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НИЖЕГОРОДСКИЙ ФИЛИАЛ

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L I S T E N I N G B E G I N N E R

**Учебно-методические материалы
по аудированию (английский язык)
для студентов начального этапа обучения**

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Настоящее пособие является приложением к опубликованному ранее курсу «The New Beginner» (части I и II) и предназначено для развития навыков аудирования у студентов начального этапа обучения. Аудиоматериалы и упражнения, включенные в состав пособия, позволяют сформировать у студентов основы английского произношения и дать им ключевые навыки в области восприятия английской речи на слух и продуктивного использования услышанной информации. Материалы подобраны таким образом, что в них объективируются грамматические явления, изучаемые в соответствующих разделах основного курса, что позволяет эффективно формировать у студентов основные грамматические навыки и умения, а также активно обучать их технике построения высказываний на английском языке. Пособие также способствует закреплению лексического материала на основные бытовые темы и включает в себя справочную страноведческую информацию. К пособию прилагается диск с файлами в формате «mp3».

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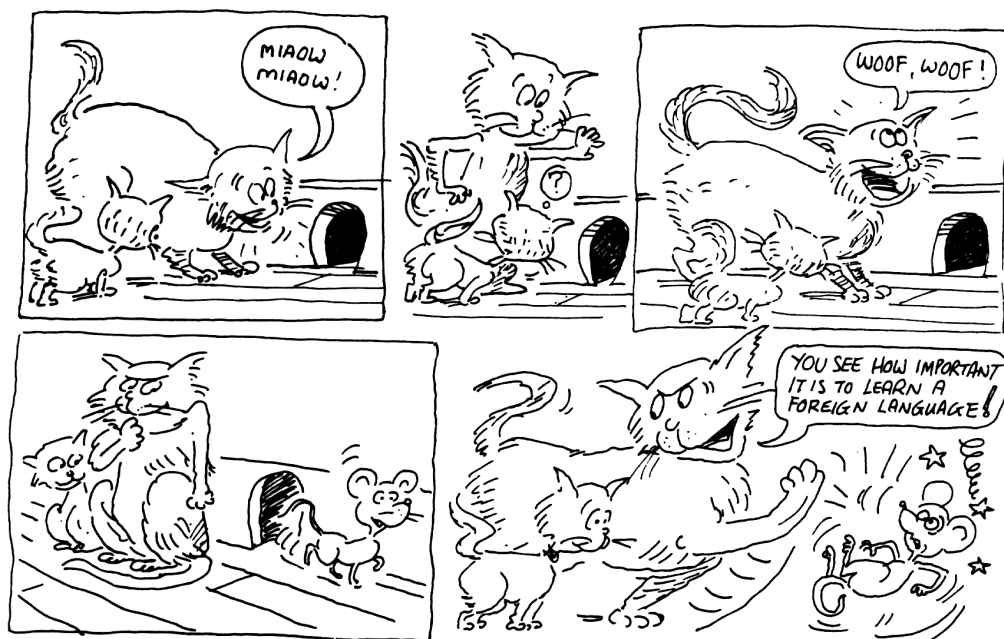
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INTRODUCTION



Indeed, the importance of learning a foreign language can hardly be overestimated. And, as the cartoon suggests, the correct pronunciation is also of great importance, so we have started with the basic English phonetics and followed it up with listening comprehension practice. In general, our course is aimed at building up elementary level students' listening skills; more advanced students can also find certain interesting aspects in it. We have carefully chosen a wide range of assignments covering an extensive grammar and lexical material. It has been our endeavour to supply a variety of recordings where speakers have British, American and Australian accents. The English language is by no means uniform and learners must train their ear to its regional variants in order to communicate successfully in our multicultural world.

Every recording is accompanied by a detailed commentary to facilitate understanding and to enlarge the student's thematic vocabulary. We have occasionally digressed into the cultural background of the linguistic phenomena studied, for language as such is inseparable from fundamental values shared in society. You just can't go on without the basic facts on history, geography or people. You just can't go on without *small talk* or *five o'clock tea*!

The division into units corresponds to that of the 'The New Beginner' Book, Parts 1&2, which was published earlier. The two manuals should be studied in close tandem to fully implement the four essential components of language learning. At the end of each unit we have included situational conversations modelling real communicative situations and covering a wide range of topics – from taking a train or taxi to receiving guests and ordering a meal in a restaurant.

