____ them into small pieces. Others she took and (7) _____ into the river. Altogether she (8) _____ art worth two billion dollars!

Both mother and son are now in prison for many years.



Madeleine of France by Cornille de Lyon



Cheating Benefits its Master by Peter Breugel



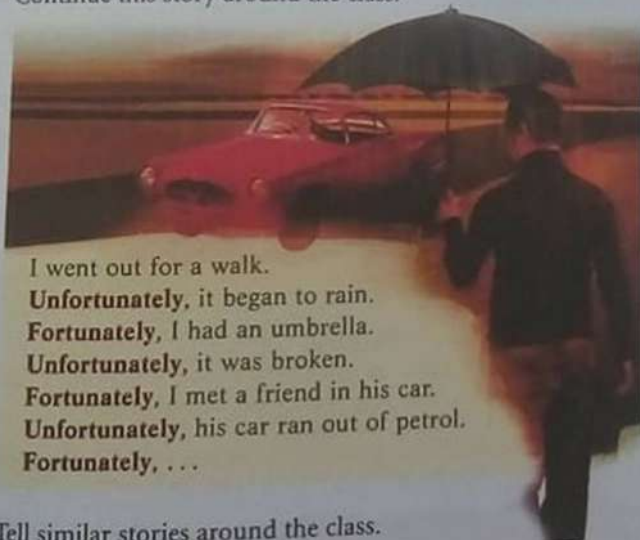
PRACTICE

Discussing grammar

- Choose the correct verb form.
 - I *saw* / *was seeing* a very good programme on TV last night.
 - While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my money. I don't know how.
 - Last week the police *stopped* / *were stopping* Alan in his car because he *drove* / *was driving* at over eighty miles an hour.
 - How *did you cut* / *were you cutting* your finger?
 - I *cooked* / *was cooking* and I *dropped* / *was dropping* the knife.
 - When I *arrived* / *was arriving* at the picnic, everyone *had* / *was having* a good time.
- Complete the sentences with the verbs in the Past Simple or Past Continuous.
 - While I _____ (go) to work this morning, I _____ (meet) an old friend.
 - I _____ (not want) to get up this morning. It _____ (rain) and it was cold, and my bed was so warm.
 - I _____ (listen) to the news on the radio when the phone _____ (ring).
 - But when I _____ (pick) up the phone, there was no one there.
 - I _____ (say) hello to the children, but they didn't say anything because they _____ (watch) television.

fortunately/unfortunately

- Continue this story around the class.



I went out for a walk.
Unfortunately, it began to rain.
Fortunately, I had an umbrella.
Unfortunately, it was broken.
Fortunately, I met a friend in his car.
Unfortunately, his car ran out of petrol.
Fortunately, ...

- Tell similar stories around the class. Begin with these sentences.

- I lost my wallet yesterday.
- It was my birthday last week.
- We went out for a meal last night.
- There was a really good film on TV last night.

Exchanging information

- Look at the photo and read the newspaper headline. Who is the boy? What is a 'spending spree'?

Teenager goes on spending spree with brother's credit card

Teenager Hugo Fenton-Jones stole his elder brother Peter's ... (What?) while Peter was working on his computer. He then flew to ... (Where?) and stayed at the Ritz Hotel. His room cost £ ... a night (How much?). Next he took a taxi to the Champs-Élysées. While he was shopping, he bought ... (What?).



Back at the hotel, Hugo phoned his friends and invited them to join him in Paris. They were having lunch ... (Where?) when Peter phoned.

He was furious with his brother and ordered him to return home immediately.

Hugo flew back ... (When?). When he arrived at London airport, his brother and his father were waiting for him. 'They aren't speaking to me at the moment,' said Hugo yesterday. 'They're too angry.'

- Work in pairs.

Student A Read the article on this page.

Student B Read the article your teacher will give you.

You do not have the same information. Ask and answer questions to complete the information about the teenager.

A

What did Hugo Fenton-Jones steal?

He was working on his computer.

B

He stole his brother's credit card.

What was his brother doing?

- Read aloud the completed article with your partner.

READING AND LISTENING

Sherlock Holmes

- Sherlock Holmes is a very famous character in literature. Underline what you think is the correct answer to these questions.
 - Sherlock Holmes was a doctor/scientist/detective.
 - He was American/English/Scottish.
 - He lived in Chicago/London/Edinburgh.
 - Stories about him first appeared in the 19th/20th/21st century.
- You are going to read a Sherlock Holmes story called *The Three Students*. Look at the picture and headings. What can you guess about the story?
- Read Part 1 and answer the questions.
 - Who are the people in the picture?
 - Where was Sherlock Holmes staying?
 - What did Mr Weaver receive that afternoon?
 - What was lying on the floor when he returned to his room after tea?
 - Why couldn't Mr Weaver call the police?
 - Who is Bannister?
 - What clues did Bannister and Mr Weaver find?
 - What do they think happened?
- Read Part 2. Are these sentences true (✓) or false (X)? Correct the false ones.
 - The tutor's room was on the same floor as the three students.
 - Holmes couldn't see into the room through the window.
 - He found a clue on the carpet.
 - The papers were next to the window because it was easier to read them in the light.
 - The intruder saw Mr Weaver returning.
 - He escaped through the study window.
 - Holmes found another clue in the bedroom.
- Read Part 3. Which of the three students do you think copied the papers? Discuss with a partner and then the class.

26 Unit 3 • It all went wrong

THE THREE

PART 1 Who copied the exam questions?

SHERLOCK HOLMES was staying in one of England's most famous university towns. One evening he received a visit from an old friend, Mr Henry Weaver, a tutor at one of the colleges. He seemed very nervous and excited.

'I need your help, Holmes. Something very serious happened at my college this afternoon.'

Holmes was very busy. 'Why didn't you call the police?' he said irritably.

'No, no that's impossible. We can't have a scandal at the college. Let me explain. You see, tomorrow is the first day of the university examinations, and this afternoon I received the Greek translation papers. I put them on the desk in my room while I went to have tea with a friend. When I returned, I saw immediately that the papers were lying on the floor by the window.'

'I see,' said Holmes. 'Please continue.'

'Well, at first I thought that perhaps my servant, Bannister, was responsible, but of course he said no, and I believe him. He and I examined the room very carefully.'

'And what did you find?' asked Holmes impatiently.

'On the table next to the window we found a broken pencil. Also, on my desk there was a small ball of black mud. There were no signs of entry at the window. Please help me, Holmes. It's clear that someone copied the exam questions. If I don't find who did it, I will have to cancel the exam and there will be a scandal.'

'I need to visit your room,' said Holmes.

PART 2 Looking for clues

They walked towards the tutor's room, which was on the ground floor. Holmes tried to look through the window but he wasn't tall enough. Above lived three students, one on each floor. Holmes entered the room and examined the carpet.

'Nothing,' he said. 'Let me look at the table by the window.'

'What can you see?'

'Ah, yes, it's clear what happened. Someone took the papers one at a time from your desk over to the window table to copy them, because from there he could see when you were returning.'

'But nobody could see me. I came back through the side door.'

'Ah, so you surprised him and he had to leave hurriedly. Did you hear someone running away as you entered?'

'No.'

'Interesting. So, we just have one small ball of black mud as a clue. Now tell me, where does that door go to?'

'My bedroom.'

'Can I examine it?'

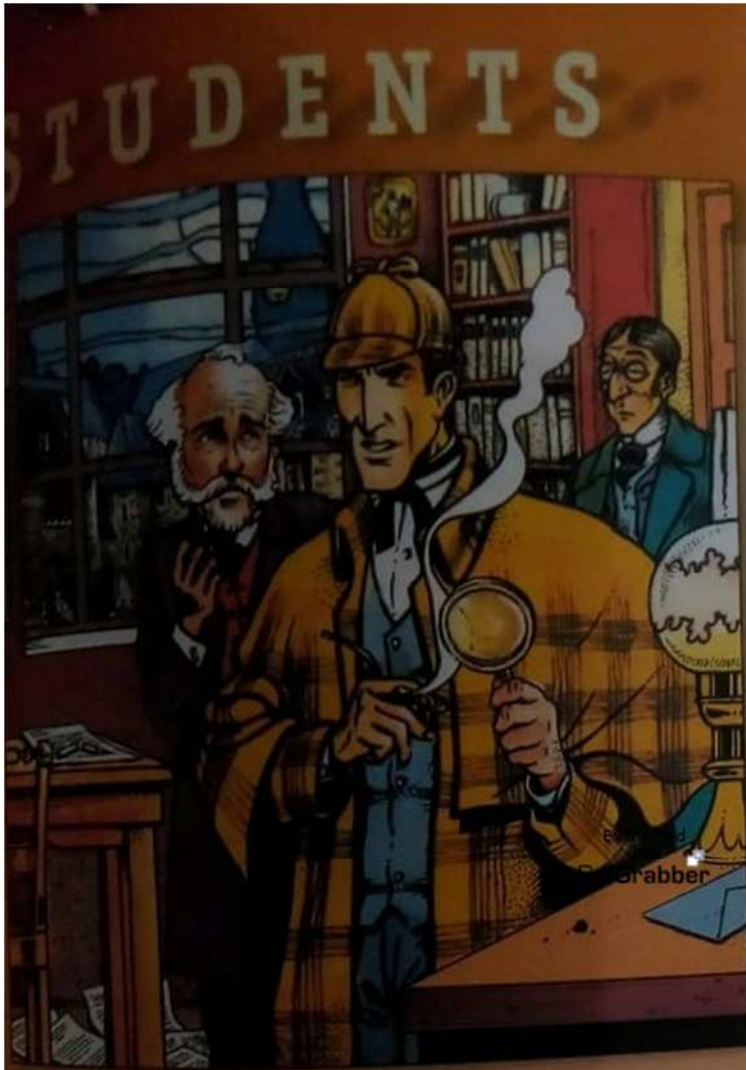
'Yes, of course.'

Holmes followed Weaver into his bedroom.

'Hello,' said Holmes, 'what's this? Another small ball of black mud, exactly like the one on the desk. Clearly your visitor came into the bedroom.'

'I don't understand. Why did he do that?'

'Well, when you came back so suddenly, he ran into your bedroom to hide. Look at the bedroom window, it's open. That is obviously how he escaped.'



PART 3 ~ The three suspects

'Now,' said Holmes, 'the three students who live above you. Are they all taking this examination?'

'Yes.'

'Tell me about them.'

'Well, on the first floor is Gresham, an excellent student and an athlete, particularly good at the long jump. He's hard-working but poor.'

'And the second floor?'

'Daulat Ras lives there. He is from India – very quiet and hard-working, but Greek translation is his weak subject. And finally there's Miles McLaren on the top floor. A very intelligent student, one of the best when he chooses to work – but he's very lazy and very worried about this exam.'

'Now tell me,' said Holmes, 'how tall are these young men?'

'How tall? What a strange question. Erm ... I think Miles is taller than the Indian, but Gresham is the tallest, over six feet.'

'Ah, that's important. Now, Weaver. I wish you goodnight. I'll return tomorrow.'

Next morning Sherlock Holmes left his house very early before he returned to the tutor's rooms. Mr Weaver was waiting nervously for him.

Listening

6 **T 3.7** Listen to Part 4. Whose ideas were correct? Did you guess who copied the papers? How did Sherlock Holmes solve the mystery? What was his explanation? Who wrote the letter? What did it say? Are the examinations going to take place?

What do you think?

- Do you think Sherlock Holmes was clever to solve this mystery?
- Why did Gresham decide not to take the exam?

Language work

7 Write the past form of these verbs from the story. Which are irregular?

- | | |
|---------|-----------------|
| receive | <u>received</u> |
| find | _____ |
| say | _____ |
| walk | _____ |
| put | _____ |
| try | _____ |
| go | _____ |
| can | _____ |
| see | _____ |
| copy | _____ |
| think | _____ |
| leave | _____ |
| examine | _____ |
| run | _____ |

Telling the story

8 Tell the story to a partner in your own words. Begin like this.

One evening when Sherlock Holmes was working at his desk, there was a knock at the door. It was his friend Henry Weaver, a college tutor. Mr Weaver wanted ...

VOCABULARY AND PRONUNCIATION

Noun, verb, and adjective endings

- 1 Look at these sentences from the story of Sherlock Holmes on page 27. Are the underlined words nouns, adjectives or verbs?
- He and I examined the room very carefully.
 Are they all taking this examination?
 Good luck in Africa.
 It was such a lucky chance that you were staying in town.

- 2 Look at these noun and adjective endings.

nouns	-ation	-sion	-ment	-ness	-ence	-ance
adjectives	-y	-ly	-ous	-ful	-less	

Complete the charts below and mark the stress.

Noun	Verb	Noun	Adjective
_____	ex'plain	_____	'friendly
invit'ation	_____	fame	_____
_____	trans'late	'laziness	_____
de'cision	_____	_____	'patient
_____	enjoy	_____	'happy
_____	employ	care	_____
im'provement	_____	_____	_____
dis'cussion	_____	help	_____
_____	'organize	'beauty	_____
_____	i'magine	guilt	_____
_____	'advertise	_____	im'portant
im'provement	_____	'danger	_____

- 3 Complete the sentences with one of the words from exercise 1.

- I asked the teacher for help, but unfortunately, I didn't understand his _____.
- Please, can you help me _____ this into English?
- My English _____ a lot after I lived in London for a month.
- Watch out! Be _____ or you'll fall.
- There are many _____ between my two children. They aren't similar at all.
- Motor racing is a very _____ sport.
- Didn't you _____ the film? I thought it was wonderful.
- Thank you for your advice. It was very _____.
- The United Nations is an international _____.
- We received an _____ to Ted and Sarah's wedding.

T 3.8 Listen and check.

28 Unit 3 • It all went wrong

Making negatives

- 3 We can make adjectives and verbs negative by using these prefixes.

adjectives	un-	im-	in-	il-
verbs	un-	dis-		

Complete the sentences, using a word from the box and a prefix.

pack possible agree tidy fair like
 appear employed legal polite



- Don't go into my bedroom. It's really _____.
- I can't do maths. For me, it's an _____ subject.
- I don't _____ fish. I just prefer meat.
- In England it's very _____ to ask someone how much they earn.
- When we arrived at the hotel, we _____ our suitcases.
- I was _____ for two years. Then I got a job in an office.
- 'I think learning languages is stupid.' 'I _____. I think it's a good idea.'
- The thief stole my bag, ran into the crowd and _____. I never saw him again.
- It's _____ to drive if you aren't insured.
- You gave her more money than me! That's _____!

T 3.9 Listen and check.

Unit Three

EVERYDAY ENGLISH

Time expressions



1 There are two ways of saying dates. What are they?

8/1/98 16/7/85 25/11/02

T 3.10 Listen and check.

Look at the same dates in written American English. What's the difference?

1/8/98 7/16/85 11/25/02

T 3.11 Listen and check.

2 Practise these dates. They are in British English.

4 June 5 August 31 July 1 March 3 February
21/1/1988 2/12/1996 5/4/1980 11/6/1965 18/10/2000 31/1/2005

T 3.12 Listen and check.

What days are national holidays in your country?

3 Complete these time expressions with *at*, *on*, *in*, or no preposition.

___ six o'clock	___ Saturday	___ 1995
___ last night	___ December	___ the weekend
___ Monday morning	___ summer	___ two weeks ago
___ the evening	___ yesterday evening	___ January 18

▶▶ Grammar Reference 3.4 p132.

4 Ask and answer the questions with a partner.

1 Do you know exactly when you were born?

I was born at two o'clock in the morning on Wednesday, the twenty-fifth of June, 1979.

2 When did you last ... ?

- | | |
|--------------------------|-------------------------|
| • go to the cinema | • go to a shopping mall |
| • play a sport | • do an exam |
| • give someone a present | • see a lot of snow |
| • have a holiday | • comb your hair |
| • watch TV | • catch a plane |

29: February 2000

March Mars März Marzo Mai

13	Monday	Lundi	Monday	Lunes	Lune
WK	M	T	W	T	
9			1	2	
10	6	7	8	9	
11	13	14	15	16	
12	20	21	22	23	

Unit 3 • It all went wrong 29

Unit 3

3.1 Past Simple

Spelling

- The normal rule is to add *-ed*.
worked started
If the verb ends in *-e*, add *-d*.
lived loved
 - If the verb has only one syllable + one vowel + one consonant, double the consonant.
stopped planned
 - If the verb ends in a consonant + *-y*, change the *-y* to *-ied*.
studied carried
- There are many common irregular verbs. See the list on p143.

Form

The form of the Past Simple is the same for all persons.

Positive

I	finished	yesterday.
He/She/It	arrived	
We	went	
You		
They		

Negative

The negative of the Past Simple is formed with *didn't*.

He walked.

He **didn't** walk.

I	didn't (did not)	arrive yesterday.
He/She/It		
We		
You		
They		

Question

The question in the Past Simple is formed with *did*.

She finished.

When **did** she finish?

When did	she you they etc.	arrive?
----------	----------------------------	---------

Short answer

Did you go to work yesterday?	Yes, I did.
Did it rain last night?	No, it didn't.

Use

- The Past Simple expresses a past action that is now finished.
We **played** tennis last Sunday.
I **worked** in London from 1994 to 1999.
John **left** two minutes ago.
- Notice the time expressions that are used with the Past Simple.

I did it	last year.
	last month.
	five years ago.
	yesterday morning. in 1985.

3.2 Past Continuous

Form

was/were + -ing
(present participle)

Positive and negative

I	was wasn't (was not)	working.
He		
She		
It		
We	were weren't (were not)	
You		
They		

Positive and negative

I	was wasn't (was not)	working.
He		
She		
It		
We	were weren't (were not)	
You		
They		

Question

What	was	I he she it	doing?
	were	we you they	

Short answer

Were you working yesterday?	Yes, I was.
Was she studying when you arrived?	No, she wasn't.

Unit Three

References

Soars, L. (2009). *New headway: Pre-Intermediate student's book*.

Soars, L. (2009). *New headway: Pre-Intermediate Working book*.

Unit Four

University of Anbar
College of Science
Department of Biology
Second Year
English Language

جامعة الانبار
كلية العلوم
قسم علوم الحياة
المرحلة الثانية
اللغة الانكليزية

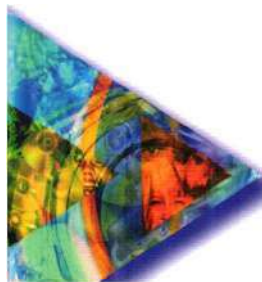
Lec. 4 (Unit 4)

Let's go shopping!

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



4 Let's go shopping!

much/many · some/any · a few, a little, a lot of · Articles · Shopping · Prices

STARTER



Play the alphabet game with things you can buy. Continue around the class.

- A Yesterday I went shopping and I bought an apple.
- B Yesterday I went shopping and I bought an apple and some bread.
- C Yesterday I went shopping and I bought an apple, some bread, and a car.
- D Yesterday ...

THE WEEKEND SHOP

Quantity

- 1 Sam and Victor are two students who share a flat. Victor is at the supermarket with the shopping list and is speaking to Sam on his mobile.

T 4.1 Read and listen to their conversation.

- V It says here *milk*. How much milk do we need?
 S Two litres.
 V And eggs? How many eggs?
 S A dozen.
 V And what about potatoes? How many potatoes?
 S A kilo's enough.
 V And butter? How much?
 S Just one packet.

GRAMMAR SPOT

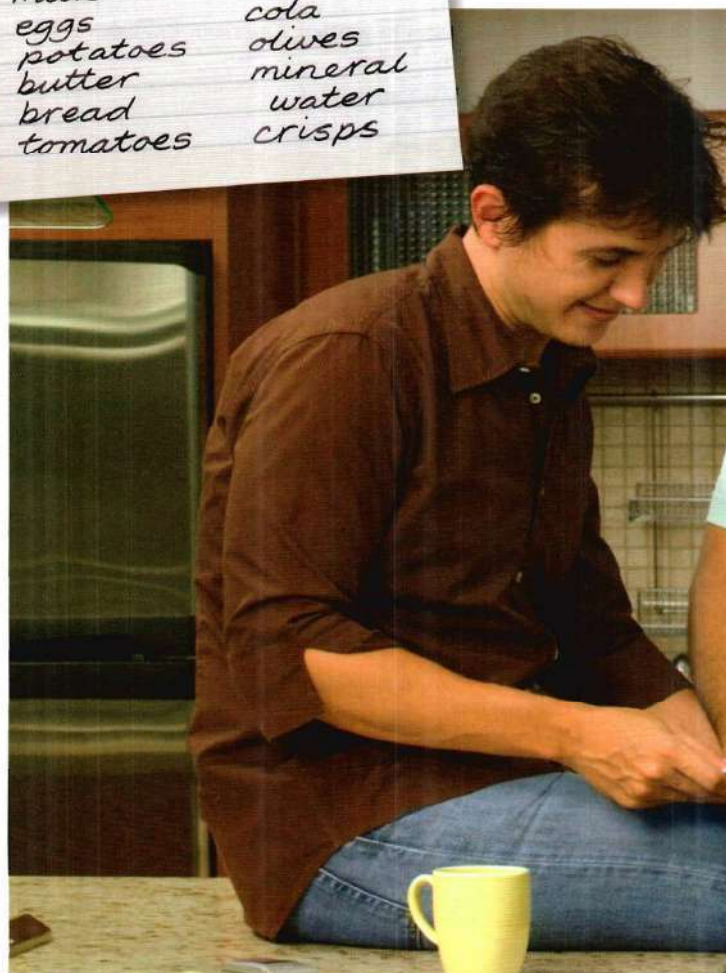
- Can we count milk (one milk, two milks) ?
- Can we count eggs (one egg, two eggs) ?
- When do we say *How much* ... ?
- When do we say *How many* ... ?

▶▶ Grammar Reference 4.1 p133

- 2 Match these quantities with the shopping list.

- | | |
|---------------------|---------------------------|
| two large bottles | six cans |
| just one white loaf | half a kilo of black ones |
| 200g of Cheddar | four big ones |
| four packets | |

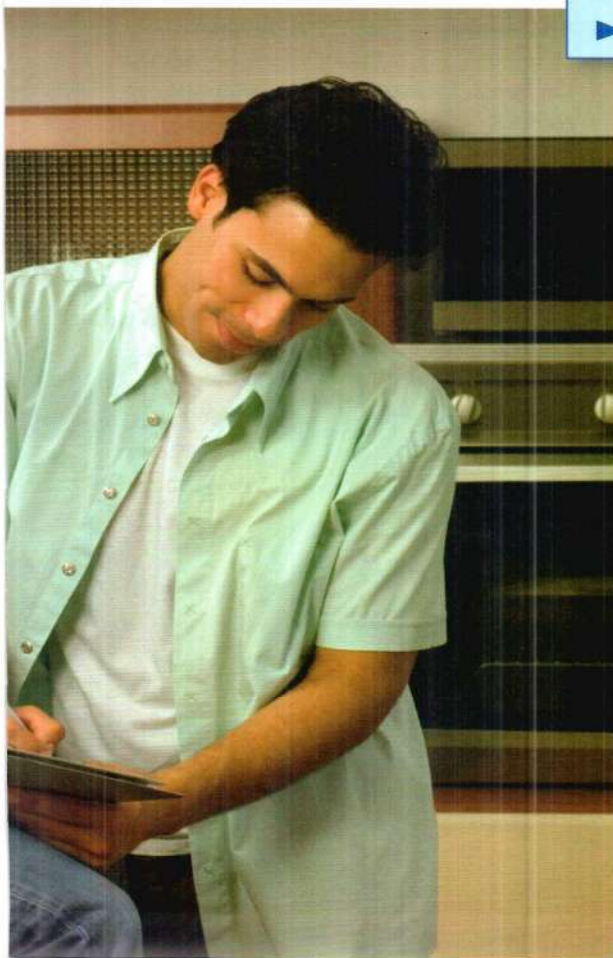
Continue the conversation with a partner.



Unit Four

3 **T 4.2** Read and listen to the rest of the conversation.

- V** Do we need anything else?
S Let's have a look. We've got some apples, but there aren't any grapes. And there isn't any coffee, but we've got some tea.
V Is there any orange juice left, or did you finish it?
S There's a little, but there isn't much, so we need some more.
V And vegetables? Have we got many vegetables?
S Well, I can see a few carrots, but there aren't many onions. Oh, we need a lot of crisps. My nephews are coming tomorrow!
V OK, lots of crisps, and I'll get some more cola. See you soon!



GRAMMAR SPOT

- Find seven count nouns (CNs) and four uncount nouns (UNs) in the conversation.
- Tick (✓) the correct columns.