The manual is suitable both for classwork and self-study, as a full tapescript follows the principal body of exercises and students can always check their understanding of the texts and dialogues. Listening comprehension exercises and their scripts are marked in the following way: Ex. 5 📻 [07-02], which means that you should look for the second listening assignment from Unit 7. The corresponding audio file is the second in 'Unit_07' folder on the disc.

Best of luck and enjoy working with *Listening: Beginner*.

The authors

PRONUNCIATION PRACTICE

English Consonants

Ex. 1 [00-01] Practise the following lists of words with long strong friction for the [f] sound and short weak friction for the [v] sound. To articulate these sounds, you need to touch your lower lip with your upper teeth.

fast – vast
few – view
feel – veal
fear – veer
foal – vole
file – vile
ferry – very
fat – vat
fan – van
fail – veil

Now the [f] and [v] sounds between vowels:

suffer – cover
deaf – never
sniffing – giving
proofing – proving
rougher – lover
sofa – over
safer – savour
offer – hover
defied – divide
refuse – reviews

Now the [f] and [v] sounds in phrases:

very fast – very vast
I feel fine – I feel vile
fine furs – fine verse
four fans – four vans
a good few – a good view

In final position, remember that the [f] sound shortens the vowels before it. Do not devoice the [v] sound in this position.

leaf – leave
life – live
half – halve
strife – strive
calf – calve
Ralph – rave
proof – prove
waif – wave

surf – serve
safe – save

Ex 2. [w] [00-02] The [w] sound

When you articulate this sound you must round your lips quite firmly.

The [w] sound at the beginning of words:

watch	win	where
wet	we	wood
white	wait	wool

The [w] sound after consonants:

sweet	swim	sweat	
swear	dwelling		
twice	twenty	twelve	twin
quite	quick	quiet	queen

Now distinguish between the [f] sound and the [w] sound at the beginning of words:

verse – worse
vine – wine
veal – wheel
vile – while
vary – wary
veil – wail

Now distinguish them in the middle of words:

reward – reveal
forward – hovered
away – avail
highway – diver

Ex 3. [θ] [00-03] Get your tongue close to the front teeth for the [θ] and [ð] sounds:

thin – then
thank – that
think – this
thought – those
thief – these

Now the [θ] and [ð] sounds between vowels:

author – other
Martha – mother
Arthur – rather
nothing – brother
earthy – worthy
Bertha – further

Now the [θ] and [ð] sounds finally. And remember that the strong one shortens the vowel before it:

growth – loathe

tooth – smooth

both – clothe

wreath – breathe

faith – bathe

mouth (*noun*) – mouth (*verb*)

The [ð] sound should not be devoiced at the end of words.

Ex 4. [00-04] Now distinguish between the [f] and [v] sounds and the [θ] and [ð] sounds:

fin – thin

fought – thought

free – three

frill – thrill

first – thirst

forty – thirty

that – vat

then – vent

they – vain

there – veer

these – veal

though – vote

Now distinguish [f] and [v] and [θ] and [ð] between vowels:

author – offer

Arthur – tougher

nothing – puffing

toothy – roofing

brother – lover

leather – never

father – carver

heathen – even

Ex 5. [00-05] Distinguish the [s] and the [θ] sound.

When you articulate the [s] and [z] sounds, the tip and the blade of your tongue should be very close to the alveolar ridge (not to your teeth!). There should be a very considerable narrowing at this point and you should feel that the air you exhale is hitting the tongue at the very centre of the alveolar ridge, not further forward and not further back.

sin – thin

sort – thought

sing – thing

sum – thumb

sink – think

sign – thigh

And now at the end of words:

mouse – mouth

face – faith

moss – moth

pass – path

force – fourth

worse – worth

Now distinguish the [z] sound and the [ð] sound:

zoo – though

breeze – breathe

rise – writhe

teasing – teething

reason – heathen

zed – then

close – clothe

lays – lathe

closing – clothing

miser – neither

Now [s] and [θ]:

a nice thing

it's thick

Jack's thin

let's think

yes, thanks

pass through

Now [z] and [ð]:

Who's this?

use that

as though

John's there

lose them

Where's the tea?

And now some mixed phrases:

What's that?

both sides

it's theirs

wise thoughts

he's thirty

with safety

breathe softly

these three

Ex 6. [00-06] The [h] sound. Don't say it too strongly – [h] is but exhaled air and no friction:

heart	her	hat
hall	who	he

Now words with and without [h]:

harm – arm

heat – eat

hedge – edge

hall – all

hair – air

hill – ill

[h] in the middle of words:

behind rehearse re-house

anyhow key-hole unholy

alcohol beforehand

[h] and no [h] in phrases:

How's Arthur?

out of hand

it's awfully heavy

his home's in Ireland

Helen went out

we all went home

I hit Henry in the eye

I asked Ann how she heard about it

Ex 7. [00-07] The [p] and [b] sounds

Unlike [b], [p] is aspirated, that is to say its articulation should be accompanied by a considerable amount of exhaled air, as if you were to blow out a candle. It will probably be easier for you to pronounce the aspirated [p] like [p+h] or [p^h].

Strong [p] and weak [b] initially:

peak – beak

pit – bit

pack – back

park – bark

port – bought

pull – bull

pride – bride

plays – blaze

If followed by a consonant as in the two last pairs of words, the [p] sound loses its aspiration.

Now in the middle of words:

happy – shabby

supper – rubber
paper – labour
repel – rebel
simple – symbol
apply – oblige

In final position, [p] shortens the preceding vowel; [b] does not. Do not devoice the [b] sound in this position.

rip – rib
cap – cab
rope – robe
tripe – tribe
tap – tab
wrap – grab

Ex 8. [00-08] The aspirated [t] and unaspirated [d] sounds

To articulate [t] or [d], put the tip of your tongue (not the blade!) firmly against the middle of the alveolar ridge.

Aspirated [t] and unaspirated [d] initially:

two – do
torn – dawn
ten – den
tie – die
ton – done
town – down
tune – dune
twin – dwindle

If followed by a consonant as in the last pair of words, [t] loses its aspiration.

Now between vowels:

writer – rider
wetting – wedding
latter – ladder
water – warder
whitish – widish
putting – pudding

In final position, [t] shortens the preceding vowel. Do not devoice the final [d].

bet – bed
heart – hard
late – laid
sight – side
set – said
brought – broad

Ex 9. [k] [00-09] Aspirated [k] and unaspirated [g] initially:

cave – gave
card – guard
curl – girl
could – good
cap – gap
coal – goal
class – glass
crow – grow

Now [k] and [g] between vowels:

licking – digging
lacking – lagging
weaker – eager
thicker – bigger
market – target
ankle – angle

In final position, [k] shortens the preceding vowel. Do not devoice [g] in this position.

pick – pig
dock – dog
back – bag
lock – log
lake – plague
broke – rogue

Ex 10. [ŋ] [00-10] The [ŋ] sound

When you articulate this sound, the soft palate is lowered and all the air passes out through the nose. The mouth is blocked by the back of the tongue pressed against the soft palate. [ŋ] has the same tongue position as [g].

Make a good long [ŋ] sound in these words:

sing	sang	song	sung
ring	rang	wrong	rung

Now in the middle of words and phrases:

singer	long ago
hang up	wrong again
singing	hanging
bring it	among others
longing	banging

Now distinguish the [n] from the [ŋ] sound:

sin – sing
son – sung
ran – rang
sinner – singer
tons – tongues

Ex 11. [00-11] The [r] sound

The tongue has a curved shape, with the tip pointing towards the hard palate at the back of the alveolar ridge. The tip, however, is not close enough to the palate to cause friction. The air flows quietly between the tongue-tip and palate with NO friction. The lips are rather rounded, especially when [r] is at the beginning of words. Try approaching [r] from [w]. Get the speech organs ready for [w] and then proceed.

The [r] sound at the beginning of words:

read	red	run	raw
rude	race	round	rare

Now in the middle of words:

very	marry	borrow	hurry
arrive	correct	around	arrest

Phrases with the linking [r]:

better off
here it is
four or five
poor old Tom

English Vowels

English vowels are generally tenser than Russian vowels. English vowels are also checked, that is to say their quality and intensity do not change throughout the syllable. English vowels do NOT make the preceding consonants palatalized.

Ex. 1 [00-12] [i:], [ɪ] and [e]

To articulate any of these sounds, spread your lips in a smile. [ɪ] resembles the combination of the Russian [и] and [ы], but it is short and checked. [i:] is very tense. To pronounce it, strain the muscles on your throat and make the sound fairly backward. It may be easier to pronounce [i:] as a double sound [i:^h]. A subsequent voiceless consonant makes [i:] shorter but by no means less tense. [e] resembles the Russian [э], but it is tenser and checked.