We use ...	with CNs	with UNs	in positive sentences	in questions	in negative sentences
some	✓	✓	✓	✓ (sometimes)	✗
any					
much					
many					
a lot/lots of	✓	✓	✓	✓	✓
a few					
a little					

- Look at the forms of *something/someone*, etc. The rules are the same as for *some* and *any*. Find two examples in the conversation in exercise 3.

some	+	thing
any		one/body where

▶▶ Grammar Reference 4.1 p133

PRACTICE

Discussing grammar

- Complete the sentences with *some* or *any*.
 - Have you got _____ brothers or sisters?
 - We don't need _____ olive oil.
 - Here are _____ letters for you.
 - I need _____ money.
 - Is there _____ petrol in the car?
- Complete the sentences with *much* or *many*.
 - Have you got _____ homework?
 - We don't need _____ eggs. Just half a dozen.
 - Is there _____ traffic in your city?
 - I don't know _____ students in this class.
 - How _____ people live in your house?
- Complete the sentences with *a little*, *a few*, or *a lot of*.
 - I have _____ close friends. Two or three.
 - He has _____ money. He's a millionaire.
 - 'Do you take sugar in coffee?' 'Just _____. Half a spoonful.'
 - 'Have you got _____ books?' 'Hundreds.'
 - I'll be ready in _____ minutes.
 - She speaks good French, but only _____ Arabic.

Unit 4 • Let's go shopping! 31

Unit Four

Questions and answers

4 Work with a partner. You have different pictures. Take it in turns to ask and answer questions to find the differences. Student A look at the picture below. Student B look at the picture on p129.

Ask about these things.

towels	shaving foam
soap	make-up
toothbrushes	deodorant
toothpaste	perfume/aftershave
shampoo	hairbrushes
toilet paper	

How much ... is there?
 many ... are there?
 Have they got any ... ?
 Is there any ... ?
 Are there any ... ?

(No,) There isn't any
 aren't any

(Yes,) lots/a lot
 a few/a little

Student A



something/someone/somewhere

5 Complete the sentences with the correct word.

some	+	thing
any		one/body
every		where
no		

- 'Did you meet _____ interesting at the conference?'
'Yes. I met _____ who knows you!'
- 'Ouch! There's _____ in my eye!'
'Let me look. No, I can't see _____.'
- 'Let's go _____ exciting for our holidays.'
'But we can't go _____ that's too expensive.'
- 'I'm so unhappy. _____ loves me.'
'I know _____ who loves you. Me.'
- I lost my glasses. I looked _____, but I couldn't find them.
- 'Did you buy _____ at the shops?'
NO, _____. I can't have any money.
- I'm bored. I want _____ interesting to read, or _____ interesting to talk to, or _____ interesting to go.
- It was a great book. _____ loved it.

T 4.3 Listen and check.

Survey

6 Work in groups. Talk about the good things and bad things about living in your city. Make a list. Compare your list with the class.

Good things

There are a lot of cafés and restaurants.
 There are some good shops.
 We can go on lots of walks.

Bad things

But we haven't got any good museums.
 There aren't many ...
 There's only one ...
 There isn't anywhere that we can ...

MY UNCLE'S A SHOPKEEPER

Articles

- 1 **T 4.4** Look at the picture. Read and listen to the text.
- 2 Answer the questions.
 - 1 Describe the man in the picture?
 - 2 What is his job?
 - 3 Where does he live?
 - 4 What does he sell?
 - 5 How often does he visit his friends?
 - 6 How does he travel to Oxford?

GRAMMAR SPOT

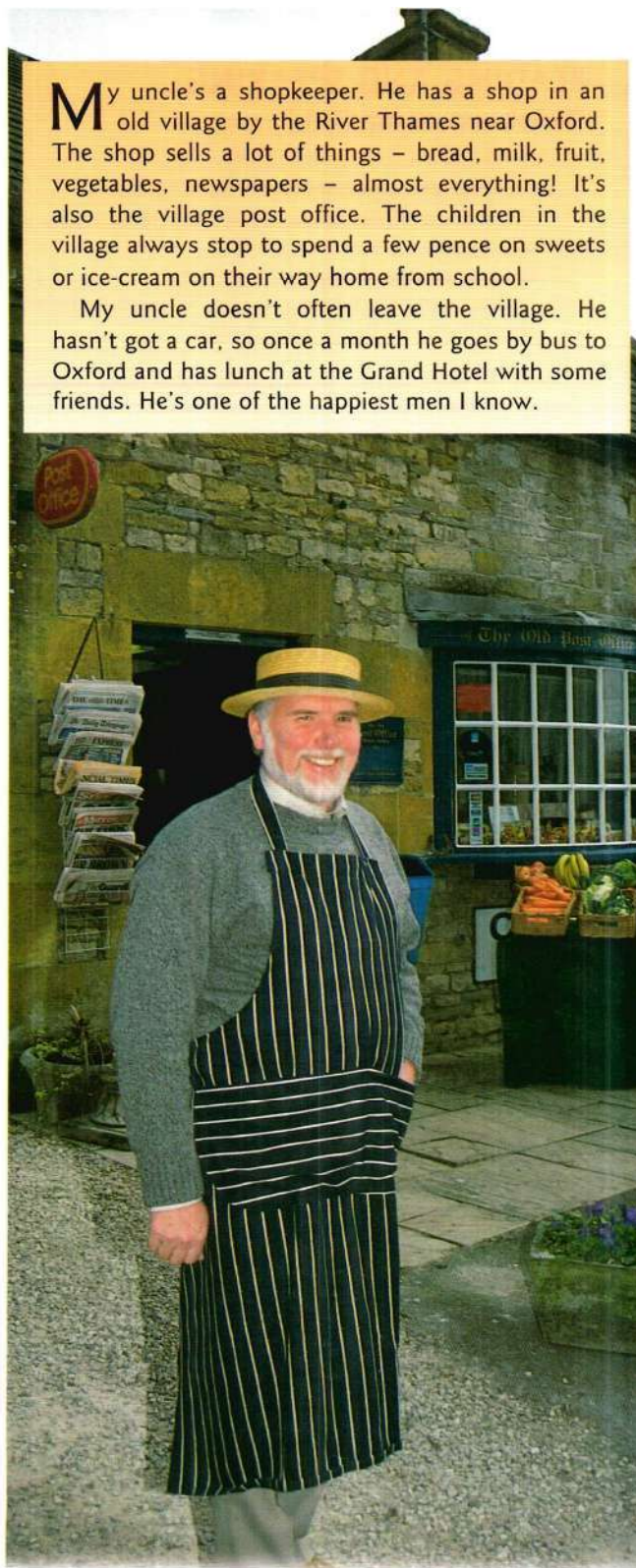
- 1 Find examples of the definite article (*the*) and the indefinite article (*a/an*).
a shopkeeper the River Thames
- 2 Find examples of when there is no article.
Oxford bread

▶▶ Grammar Reference 4.2 p133

PRACTICE

Discussing grammar

- 1 In pairs, find one mistake in each sentence.
 - 1 He's postman, so he has breakfast at 4 a.m.
 - 2 The love is more important than money.
 - 3 I come to the school by bus.
 - 4 I'm reading one good book at the moment.
 - 5 'Where's Jack?' 'In a kitchen.'
 - 6 I live in centre of town, near the hospital.
 - 7 My parents bought the lovely house in the country.
 - 8 I don't eat the bread because I don't like it.
- 2 Complete the sentences with *a/an, the*, or nothing.
 - 1 I have two children, ____ boy and ____ girl.
____ boy is twenty-two and ____ girl is nineteen.
 - 2 Mike is ____ soldier in ____ army, and Chloë is at ____ university.
 - 3 My wife goes to ____ work by ____ train. She's ____ accountant. I don't have ____ job. I stay at ____ home and look after ____ children.
 - 4 What ____ lovely day! Why don't we go for ____ picnic in ____ park?
 - 5 'What did you have for ____ lunch?' 'Just ____ sandwich.'



My uncle's a shopkeeper. He has a shop in an old village by the River Thames near Oxford. The shop sells a lot of things – bread, milk, fruit, vegetables, newspapers – almost everything! It's also the village post office. The children in the village always stop to spend a few pence on sweets or ice-cream on their way home from school.

My uncle doesn't often leave the village. He hasn't got a car, so once a month he goes by bus to Oxford and has lunch at the Grand Hotel with some friends. He's one of the happiest men I know.

READING AND SPEAKING

Markets around the world

- 1 Look at the pictures and discuss these questions.
 - 1 What is the difference between a shopping centre and a market?
 - 2 Do you ever go shopping in markets?
 - 3 Is there a market where you live? What can you buy there? Can you bargain for things?
- 2 Read the introduction to an article about three markets in very different parts of the world. Why are markets more interesting than shopping centres?

Markets around the world

Modern shopping centres, with their global brands and international designer names, look the same all over the world. So if you want to buy goods that are different, visit a market. There you can buy fine products made and grown locally.

- 3 Work in three groups.
 - Group A** Read about Bangkok.
 - Group B** Read about Provence.
 - Group C** Read about Marrakech.
- 4 Answer the questions about your market.
 - 1 Where exactly is the market?
 - 2 What days and times is it open?
 - 3 What food does it sell? Give some examples.
 - 4 What other things does it sell?
 - 5 What do you learn about the people who work there?
 - 6 Describe the market. Find some adjectives.
 - 7 What can you do after the market?
 - 8 What do you learn about the town from the text?
- 5 Find a partner from each of the other two groups. Use the photos to introduce your market. Then compare the three markets, using your answers in exercise 4.

What do you think?

Answer the questions with your group.

- Which of the markets would you like to visit most? Why?
- Which do you think is the cheapest / most expensive? Why?
- Have you visited a market in another country? If yes, describe it.
- Close your books and close your eyes. Imagine you are at the market you read about. Tell your partners what you can see.



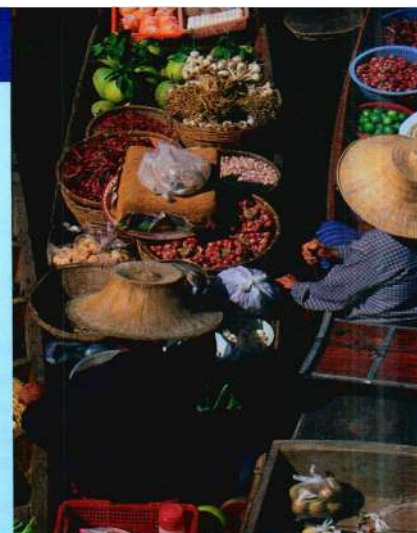
The floating markets of Bangkok

Bangkok, the capital of Thailand, is a city of contrasts. The tall glass buildings look like any other modern city. But behind them is a place where life hasn't changed for over 100 years – the canals. Built in 1866 by the King of Thailand, these canals are home to many Thai people who still live and work there today. There are four floating markets around Bangkok, and the oldest and most popular is in the town of Damonen Saduak.

This market opens every day from 6.30 a.m. It's best to shop early and go by water taxi. After 9 a.m. the tourist buses arrive, and it's much too busy.

It's a colourful, noisy, fascinating place. Old ladies with huge hats sit in small boats, filled with tropical fruit and vegetables, fresh coconut juice and local food. Did you miss your breakfast? Then just call a seller for a bowl of hot soup. He'll get it from a cooker at the back of his boat!

But the boats don't just sell food. Would you like a traditional hat? A silk dress? A flowered shirt? Then just call and point. After the noise and excitement of the market, continue along the canal. Soon you'll see the wooden houses, orchards, and floating flowers of the canal villages. It's a lovely, peaceful way to finish your trip.

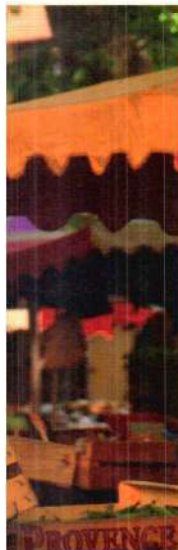


A perfect day in Provence

Every Sunday in a small town called Isle-sur-la-Sorgue in southern France there is a truly amazing market. Isle-sur-la-Sorgue is like Venice. The River Sorgue runs in and out of the old narrow streets and under the many bridges, and on market day every street and bridge is packed with stalls. From early morning, this sleepy little town becomes a noisy, busy place, with sellers calling to you in the accent of the south.

You can choose from an amazing selection of olives, hundreds of cheeses, and delicious roast chickens. But it is not just a food market. Antique sellers fill the pavements with beautiful old French furniture, and there are tables covered with antique lace and cloth. Flower sellers invite you to pick from their brightly coloured bunches of flowers. The air is filled with the smell of soaps, herbs, and lavender, all made and grown in Provence. Do you need a sun hat? Did you forget your beach towel? Your choices are endless.

Travellers fill their backpacks with delicious things for Sunday lunch: olive bread, tomatoes, chicken, melon and, of course, a bottle of local mineral water. At 1 o'clock everything closes, and everyone goes home. Then it's time to find a cool place next to the river for a perfect picnic on a perfect day in Provence.



The souks of Marrakech

Marrakech in Morocco is a city of ancient, sand-coloured buildings and palm trees in the middle of the desert.

In the centre is the main square, Jemaa el Fna. Here you can see snakes and drink Moroccan coffee. But behind the square is the real heart of the city. This is the souk (the Arabic word for market). Hundreds of little shops and stalls are open from early morning till lunchtime, and again in the evening. The souk, with its narrow, busy streets, is divided into lots of smaller souks. There's the aromatic spice souk, the noisy meat souk, the colourful clothing souk, the gold and silver souk, and many more.

Finally, there's the carpet souk. Here, hundreds of handmade Moroccan rugs and carpets cover the pavements. No two rugs are the same. In Mr Youssef's rug shop, he invites you to sit down among all the beautiful carpets. A silver teapot arrives with little glasses and Mr Youssef talks about the different rugs, while his assistants roll them out one by one. Two hours later, after many glasses of traditional mint tea and lots of bargaining, you finally choose your rug and leave much poorer. Then it's time to return to the main square to watch the snakes and count your money.



Unit 4 • Let's go shopping! 35

VOCABULARY AND LISTENING

Buying things

- 1 What can you buy or do in these places? Write two things for each place. Compare your ideas with the class.

a clothes shop	a pharmacy	a café	a bank	a newsagent's

- 2 **T 4.5** Listen to the conversations. Answer the questions.

- 1 Where are the conversations taking place? Choose from the places in exercise 1.
- 2 What does the customer want?
- 3 Can the shop assistant/cashier help?
- 4 How much does the customer pay?

- 3 Complete these lines from the conversations. Look at the tapescript on p120 and check your answers.

- 1 **A** Hello. Can I help you?
B I _____, thanks.
 ...
B I'm looking for a sweater _____ . Have you got _____ ?
A I'll just have a look.
 _____ are you?
B Medium.



- A** Here you are.
B That's great. _____ ?
A Of course. The changing rooms are over there.
 ...

- B** I like it.
A It _____ .
B How much is it?
A £39.99.
B OK. I _____ .
A How would you like to pay?
B _____ .

- 2 **A** _____ help me?
 I'm looking for this month's edition of *Top Gear*. Can you tell me _____ ?
B Over there. Middle shelf. Next to *Max Power*.



- 3 **A** Hello. I _____ help me. I've got a bad cold and a sore throat. Can you _____ ?
B OK. You can take these three times a day.
A Thank you. _____ some tissues _____ , please?
B Sure. _____ ?
A No, that's all, thanks.



- 4 **A** Good morning. Can I have a _____ , please?
B Espresso?
A Yes, please. Oh, and a doughnut, please.
B _____ there aren't _____ . We've got some delicious carrot cake, and chocolate cake.
A OK. Carrot cake, then.
B Certainly. Is _____ ?
A Yes, thanks.
B _____ , please.
A Thank you.



EVERYDAY ENGLISH

Prices and shopping

1 Look at the way we write and say prices in British and American English. Practise saying them.

British English		American English	
Written	Spoken	Written	Spoken
£1	a pound	\$1	a dollar
50p	fifty p	50¢	fifty cents
£1.99	one pound ninety-nine	25¢	a quarter
£16.40	sixteen pounds forty	10¢	a dime

T 4.6 Listen to the conversations and write the numbers you hear.

2 What's the exchange rate between sterling/US dollars and your currency?

There are about five ... to the dollar.

In your country, how much is ... ?

- a pair of jeans
- a computer game
- a burger
- a litre of petrol

3 Make conversations in these places with a partner. Use the ideas to help you.

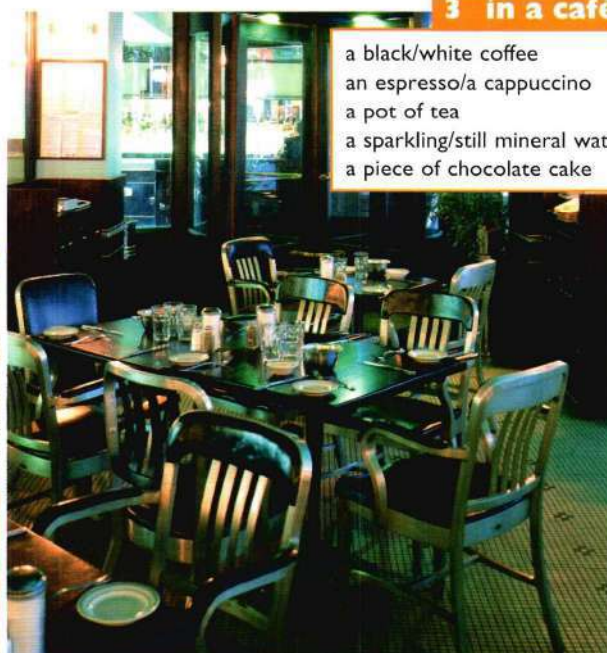
1 in a clothes shop

a shirt/tie
 What size are you?
 small/medium/large
 too small/too big
 I'll have it, please.
 I'll leave them, thanks.



3 in a café

a black/white coffee
 an espresso/a cappuccino
 a pot of tea
 a sparkling/still mineral water
 a piece of chocolate cake



2 in a pharmacy

conditioner
 shaving foam
 deodorant
 stomach ache
 sore throat



4 in a post office

some stamps
 a phone card
 a letter/postcard to Japan
 send this parcel to Qatar
 buy some envelopes



Unit 4 • Let's go shopping! 37

Unit 4

4.1 Expressions of quantity

Count and uncount nouns

- 1 It is important to understand the difference between count and uncount nouns.

Count nouns	Uncount nouns
a cup	water
a girl	sugar
an apple	milk
an egg	bread
a pound	money

We can say *three cups, two girls, ten pounds*. We can count them. We cannot say *two waters, three breads, one money*. We cannot count them.

- 2 Count nouns can be singular or plural.
This **cup** is full.
These **cups** are empty.
Uncount nouns can only be singular.
The **water** is cold.
The **weather** was terrible.

much and many

- 1 We use *much* with uncount nouns in questions and negatives.
How **much money** have you got?
There isn't **much milk** left.
- 2 We use *many* with count nouns in questions and negatives.
How **many people** were at the meeting?
I didn't take **many photos** on holiday.

some and any

- 1 *Some* is used in positive sentences.
I'd like **some** sugar.
- 2 *Any* is used in questions and negatives.
Is there **any** sugar in this tea?
Have you got **any** brothers and sisters?
We don't have **any** washing-up liquid.
I didn't buy **any** apples.
- 3 We use *some* in questions that are requests or offers.
Can I have **some** cake?
Would you like **some** tea?
- 4 The rules are the same for the compounds *someone, anything, anybody, somewhere*, etc.
I've got **something** for you.
Hello? Is **anybody** here?
There isn't **anywhere** to go in my town.

a few and a little

- 1 We use *a few* with count nouns.
There are **a few biscuits** left, but not many.
- 2 We use *a little* with uncount nouns.
Can you give me **a little help**?

a lot/lots of

- 1 We use *a lot/lots of* with both count and uncount nouns.
There's **a lot of butter**.
I've got **lots of friends**.
- 2 *A lot/lots of* can be used in questions and negatives.
Are there **lots of tourists** in your country?
There isn't **a lot of butter**, but there's enough.

4.2 Articles – *a* and *the*

- 1 The indefinite article *a* or *an* is used with singular, countable nouns to refer to a thing or an idea for the first time.
We have **a Toyota** and **a BMW**.
There's **a supermarket** in Adam Street.
- 2 The definite article *the* is used with singular and plural, countable and uncountable nouns when both the speaker and the listener know the thing or idea already.
We have a Toyota and a BMW. I drive **the Toyota** and my wife drives **the BMW**.
I'm going to **the supermarket**. Do you want anything? (We both know which supermarket.)

Indefinite article

The indefinite article is used:

- 1 with professions.
I'm **a teacher**.
She's **an architect**.
- 2 with some expressions of quantity.
a pair of a little a couple of a few
- 3 in exclamations with *what* + a count noun.
What a lovely day!
What a pity!

Definite article

The definite article is used:

- 1 before seas, rivers, hotels, museums, and newspapers.
the Atlantic the British Museum
The Times the Ritz
- 2 if there is only one of something.
the sun the Queen the Government
- 3 with superlative adjectives.
He's **the richest man** in the world.
Jane's **the oldest** in the class.

No article

There is no article:

- 1 before plural and uncountable nouns when talking about things in general.
I like potatoes.
Milk is good for you.
- 2 before countries, towns, streets, languages, magazines, meals, airports, stations, and mountains.
I had lunch with John.
I bought a newspaper at Heathrow Airport.
- 3 before some places and with some forms of transport.
- | | | | |
|---------|-----------|------------|-------------------------|
| at home | in/to bed | at/to work | at/to school/university |
| by bus | by plane | by car | by train |
| on foot | | | |
- She goes to work by bus.
I was at home yesterday evening.
- 4 in exclamations with *what* + an uncount noun.
What beautiful weather!

Note

In the phrase *go home*, there is no article and no preposition.
I **went home** early. NOT ~~I went to home~~.

References

- Soars, L. (2009). *New headway: Pre-Intermediate student's book*.
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Unit Five

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

Lec. 5 (Unit 5)

What do you want to do

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Assist. Lec. Yaarub Qahtan Hameed

5

What do you want to do

Verb patterns 1 • Future forms • Hot verbs • How do you feel?

STARTER

Complete these sentences with ideas about you.

- One day I want to ...
- I can ... but I can't ...
- Right now, I'd like to ...
- Tonight I'm going to ...
- I enjoy ... because I like ...

HOPES AND AMBITIONS

Verb patterns 1

1 Match the people with their hopes and ambitions.

- 1 I'd like to become a TV presenter.
- 2 I'm going to be an astronaut and fly to Mars.
- 3 I'm looking forward to having more time to do the things I want to do.
- 4 I would love to have one of my plays performed on the London stage.
- 5 We hope to find work as we go round the world.
- 6 We're thinking of moving, because the kids will be leaving home soon.

T 5.1 Listen and check.

2 Complete the chart.

	Ambitions/Plans	Reasons
Sean		
Mel		
Kamal		
Martyn		
Amy		
Alison		

3 Underline the examples of verb + verb in exercise 1.

I'd like to become a TV presenter ...

Look at the transcript on p120. Find more examples of verb + verb.



GRAMMAR SPOT

- 1 Complete the sentences with the words *go abroad*. Put the verb *go* in the correct form.

I want *to go abroad*.

I'd like ...

I can't ...

I'm looking forward to ...

I hope ...

I enjoy ...

I'm thinking of ...

I'd love ...

- 2 What's the difference between these sentences?

I like going to the library.

I'd like to go to the library today.

▶▶ Grammar Reference 5.1 and 5.2 p134

PRACTICE

Discussing grammar

- 1 In these sentences, one or two verbs are correct, but not all three. Tick (✓) the correct verbs.

1 I ___ to live in a hot country.

a want b enjoy c 'd like

2 We ___ going to Egypt for our holidays.

a are hoping b 're thinking of c like

3 I ___ go home early tonight.

a want b like c can

4 I ___ to see you again soon.

a hope b 'd like c 'm looking forward

5 Do you ___ learning English?

a want b enjoy c like

6 We ___ having a few days off soon.

a 're thinking of b 'd love to c 're looking forward to

Make correct sentences with the other verbs.

Making questions

- 2 Complete the questions.

1 **A** I hope to go to university.

B (What/want/study?) _____

2 **A** One of my favourite hobbies is cooking.

B (What/like/make?) _____

3 **A** I get terrible headaches.

B (When/start/get/them?) _____

4 **A** We're planning our summer holidays at the moment.

B (Where/think/go?) _____

5 **A** I'm tired.

B (What/like/do/this evening?) _____

T 5.2 Listen and check. What are **A**'s answers? Practise the conversations with a partner.

Talking about you

- 3 Ask and answer the questions with a partner.

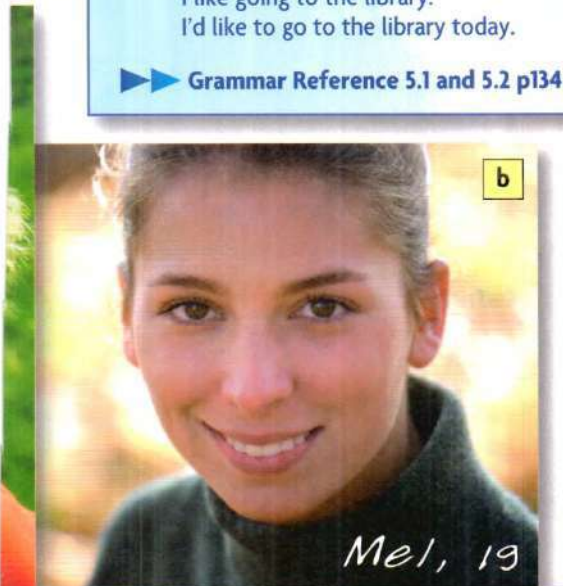
- What do you like doing on holiday?
- Where would you like to be right now?
- Do you like learning English?
- Would you like to learn any other languages?
- Would you like to have a break now?

- 4 Ask and answer questions about your plans and ambitions.

Which countries ... go to?

How many children ...

What ... after this course?



Mel, 19



Alison, 59

FUTURE INTENTIONS

going to and will

1 Match the pictures and sentences.

- 1 They're going to see a football match.
- 2 I'll pick it up for you.
- 3 He's going to go to Malaysia.
- 4 It's OK. I'll answer it.
- 5 Don't worry. I'll lend you some.
- 6 We're going out to have a meal.

2 Add a line before and after the sentences in exercise 1.

Before

- I haven't got any money.
- What's Tom doing next week?
- The phone's ringing.
- Oh, no! I've dropped one.
- What are you and Pete doing this evening?
- What are the lads doing this afternoon?

After

- Thank you. That's very kind.
- I'm expecting a call.
- Thanks. I'll pay you back tomorrow.
- I won't forget.
- I guess he's going on business, right?
- United are playing at home.
- It's my birthday.

T 5.3 Listen and check. Practise the conversations with a partner.

GRAMMAR SPOT

- 1 Notice the forms of *will*.
I'll = short form
I won't = negative short form
- 2 All the sentences in exercise 1 express intentions. Three intentions are spontaneous. Which are they? Three of the intentions are premeditated. What happened before each one?

➔ Grammar Reference 5.3 p134



PRACTICE

Let's have a picnic!

- 1 Your class has decided to have a picnic. Everyone must help. Say what you'll do.

I'll make some sandwiches.

I'll bring some salad.

- 2 Your teacher didn't hear what you said. Listen to your teacher and correct him/her.

Teacher

You

Right. I'll make some sandwiches.

No, I'm going to make some sandwiches!

Oh, all right. Well, I'll bring some salad.

No, no. I'm going to bring some salad!



Discussing grammar

- 3 Choose the correct verb form.

- 'My bag is so heavy.'
'Give it to me. *I'll carry / I'm going to carry* it for you.'
- I bought some warm boots because *I'll go / I'm going* skiing.
- 'Tony's back from holiday.'
'Is he? *I'll give / I'm going to give* him a ring.'
- 'What are you doing this evening?'
'*We'll see / we're going to see* a play at the theatre.'
- You can tell me your secret. *I won't tell / I'm not going to tell* anyone.
- Congratulations! I hear *you'll get married / you're going to get married*.
- 'I need to post these letters.'
'*I'll go / I'm going shopping* soon. *I'll post / I'm going to post* them for you.'
- 'Now, holidays. *Where will you go / are you going* this year?' 'We don't know yet.'

- 4 **T 5.4** Close your books. Listen to the beginnings of the conversations. Complete them.

Check it

- 5 Correct these sentences.

- What you want drink?
- I have a mineral water, please.
- I can't to help you.
- It's starting rain.
- I'm looking forward to see you again soon.
- I think to change my job soon.
- Phone me tonight. I give you my phone number.
- I see the doctor tomorrow about my back.

Talking about you

- 6 Talk to a partner about your plans for this evening, tomorrow, next weekend, your next holiday ...

What are you doing/going to do this evening?

I'm going to stay at home and ...

Where are you going ... ?

I'm going to see ...

I think I'll ...

READING

Hollywood kids

1 What are some of the problems of being a teenager? Tick (✓) the boxes on the left.

- | | | |
|--------------------------|--|--------------------------|
| <input type="checkbox"/> | they don't have enough money | <input type="checkbox"/> |
| <input type="checkbox"/> | their parents don't give them enough attention | <input type="checkbox"/> |
| <input type="checkbox"/> | they worry about how they look | <input type="checkbox"/> |
| <input type="checkbox"/> | they have no interests or ambitions | <input type="checkbox"/> |
| <input type="checkbox"/> | their parents want them to do well in life | <input type="checkbox"/> |
| <input type="checkbox"/> | they're too old to be children, but too young to be adults | <input type="checkbox"/> |

2 Read the text about Hollywood kids. What are some of their problems? Tick (✓) the boxes on the right. Are there any differences?

3 Are these sentences true (✓) or false (X)? Correct the false sentences.

- 1 Everybody in Hollywood is rich and famous.
- 2 Hollywood kids don't lead ordinary lives.
- 3 They understand the value of what they have.
- 4 Trent Maguire is spoilt and ambitious.
- 5 The adults try hard to be good parents.
- 6 Amanda's mother listens to all her daughter's problems.
- 7 The kids are often home alone.
- 8 Their parents organize every part of their lives.
- 9 The kids don't want to be children.
- 10 All the kids complain about living in Hollywood.

4 Answer the questions.

- 1 In what ways do Trent, Amanda, Emily, and Lindsey live unreal lives?
- 2 Does anything surprise you in what the kids say?
- 3 What are their ambitions?

What do you think?

- Do you feel sorry for children in Hollywood? Is there anything about their lives that you would like?
- What is your opinion of their parents?
- Do teenagers around the world think the same as Hollywood kids?
- Do you think it is dangerous to have everything you want?

Hollywood

Growing up

In Hollywood, everybody wants to be rich, famous, and beautiful. Nobody wants to be old, unknown, and poor. For Hollywood kids, life can be difficult because they grow up in such an unreal atmosphere. Their parents are ambitious, and the children are part of the parents' ambitions.

Parents pay for expensive cars and designer clothes. When every dream can come true, kids learn the value of nothing because they have everything. A 13-year-old boy, Trent Maguire, has a driver, credit cards, and unlimited cash to do what he wants when he wants. 'One day, I'll earn more than my dad,' he boasts.

Parents buy care and attention for their children because they have no time to give it themselves. Amanda's mother employs a personal trainer, a nutritionist, a bodyguard, chauffeur, a singing coach, and a counsellor to look after all her 15-year-old daughter's needs.

Often there is no parent at home most days, so children decide whether to make their own meals or go out to restaurants, when to watch television or do homework. They organize their own social lives. They play no childhood games. They become adults before they're ready.

Hollywood has always been the city of dreams. The kids in L.A. live unreal lives where money, beauty, and pleasure are the only goals. Will children around the world soon start to think the same? Or do they already?

“Looks are very important in Hollywood. If you're good-looking, you'll go far. I want to be a beautician. You grow up really fast in L.A. Everyone is in a rush to be an adult. It's not cool to be a kid.” **Mijanou, aged 18**



d kids

Los Angeles isn't easy

"I live in a hotel and when I come home from school, there are maybe 80 people who say 'Good day' to me. It's their job to say that. In the bathroom there are mirrors everywhere. I love looking at myself. I can spend five hours doing my hair and posing. I'm going to be a model."

Emily, aged 10



"I've wanted to get my nose done since I was 12. My friends started having plastic surgery and liposuction during my freshman year of high school. My nose cost \$10,000. But it was worth it. It changed my life. I'm gonna get into the movies."

Lindsey, aged 18



"Everyone thinks Hollywood is so glamorous, but I have news for you. It is really difficult growing up in L.A. Sometimes I think I'm going crazy. I'm going to get out of here just as soon as I can."

Zavier, aged 18

VOCABULARY

Hot verbs - *have, go, come*

- 1 The verbs *have, go* and *come* are very common in English. Look at these examples from the text on p42-3.

have	go	come
... they have no time ... I have news for you.	You'll go far. I'm going crazy.	Every dream can come true. ... come home from school ...

- 2 Put *have, go, or come* into each gap.
- _____ an accident _____ a cold
 _____ first in a race _____ wrong
 _____ out for a meal _____ a meeting
 _____ and see me _____ abroad
 _____ shopping
- 3 Complete the sentences with the correct form of *have* (or *have got*), *go*, or *come*.
- We're _____ a picnic next Thursday. Would you like _____?
 - I _____ a terrible headache. Can I _____ home, please?
 - You must see my new flat. _____ round and _____ a meal some time.
 - 'I'm _____ out now, Mum. Bye!' 'OK. _____ a good time. What time are you _____ home?'
 - Hi, Dave. Tariq _____ a shower at the moment. I'll just _____ and tell him you're here.
 - _____ on! Get out of bed. It's time _____ to school.
 - It's a lovely day. Let's _____ to the park. We can _____ a picnic.
 - I'm _____ skiing next week. _____ you _____ any ski clothes I could borrow?

LISTENING

You've got a friend

- 1 Answer these questions.
- Who is your best friend?
 - Where did you meet?
 - When did you meet?
 - How often do you see each other?
- 2 Listen to the first verse of the song. Discuss these questions.
- How can a friend help you when you are in trouble?
 - What makes a good friend?
 - Does a good friend always agree with you?
- 3 **7.5%** Listen and complete the song.

You've got a friend, by Carole King

When you're down and troubled
 And you need a _____
 And nothing, but _____
 Close your eyes and think of me
 And soon I _____
 To brighten up even your darkest nights.
 (Chorus)

You just call out my name,
 and you know wherever I am
 I _____ to see you again.

Winter, spring, _____
 All you have to do is call
 And I'll be there, yeah, yeah, yeah.
 You _____

If the sky above you _____ and full of clouds
 And that old north _____
 Keep your head together
 And _____
 And soon I'll be knocking on your door
 Hey, _____ that you've got a friend!
 People can be so cold
 _____ and desert you
 Well they'll take your soul if you let them
 Oh, yeah, but _____
 (Chorus)



EVERYDAY ENGLISH

How do you feel?

1 Look at the photos. How do the people feel?



1



2



3



5



2 All the lines in A answer the question *How are you?* Match a line in A with a line in B.

A	B
1 I feel nervous.	It's so wet and miserable.
2 I don't feel very well.	I'm going on holiday to Australia tomorrow.
3 I'm feeling a lot better, thanks.	My grandfather's going into hospital for tests.
4 I'm really excited.	I think I'm getting the 'flu.
5 I'm fed up with this weather.	Nothing's going right in my life.
6 I'm really tired.	I've got an exam today.
7 I'm a bit worried.	I've got a lot more energy.
8 I feel really depressed at the moment.	I couldn't get to sleep last night.

3 Choose a reply for each sentence in exercise 2.

- a Cheer up! Things can't be that bad!
- b Why don't you go home to bed?
- c I'm sorry to hear that, but I'm sure he'll be all right.
- d I know. We really need some sunshine, don't we?
- e Poor you! That happens to me sometimes. I just read in bed.
- f That's great. Have a good time.
- g That's good. I'm pleased to hear it.
- h Good luck! Do your best.

T S 6 Listen and compare your answers.

- 4 Make more conversations with a partner about these things:
- a wedding
 - a visit to the dentist
 - a letter from the bank
 - a big project at work
 - problems with teenage children



6

Phonetic symbols

Consonants

1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowels

25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/ɪ/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

Diphthongs (two vowels together)

38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

References

Soars, L. (2009). *New headway: Pre-Intermediate student's book*.

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اللغة الانكليزية

Grammar Reference

شرح قواعد الوحدات (٥-٦-٧-٨-٩-١٠)

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Assist. Lec. Yaarub Qahtan Hameed

Unit 5

5.1 Verb patterns I

Here are four verb patterns. There is a list of verb patterns on p143.

- Verb + *to* + infinitive
They **want to buy** a new car.
I'd **like to go** abroad.
- Verb + *-ing*
Everyone **loves going** to parties.
He **finished reading** his book.
- Verb + *-ing* or *to* + infinitive with no change in meaning
It **began to rain/raining**.
I **continued to work/working** in the library.
- Verb + preposition + *-ing*
We're **thinking of moving** house.
I'm **looking forward to having** more free time.

5.2 like doing and would like to do

- Like doing* and *love doing* express a general enjoyment.
I **like working** as a teacher. = I am a teacher and I enjoy it.
I **love dancing**. = This is one of my hobbies.
- Would like to do* and *would love to do* express a preference now or at a specific time.
I'd **like to be** a teacher. = When I grow up, I want to be a teacher.
Thank you. I'd **love to dance**. = We're at a disco. I'm pleased that you asked me.

Question	Short answer
Would you like to dance?	Yes, I would./Yes, I'd love to.
Would you like to come for a walk?	Yes, I would./No, thank you.

Note
No, I *wouldn't* is not common because it is impolite.

5.3 will

Form

will + infinitive without *to*
Will is a modal auxiliary verb. There is an introduction to modal auxiliary verbs on p137 of the Grammar Reference. The forms of *will* are the same for all persons.

Positive and negative

I	'll (will)	come.
He/She/It	won't	help you.
We/You/They		invite Tom.

Question

When will	he	help me?
	you	
	they	

Short answer

Will you help me?	Yes, I will.
-------------------	--------------

Note
No, I *won't* is not common because it is impolite. It means 'I don't want to help you.'
A polite way of saying 'no' here is 'I'm afraid I can't.'

Use

Will is used:
1 to express a future decision or intention made *at* the moment of speaking.

It's Jane's birthday. 'Is it? I'll **buy** her some flowers.'
I'll **give** you my phone number.
'Which do you want? The blue or the red?'
I'll **take** the red, thank you.'

- to express an offer.
I'll **carry** your suitcase.
We'll **do** the washing-up.

Other uses of *will* are covered in Unit 9.

going to

Form

am/is/are + *going* + *to* + infinitive

Positive and negative

I	'm (am)	
	'm not	
He	's (is)	going to work.
She	isn't	
It		
We	're (are)	
You	aren't	
They		

Question

	am	I	going to arrive?
When	is	he	
		she	
	are	it	
		we	
		you	
		they	

Short answer

Are they going to get married?	Yes, they are./No, they aren't.
--------------------------------	---------------------------------

Use

Going to is used:
1 to express a future decision, intention, or plan made *before* the moment of speaking.

How long **are they going to stay** in Rome?
She **isn't going to have** a birthday party.

Note

The Present Continuous can be used in a similar way for a plan or arrangement, particularly with the verbs *go* and *come*.

She's **coming** on Friday.
I'm **going** home early tonight.

- when we can see or feel now that something is certain to happen in the future.

Look at these clouds! It's **going to rain**.
Watch out! That box **is going to fall**.

will or going to?

Look at the use of *will* and *going to* in these sentences.

I'm **going to make** a chicken casserole for dinner.
(I decided this morning and bought everything for it.)
What shall I cook for dinner? Er ... I know! I'll **make** chicken casserole! That's a good idea!
(I decided at the moment of speaking.)

Unit 6

6.1 What ... like?

Form

what + to be + subject + like?

What	's (is) your teacher are his parents was your holiday were the beaches	like?	She's very patient. They're very kind. Wonderful. We swam a lot. OK, but some were dirty.
------	--	-------	---

Note

We don't use *like* in the answer.

She's patient. NOT ~~She's like patient.~~

Use

What ... like? means 'Describe somebody or something. Tell me about them. I don't know anything about them.'

Like in this question is a preposition, not a verb:

'What's Jim like?' 'He's intelligent and kind, and he's got lovely blue eyes.'

In the following sentences *like* is a verb:

'What does Jim like?' 'He likes motorbikes and playing tennis.'

Note

How's your mother? asks about health. It doesn't ask for a description.

'How's your mother?' 'She's very well, thank you.'

6.2 Comparative and superlative adjectives

Form

1 Look at the chart.

		Comparative	Superlative
Short adjectives	cheap small *big	cheaper smaller bigger	cheapest smallest biggest
Adjectives that end in -y	funny early heavy	funnier earlier heavier	funniest earliest heaviest
Adjectives with two syllables or more	careful boring expensive interesting	more careful more boring more expensive more interesting	most careful most boring most expensive most interesting
Irregular adjectives	far good bad	further better worse	farthest best worst

* Short adjectives with one vowel + one consonant double the consonant:
hot/hotter/hottest, fat/fatter/fattest.

2 *Than* is often used after a comparative adjective.

I'm **younger than** Barbara.

Barbara's **more intelligent than** Sarah.

Much can come before the comparative to give emphasis.

She's **much nicer than** her sister.

Is Tokyo **much more modern than** London?

3 *The* is used before superlative adjectives.

He's **the funniest** boy in the class.

Which is **the tallest** building in the world?

Use

1 We use comparatives to compare one thing, person, or action with another.

She's **taller** than me.

London's **more expensive** than Rome.

2 We use superlatives to compare somebody or something with the whole group.

She's the **tallest** in the class.

It's the **most expensive** hotel in the world.

3 *As ... as* shows that something is the same or equal.

Jim's **as tall as** Peter.

I'm **as worried as** you are.

4 *Not as/so ... as* shows that something isn't the same or equal.

She **isn't as tall as** her mother.

My car **wasn't so expensive as** yours.

Unit 7

7.1 Present Perfect

Form

have/has + -ed (past participle)

The past participle of regular verbs ends in -ed. There are many common irregular verbs. See the list on p143.

Positive and negative

I	've (have)	worked in a factory.
We/You/They	haven't	
He/She/It	's (has) hasn't	

Question

Have	I we/you/they	been to the United States?
Has	he/she/it	

Short answer

Have you been to Egypt?	Yes, I have./No, I haven't.
Has she ever written poetry?	Yes, she has./No, she hasn't.

Note

We cannot use *I've, they've, he's*, etc. in short answers.

Yes, I **have**. NOT ~~Yes, I've.~~
Yes, we **have**. NOT ~~Yes, we've.~~

Use

- The Present Perfect looks back from the present into the past, and expresses what has happened before now. The action happened at an indefinite time in the past.
I've **met** a lot of famous people. (before now)
She **has won** awards. (in her life)
She's **written** twenty books. (up to now)
The action can continue to the present, and probably into the future.
She's **lived** here for twenty years. (she still lives here)
- The Present Perfect expresses an experience as part of someone's life.
I've **travelled** a lot in Africa.
They've **lived** all over the world.
Ever and *never* are common with this use.
Have you **ever** been in a car crash?
My mother **has never** flown in a plane.
- The Present Perfect expresses an action or state which began in the past and continues to the present.
I've **known** Alice for six years.
How long **have** you **worked** as a teacher?
Note that the time expressions *for* and *since* are common with this use. We use *for* with a period of time, and *since* with a point in time.
We've lived here **for** two years. (a period of time)
I've had a beard **since** I left the army. (a point in time)

Note

In many languages, this use is expressed by a present tense. But in English, we say:

Peter **has been** a teacher for ten years.

NOT ~~Peter is a teacher for ten years.~~

- The Present Perfect expresses a past action with results in the present. It is often a recent past action.

I've **lost** my wallet. (I haven't got it now.)

The taxi's **arrived**. (It's outside the door now.)

Has the postman **been**? (Are there any letters for me?)

The adverbs *just*, *already*, and *yet* are common with this use. *Yet* is used in questions and negatives.

She's **just** had some good news.

I've **already** had breakfast.

Has the postman **been yet**?

It's 11.00 and she **hasn't** got up **yet**.

7.2 Present Perfect and Past Simple

- Compare the Past Simple and Present Perfect.

Past Simple

- The Past Simple refers to an action that happened at a definite time in the past.

He **died** in 1882.

She **got** married when she was 22.

The action is finished.

I **lived** in Paris for a year (but not now).

- Time expressions + the Past Simple

I did it **in** 1999.

last week.

I did it **two months ago**.

on March 22.

for two years.

Present Perfect

- The Present Perfect refers to an action that happened at an indefinite time in the past.

She **has won** awards.

She's **written** twenty books.

The action can continue to the present.

She's **lived** there for twenty years (and she still does.)

- Time expressions + the Present Perfect

I've worked here **for** twenty years.

I've worked here **since** 1995.

We've **never** been to America. **since** I left school.

- Compare these sentences.

<input checked="" type="checkbox"/>	I've broken my leg last year.
<input checked="" type="checkbox"/>	I broke my leg last year.
<input checked="" type="checkbox"/>	He works as a musician all his life.
<input checked="" type="checkbox"/>	He has worked as a musician all his life.
<input checked="" type="checkbox"/>	When have you been to Greece?
<input checked="" type="checkbox"/>	When did you go to Greece?
<input checked="" type="checkbox"/>	How long do you have your car?
<input checked="" type="checkbox"/>	How long have you had your car?

Unit 8

8.1 have to

Form

has/have + to + infinitive

Positive and negative

I	have	to	work hard.
We	don't have		
You They			
He	has	to	work hard.
She	doesn't have		
It			

Question

Do	I we you they	have to	work hard?
Does	he she it		

Short answer

Do you have to wear a uniform?	Yes, I do.
Does he have to go now?	No, he doesn't.

Note

- The past tense of *have to* is *had to*, with *did* and *didn't* in the question and the negative.
I **had to** get up early this morning.
Why **did** you **have to** work last weekend?
They liked the hotel because they **didn't have to** do any cooking.
- The forms of *have got to* + infinitive are the same as *have got* + noun. See p131.

Use

- Have to* expresses strong obligation. The obligation comes from 'outside' – perhaps a law, a rule at school or work, or someone in authority.
You **have to** have a driving licence if you want to drive a car. (That's the law.)
I **have to** start work at 8.00. (My company says I must.)
The doctor says I **have to** do more exercise.
- Don't/doesn't have to* expresses absence of obligation (it isn't necessary).
You **don't have to** do the washing-up. I've got a dishwasher.
She **doesn't have to** work on Monday. It's her day off.

8.2 Introduction to modal auxiliary verbs

Form

These are modal auxiliary verbs.

can	could	might	must
shall	should	will	would

They are looked at in different units of Headway.

They have certain things in common:

- They 'help' another verb. The verb form is the infinitive without *to*.
She **can** drive.
I **must** get my hair cut.

- There is no *do/does* in the question.
Can she sing?
Should I go home now?
 - The form is the same for all persons. There is no *-s* in the third person singular:
He **can dance** very well.
She **should try** harder.
It **will rain** soon.
 - To form the negative, add *n't*. There is no *don't/doesn't*.
I **wouldn't** like to be a teacher.
You **mustn't** steal.
- Note**
will not = *won't*.
It **won't** rain tomorrow.
- Most modal verbs refer to the present and future.
Only *can* has a past tense form, *could*.
I **could** swim when I was three.

8.3 should

Form

should + infinitive without *to*

The forms of *should* are the same for all persons.

Positive and negative

I	should do more exercise.
He	shouldn't tell lies.
We	
They	

Question

Should	I she they	see a doctor?
Do you think	I he we	should see a doctor?

Short answer

Should I phone home?	Yes, you should.
Should I buy a Mercedes Benz?	No, you shouldn't.

Use

Should is used to express what the speaker thinks is right or the best thing to do. It expresses mild obligation, or advice.

I **should** do more work. (This is my opinion.)

You **should** do more work. (I'm telling you what I think.)

Do you think we **should** stop here? (I'm asking you for your opinion.)

Shouldn't expresses negative advice.

You **shouldn't** sit so close to the TV. It's bad for your eyes.

Note

Should expresses the opinion of the speaker, and it is often introduced by *I think* or *I don't think*.

I **think** politicians **should** listen more.

I **don't think** people **should** get married until they're 21.

8.4 must

Form

must + infinitive without to

The forms of *must* are the same for all persons.

Positive and negative

I	must try harder.
He	mustn't steal.
We	
They	

Questions with *must* are possible, but the use of *have to* is more common.

Question	Short answer
Must I take exams?	Yes, you must.
Do I have to take exams?	Yes, you do.

Use

- Must* expresses strong obligation. Generally, this obligation comes from 'inside' the speaker.
I **must** get my hair cut. (I think this is necessary.)
- Because *must* expresses the authority of the speaker, you should be careful of using *You must ...*. It sounds very bossy!
You **must** help me. (I am giving you an order.)
Could you help me? is much better.
- You must ...* can express a strong suggestion.
You **must** see the Monet exhibition. It's wonderful.
You **must** give me a ring when you're next in town.