Distinguish carefully between [i:], [ɪ] and [e]:

lead – lid – led
wheat – wit – wet
been – bin – Ben
cheek – chick – check
feel – fill – fell
reach – rich – wretch

Ex. 2 [00-13] [æ], [ɶ] and [ʌ]

For [æ], open your mouth wide and touch your lower teeth with your tongue. The tongue should be curved inwards in the middle. [ʌ] is checked and much

narrower than the Russian [a]. [ʌ] actually resembles a combination of the Russian [a] and [ɔ].

ten – tan – ton
bet – bat – but
pen – pan – pun
sex – sacks – sucks
dead – dad – dud
mesh – mash – mush

Ex. 3 ☞ [00-14] [i:], [ɪ], [e], [æ], [ʌ]:

bead	bid	bed	bad	bud
leak	lick	----	lack	luck
heel	hill	hell	Hal	hull
teen	tin	ten	tan	ton
neat	knit	net	gnat	nut
least	list	lest	----	lust
ream	rim	----	ram	rum
beat	bit	bet	bat	but

Ex. 4 ☞ [00-15] [ʌ], [a:] and [ɔ]

For [a:] the tongue is very low and if one looks into your mouth they can see over it to the back of the palate and the pharynx. [a:] is very tense. It may be easier to pronounce [a:] as a double sound [a:^{a:}]. A subsequent voiceless consonant makes [a:] shorter but by no means less tense. For [ɔ], open your mouth wide and make the sound short.

Distinguish between [ʌ], [a:] and [ɔ]:

luck	lark	lock
cud	card	cod
duck	dark	dock
lust	last	lost
bucks	barks	box
cup	carp	cop

Ex. 5 ☞ [00-16] Now [ɔ], [ɔ:], [u] and [u:].

[ɔ:] is long and tense. It may be a good idea to pronounce [ɔ:] as a double sound [ɔ:^{ɔ:}]. A subsequent voiceless consonant makes [ɔ:] shorter but by no means less tense. Do NOT round your lips and do not open your mouth too wide for [u] and [u:]. The lips should be spread. [u:] is very tense. It may be easier to pronounce [u:] as a double sound [u:^{u:}]. A subsequent voiceless consonant makes [u:] shorter but by no means less tense.

shod	shored	should	shoed
cod	cord	could	cooed
wad	ward	would	wooded
lock	-----	look	Luke
Poll	Paul	pull	pool

Ex. 6 [00-17] Now distinguish between [ə:] and [a:].

[ə:] is a long tense sound, somewhat resembling the combination of [e], [ɔ:] and [r] or, probably, the long Russian [əə] but tenser and deeper. When you articulate the sound [ə:], the sides of your tongue should slightly touch the lower molars. The tongue is flat and does not touch the front teeth.

purse – pass

burn – barn

heard – hard

firm – farm

perched – parched

lurks – larks

Ex. 7 [00-18] The diphthong [əu] and the vowel [ɔ:]

To get [əu], start with [ə:] and then glide away to [u], with the lips getting slightly rounded and the sound becoming less loud as the glide progresses. Be sure that the first part of the diphthong is [ə:] (a real English [ə:]!) and not [ɔ:] or anything like it.

low – law

so – saw

snow – snore

boat – bought

close – claws

coke – cork

coal – call

Ex. 8 [00-19] The two diphthongs – [au] and [əu]

The first component of [au] is very front and the position of the tongue for it is close to that of [æ].

now – know

loud – load

found – phoned

row (*quarrel*) – row (*line*)

doubt – dote

towns – tones

Ex. 9 [00-20] Distinguish between [ɪə] and [ɛə].

To make [ɛə], start with [æ] (that is between [e] and [ʌ]) and then add [ʌ] after the [æ], gliding smoothly from [æ] to [ʌ]. Notice that the beginning of the diphthong is [æ] rather than [e].

here – hair

beer – bare

steered – stared

ears – airs

really – rarely

weary – wary

Ex. 10 [00-21] The diphthong [uə].

Do NOT round your lips for the first component of this diphthong.

poor	insurance
surely	curiosity
furious	cure
pure	tourist
sure	purely

Ex. 11 [00-22] The sequences [aɪə] and [aʊə]

[aɪə] and [aʊə] should be pronounced with the normal diphthong smoothly followed by [ə]. The [ɪ] and [u] need not be over-weakened. They should not be made too strong either. Do not round your lips for [u].

tyre – tower
trial – trowel
quiet – tired
coward – powerful
buyer – bower
flyer – flower
iron – riot
ours – showery

UNIT 1

Ex. 1 [01-01] Getting Acquainted

Listen and complete the conversation. Practise it.

What nationality are Sandra and Luis?