Unit 9

9.1 Time clauses

- Look at this sentence.
I'll give her a ring when I get home.
It consists of two clauses: a main clause *I'll give her a ring* and a secondary clause *when I get home*.
- These conjunctions of time introduce secondary clauses.

when while as soon as after before until

They are not usually followed by a future form. They refer to future time, but we use a present tense.

When I get home, I'll ...

While we're away, ...

As soon as I hear from you, ...

Wait here **until** I get back.

9.2 will

Form

For the forms of *will*, see p134.

Use

- Will* expresses a decision or intention made at the moment of speaking.
Give me your case. I'll carry it for you.
- It also expresses a future fact. The speaker thinks 'This action is sure to happen in the future.'
Manchester **will** win the cup.
Tomorrow's weather **will** be warm and sunny.
This use is like a neutral future tense. The speaker is predicting the future, without expressing an intention, plan, or personal judgement.

9.3 First conditional

Form

if + Present Simple, will + infinitive without to

Positive and negative

if	I work hard, I she has enough money, she we don't hurry up, we you're late, I	'll (will) won't	pass my exams. buy a new car. be late. wait for you.
----	--	---------------------	---

Question

What Where	will	you do she go	if	you don't go to university? she can't find a job?
---------------	------	------------------	----	--

Short answer

Will you go to university if you pass your exams?	Yes, I will. No, I won't.
If we look after the planet, will we survive?	Yes, we will. No, we won't.

Note

The condition clause *if ...* can come at the beginning of the sentence or at the end. If it comes at the beginning, we put a comma at the end of the clause. If it comes at the end, we do not use a comma.

If I work hard, I'll pass my exams.

I'll pass my exams if I work hard.

Use

- The first conditional is used to express a possible condition and a probable result in the future.
If my cheque **comes**, I'll **buy** us all a meal.
You'll **get** wet if you **don't take** an umbrella.
What'll **happen** to the environment if we **don't look after** it?

Note

- English uses a present tense in the condition clause, not a future form.

If it **rains** ... NOT If it ~~will rain~~ ...

If I **work** hard ... NOT If I ~~will work~~ hard ...

- If* expresses a possibility that something will happen; *when* expresses what the speaker sees as certain to happen.

If I find your book, I'll send it to you.

When I get home, I'll have a bath.

Unit Six

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

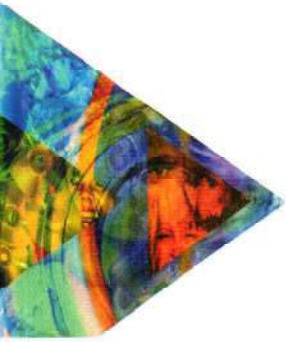
Lec. 6 (Unit 6)

Tell me! What's it like?

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



6 Tell me! What's it like?

What ... like? • Comparatives and superlatives • Synonyms and antonyms • Directions

STARTER



- 1 What is the capital city of your country? What is the population? Is it an old or modern city?
- 2 Write down two things that you like about your capital and two things that you don't like. Tell the class.

I like walking by the Nile in Cairo, but I don't like travelling by bus. They're too crowded.

WORLD TRAVEL

What's it like?

- 1 Read about Todd Bridges.
- 2 What do you know about Melbourne, Dubai, and Paris? Where are they?
- 3 **T 6.1** Listen to what Todd says about them. Write the adjectives he uses for each city. Compare with a partner.

GRAMMAR SPOT

- 1 Match the questions and answers.

Do you like Paris?	It's beautiful.
What's Paris like?	Yes, I do.
	It's got lots of old buildings.
	No, I don't.

- 2 Which question in 1 means: *Tell me about Paris.*

▶▶ Grammar Reference 6.1 p135

- 4 Work with a partner. Ask and answer questions about the places Todd visited.

What's Melbourne like?

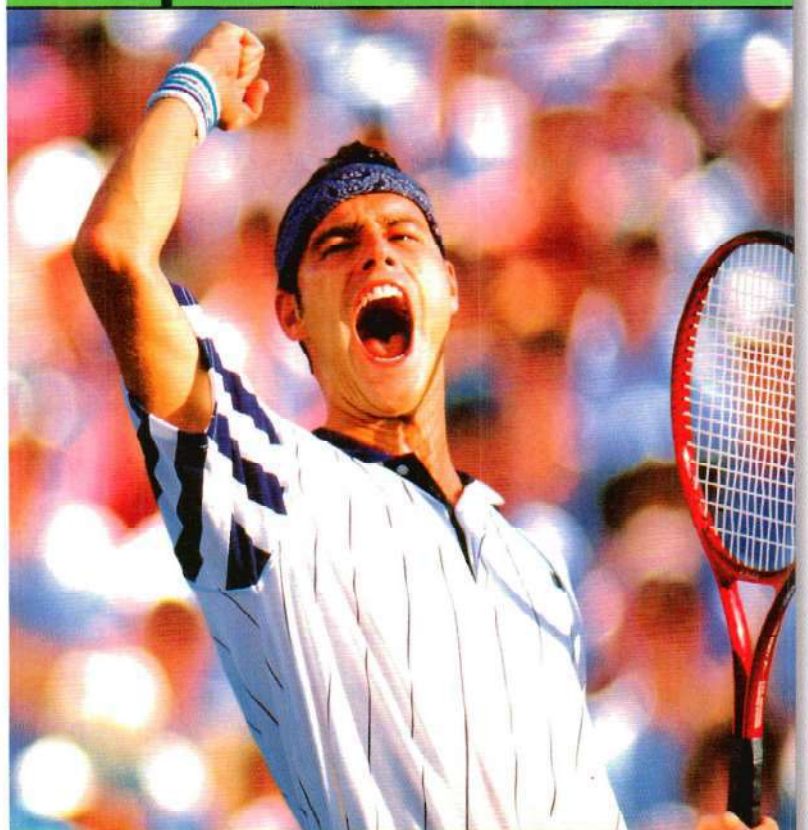
It's ...

It's got ...

There are ...



TODD BRIDGES

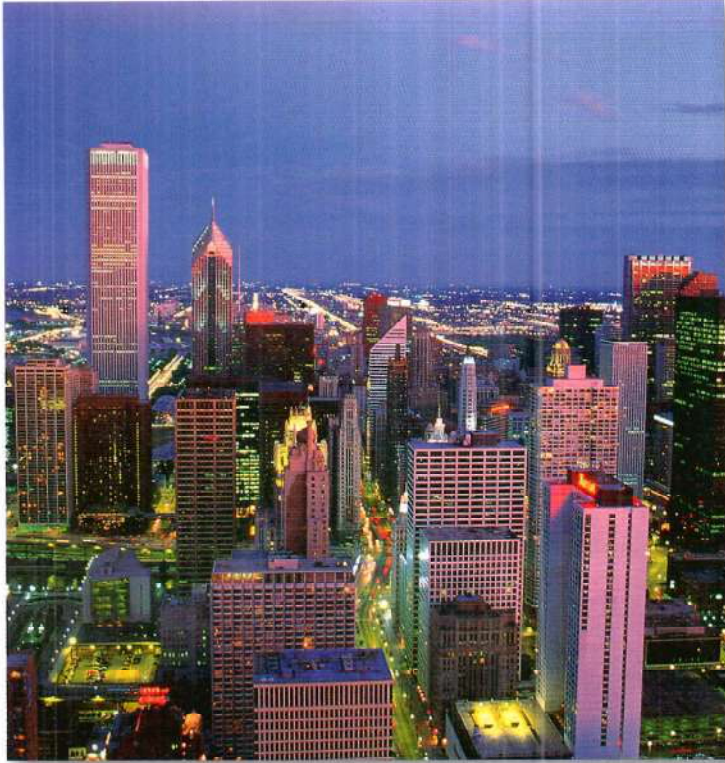


Todd Bridges is only seventeen years old but he is already a successful tennis player. He comes from Chicago, USA, but he travels all over the world playing tennis. Last year he played in tennis championships in Melbourne, Dubai, and Paris.

PRACTICE

What's Chicago like?

- 1 You are asking Todd about Chicago. Complete the questions with *is* or *are* and the correct words from the box.



the restaurants the people the night-life the buildings

- 1 **You** What 's the weather like?
Todd Well, Chicago's called 'the windy city' and it really can be windy!
- 2 **You** What _____ like?
Todd They're very interesting. You meet people from all over the world.
- 3 **You** What _____ like?
Todd A lot of them are very, very tall. The Sears Tower is 110 storeys high.
- 4 **You** What _____ like?
Todd They're very good. You can find food from every country in the world.
- 5 **You** What _____ like?
Todd Oh, it's wonderful. There's a lot to do in Chicago.
- 2 **T 6.2** Listen and check. Practise with a partner.
- 3 Ask and answer the same questions about the city you are in now.

BIG, BIGGER, BIGGEST!

Comparatives and superlatives

- 1 Read the second part of the conversation with Todd. He compares the places he visited last year. Can you complete any of the sentences?



“Melbourne was interesting, but for me, Paris was _____ interesting _____ Melbourne, and in some ways Dubai was the _____ interesting of all because it was so different _____ any other place I know. It was also the _____, driest, and _____ modern. It was hot in Melbourne but not _____ hot _____ in Dubai. Dubai was _____ hotter! Melbourne is _____ older _____ Dubai but not _____ old _____ Paris. Paris was _____ oldest city I visited, but it has some great modern buildings, too. It was the _____ beautiful place. I loved it.”



T 6.3 Listen and check.

GRAMMAR SPOT

1 What are the comparative and superlative forms of the following adjectives? What are the rules?

- | | |
|---------|-------------|
| a small | c busy |
| cold | noisy |
| near | dry |
| b big | d beautiful |
| hot | interesting |
| wet | exciting |

2 These adjectives are irregular. What are the comparative and superlative forms?

far good bad

3 Adjectives also combine with *as ... as*.
Melbourne isn't **as** cosmopolitan **as** Chicago.

▶▶ Grammar Reference 6.2 p135

2 **T 6.4** Listen and repeat the sentences.

/hʊtə ðən/

This summer's hotter than last.

/əz hɒt əz/

It wasn't as hot as this last year.

3 Practise these sentences with a partner.

It isn't as cold today as it was yesterday.

But it's colder than it was last week.

I'm not as tall as you, but I'm taller than Anna.

This car's more expensive than John's.

But it isn't as expensive as Anna's.

T 6.5 Listen and check.

4 Learn this poem by heart.

Good, better, best.

Never, never rest

'til your good is better,

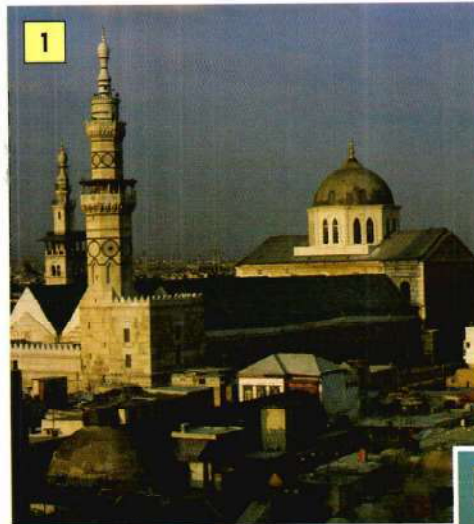
And your better best.

PRACTICE

Comparing four cities

1 Match the cities and the photographs. Which countries are these cities in?

Paris Beijing Damascus Brasilia



2 Work with a partner. Your teacher will give you some information.

Student A Read about Paris and Beijing.

Student B Read about Damascus and Brasilia.

Ask and answer these questions to find out about the other two cities.

- How old is it?
- How big is it?
- How many people live there?
- How hot/cold does it get?
- How wet is it?
- How far is it from the sea?

How old is it?

It's very old. It was founded in ...

3 Now compare the four cities.

Paris is bigger than Brasilia.

Beijing is the oldest.

4 Compare some cities in your country.

Conversations

- 5 Work with a partner and continue these conversations.
- A I moved to a new flat last week.
B Oh, really? What's it like?
A Well, it's bigger than my old one but it isn't as modern, and ...
 - A I hear Martin's got a new boss.
B Yeah. He started work last week.
A Oh, really? What's he like?
B Well, he's _____ than his old boss, and ...
 - A We have a new teacher.
B Oh, really? What's she like?
A Well, I think she's the _____ teacher we've ever had ...
 - A Is that your new car?
B Well, it's second-hand, but it's new to me.
A What's it like?
B Well, it's _____ than my old car ...

Act out a conversation to the class.
Whose is the longest?

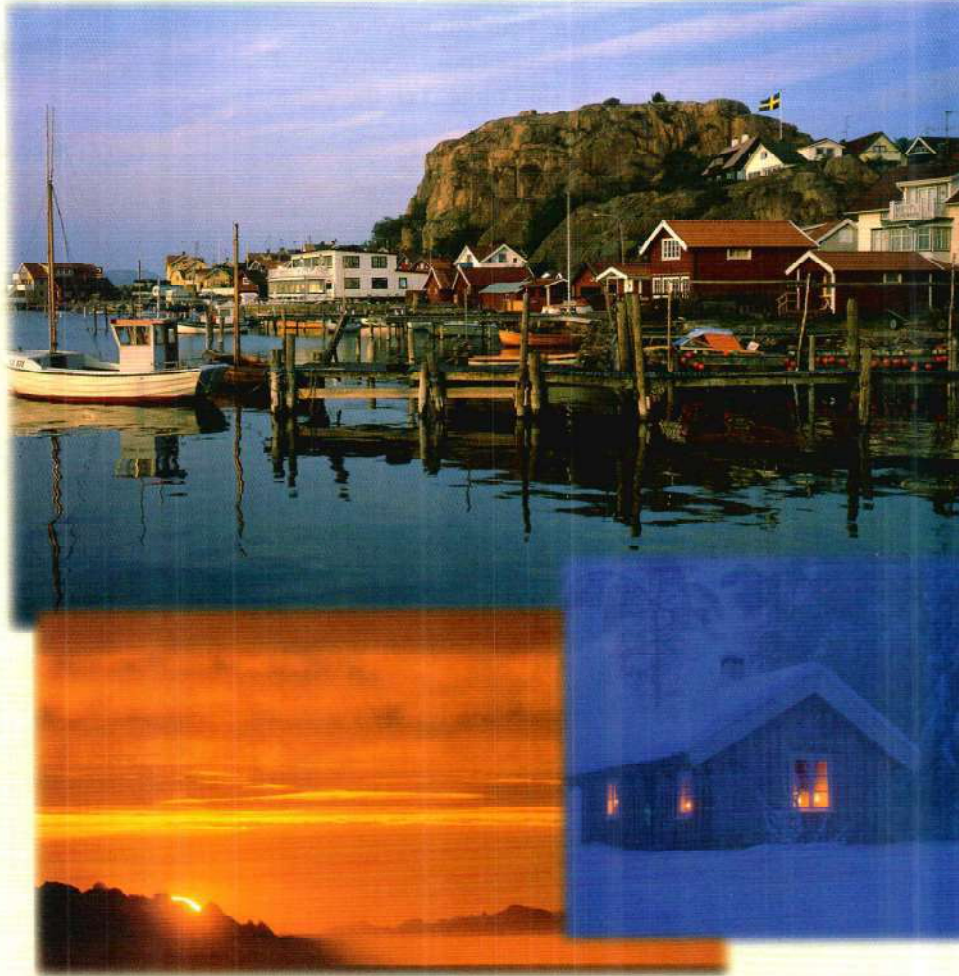
T 6.6 Listen and compare.
Repeat the last lines.

Check it

- 6 Correct these sentences.
- He's more older than he looks.
 - Jake's as tall than his father.
 - 'What does Hong Kong like?' 'It's really exciting!'
 - Trains in India are more crowded that in Europe.
 - Al-Azhar University in Cairo is oldest university in the world.
 - He isn't as intelligent than his sister.
 - This is more hard than I expected.
 - Who is the most rich man in the world?
 - Everything is more cheap in my country.
 - Rome was hotter that I expected.

LISTENING AND SPEAKING

Living in another country



- What do you know about Sweden? What is the country like? What are the people like? Discuss these statements about Sweden. Do you think they are true (✓) or false (✗)?
 - In winter there is only one hour of daylight.
 - Swedish people look forward to winter.
 - The houses are cold.
 - The houses are much better insulated than in Britain.
 - In parts of Sweden from May to July the sun never sets.
 - Londoners work longer hours than the Swedes.
 - Swedes always start work early in the morning.
 - Country cottages in Sweden are usually very luxurious.
 - All houses have a sauna.
- T 6.7** You are going to listen to Jane Bland talking to her friend, Fran, about her life in Sweden. Jane comes from London, but three years ago she married a Swede and went to live and work in Stockholm. Listen and check your answers to exercise 1.
- Compare your country with what you learned about Sweden.
In my country it gets dark at five o'clock in winter, and it's much warmer.

READING AND SPEAKING

London: the world in one city

- 1 What is the capital city of your country? Write down two things that you like about your capital and two things that you don't like. Tell the class.

I like the shops, but I don't like all the traffic.

- 2 Describe your capital city. What is it like? How big is it? Is it old or modern? Is it very cosmopolitan? Which nationalities live there?
- 3 Read the introduction to the article on this page. Are these sentences true (✓) or false (✗), according to the article?
 - 1 London is more cosmopolitan than Toronto.
 - 2 New York is the most diverse city ever.
 - 3 Londoners don't work as hard as people in other cities.
 - 4 Immigrants want their children to learn English.
 - 5 Londoners are the friendliest people in the world.
 - 6 Londoners only like eating English food.
 - 7 Most Londoners want to leave the city eventually.
- 4 Work in two groups to answer the questions about your texts.

Group A Read texts 1 and 3.

Group B Read texts 2 and 4.

- 1 Who are the people in the photo?
Where are they?
What are they doing?
 - 2 What nationality are they?
 - 3 Write the names of ...
the owner/manager
the shop/café/restaurant
the area of London where it is
 - 4 What other nationality is mentioned?
 - 5 Are/Were there any problems between nationalities?
 - 6 What food is mentioned?
What's it called?
What's it like?
- 5 Work with a partner from the other group. Compare the communities, using your answers to exercise 4.

What do you think?

- Why do so many nationalities choose to live in London?
- Are there any groups of foreigners living in your town? Where do they come from? What do they find different? Do they mix with other groups, or keep themselves apart?

London:



Leo Benedictus spent months interviewing the immigrant communities that give the city of London its vitality and, more importantly, its food!

New York and Toronto may think they are more cosmopolitan, but London in the 21st century is certainly the most diverse city ever. This is one of the reasons why it was chosen to host the 2012 Olympic Games. More than 300 languages are spoken by the people of London, and it has 50 nationalities with populations of more than 10,000.

Why is this? Firstly, London is a place of business. Londoners have the fewest bank holidays in Europe and work the longest hours. People come for jobs and money. But that is not why they stay. Language is one reason. Fluency in English is a great gift for their children. Another surprising reason is the character of the London people. They are not as friendly as some other nationalities. But this has advantages – people leave you alone, and you are free to live your own life. Finally, the most delicious reason is – food. You can have dinner in more than 70 different nationalities of restaurant any night of the week. Londoners' enthusiasm for foreign food creates thousands of jobs for new communities.

All Londoners, old and new, have the same principles. They work hard, love their children, and move out of the city centre as soon as they can afford it!

the world in one city

1 Posh Daddy from Nigeria



Posh Daddy is the manager of the Big Choice Barber's on Peckham High Street. It is a West Indian and African hairdresser's. These two black communities haven't always got on well together. 'When I first came here, we just wanted to be accepted by the West Indian community, but they weren't very friendly,' he says. 'Now it is getting better. These days most of my West Indian brothers in the barber's like eating African food like me, pepper soup and *kuku paka*, which is chicken with coconut – very hot and spicy.'

2 Staff in the kitchen of the Asadal



'This restaurant was a little bit of Korea brought into a very English town,' says Young-il Park, the manager of the Asadal restaurant in New Malden. The Asadal is famous for its *kimchi* – salty, spicy chilli peppers and vegetables. Young-il's father opened the Asadal in 1991 – the first Korean restaurant in the town. Young-il was the only Korean in his school. 'The thing I noticed most was that people stared,' he says. 'Now you see a lot of Koreans here.'

3 The staff in the Yasar Halim Bakery



Yasar Halim, a Turkish grocer's and baker's, is known all over London. It was opened in Green Lanes in 1981 by Mr Halim, a Turkish Cypriot. At that time, no one was selling food from his homeland. Now the shop is famous for its *baklava*, a sweet cake made with nuts and honey. The shop is very busy, and the staff working there – both Turkish and Greek Cypriots – look like they're having a great time together. In their homeland of Cyprus, there are still problems between the two communities. But in this area of London, they live together as good neighbours.

4 Portuguese football fans in the FC Porto Fan Club in Stockwell



'Football is a passion for us,' says José Antonio Costa, the president of the Porto Fan Club which meets in Stockwell. 'Many people come for friendship – you know, in a foreign country, you feel more comfortable with your own people.'

Eric Santos, the owner of Santos's café near the club, says, 'People come for my wife's *bacalhau* – salted cod, made with potatoes and onions. Delicious!' There is quite a big Portuguese-speaking community here, from Portugal, Brazil and Madeira, but they do not always stick together. 'Everyone looks after their own interests.' The Portuguese and the Madeirans, in particular, are very separate groups in London, because Madeira wants independence from Portugal.

VOCABULARY AND PRONUNCIATION

Synonyms

- 1 We often use synonyms in conversation because we don't want to repeat words.



Complete the conversations, using an adjective of similar meaning from the box.

fed up generous brilliant messy modern wealthy

- 'Mary's family is very rich.'
'Well, I knew her uncle was very _____.'
 - 'Look at all these new buildings!'
'Yes. Paris is much more _____ than I expected.'
 - 'Wasn't that football match exciting?'
'Yes, it was _____.'
 - 'George doesn't earn much money, but he's so kind.'
'He is, isn't he? He's one of the most _____ people I know.'
 - 'Ann's bedroom's really untidy again!'
'Is it? I told her it was _____ yesterday, and she promised to clean it.'
 - 'I'm bored with this lesson!'
'I know, I'm really _____ with it, too!'
- 2 **T 6.8** Listen and check. Listen again, paying particular attention to the stress and intonation. Practise the conversations with a partner.

Antonyms

- 3 We can also use antonyms in conversation to avoid repeating words.



Match the following adjectives with their *two* opposites in exercise 1.

interested	<u>bored</u> _____	<u>fed up</u> _____
horrible	_____	_____
mean	_____	_____
old	_____	_____
poor	_____	_____
tidy	_____	_____

- 4 Sometimes it is more polite to use *not very* and an opposite adjective.
- | | |
|--|--|
| <i>Tom's so short.</i> | <i>Well, he's not very tall.</i> |
| <i>He always wears such dirty clothes.</i> | <i>They certainly aren't very clean.</i> |

Reply to these sentences. Be more polite.

- London's such an expensive city.
 - Paul and Sue are so mean.
 - Their house is always so messy.
 - Their children are so noisy.
 - John looks so miserable.
 - His sister's so stupid.
- 5 **T 6.9** Listen and check. Pay particular attention to the stress and intonation. Practise the conversations with your partner.

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Irregular verb

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

شرح الاصوات والافعال المنتظمة وغير المنتظمة

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed

Irregular verbs

Base form	Past Simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hanged/hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt

Base form	Past Simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read /ri:d/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Verb patterns

Verbs + -ing	
adore can't stand don't mind enjoy finish look forward to	doing swimming cooking

Note

We often use the verb *go* + *-ing* for sports and activities.

I go swimming every day.

I go shopping on weekends.

Verbs + to + infinitive	
agree choose dare decide expect forget help hope learn manage need offer promise refuse seem want would hate would like would love would prefer	to do to come to cook

Notes

- Help* and *dare* can be used without *to*.
We helped clean up the kitchen.
They didn't dare disagree with him.
- Have to* for obligation.
I have to wear a uniform.
- Used to* for past habits.
I used to play golf, but I quit last year.

Verbs + sb + to + infinitive		
advise allow ask beg encourage expect help invite need order remind tell want warn would like	me him them someone	to do to go to come

Note

Help can be used without *to*.

I helped him do the dishes.

Verbs + sb + infinitive (no to)		
help let make	her us	do

Notes

- To* is used with *make* in the passive.
We were made to work hard.
- Let* cannot be used in the passive. *Allowed to* is used instead.
She was allowed to leave.