S Hello, I'm Sandra. What's _____ name?

L _____ name's Luis.

S Hello, Luis. Where are you _____?

L _____ from Spain. Where are you from?

S Oh, I'm from Spain, too. _____ from Madrid.

Ex. 2 Make up short conversations by analogy.


Ex. 3 [01-02] Getting Acquainted

Listen to three short conversations. Practise them.

Write the countries, nationalities and cities (if possible):

Gérard	<i>France</i>	<i>French</i>	_____
Akemi	_____	_____	_____
Charles	_____	_____	<i>Oxford</i>
Bud	_____	_____	_____
Loretta	_____	_____	_____
Jason	_____	_____	_____


Ex. 4 Make up short conversations by analogy.


Ex. 5  [01-03] Jobs

Listen to the list of jobs. Take them down. What can you say about each of them?

Ex. 6  [01-04] What is your job?

Listen and repeat. Pay attention to the contracted forms (*what's* = *what is*; *he's* = *he is*). Ask and answer questions by analogy. Use the vocabulary from the previous exercise and from the 'Beginner' Book, Part I, Unit 1.

Ex. 7  [01-05] Listen and repeat. Pay attention to the contracted forms (*isn't* = *is not*). Make more negative and positive sentences.

Ex. 8  [01-06] Listen to the conversation, in which John, Mary and George get acquainted. Pay particular attention to the conversational formulas. Study the words and phrases from the conversation:

To be in the army – to be a member of a country's military force.

Sergeant is pronounced as ['sa:dʒənt].

Typist – a secretary whose main job is to type letters.

Civilian – anyone who is not a member of the military forces or the police.

How do you do? – the standard and rather formal way of greeting someone you do not know.

To be on holiday – pay attention to the preposition and to no article.

Cornwall ['kɔ:nwɔ:l] – the county at the south-west tip of England.

To be at home – pay attention to the preposition and to no article.

Ex. 9 Answer the following questions:

1. Who are the participants of the conversation?
2. What nationality is John?
3. What is his native country?
4. What city does he come from?
5. What nationality is Mary?
6. What is her native city? Where is it situated?
7. Is John in the army?
8. What rank does he hold?
9. What is Mary's job?
10. What is the name of John's friend?
11. Is he in the army?
12. Are John and George brothers?
13. What nationality is George?
14. What is his native city?
15. Where do Mary's parents come from?
16. Are Mary's parents in Brighton now? Where are they?
17. Where are George's parents?
18. Why is George's father on holiday while he is at home? What is the irony?

Ex. 10 Reproduce the conversation following the speakers' pronunciation.

- Ex. 11 Make up a dialogue by analogy describing a situation when two people get acquainted. Use various nationality words and the words denoting professions from the manual 'Beginner', Part I, Unit 1.
- Ex. 12 🎧 [01-07] Listen to the pronunciation of numbers from 11 to 20. Repeat them after the speaker.
- Ex. 13 🎧 [01-08] Listen to the pronunciation of numbers from 21 to 30. Repeat them after the speaker.
- Ex. 14 🎧 [01-09] Put down the numbers in figures after the speaker and then write them in letters.
- Ex. 15 🎧 [01-10] Numbers. Conversation A
Alicia is at San Diego International Airport. Listen to her conversation with the check-in clerk. Complete Alicia's boarding pass:

ISSUED BY:	
CROSS GLOBE AIRWAYS BOARDING PASS	
NAME:	ROMERO MS. A.
FLIGHT NUMBER:	
DESTINATION:	
SEAT NUMBER:	(NO SMOKING)
GATE NUMBER:	
BOARDING TIME:	

- Ex. 16 🎧 [01-11] Numbers. Conversation B
Alicia is on the plane. Listen to her conversation with a flight attendant. Say where Alicia's seat is.
- Ex. 17 🎧 [01-12] Numbers. Conversation C
Alicia is on the plane. Listen to her conversation with a man. Answer the following questions:
1. What is the problem?
 2. Whose seat has the man occupied?
 3. What number seat has he occupied?
 4. What number seat does he think he is in?
 5. Where is his seat?
- Ex. 18 Reproduce the conversations following the speakers' pronunciation and melody.
- Ex. 19 Make up a similar dialogue describing a situation at the airport and/or on an airplane. Use as many numbers as possible.

Ex. 20 [01-13] Situational Conversations. Asking the Way.

Listen to four short conversations about finding your way in the city. Pay attention to the following:

Excuse me please, ... is a standard way of addressing someone.