Verbs + -ing or to + infinitive (with little or no change in meaning)	
begin continue hate like love prefer start	doing to do

Verbs + -ing or to + infinitive (with a change in meaning)	
remember stop try	doing to do

Notes

- I remember posting the letter.*
(= I have a memory now of a past action: posting the letter.)
I remembered to post the letter.
(= I reminded myself to post the letter. I didn't forget.)
- I stopped drinking coffee.*
(= I gave up the habit.)
I stopped to drink a coffee.
(= I stopped doing something else in order to have a cup of coffee.)
- I tried to sleep.*
(= I wanted to sleep, but it was difficult.)
I tried counting sheep and drinking a glass of warm milk.
(= These were possible ways of getting to sleep.)

Phonetic symbols

Consonants			
1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowels			
25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/ɪ/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

Diphthongs (two vowels together)			
38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

Unit Seven

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English Language

اللغة الانكليزية

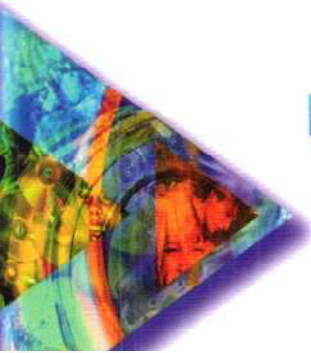
Lec. 7 (Unit 7)

Fame

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7 Fame

Present Perfect · *for, since* · Adverbs, word pairs · Short answers

STARTER



What is the Past Simple and the past participle of these verbs?

write be sell win have read do eat know break

FAMOUS WRITERS

Present Perfect and Past Simple

1 Look at the photographs of two well-known English writers. How do you think they are related?

Complete the sentences with *He* or *She*.

- 1 _____ wrote novels about Victorian life. _____ writes novels about modern people and their relationships.
- 2 _____ wrote 47 novels, travel books, biographies, and short stories. _____ has written more than twenty-five novels. _____ started writing in her thirties.
- 3 _____ has lived in the west of England for forty years. _____ lived in Ireland for eighteen years.
- 4 _____ has been married twice, and has two daughters. _____ married for the first time in 1966. _____ was married and had two sons.

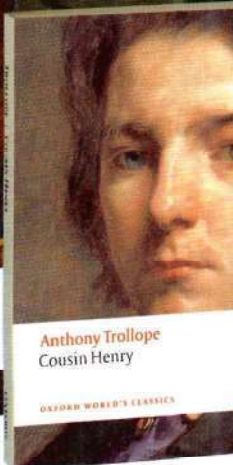
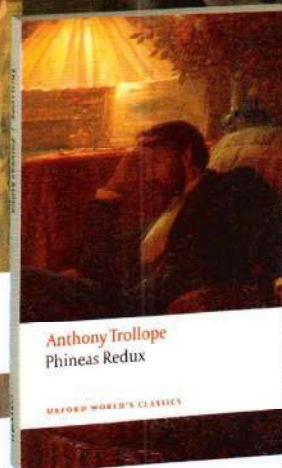
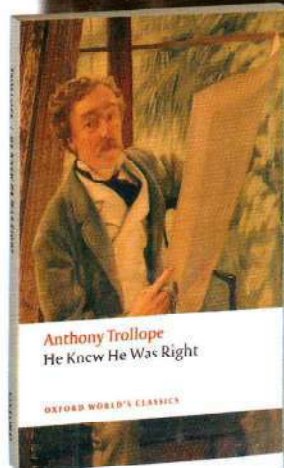
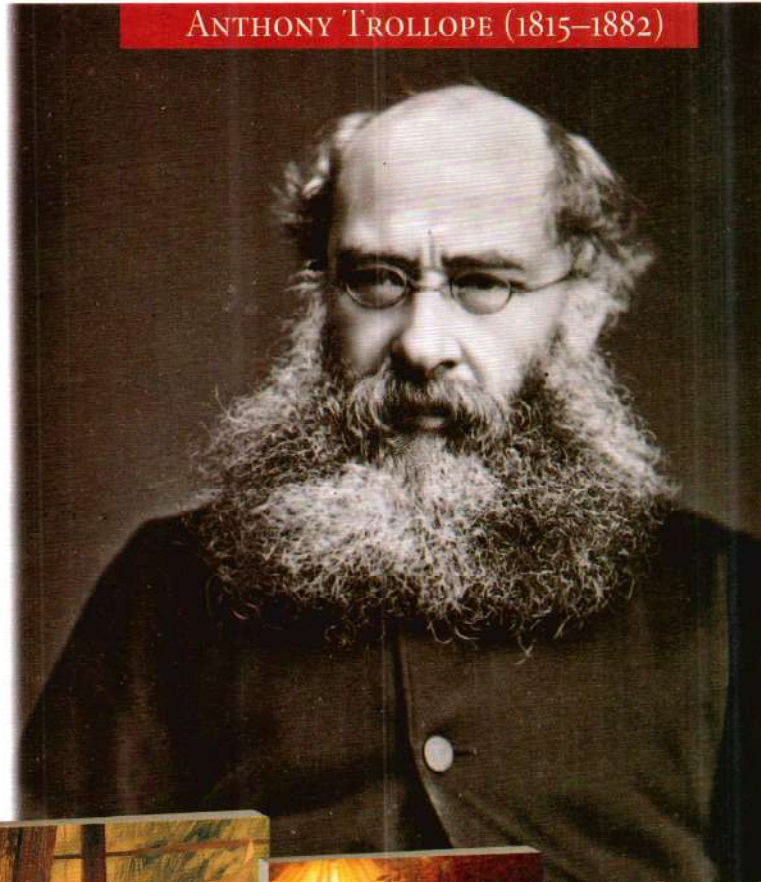
T 7.1 Listen and check. Practise the sentences.

GRAMMAR SPOT

- 1 Find examples of the Past Simple in sentences 1–4. Find examples of the Present Perfect.
- 2 Complete the rule.
We make the Present Perfect with the auxiliary verb _____ + the _____.
- 3 Why are different tenses used in these sentences?
Anthony Trollope **wrote** forty-seven novels.
Joanna Trollope **has written** more than twenty-five novels.

▶▶ Grammar Reference 7.1 and 7.2 p136

ANTHONY TROLLOPE (1815–1882)



2 Put the verbs in the Present Perfect or Past Simple.

- 1 Anthony Trollope _____ (travel) to South Africa, Australia, Egypt, and the West Indies. Joanna Trollope _____ (travel) to many parts of the world.
- 2 She _____ (win) many awards, and several of her stories _____ (appear) on TV.
- 3 Her first book _____ (come) out in 1980. Since then, she _____ (sell) over six million copies.
- 4 She _____ (go) to school in the south of England, and _____ (study) English at Oxford University, but she _____ (live) in the country for most of her life.
- 5 She writes her books by hand. She _____ (have) the same pen since 1995.

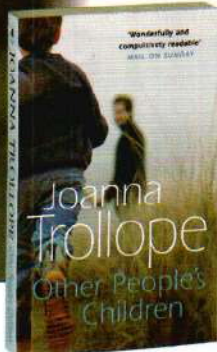
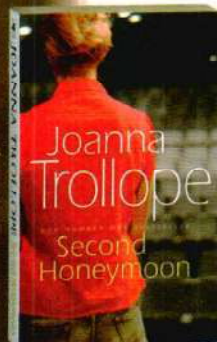
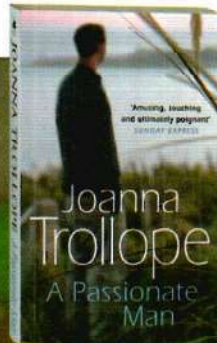
T 7.2 Listen and check.

3 Here are the answers to some questions about Joanna. What are the questions?

- | | |
|------------------------------|---------------------------------------|
| 1 For forty years. | 5 In 1980. |
| 2 English. (... study ... ?) | 6 Twice. (How many times ... ?) |
| 3 More than twenty-five. | 7 Yes, two daughters. (... children?) |
| 4 Over six million. | 8 Since 1995. |

T 7.3 Listen and check.

Joanna Trollope (1943–)



PRACTICE

Discussing grammar

1 Choose the correct verb form.

- 1 *Have you ever been* / *Did you ever go* to a football match?
- 2 I *saw* / *have seen* Arsenal play Chelsea last Saturday.
- 3 I love football. I *like* / *have liked* it all my life.
- 4 The Arsenal – Chelsea game *was* / *has been* fantastic.
- 5 I *bought* / *have bought* tickets for every home match at Arsenal's new stadium.
- 6 Arsenal *moved* / *have moved* to their new stadium in 2006.

Find someone who . . .

2 Your teacher will give you a card which begins *Find someone who ...*

Find someone who has been to another country.

Decide on the question, beginning *Have you ever ... ?* Stand up, and ask everyone in the class.

Ask questions to find out more.

Where did you go?

What were the people like?

What did you do there?

Did you enjoy it?

How long were you there?

3 Report back to the class.

Hatem has been to ...

for and since

4 Complete the time expressions with *for* or *since*.

- 1 _____ a year 4 _____ nine o'clock 7 _____ months
 2 _____ half an hour 5 _____ I was a student 8 _____ 1999
 3 _____ August 6 _____ a couple of days

5 Match a line in **A** and **B** and a sentence in **C**. There is more than one answer.

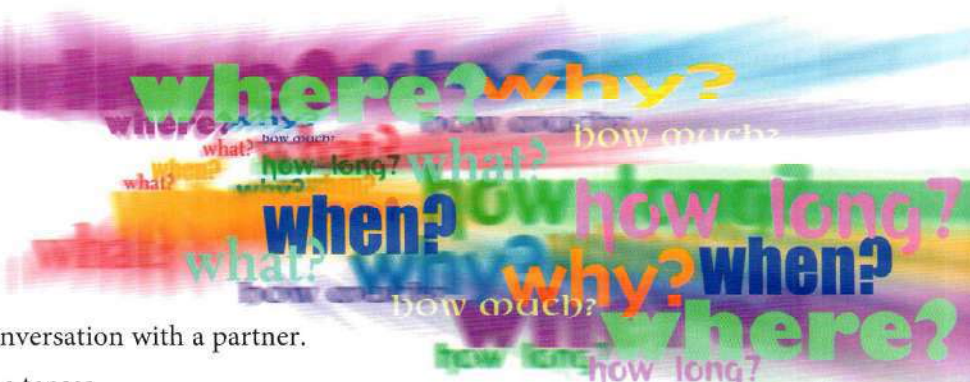
A	B	C
1 I've known my best friend	from 1988 to 1996.	It's not bad. I quite like it.
2 I last went out for a meal	for an hour.	I went camping with some friends.
3 I've had this watch	two weeks ago.	We met when we were 10.
4 We've used this book	since 1985.	I really need a cup of coffee.
5 We lived in our old flat	since the beginning of term.	My dad gave it to me.
6 We haven't had a break	for years.	We moved because we needed somewhere bigger.
7 I last had a holiday	for three years.	The food was awful.
8 This building has been a school	in 1999.	Before that it was an office.

T 7.4 Listen and check. Make similar sentences about you.

Asking questions

6 Complete the conversation.
 What tenses are the three questions?

- A Where _____ live, Olga?
 B In a flat near the park.
 A How long _____ there?
 B For three years.
 A And why _____ move?
 B We wanted to live in a nicer area.



T 7.5 Listen and check. Practise the conversation with a partner.

7 Make more conversations, using the same tenses.

1 A What ... do? B I work ... A How long ... ? B For ...	2 A ... got a car? B Yes, I ... A How long ... ? B Since ...	3 A ... know Omar? B Yes, I ... A How long ... ? B For ...
A What ... do before that? B I worked ...	A How much ... pay for it? B It was ...	A Where ... meet him? B We ...

8 With a partner, ask and answer questions beginning *How long ... ?*

How long have you lived / worked / known / had ... ?

Then get some more information.

Why did you move?

What did you do before ... ?

Where did you meet ... ?

LISTENING AND SPEAKING

A Formula One driver

- 1 What kind of sports do you like doing? Which do you like watching? Which are the fastest sports? Which are the most dangerous?
- 2 **T 7.6** Listen to an interview with a Formula One racing driver, Bruno Cruz. Tick (✓) the correct information.

Teams he has raced with	Grands Prix he has won
<input type="checkbox"/> Jordan	<input type="checkbox"/> Australian
<input type="checkbox"/> Ferrari	<input type="checkbox"/> Bahrain
<input type="checkbox"/> Jaguar	<input type="checkbox"/> Korean
<input type="checkbox"/> Toyota	<input type="checkbox"/> Malaysian
<input type="checkbox"/> Black Bull	<input type="checkbox"/> Monaco
<input type="checkbox"/> Renault	<input type="checkbox"/> Abu Dhabi
<input type="checkbox"/> McLaren	<input type="checkbox"/> Turkish
<input type="checkbox"/> Toro Bianco	<input type="checkbox"/> Brazilian

Compare your answers with a partner.

- 3 **T 7.6** Listen again and answer the questions.
 - 1 What nationality is Bruno?
 - 2 How did he start racing?
 - 3 What other jobs has he done?
 - 4 How many Formula One championships has he won since he joined Toro Bianco?
 - 5 What does he think is most important in racing?
 - 6 Why doesn't he want to stop racing?
 - 7 Why is Formula One racing not as dangerous as before?

Language work

- 4 Make sentences about Bruno with the phrases in the boxes.

A	B
when he was at primary school in 1986	fifteen years over the years since 2008
after he won his fifth championship two years ago	seven
in 1994	for nearly twenty years

What tenses are the verbs in the sentences from **A**? What about **B**?

- 5 Ask and answer the questions.
 - Where / just / come back from?
 - What / do / before he raced Formula One?
 - How many championships / win?
 - When / get in his first Formula One car?

Roleplay

- 6 Some of you are sportspeople. Others are journalists who are going to interview them. Your teacher will give you some ideas. Make notes, and have the interview.



READING

Celebrity interview

- 1 Which famous people are in the news at the moment? Why are they in the news? What have they done?
- 2 Look at the article from *Hi!* magazine. Who are the couple in the interview? Do you know any magazines like this? What sort of stories do they have?
- 3 Read the article quickly and put the interview's questions in the correct place.

- 1 **It must be difficult to find enough private time. What's it like being in a marriage when you're both superstars?**
- 2 **How did you two meet?**
- 3 **And what about the future?**
- 4 **You're both incredibly busy in your separate careers. How do you find time to be together?**

- 4 Read the article again and answer the questions.

- 1 Why are they both famous?
- 2 What has Maria done in her career?
- 3 In what ways are they normal people? What is not normal about their lives?
- 4 Does Maria like Formula One? How much does she know about it?
- 5 How do they feel about retiring? What do they plan to do?

- 5 Work with a partner. Find these words in the text. What do you think they mean?

treat (para. 1)	fancy (para. 2)
passionate (para. 2)	tyres (para. 3)
fortune (para. 2)	bring up (para. 4)
dressing up (para. 2)	

Check in a dictionary.

Language work

- 6 Choose the correct tense.
 - 1 Bruno and Maria *are / have been / were* married for five years.
 - 2 They *meet / have met / met* after a tennis match.
 - 3 They *have lived / live / lived* in their new home since January.
 - 4 They *like / have liked / liked* cooking a meal and watching TV.
 - 5 They both *had / have had* wonderful careers.

THE RACING DRIVER AND THE TENNIS PLAYER

BRUNO & MARIA CRUZ

TALK TO *Hi!* MAGAZINE ABOUT THEIR LIVES

They are one of the most famous married couples in the sporting world. He is the racing driver who has won seven Formula One championships. He has won Grands Prix in nearly every country possible. She is the tennis player who has won more Grand Slam titles than any other woman. She has been the number one female tennis player in the world for the last 8 years. They invited *Hi!* into their luxury home.

Bruno A lot of the time we've been together, we've been in different countries! Naturally, we try to spend more time together, but it's not easy. We've both flown all over the world for a weekend, just to be together.

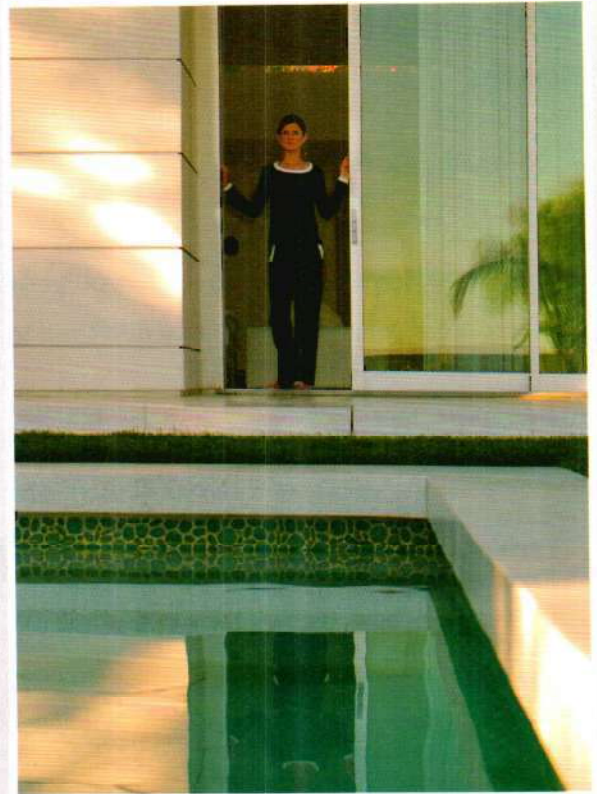
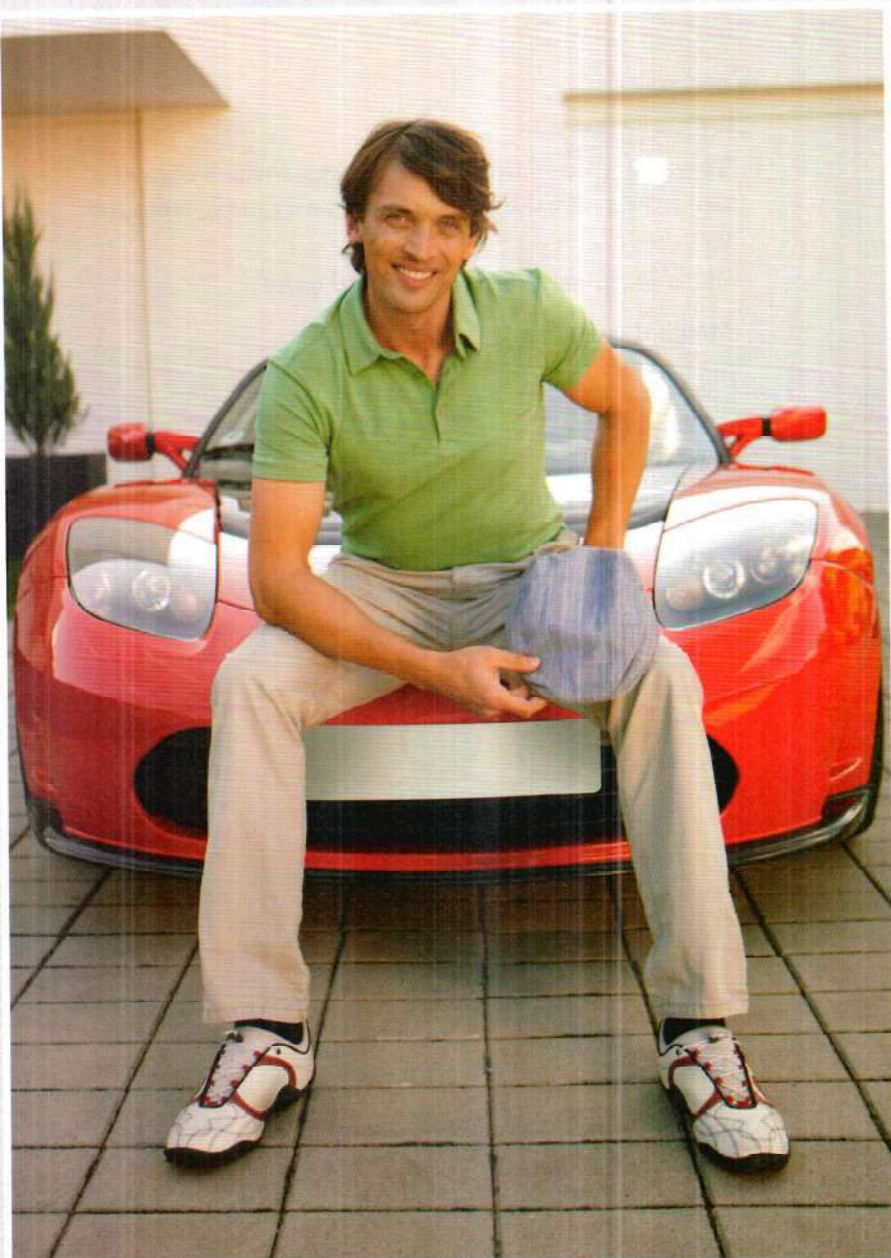
Maria Yes, it can be crazy sometimes. Occasionally we both have championships in the same country. That doesn't happen often, so it's a real treat. But now that we've got this beautiful home, we're working hard to make sure we get enough time together here – private time.

Maria I don't know what 'superstar' means really, it's a word that other people use. We're both just very good at, and feel passionate about, our different sports. And we've been very lucky to have the chance to show that to the world. But when we're not doing that... well, we're just normal people really. We are normal, aren't we, Bruno?!

Bruno Yes! I don't think that fame and fortune have changed me. We don't spend all our time dressing up and going out to fancy, expensive restaurants. Most evenings we're happy to cook a meal and sit and watch TV together. But it obviously helps that we both know about the problems of being famous. And fortunately for me, people don't recognize me as much as Maria!

Bruno I was practising for the Australian Grand Prix in Melbourne, and a friend had tickets for the final of the Australian Tennis Open there. I met Maria at the celebration dinner afterwards. I already knew about her as a tennis player, of course. But when we started talking for the first time... well, it was that wonderful feeling that you've known someone all your life!

Maria I knew very little about Formula One, so I wasn't sure what to ask him. I've never been very interested in it to be honest – too much about tyres and engines for my liking! But I've certainly learnt a lot about it since then. ▷



Bruno and Maria have been married for five years. They have lived in their home since January.



?

Bruno We're both at the point where we know that it can't go on for much longer, being at the top. But we've had wonderful careers, and I think we can both look forward to retiring. We'd like to have some peace and quiet and spend more time here with each other, and...

Maria ...and with one or two little Cruzs! I've always wanted to have a family, and the good thing about being a professional tennis player is that you stop at an age where that's still possible. And this will be such a fantastic home to bring up children in!

H!!

VOCABULARY

Adverbs

1 Many adverbs end in *-ly*.

slowly carefully usually

Find some more examples in the text on p58–9.

2 There are also many adverbs that don't end in *-ly*. Find these examples in the text.

together hard still just of course

3 Complete the sentences with one of these adverbs.

still
nearly
only
of course
together



- 1 Bill and I work _____. We've been in the same office for four years.
- 2 I called Tom at 10.00 in the morning, but he was _____ in bed.
- 3 'Do you like children?' '_____ I do. I adore them.'
- 4 Kate is very fussy about food. She _____ eats pasta and crisps.
- 5 She was very ill and _____ died, but fortunately, she got better.

4 Complete the sentences with one of these adverbs.

at last exactly too especially just

- 1 I like all Russian novelists, _____ Tolstoy.
- 2 'I hate ironing.' 'Me, _____. It's so boring.'
- 3 'Are you telling me that we have no money?' '_____ . Not a penny.'
- 4 I met her on December 30, _____ before New Year.
- 5 _____ I have finished this exercise. Thank goodness! It was so boring.

Word pairs

1 There are many idiomatic expressions which consist of two words joined by *and*. Here is an example from the text on p59.

'We'd like to have some *peace and quiet* ...'

2 Match the words.

ladies		don'ts
fish		pepper
now		then
yes		quiet
do's	and	down
up		chips
peace		sound
safe		gentlemen
salt		no



3 Complete the sentences with one of the expressions.

- 1 'Do you still play tennis?' 'Not regularly. Just _____, when I have time.'
- 2 This is a pretty relaxed place to work. There aren't many _____.'
- 3 Here you are at last! I've been so worried! Thank goodness you've arrived _____.
- 4 'Do you like your new job?' '_____ . The money's OK, but I don't like the people.'
- 5 Sometimes there are too many people in the house. I go into the garden for a bit of _____.
- 6 Good evening, _____. It gives me great pleasure to talk to you all tonight.
- 7 'How's your Gran?' '_____ . There are good days, and then not such good days.'
- 8 'Here's supper. Careful! It's hot.' '_____ ! Yummy!'

T 7.7 Close your books. Listen to the beginnings of the conversations and complete them.

EVERYDAY ENGLISH

Short answers

- 1 **T 7.8** Listen to the conversations. What's the difference between them?
Which sounds more polite?

! 1 When we answer *Yes/No* questions, we often repeat a subject and the auxiliary verb. *Yes* or *No* on its own sounds impolite. Complete these short answers.

Do you like cooking? Yes, I do .
Is it raining? No, it isn't .
Have you been to France? Yes, I have .
Are you good at chess? No, I amn't .
Can you speak German? Yes, I can .

2 It also helps a conversation if you can add more information.

Do you like cooking? Yes, I do, actually, especially Thai food.

- 2 Complete the short answers. Continue with a line from the speech bubbles.

I'm sorry. I haven't got a penny on me.

Why? What are you doing?

I prefer science fiction.

It was a great game.

I went there last weekend with Frank.

But they give me a lot of freedom, too.

- 1 **A** Do you like crime novels?
B No, _____ . _____ .
- 2 **A** Did you see the football last night?
B Yes, _____ . _____ .
- 3 **A** Have you got change for a pound?
B No, _____ . _____ .
- 4 **A** Have you tried the new pizza place?
B Yes, _____ . _____ .
- 5 **A** Are your parents quite strict?
B Yes, I suppose _____ . _____ .
- 6 **A** Are you doing anything this evening?
B No, _____ . _____ .

Choose one or two of the conversations. Continue them with a partner.

- 3 Think of questions to ask each other. Use these ideas to help you.

- Do you ... like/play/go/have ... ?
- Can you ... ride/speak/run/use ... ?
- Did you ... go/have/win/do ... last night?
- Have you ever ... been/seen/tried/had ... ?
- Are you ... going to/good at/afraid of ... ?
- Have you got ... a car/a DVD player/a cat ... ?

- 4 Stand up and ask your questions. Use short answers in your replies.



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Soars, L. (2009). *New headway: Pre-Intermediate student's book*.

Soars, L. (2009). *New headway: Pre-Intermediate Working book*.

Unit Eight

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

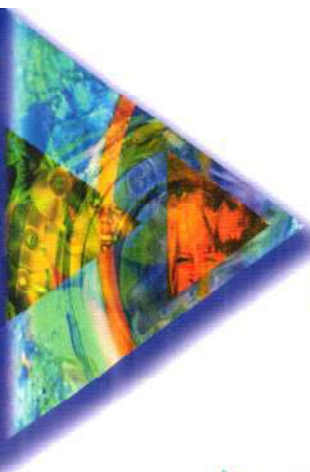
Lec. 8 (Unit 8)

Do's and don'ts

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



8 Do's and don'ts

have (got) to · should/must · Words that go together · At the doctor's

STARTER



What's true for you? Make sentences about your life.

I have to ... **I don't have to ...**

- get up early every morning
- pay bills
- go to school
- work at the weekend
- do the housework

WORK, WORK

have (got) to

- 1 **T 8.1** Listen to Steven talking about his job. What do you think his job is? Would you like his job? Why/Why not?
- 2 Complete the sentences from the interview with words from the box.

don't have to have to had to Do you have to didn't have to

- I _____ work very long hours.
 _____ work at the weekend?
 I _____ do the washing-up.
 We _____ learn the basics.
 I _____ wait too long to get a job.

- 3 Change the sentences using *he*. **He has to work very long hours.**



GRAMMAR SPOT

- 1 *have/have got* can express possession or an action.
 I have my own flat.
 We've got an exam tomorrow.
- 2 *have/have got* + infinitive expresses obligation.
 He has to work long hours. **I've got to** go now. Bye!
- 3 Write the question and negative.
 I have to get up early.
 What time _____ you _____ up?
 I _____ up early.
 Put the sentence in the past.
 Yesterday I _____ up early.

▶▶ Grammar Reference 8.1 p137

WHAT'S MY JOB?
STEVEN BARNES

- 4 What are some of the other things Steven has to do?

PRACTICE

Pronunciation

1 **T 8.2** Listen to these sentences. What are the different pronunciations of *have/has/had*?

- 1 I **have** a good job. I **have** to work hard.
- 2 He **has** a nice car. She **has** to get up early.
- 3 I **had** a good time. I **had** to take exams.

Put a-f in front of the sentences according to the pronunciation below.

- a /hæz/ b /hæv/ c /hæd/
 d /hæf/ e /hæs/ f /hæt/

T 8.2 Listen again and repeat.



Jobs

2 Work with a partner. Choose one of the jobs from the box, but don't tell your partner. Ask and answer *Yes/No* questions to find out what the job is.

shop assistant receptionist taxi-driver farmer architect lawyer
 ambulance driver police officer nurse soldier decorator detective
 vet mechanic dentist housewife plumber firefighter

Do you ... ?

- work inside
- earn a lot of money
- work regular hours

Do you have to ... ?

- wear a uniform
- use your hands
- answer the phone

Do you work inside?

Yes, I do./No, I don't.

3 Which of the jobs *wouldn't* you like to do? Why?

I wouldn't like to be a farmer because they have to work outside all year.

Talking about you

4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.

- 1 What $\left. \begin{array}{l} \text{do} \\ \text{did} \end{array} \right|$ you have to do to help in the house? What about your brothers and sisters?
- 2 Can $\left. \begin{array}{l} \text{do} \\ \text{could} \end{array} \right|$ you stay out as long as you $\left. \begin{array}{l} \text{want?} \\ \text{wanted?} \end{array} \right|$ Or $\left. \begin{array}{l} \text{do} \\ \text{did} \end{array} \right|$ you have to be home by a certain time?
- 3 Do $\left. \begin{array}{l} \text{do} \\ \text{did} \end{array} \right|$ you always have to tell your parents where you $\left. \begin{array}{l} \text{are} \\ \text{were} \end{array} \right|$ going?
- 4 How strict $\left. \begin{array}{l} \text{are} \\ \text{were} \end{array} \right|$ your parents? What $\left. \begin{array}{l} \text{do} \\ \text{did} \end{array} \right|$ they let you do?
- 5 What $\left. \begin{array}{l} \text{do} \\ \text{did} \end{array} \right|$ you argue about?



PROBLEMS, PROBLEMS

should, must

- Match the problems and suggestions on the right. What advice would *you* give?
- T 8.3** Listen and complete the advice. Use the words from the box.

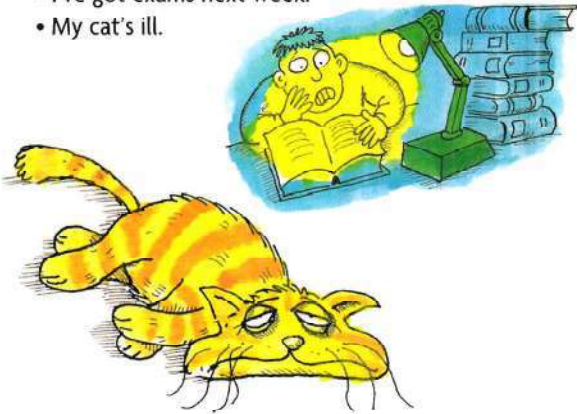
shouldn't	should
must	don't think you should

- I think you _____ talk to your boss.
- You _____ drink coffee at night.
- I _____ go on that boat trip next week.
- You _____ go to the dentist.

Practise the conversations with a partner.

- Give advice to your friends.

- I'm overweight.
- I've got exams next week.
- My cat's ill.



- I'm always arguing with my best friend.
- It's my parents' wedding anniversary soon.
- My car's making a funny noise.

GRAMMAR SPOT

- Which sentence expresses a suggestion?
Which sentence expresses strong obligation?
You **should** go on a diet.
You **must** go to the doctor's.
- Should* and *must* are modal verbs.
He **must** be careful.
You **shouldn't** drive when you're tired.
What **should** she do?
Do we add *-s* with *he/she/it*? Do we use *do/does* in the question and negative?
- We can make a negative suggestion with *I don't think...*
I don't think you **should** eat so much.

▶▶ Grammar Reference 8.2–8.4 p137

Problems

- I'm working 16 hours a day.
- I can't sleep.
- I get seasick very easily.



I've had a terrible toothache for weeks.



Suggestions

- Don't drink coffee at night.
- Go to the dentist.
- Don't go on that boat trip next week.
- Talk to your boss.



PRACTICE

Grammar

- Make sentences from the chart.

If you want to ...		
learn English, do well in life, keep fit,	you have to you don't have to you should you shouldn't	work hard. do some sport. learn the grammar. go to university. buy a dictionary. eat too many sweets. believe in yourself. speak your language in class.

A trip to your country

- Someone is coming to stay in your country for six months. What advice can you give?
You should bring summer clothes. **You have to get a visa.**
You have to have a passport. **You must try...**

Include advice about money, documents, clothes, health, accommodation, and food.

LISTENING AND SPEAKING

Holidays in January

1 Do many people in your country go on holiday in winter? Where do they go? Where would you like to go for a winter holiday? Write a sentence and read it to the class.

I'd like to go to . . . because . . .

2 **T 8.4** Listen to three people giving advice about visiting their country in the month of January. Complete the chart. Compare your answers with a partner.

	Weather and clothes	Things to do, places to go	Food and drink
Silvia			
Fatima			
Karl			

3 Answer the questions.

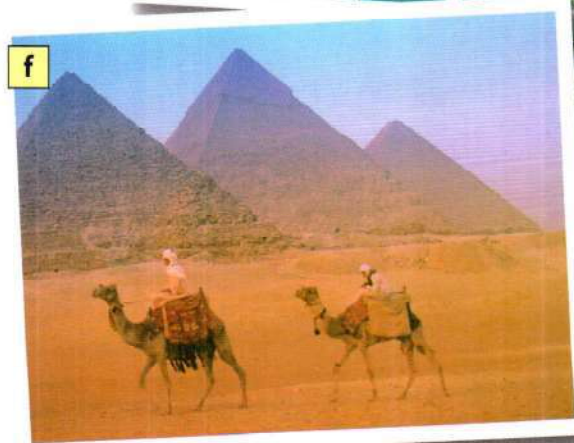
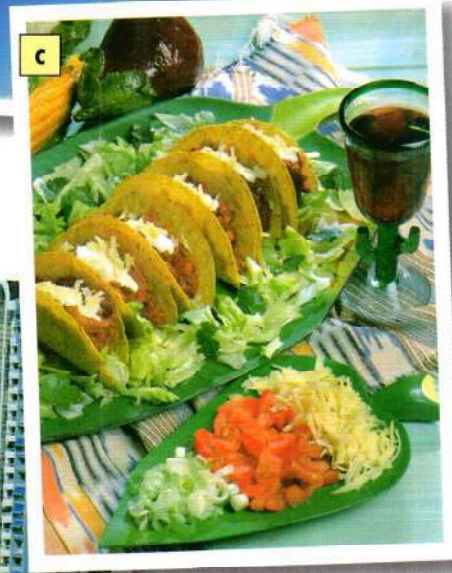
- Which countries are they talking about? How do you know?
- Look at the photographs. Which country do they go with?
- Who talked about sport? Which sport?
- Who talked about money? What did he/she say?
- Who suggested going on a boat trip? Where?
- Which of these countries would you like to visit in January? Why?

Speaking

4 Put the words in the correct order to make questions.

- weather / is / like / in / what / the / January?
- take / clothes / what / should / I?
- can / things / sort / of / what / do / I?
- special / any / there / places / are / that / should / visit / I?
- food / you / recommend / do / what?

5 Work with someone from a different country, or choose another country you know. Ask and answer the questions.



READING AND SPEAKING

Online advice

- 1 **AskAround** is an international website forum, where people can post their problems, and get advice from readers all around the world. Read the problems. What advice would you give?
- 2 Match the readers' advice with the problems. There are two for each problem.

- 3 Choose the correct definition for the words from the text.

1 to switch off from	(a) to change the subject / (b) to stop thinking about
2 to go downhill	(a) to get worse / (b) to get better
3 likely	(a) it will probably happen / (b) very nice
4 slave	(a) a hard worker / (b) a worker someone owns
5 well-off	(a) happy / (b) rich
6 to take your time	(a) to look at your watch / (b) to not go too quickly

Home

Join/Sign in

Forum Help

About us

Contact us

A Andrew Belleville, Ontario, Canada

Do I have to lose all my friends?

I'm 17. I live 190km from Toronto and I'm planning to go to university there next year. I've always wanted to go to university, but I don't feel sure about it any more. I have some really good friends here in Belleville, and they're the most important thing in my life. Most of them are going to stay here and get jobs with local companies. Sometimes I think I should do the same. Why do I have to go to university? I don't think I'll ever find friends like these again, and I know I'll lose them if I leave.

a

B Jason Liverpool, UK

Must I be a slave to my mobile?

I work for the IT department of a company near Liverpool. My boss has bought me a new company mobile phone, which is great. But he wants me to keep it on all the time, so that he can contact me anywhere, anytime. I like my job, but I also like to switch off from it, and I don't like the idea of always being available. Also, I don't want to discuss work problems in public places - I hate it when other people do!

b

C Samantha Rome, Italy

What kind of diet should I go on?

I'm Australian, but I've lived in Rome for 15 years. My problem is that I'm overweight, and yes, it doesn't help that Italian food is so wonderful! I've been on three different diets in the last two years, but they haven't really made a big difference to my weight. They always seem to be work well in the beginning, but then things go downhill again. Can anyone tell me what diet they think I should go on?

c

Readers' advice

1 Diets are a waste of time! There are lots of 'crash diets' that help you lose weight quickly, but they're not healthy, and as soon as you return to eating normally and healthily, the weight will soon come back. ____ to your normal diet at first, and eat just a little less, so that your body can slowly get used to it. And ____ exercise - then you can lose weight without worrying about what you eat, and feel great!

Jill San Francisco USA

2 I know how you feel. I was worried about leaving my home town to go to teacher training college, but now _____. It's difficult to imagine finding new friends that will be as important to you as your old friends. But ____: is it likely that of all the people in the world, the only ones I can be good friends with live in my town?! Of course not! You have a whole new life and some great new friendships waiting for you in Toronto. Go for it!

Robert Cape Town South Africa

3 Like you, I've been on a few different diets. But I have found one recently that works! It's a no carbohydrate diet, so no bread or pasta, and lots of high protein, low fat foods such as fish and chicken. And ____ water every day. ____ Believe it or not, you can eat as much as you want if it's the right kind of food.

Simone Qala Malta

4 Why ____ it? You aren't their slave, they don't own you. ____ that outside of work you have your own private world. And I totally agree about people having work conversations in public. On my train ride home I want to be able to forget about work, not listen to other people's boring talk with colleagues and customers.

Jerry Bristol UK

5 I think you're right to think again about your plans. Why do so many people think ____ to get a good job and have a career? Nobody in my family has been to university, but we're all very successful, happy, and well-off! So, ____, and take your time before making a decision.

Chris Perth Australia

6 ____ your company and try to come to an arrangement with them. You could agree on times when you will turn it off, and for those times when they want you to be contactable, you could ask for an extra payment. That's what happens with doctors - ____ for you?

Bill Auckland New Zealand

4 Where do these lines go in the reader's advice? Put a letter in the gaps.

- a ... should you accept ...
- b ... you should ask yourself ...
- c ... you must do lots of ...
- d ... think hard ...
- e ... you have to drink a lot of ...
- f You should make small changes ...
- g ... they have to go to university ...
- h You should have a word with ...
- i ... I'm really glad that I did.
- j You must make it clear ...
- k ... why should it be any different ...
- l You really should try it!

T 8.5 Listen and check.

5 Which reader ... ?

- thinks diets can work
- suggests solving the problem by discussing it
- has also moved to another town
- thinks people shouldn't take their work home with them
- didn't study after leaving school
- suggests taking things more slowly

Which of the readers' suggestions do you agree with?

What do you think?

- What are the alternatives to going to university? Is going to university always the best thing to do?
- Should mobile phones not be allowed in some public places? Which?
- Do people worry too much about their weight nowadays? Why do you think it has become more of a problem in society?

Roleplay

With a partner, choose a situation and roleplay the conversation.

- Andrew and one of his friends
- Jason and his boss
- Samantha and her doctor

Group work

In groups, write a problem for an advice website forum.

Exchange problems with another group, and write some advice for the problems.

VOCABULARY

Words that go together

1 Many verbs and nouns go together.

tell a story leave home

Look at the chart on the right. Match a verb with a complement. They all appear in the emails and problems on p66–67.

Look at the emails again and check your answers.

- 2 Close your books. Try to remember the sentences that include the phrases from the box.
- 3 Two nouns can go together. There are no rules about spelling.

Verbs	Complements
get	exercise
go to	problems
discuss	a decision
go on	university
lose	weight
do	a conversation
have	a diet
take	a job
make	your time

post office headache horse-race

The stress is usually on the first word.

Match the nouns to make new words.

alarm	cream
car	glasses
traffic	table
credit	coat
ice	lights
sun	card
time	park
rain	clock

hair	case
sun	drier
ear	quake
sign	post
book	ring
rush	message
text	set
earth	hour

T 8.6 Listen and check.

- 4 Choose a word and give a definition to the class. Can they guess the word?

You use it to pay for things.

A credit card.

That's right.



EVERYDAY ENGLISH

At the doctor's

1 Complete the chart with an illness or a symptom.

diarrhoea
food poisoning
'flu

It hurts when I walk on it.
My glands are swollen, and it hurts when I swallow.
I can't stop sneezing and my nose is runny.

Illnesses	Symptoms
I've got a cold.	
I've got _____.	I've got a temperature, my whole body aches, and I feel awful.
I've twisted my ankle.	
I've got _____.	I keep going to the toilet.
I've got a sore throat.	
I've got _____.	I keep being sick, and I've got diarrhoea.

What's the difference between these sentences?

I feel sick. I was sick last night.

2 Put the sentences in the correct order.

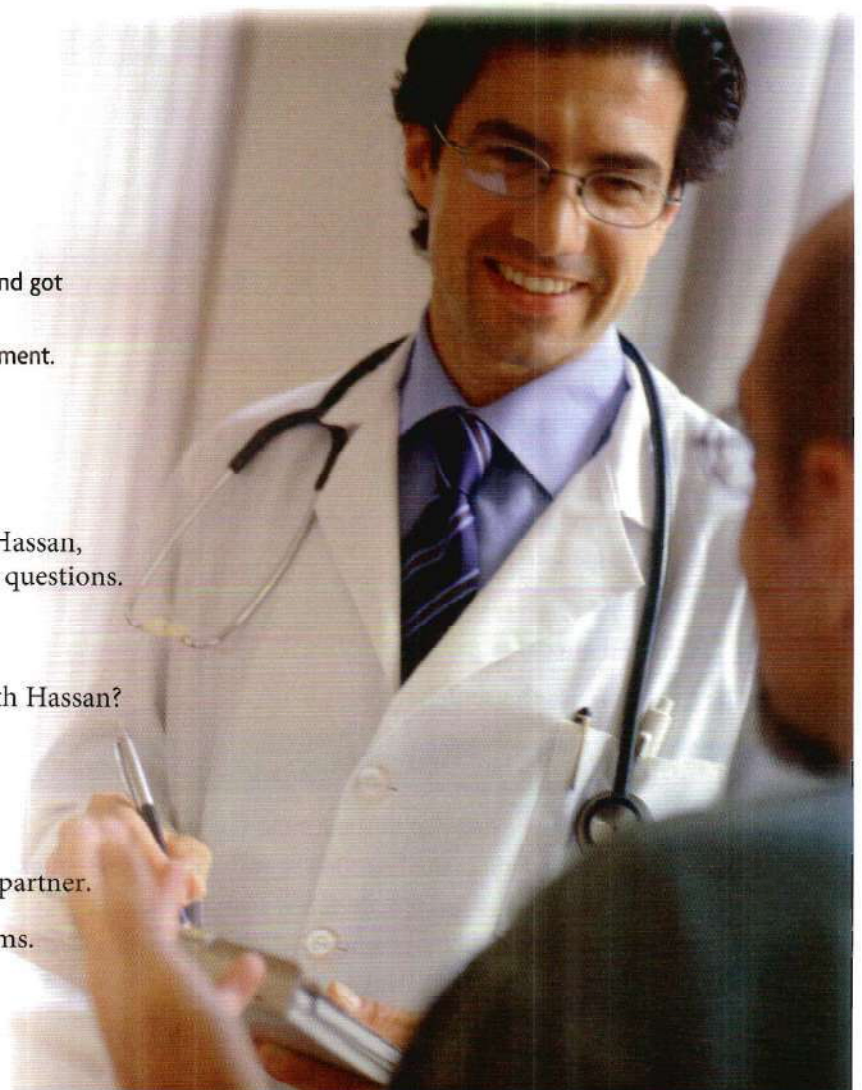
- I didn't feel very well.
- He took my temperature and examined me.
- After a few days, I started to feel better.
- I went to the surgery and saw the doctor.
- I went to the pharmacy, paid for the prescription, and got some antibiotics.
- I phoned the doctor's surgery and made an appointment.
- He told me I had an infection.
- I explained what was wrong.
- He gave me a prescription.

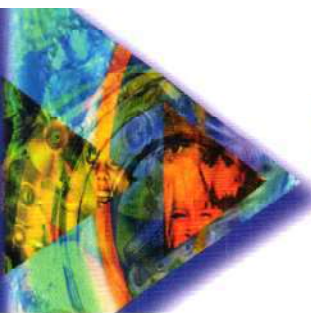
3 **T 8.7** You will hear a conversation between Hassan, a student from Syria, and a doctor. Answer the questions.

- 1 What are Hassan's symptoms?
- 2 What questions does the doctor ask?
- 3 What does the doctor think is the matter with Hassan?
- 4 What does he prescribe?
- 5 What advice does he give him?
- 6 Does he have to pay for anything?

4 Look at the tapescript on p124. Practise with a partner.

5 Make similar conversations with other symptoms.





9 Going places

Time clauses • *if* • Hot verbs • In a hotel

STARTER



What do you think you will do if the weather is nice this weekend?
What will you do when you get home this evening?

PLANNING A TRIP

Time and conditional clauses

1 Chris and his friend Scott are planning a trip. Complete the sentences with phrases from the box below.

- 1 We're travelling round the world ...
- 2 We're going to leave ...
- 3 ... we're going to learn to scuba dive on the Great Barrier Reef.
- 4 ... we'll look after each other.
- 5 ... we're going to the USA.
- 6 We can stay with my American cousins ...
- 7 Our parents will be worried ...
- 8 We'll stay in the States ...

- a while we're in Los Angeles.
- b If we get ill,
- c before we go to university.
- d until our visas run out.
- e When we're in Australia,
- f as soon as we have enough money.
- g if we don't keep in touch.
- h After we leave Australia,

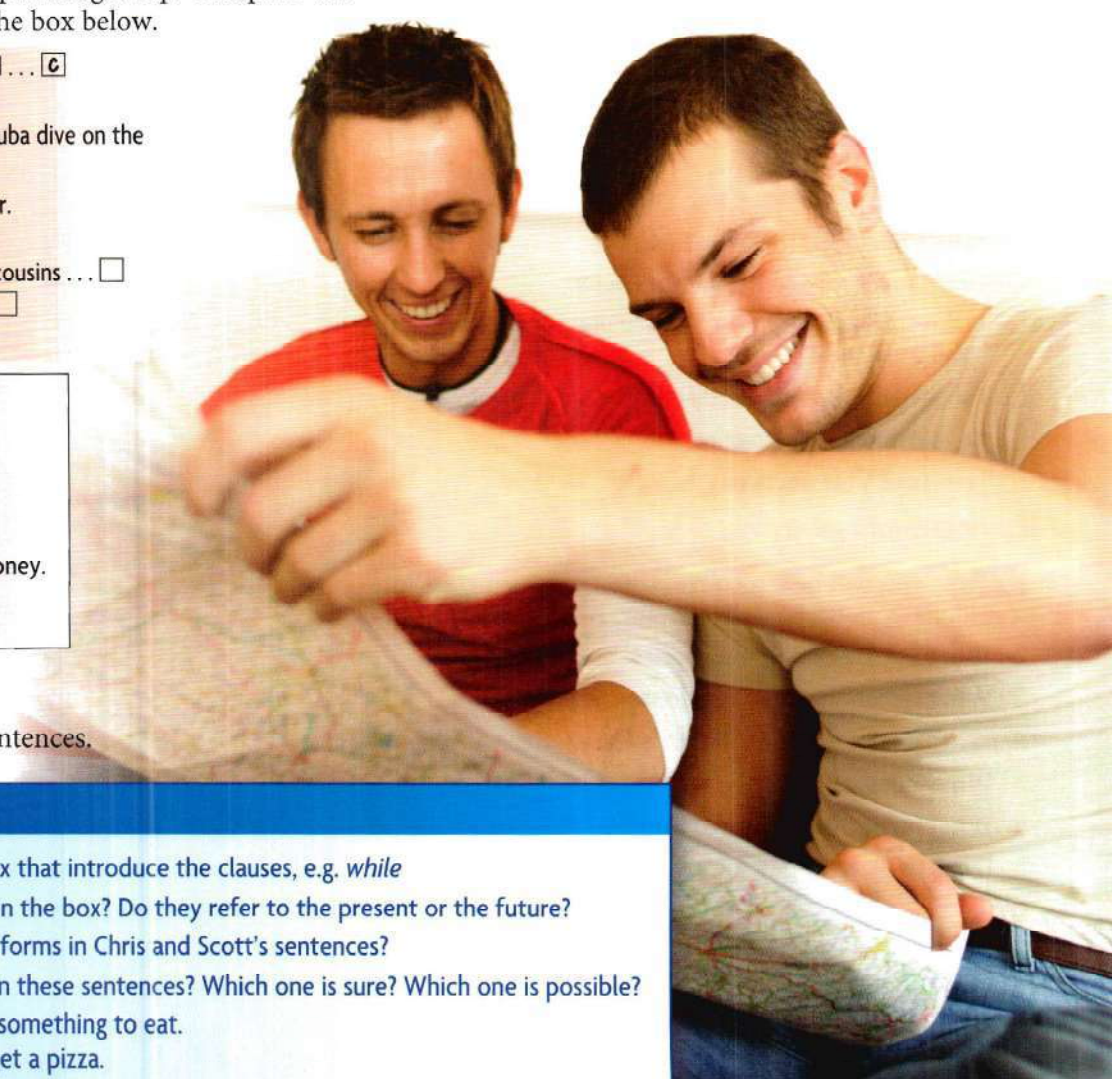
T 9.1 Listen and check.