When you ask the way, make use of the phrases *Could / Can you (please) tell me the way to the town centre / how to get to the City Hall / where South Street is?*

South Street – we do not normally use ‘the’ with the names of streets / roads / squares.

Take the second on the left means *Take the second turn on the left* or *Go along the first street on the left.*

A minute’s walk, five minutes’ walk – we use ‘s (or just ’ with plurals) with periods of time.

*You can walk it in **under** five minutes.* ‘Under’ means ‘less than’ here.

When somebody thanks you, say the following in reply: *Not at all, That’s OK, That’s quite all right, It’s a pleasure.*

Ex 21. Practise the conversations. Make up similar conversations on this topic.

UNIT 2


Ex. 1 [02-01] Listen to the text ‘The Brown Family’. Remember that you can say either *the Brown family* or *the Browns*. Answer the following questions:

1. How many children do Mr. And Mrs. Brown have?
2. How many grandchildren do they have?
3. What are their daughters’ names?
4. What are their sons’ names?
5. What is their eldest daughter’s name?
6. What is their elder son’s name?
7. What is their youngest daughter’s name?
8. What is their younger son’s name?
9. How many sisters does Sylvia have?
10. How many brothers does she have?
11. Who is the Browns’ youngest child?
12. Is Ann married or single?
13. What is her husband’s name?
14. Do they have any children?
15. Are Sylvia and Aileen married?
16. How old is Aileen?
17. Is John married?
18. What is his wife’s name?
19. Do they have any children?
20. Who is a nephew? a niece?
21. How many nephews does Sylvia have?
22. Does she have any nieces?
23. How many grandsons do Arthur and Jane Brown have?
24. Do they have any granddaughters?


25. Is Jane Brown younger or older than her husband?
26. Is Peter Wood younger or older than his wife? How much younger/older?
27. Is Aileen younger or older than her brother? How much younger/older?
28. Is Harold older than Peter?
29. Are Graham and Harold the same age?

Ex. 2 Draw the Brown family tree. Use it to speak about the family.

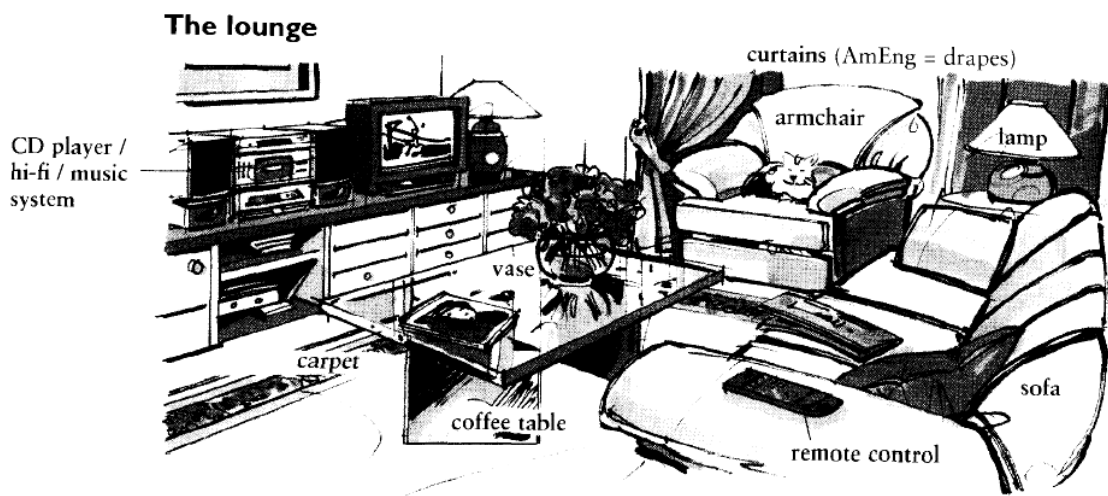
Ex. 3 Speak about your own family using the text 'The Brown Family' as a model.