2 Cover the box. Practise the sentences.

GRAMMAR SPOT

- 1 Underline the words in the box that introduce the clauses, e.g. *while*
- 2 Which tense are all the verbs in the box? Do they refer to the present or the future?
- 3 What are the different future forms in Chris and Scott's sentences?
- 4 What's the difference between these sentences? Which one is sure? Which one is possible?
When I get home, I'll have something to eat.
If there isn't any food, I'll get a pizza.

▶▶ Grammar Reference 9.1–9.3 p138



References

Soars, L. (2009). *New headway: Pre-Intermediate student's book*.

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Unit Nine

University of Anbar

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College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

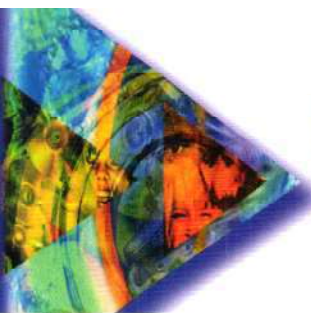
Lec. 9 (Unit 9)

Going places

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



9 Going places

Time clauses • if • Hot verbs • In a hotel

STARTER



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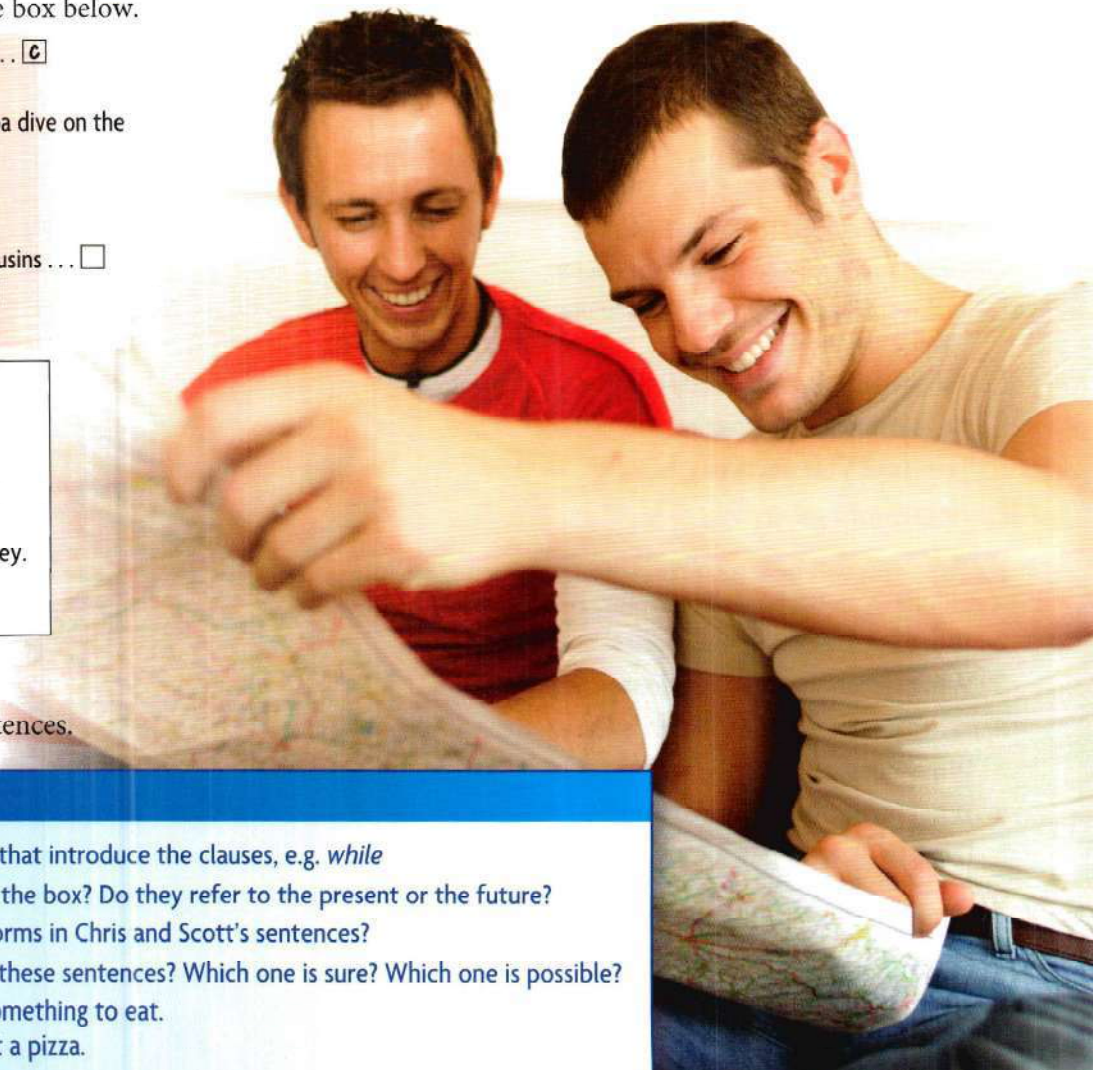
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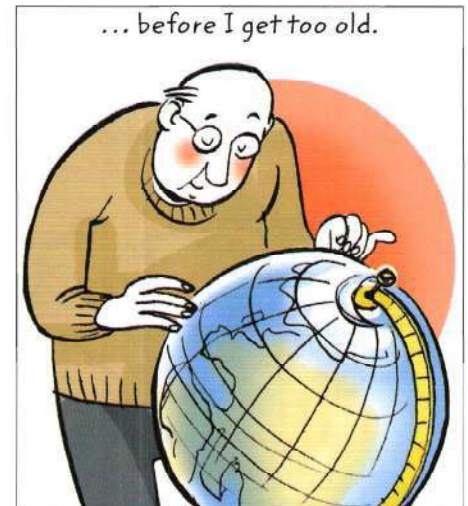
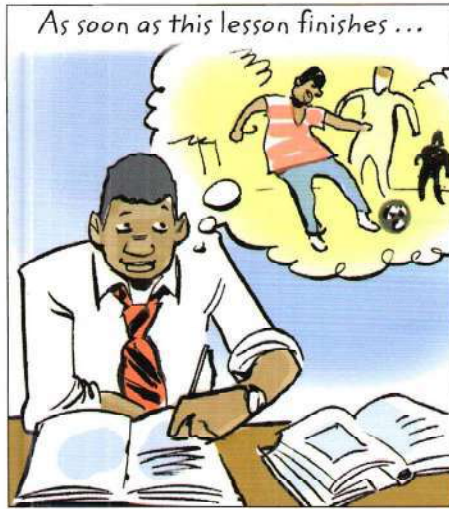
▶▶ Grammar Reference 9.1–9.3 p138



PRACTICE

when, as soon as

1 Complete the sentences with your ideas.



T 9.2 Listen and compare your answers.

What if ... ?

2 Look at these hopes for the future. Make sentences using *If ... will ...*

If I don't go out so much, I'll do more work.
If I do more work, I'll ...

If ...

I don't go out so much
 ↓
 do more work
 ↓
 pass my exams
 ↓
 go to university
 ↓
 study medicine
 ↓
 become a doctor
 ↓
 earn a good salary.

If ...

I stop eating chocolate
 ↓
 have more money
 ↓
 save some every week
 ↓
 be rich when I'm thirty
 ↓
 have my own business
 ↓
 make a lot of money
 ↓
 retire when I'm forty.

What will you do?

3 Work with a partner. One of you is going skiing for the first time. The other sees all the problems. Use these ideas to help you.

What will you do if there's no snow?

We'll go walking.

- don't like the food
- it rains
- don't learn to ski
- hurt yourself
- there's nothing to do in the evening
- don't make any friends
- lose your money
- get lost in a snowstorm



Make a similar conversation about going on safari for the first time.



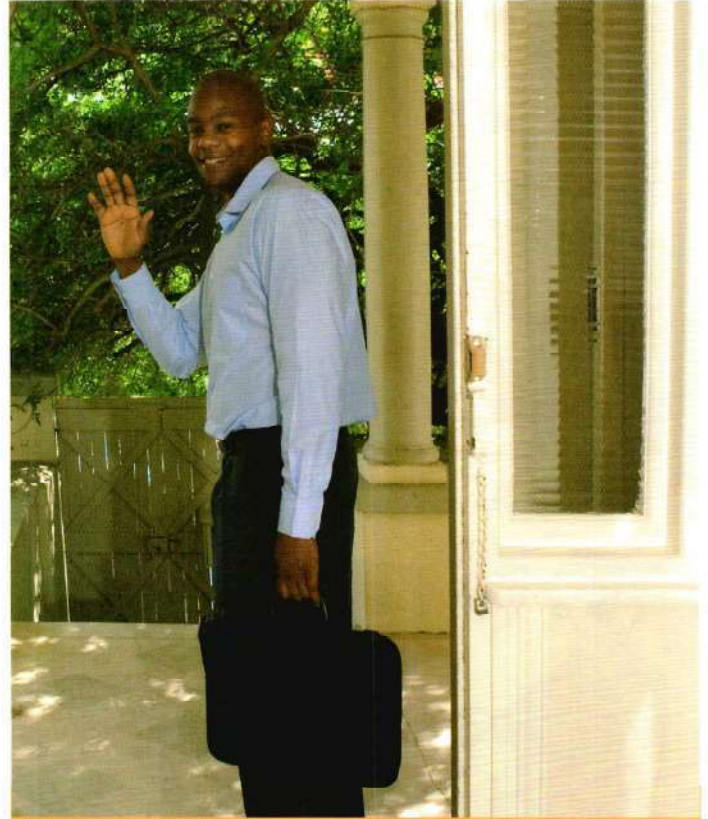
Discussing grammar

4 Complete the sentences with *when*, *if*, *before*, or *until*.

- 1 I'll have a bath _____ I go to bed.
- 2 I'm coming to London tomorrow. I'll ring you _____ I arrive.
- 3 _____ it's a nice day tomorrow, we can go swimming.
- 4 Wait here _____ I get back.
- 5 _____ you have any problems, just ask for help.
- 6 I want to get home _____ it gets dark.
- 7 I'm going to have driving lessons _____ I pass my test.
- 8 Give me your address _____ you go home.

When I get to New York . . .

5 Complete the conversation between Paul and his wife Mary. Put the verbs in brackets in the correct tense. Put *if*, *when*, *while*, or *as soon as* into each box.



Mary Bye, darling. Have a good trip to New York.

Paul Thanks. I 'll ring _____ (ring) you **as soon as** I arrive at the hotel.

Mary Fine. Remember I _____ (go) to my mother's this evening.

Paul Well, _____ you _____ (be) out _____ I _____ (ring), I _____ (leave) a message on the answerphone so you'll know I've arrived safely.

Mary Great. What time do you expect you'll be there?

Paul _____ the plane _____ (arrive) on time, I _____ (be) at the hotel about 10.00.

Mary All right. Give me a ring _____ you _____ (know) the time of your flight back, and I _____ (meet) you at the airport.

Paul Thanks, darling. Don't forget to water the plants _____ I _____ (be) away.

Mary Don't worry. I won't. Bye!

T 9.3 Listen and check.

LISTENING AND SPEAKING

Life in 2050

- 1 You will hear an interview with Michio Kaku, Professor of Theoretical Physics at City University, New York. He has written a book, *Visions*, which explains how science will revolutionize the 21st century.

He is asked these questions.

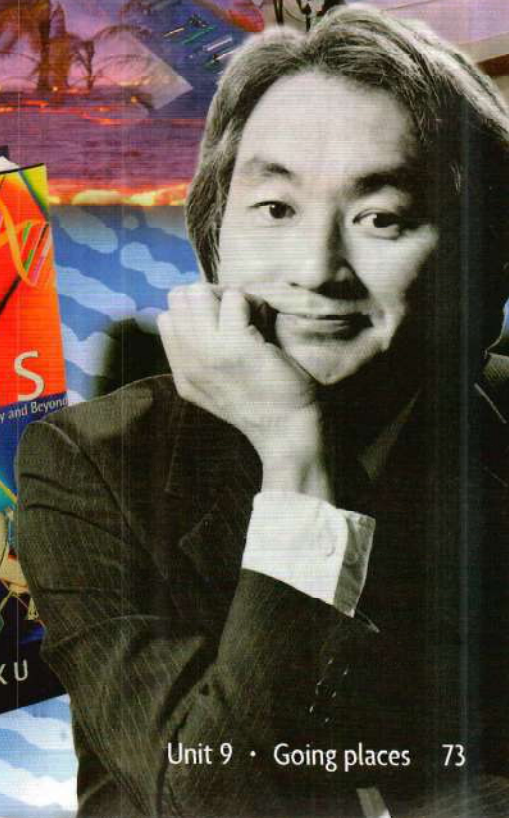
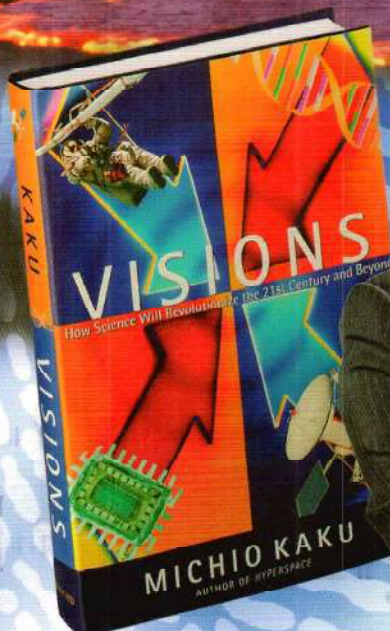
- Are you optimistic about the future?
- Are we ready for the changes that will come?
- Is world population going to be a big problem?
- What will happen to people who don't have computers?
- Will there be a world government?
- Will we have control of everything?
- What are your reasons for pessimism?

Discuss your opinions on these subjects.

- 2 **T 9.4** Listen to the interview. Make notes on Michio Kaku's answers.
- 3 Answer the questions.
- 1 What does Michio Kaku say will continue into the twenty-first century?
 - 2 How do some people react to the new technology? What is his reaction?
 - 3 Why will the population of the world stop increasing?
 - 4 Why will we need a world government?
 - 5 What are some of the things we will be able to control?
 - 6 What examples does he give of the behaviour of 'stupid' people?

What do you think?

Michio Kaku obviously believes in the power of science. What isn't he so sure about? Do you agree?



READING AND SPEAKING

Sunset in the West

- 1 Discuss with a partner. Are these statements about the world economy true (✓) or false (X)?
 - 1 The first big industrial economies were European.
 - 2 The populations of Japan and South Korea are nearly as big as America's.
 - 3 China now has the biggest economy in the world.
 - 4 There are many billionaires in China.
 - 5 India's population is much smaller than China's.
 - 6 India is very successful in the world of IT.
 - 7 The West will soon become less important in the world economy.
- 2 Read the text and check your answers to exercise 2.
- 3 Find the words in **A** in the text and check their meaning. Then find the other parts of speech for the words in the text, and write them in **B**.

A	B
economy (<i>n</i>)	<i>economic</i> (<i>adj</i>)
industrial (<i>adj</i>)	_____ (<i>n</i>)
produce (<i>v</i>)	_____ (<i>n</i>)
grow (<i>v</i>)	_____ (<i>n</i>)
capitalism (<i>n</i>)	_____ (<i>adj</i>)
pollution (<i>n</i>)	_____ (<i>adj</i>)
success (<i>n</i>)	_____ (<i>adj</i>)

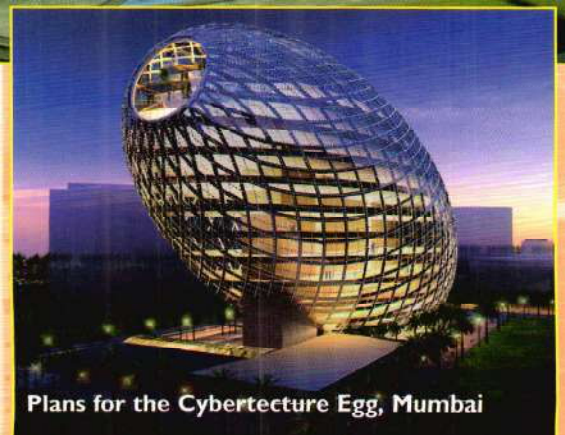
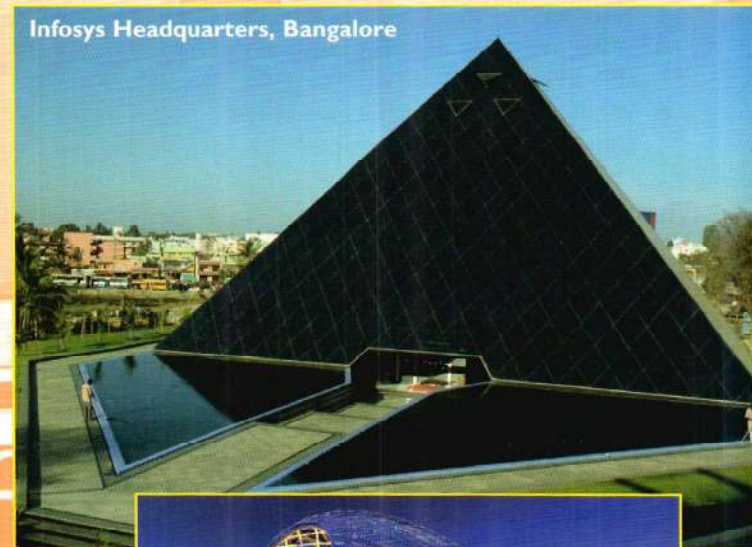
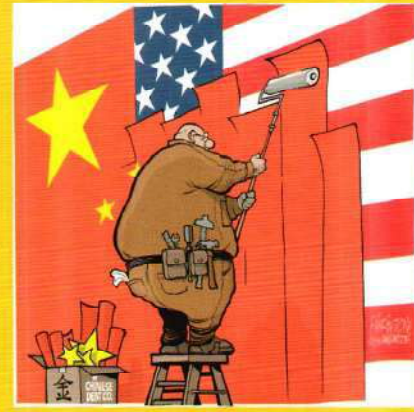
- 4 Answer the questions.
 - 1 Why didn't the Japanese and South Korean economies become as big as America's?
 - 2 Why is China called 'the world's factory'?
 - 3 Why does China need to become 'greener'?
 - 4 Why will China's population start to get smaller?
 - 5 What is India especially good at?
 - 6 How will America's place in the world change?
 - 7 What do these numbers refer to?

10%	2018	140m	100
5 out of 10	2000	a million	a third

What do you think?

- In groups, write what you think are the six largest cities in the world. Compare your list with the class. Your teacher will tell you the answer.
- Make a list of some of the problems that these cities face. Decide which are the three most important problems. Compare your ideas with the class.

For many centuries, the world's biggest economies were all in the West. The 21st century will bring enormous changes to the economic world order. Ed Mulligan reports...



Sunset in the West

The first industrial economies were European, until the 1890s, when the US became the world's economic superpower. In the 1960s the 'Asian Tigers' arrived, and suddenly everything we bought was 'Made in Japan/South Korea'. But the populations of these new industrial nations are much smaller than America's, and could never produce enough to move the centre of the world economy from West to East.

Made in China

Now the East's time has come. China, with its population of 1.3 billion, has already become 'the world's factory'. If its economy continues to grow at 10%, it will become the biggest economy in the world by 2018. It will also take America's place as the world's largest oil market, thirsty for petrol to run the 140m private cars on its roads.

'Rolex now sell a third of their watches to the Chinese'

The West was once afraid of China because of its communist ideas. Now it's more worried about China's success in capitalism. China has nearly 100 billionaires. Although many of its people are still poor, a third of the world's luxury products – Chanel perfume, Rolex watches, Lacoste clothing – are now sold in China.

The sky's the limit?

The pollution in the skies over cities like Beijing is one of the costs of this incredible success. Five out of ten of the world's most polluted cities are in China, and its economy will have to become 'greener' as quickly as it has become more capitalist. Another problem for China's future economy is its population growth. Because of the 'one child per

family' policy, started in the 1980s, the working population of China will start to get smaller in 2015.

What about India?

Everyone is talking about China as the future world superpower, but India isn't far behind. India already has over 1 billion people, and here there will be no problems finding enough workers for its fast growing economy. If the population continues to grow as quickly as now, it will be bigger than China's by 2040.

'Bangalore is one of the most exciting places in the world'

And although it has enough cheap workers to produce a car for \$2000, India is not just a gigantic factory. It has an enormous number of highly educated scientists, engineers, and IT specialists. Many of the West's successful technology companies use Indian teams to design software for their mobile phones and computers. The Vice-President of Cisco Systems said recently, 'I find Bangalore one of the most exciting places in the world. It's what Silicon Valley in California was in 1999'.

From West to East

Between them, China and India have a third of the world's population. Every year they produce a million graduates in science and engineering (the US produces 70,000), entering industry and doing research in university departments.

Whether China or India becomes the leading economic power, the result for the West will be the same. America's time as the world's most powerful nation will soon be over, and all Western countries will have to live in a changing world, where the sun rises in the East once more.

VOCABULARY

Hot verbs – *take, get, do, and make*

- 1 The verbs *take, get, do, and make* are very common in English. Find these examples in the text on p75.

Made in Japan **take** America's place **get** smaller
doing research

- 2 Here are some more examples.

A How long does it take you to get ready in the morning?

B It takes me about fifteen minutes.

A How long does it take you to get to university?

B I can get here in twenty minutes.

A Do you get tired in the evening?

B Yes. Especially if I've done a lot of homework.

A Do you make a lot of mistakes in English?

B Well, I do my best, but I still make a few mistakes.

Ask and answer the same questions with a partner.

- 3 Put the words and phrases from the box in the correct column.

some shopping back home two tablets a day a cold
angry sure friends up your mind a photo
somebody out for a meal me a favour a reservation
on well with someone a complaint care

TAKE	GET	DO	MAKE

- 4 Complete the sentences with one of the verb phrases. Use the correct form of the verb.

- I _____ while I was in Paris. I bought myself a new sweater.
- 'I don't know if I want coffee or tea.' '_____. You can't have them both.'
- Bye-bye! See you soon. _____ of yourself.
- Achoo! Oh dear. I think _____.
- 'Are the doors locked?' 'I think so, but I'll just _____.'

T 9.5 Listen and check.

- 5 Discuss these questions with a partner.

- How long does it take to get from your home to university?
- When did you last do someone a favour/make a complaint/take a photo/get angry?
- What time did you get home last night?
- Do you get on with your parents/your neighbours?
- Do you find it easy to make friends?
- Is your English getting better?

EVERYDAY ENGLISH

In a hotel

- 1 What is the best hotel in your city? What facilities does the hotel have?
- 2 Ask and answer questions with a partner about the Grand Hotel.

Where's the conference centre?

On the second floor.





3 Put the lines from the telephone conversation between the receptionist and client in the right order.

Receptionist Hello, the Grand Hotel. Cathy speaking. How can I help you?

Client reservation / make / like / a / I'd / to / please

Receptionist Certainly. When is it for?

Client It's for two nights, the thirteenth and the fourteenth of this month.

Receptionist single / want / do / room / or / double / a / And / you / a

Client A single, please.

Receptionist OK. Yes, that's fine. I have a room for you. And your name is?

Client Robert Palmer.

much / you / Can / it / tell / how / is / me

Receptionist Yes. That's £95 a night. Can I have a credit card number, please?

Client Yes, sure. It's a Visa. 4929 7983 0621 8849.

Receptionist Thank you.

number / could / And / phone / I / have / a

Client Uh huh. 01727 489962.

Receptionist That's fine.

forward / look / seeing / on / you / We / to / thirteenth / the

. Bye-bye.

Client Thanks a lot. Goodbye.

T 9.6 Listen and check.

4 With a partner, roleplay the conversation between Robert Palmer and the receptionist as he checks into the hotel.

Good evening.

Hello. I have a reservation. My name's Robert Palmer.

5 Roleplay these conversations with your partner. Phone Reception from your room. Make these requests.

- You can't get the TV to work.
- You'd like an extra pillow.
- You'd like to order Room Service.
- You'd like a wake-up call at 7.00 tomorrow morning.



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Unit Ten

University of Anbar

جامعة الانبار

College of Science

كلية العلوم

Department of Biology

قسم علوم الحياة

Second Year

المرحلة الثانية

English Language

اللغة الانكليزية

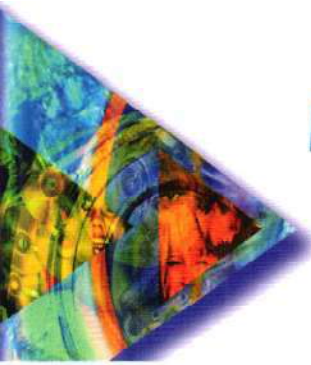
Lec. 10 (Unit 10)

Scared to death

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



10 Scared to death

Verb patterns 2 • manage to, used to • -ed/-ing adjectives • Exclamations

STARTER



1 What are these people afraid of? How do they feel?



2 What are you afraid of? Why?

A WALK WITH DEATH

Verb patterns and infinitives

1 Look at the photograph. Does the path look safe to you?

Read about Paul Lay's adventure. How did he feel at different times in the story?

2 Complete the text using these words.

began to feel started aching
used to have went camping
decided to stand up

T 10.1 Listen and check.

3 Answer the questions.

- 1 What is Paul Lay's hobby?
- 2 What did he use to do with his father?
- 3 Does he go to the same place every year?
- 4 Is the King's Way in good condition?
- 5 Why couldn't he have a rest?
- 6 Why didn't he enjoy the walk?

Don't look down



Paul Lay dances with death in the mountains of southern Spain

I have always enjoyed walking.

When I was a boy, I used to go walking at weekends with my father. We (1) _____ and climbing together.

I try to visit a new place every year. Last year I decided to walk a path in Spain called El Camino del Rey, which means the King's Way. It is one of the highest and most dangerous footpaths in Europe. It used to be very safe, but now it is falling down.

I took a train to the village of El Chorro and started to walk towards the mountains. I was very excited. Then the adventure began.

The path was about three feet wide and there were holes in it. It (2) _____ a handrail, but not any more. I didn't know what to do – should I go on my hands and knees, or stand up? I (3) _____ and walk very slowly. At times the path was only as wide as my two boots. I stopped to have a rest, but there was nowhere to sit.

I (4) _____ very frightened. It was impossible to look down or look up. I was concentrating so hard that my body (5) _____. There was no thrill of danger, no enjoyment of the view. I thought I was going to die.

I finally managed to get to the end. I was shaking, and I was covered in sweat from heat and fear. I fell to the ground, exhausted.

GRAMMAR SPOT

1 Are these verbs followed by the infinitive or *-ing* in the text?
enjoy try decide start begin manage

2 Find the examples of *used to* + infinitive.
Used to expresses a past action which doesn't happen any more.

I used to play games with my brother, but now I don't.

Notice the pronunciation /ju:st tʊ/.

3 Complete these examples from the text.
I used to go _____ at weekends.
I didn't know what _____.
I stopped _____ a rest.
It was impossible _____ down.
There was nowhere _____.

▶▶ Grammar Reference 10.1–10.4 p139

PRACTICE

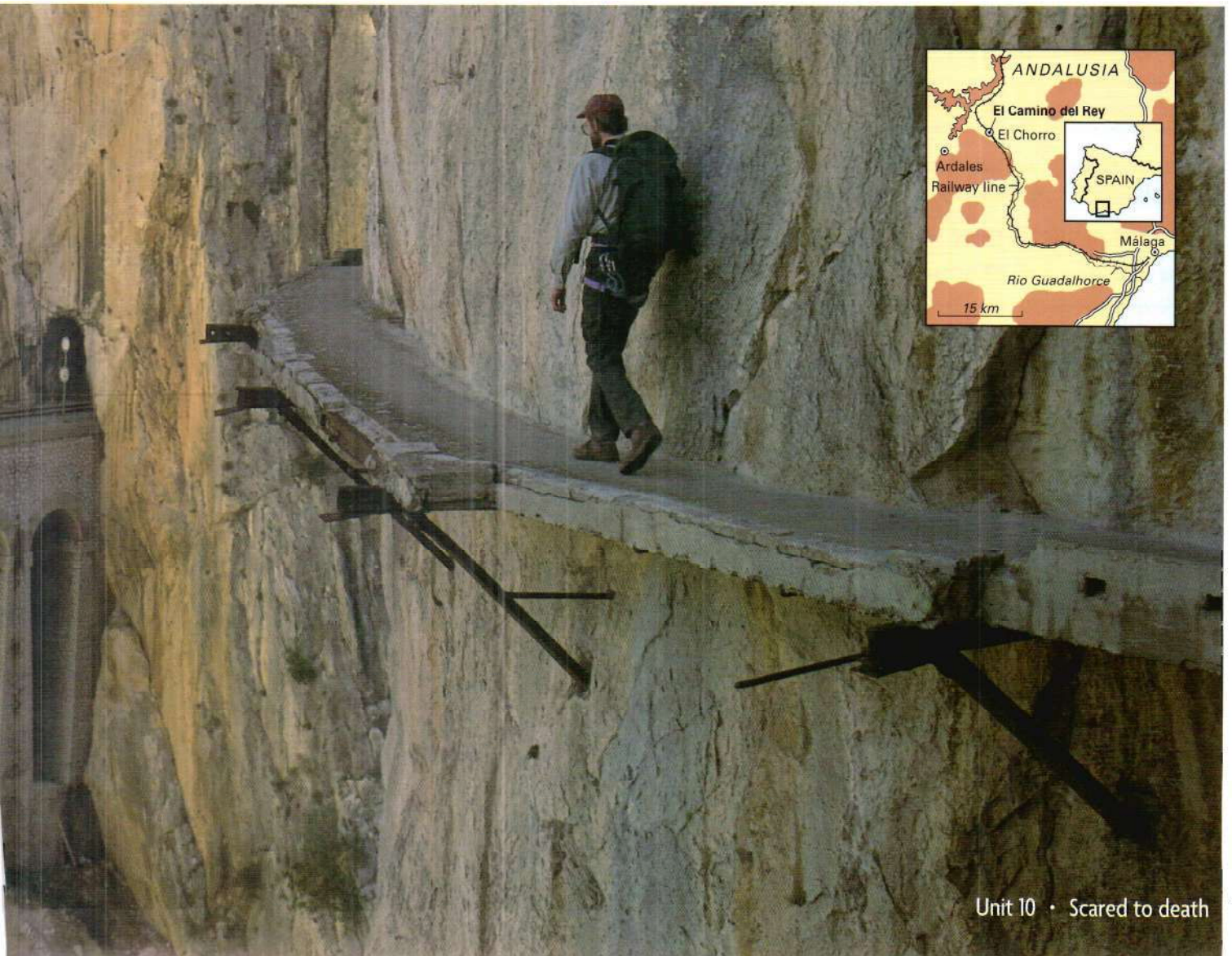
Discussing grammar

1 Complete these sentences with the verb *swim* in the correct form.

- 1 I go _____ every summer.
- 2 I started _____ when I was six.
- 3 I tried _____ in the sea, but it was too rough.
- 4 My instructor made me _____ up and down the pool.
- 5 I enjoy _____ very much.
- 6 Dave used _____ when he was younger, but not any more.

2 Choose the correct form.

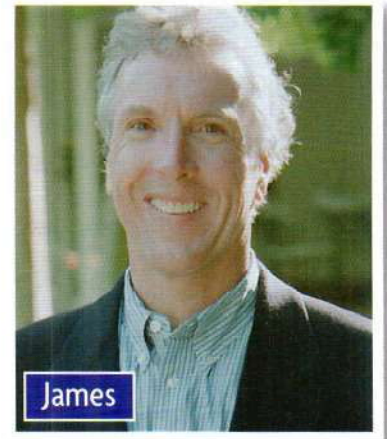
- 1 I've decided *stop* / *to stop* / *stopping* working.
- 2 I managed *find* / *to find* / *finding* my passport.
- 3 Let's go *shop* / *to shop* / *shopping*!
- 4 Please let me *go* / *to go* / *going* to the picnic!
- 5 Would you like something *eat* / *to eat* / *eating*?
- 6 I need a recipe for a cake that's *easy make* / *to make* / *making*.



When I was young, I used to ...

- 3 **T 10.2** Listen to James talking about his childhood and his life now. Complete the chart. Write one sentence with *used to* for each question.

	Life as a child
1 What/do at the weekend?	
2 What/do in the evening?	
3 Where/go on holiday?	
4 What sports/play?	
5 What TV programmes/like?	
6 What food/like?	



Ask and answer the questions above with a partner about your life now and your life as a child.

What do you do at the weekend?

I usually go shopping and ...

What did you do when you were a child?

I used to play with my friends and ...

Infinitives

- 4 Why do you go to these places?

Why do you go to the hairdresser's?

To have a haircut.

- the post office
- a petrol station
- a bookshop
- the pharmacy
- the library
- the market

With your partner, ask and answer questions about more places.

- 5 Make sentences with a line in **A**, a word in **B**, and an infinitive in **C**.

A	B	C
1 I'm hungry. I need	how	to say to you.
2 I'm going to a formal dinner, but I don't know	anything	to talk to.
3 My CD player's broken. Can you show me	where	to eat.
4 Don't talk to me. I have	somebody	to wear.
5 Do I turn left or right? I don't know	how much	to repair it?
6 I'm bored. I haven't got	nothing	to do.
7 'Can you get some meat?' 'Sure. Tell me	something	to go.
8 I feel lonely. I need	what	to buy.'

- T 10.3** Think of some replies. Then listen and compare your answers.

Check it

- 6 Choose the correct form.

- 1 I went to the shops *for to buy / for buy / to buy* some shoes.
- 2 Do you enjoy *read / reading / to read*?
- 3 When I was young, I used *to go / go / going* ice-skating.
- 4 He told me he is moving to Canada. I didn't know what *say / to say / saying*.
- 5 When we were on holiday, we went *swim / to swim / swimming* every day.

VOCABULARY

-ed/-ing adjectives

1 How can you describe the experiences below? Use an adjective from the box.

frightening exciting surprising terrifying boring exhausting

- 1 You get stuck in a lift.
- 2 You go on a 15-mile walk, then climb three mountains.
- 3 You go on the biggest roller coaster in the world.
- 4 You find a spider in the bath.
- 5 Someone shows you their holiday photos for hours and hours ...
- 6 Your teacher says 'You're all such wonderful students that I won't give you any more homework.'

2 How do the people in the photos feel?

He's **exhausted**.

T 10.4 Listen and practise the pronunciation of these words.

- ! 1 **-ing** adjectives describe a situation, person, or thing.
 an **interesting** life
 a **boring** teacher
 an **exciting** match
- 2 **-ed** adjectives describe how people feel.
 I'm very **interested** in modern art.
 We were **bored** at the end of the lesson.
 She's **excited** about going on holiday tomorrow.

3 Complete the sentences. Use one of these adjectives.

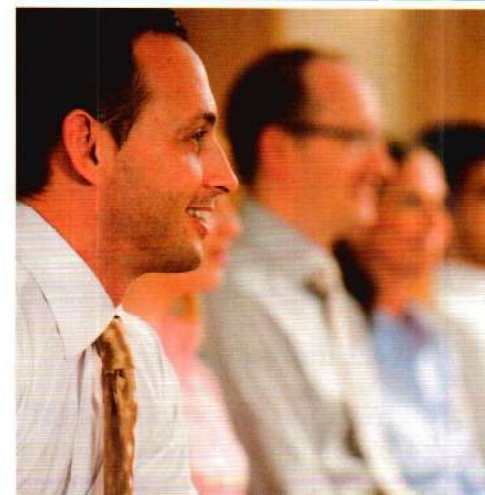
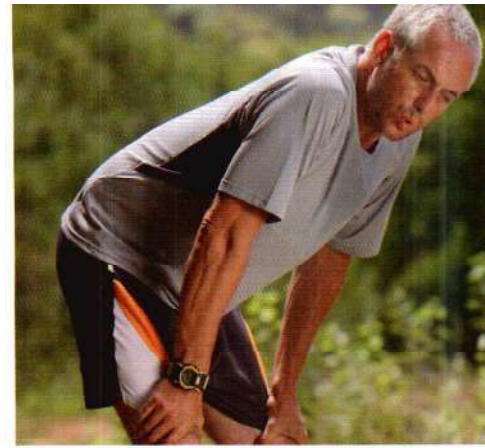
excit-	-ed
frighten-	
bor-	-ing
interest-	
confus-	
disappoint-	
worry/worri-	
surpris-	

- 1 'I met a famous football player today.' 'Really? How _____!'
- 2 'I spent four hours going round a museum.' 'Was it _____?'
'No, it was _____.'
- 3 'I haven't heard from my parents for two months.' 'You must be _____.'
- 4 'Wow, Maria! What are you doing here?' 'Why are you so _____ to see me?'
- 5 I failed my exam. I worked really hard for it. I'm so _____.
- 6 'Smoke started to come from the front of the plane.' 'Weren't you _____?'
- 7 My computer's broken, and I don't understand the manual. It's so _____.

T 10.5 Close your books. Listen to the beginnings of the lines. Complete them.

4 What have you seen on television recently? What books have you read? What did you think of them? Tell a partner.

*I read a spy novel.
It was very exciting.*



READING AND SPEAKING

Into the wild

- 1 Describe what you can see in the photograph. Which country do you think it is? What makes life difficult for people who live here?
- 2 Read the introductory paragraph and the words in **bold**. In pairs, decide whether these statements are true (✓) or false (✗).
 - Chris McCandless died very young.
 - He was killed by hunters.
 - He didn't enjoy his life.
 - He loved nature and a simple life.
 - He wanted to die.
 - He knew he was dying.

What do you want to know about Chris?

- 3 Read to the line ending "... Thank you!" his diary reads." and answer the questions.
 - 1 Did Chris keep in touch with his parents?
When did they last hear from him?
 - 2 Why did he get rid of his car and burn his money?
 - 3 What did he need? What didn't he need?
 - 4 In what way was his life rich?
- 4 Read to the line ending "... I didn't know where he was." Choose the best answer.
 - 1 Chris didn't get on with his father because his father
 - had a lot of money.
 - didn't let Chris work in the family business.
 - tried to tell Chris what to do.
 - 2 When the parents didn't hear from Chris,
 - the police got in touch with them.
 - they got in touch with the police.
 - they did nothing.
 - 3 In July 1992
 - his mother dreamt that she heard Chris calling her.
 - his mother is sure that she heard Chris calling her.
 - Chris phoned his mother for help.
- 5 Read to the end. Correct the mistakes in this summary.

Chris got the train to Alaska, and arrived in May, 1992. He lived in a bus, and there was a bed and a bath in it. He was very happy. There was lots to eat – small animals, and fruit and vegetables, which he grew himself.

After five months of living alone, he started to feel ill. He had no strength because he was eating poisonous plants, but he didn't know that this was the reason. He continued eating. He died of food poisoning.

He knew he was dying. He wrote a letter to his parents, and took a photo of himself. He seemed happy to die in these circumstances.

What do you think?

- What was important to Chris? What wasn't important?
- What do you think he was trying to do?
- Why do young people feel the need to break away from their parents?



In April 1992, Chris McCandless, a young man from a wealthy American family, hitchhiked to Alaska. Four months later, his dead body was found by a group of hunters. Jon Krakauer investigated the story.

When Chris McCandless graduated from Emory University, Atlanta, in June 1990, he sent his parents a letter containing his final reports. His letter ended 'Say 'Hi' to everyone for me.'

No one in Chris's family ever heard from him again.

He drove west out of Atlanta, and invented a new life for himself with a new name. He left his car in some woods and burned all his money, because, as he wrote in his diary, '**I need no possessions. I can survive with just nature.**'

For the next two years, he hitched to various parts of the United States and



Into the wild

Mexico. He wanted the freedom to go where he wanted and to work when he needed. For him, his life was very rich. **'It's great to be alive. Thank you! Thank you!'** his diary reads.

Chris came from a comfortable background. His father had a business which he ran efficiently, and he controlled his own family in a similar way. Chris and his father didn't get on. When his parents didn't hear from him for several months, they contacted the police, but they could do nothing. In July 1992, two years after Chris left Atlanta, his mother woke in the middle of the night. 'I could hear Chris calling me. I wasn't dreaming. He was begging, 'Mom! Help me!' But I couldn't help him because I didn't know where he was.'

Chris's dream was to spend some time in Alaska, and this is where he went in April 1992. In early May, after a few days in the Alaskan bush, Chris found an old bus which hunters used for shelter. It had a bed and a stove. He decided to stay there for a while. **'Total freedom,'** he wrote. **'My home is the road.'**

**'I need no possessions.
I can survive with
just nature.'**

However, reality soon changed the dream. He was hungry, and it was difficult to find enough to eat. He shot ducks, squirrels, birds, and sometimes a moose, and with these he ate wild potatoes, wild mushrooms, and berries. He was losing a lot of weight.

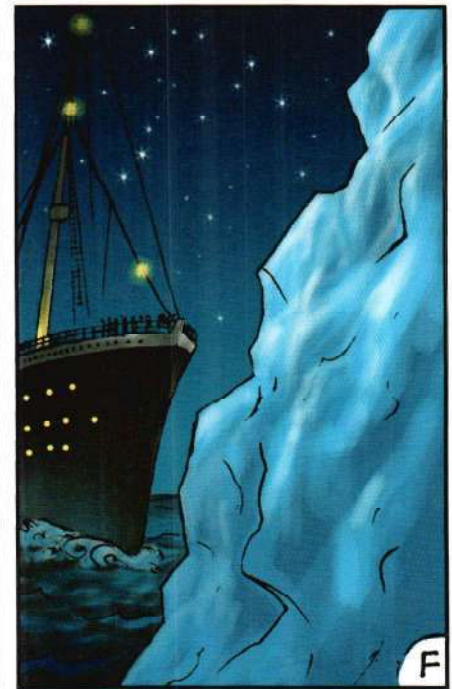
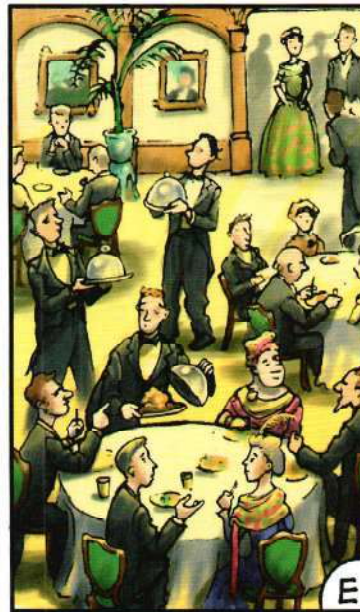
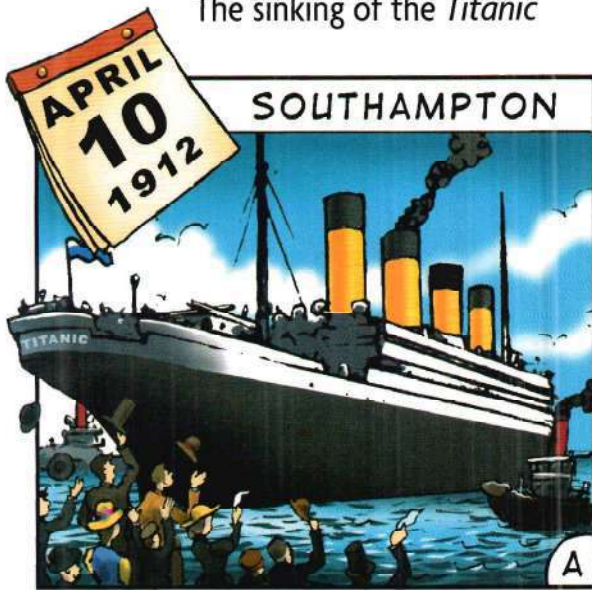
On July 30 he wrote, **'Extremely weak. Fault of potato seed. Can't stand up. Starving. Danger.'** It seems that Chris was eating a part of the wild potato plant that was poisonous. He couldn't get out of the bus to look for food. **'I am trapped in the wild,'** he wrote on August 5.

He became weaker and weaker as he was starving to death. His final note says, **'I have had a good life. Goodbye!'**

Then he crawled into his sleeping bag and lost consciousness. He probably died on August 18. One of the last things he did was to take a photo of himself, one hand holding his final note, the other hand raised in a brave goodbye. His face is horribly thin, but he is smiling in the picture, and the look in his eyes says 'I am at peace.'

LISTENING AND SPEAKING

The sinking of the *Titanic*



- 1 What do you know about the sinking of the *Titanic*?
It happened at the beginning of the twentieth century.
- 2 You will listen to the story of the disaster.
What do you want to know about it?
How many people died?
Weren't there any warnings about icebergs?
- 3 Look at the pictures. Tell the story in your own words.
The *Titanic* was the biggest and most luxurious ship of its time.
It left Southampton on ...
- 4 **T 10.6** Listen to two people talking about the *Titanic*.
Put the pictures in the order they talk about them.

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | |

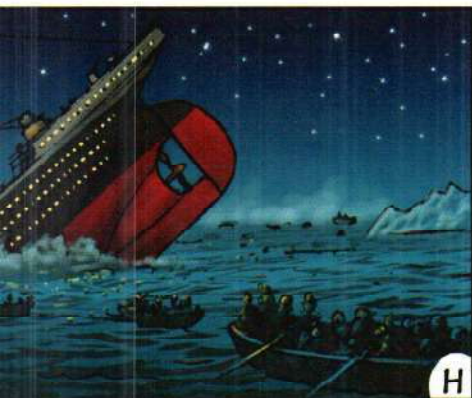
- 5 What do these numbers refer to?

1324	900	two	four days and nineteen hours
twenty	two hours	1,500	706

- 6 Match a line of dialogue to a picture.
 - 1 'Bye! I hope you enjoy living in America!' **Picture A**
 - 2 'Iceberg ahead! Iceberg ahead! Slow down!'
 - 3 'Women and children first! Let the women and children go first!'
 - 4 'We have seen icebergs in your area. Look out for them.'
 - 5 'Faster! Faster! As fast as she can go!'
 - 6 'Look at that! It's huge! We're going to hit it.'
 - 7 'Would you like a dessert, sir?'
 - 8 'I can't look! It's so horrible! I thought the ship was unsinkable.'



G



H

EVERYDAY ENGLISH

Exclamations with *so* and *such*

1 **T 10.7** Read and listen to the sentences.

Tom was scared. He was very scared. He was so scared!

Do you think this use of *so* is more written or spoken? What effect does it have?

2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all *so* worried!
 The *Titanic* was *such a* luxurious ship!
 It was *such an* awful accident!
 They saw *such huge* icebergs!
 It was *such terrible* weather!
 There are *so many places* I want to go to!
 I've got *so much* work!

3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at my wedding!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Noor and Nabeel are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	We had to order more food.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever child!	I don't know how they live in it.

T 10.8 Listen and check. Practise the exclamations.

4 What can you say ... ?

- at the end of a long journey



- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your best friend
- at the end of a great English lesson

Roleplay

Student A You are a journalist in New York.

Student B You are one of the passengers who survived the disaster.

A *When did you know something was wrong?*

B ...

A *How was the voyage before that?*

B ...

References

Soars, L. (2009). *New headway: Pre-Intermediate student's book*.

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