Ex. 4  [02-02] Listen to the text 'Introducing People'. Fill in the following table:

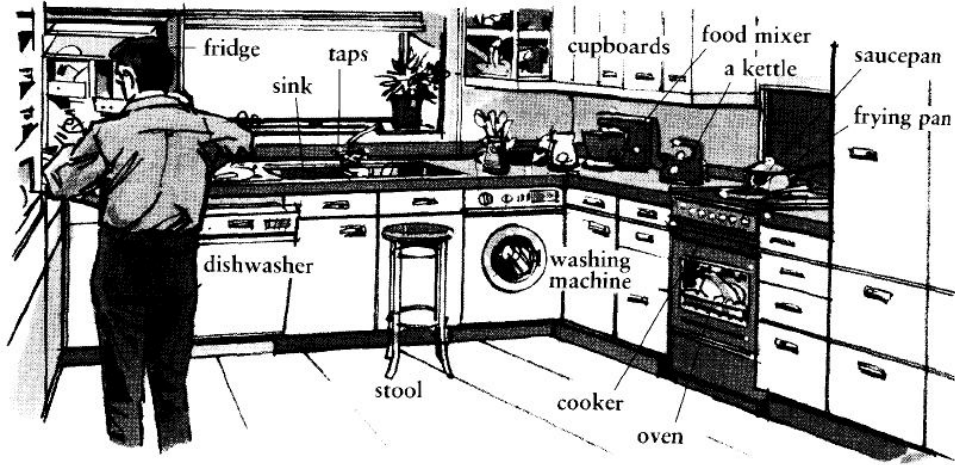
	Name	Nationality	Native Place	Occupation	Age
1.	<i>Miss Peters</i>			<i>nurse</i>	
2.		<i>Scottish</i>			<i>36</i>
3.	<i>Mr. Brown</i>			<i>assistant manager in a department store</i>	
4.	<i>Mrs. Brown</i>		<i>Hampshire</i>		
5.	<i>..., Mary</i>				<i>19, ...</i>
6.	<i>..., ..., twins</i>				

Ex. 5  [02-03] Listen to the dialogue paying particular attention to sentences with the demonstrative pronouns *this* and *that*, which are used to show something that is close to or far from the speaker respectively. Practise the information questions *What is this/that?*, yes/no questions *Is this/that...?* and short responses to them. Note the contracted forms *what's* (= *what is*) and *it's* (= *it is*).

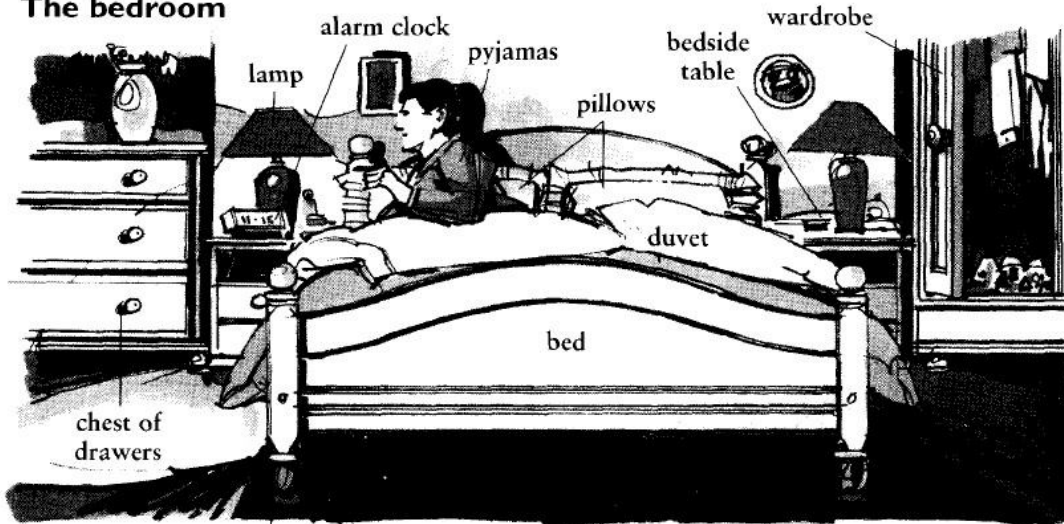
Ex. 6 Make up similar dialogues asking questions about things that you can find a) in the lounge; b) in the kitchen; c) in the bedroom; d) in the bathroom. See the pictures below:



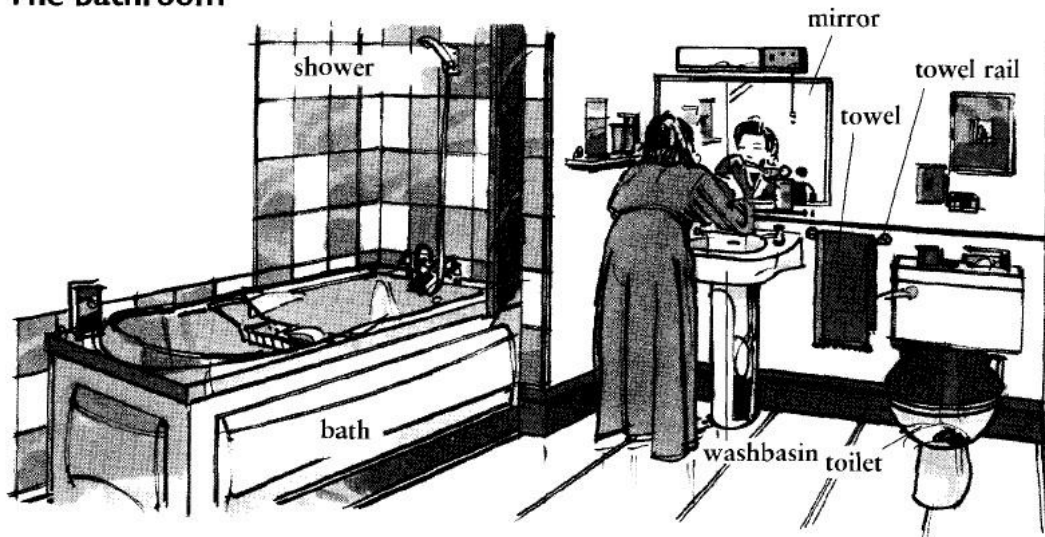
The kitchen



The bedroom



The bathroom



Ex. 7 [02-04] Listen to the grammar chant 'Checking in at the Airport'. This chant provides examples of yes/no and information questions, short responses and positive statements. Note the singular/plural (*bag/bags*) contrast, the use of the prepositions *in*, *on*, *near* and the identical sounds of *they're* (=they are) and *there*.

Ex. 8 🎧 [02-05] Situational Conversations. On a Bus

Listen to four short conversations. Pay attention to the following:

On a bus means going somewhere *by bus*.

Get off – to leave a bus, train or aircraft.

It's the next stop but one – you will have to get off at the second stop.

A 192 – a bus No. 192.

Am I OK for somewhere? is used to ask whether I am going the right way.

Note that we use 'the' in '*the right way*' and '*the wrong way*'.

Further is the comparative of 'far'. It means 'more'.

It's quite a way yet means that we have still got a long way to go.

Seafront – the part of a town where the shops, houses etc are next to the beach.

You should've caught a 12 means 'It was necessary for you to take a number 12 bus but you did not'.

Ex. 9 Practise the conversations. Make up similar conversations on this topic.

UNIT 3

Ex. 1 🎧 [03-01] Conversation. The Present Indefinite Tense

Listen to the conversation, in which John, Mary and George talk about what they do every weekday. Pay attention to *-s (-es)* in the third person singular (I write – He writes). Practise the conversation.

Ex. 2 🎧 [03-02] Conversation. The Present Indefinite Tense – the Possessive Case of Nouns (Mary's) – Possessive Pronouns (my, your, her etc)

Listen to the conversation, in which John, Mary and George talk about what they usually do when they arrive at the office. Pay attention to the following:

Mary's cigarettes means '*cigarettes that belong to Mary*'. We normally use 's when the first noun is a person or animal (*a policeman's hat, the horse's tail*). Otherwise we normally use *of (the title of the book)*.

Whose cigarettes are these? – Mary's – you do not have to repeat the noun in such cases. '*Mary's*' stands for '*Mary's cigarettes*' and is called the absolute possessive.

Ex. 3 Answer the questions:

1. What does John usually do when he arrives at the office?
2. What does Mary usually do when she arrives at the office?
3. What does George usually do when he arrives at the office?
4. What do John, Mary and George usually do when they arrive at the office?
5. When does Mary arrive at the office?
6. When does John arrive at the office?
7. Does John arrive before or after Mary?
8. What time does Mary leave the office?
9. What time does John leave the office?
10. Does Mary leave before or after John?

11. Do John and Mary leave after George and Jack?
12. Whose cigarettes does Mary smoke?
13. Whose cigarettes does George smoke?
14. Whose cigarettes does John smoke?

Ex. 4 Make up two conversations by analogy with Exercises 1 and 2, describing what you usually do *a)* on weekdays; *b)* at weekends.

Ex. 5 🗣️ [03-03] Conversation. The Present Indefinite Tense (questions and negative sentences) – Likes and Dislikes

Listen to the conversation, in which John and George talk about their work. Pay attention to the following:

We use *do/does* to make questions and negative sentences in the Present Indefinite: *Do you work here? – Yes, I do. I work here # No, I don't (do not). I don't (do not) work here.*

Stale – bread or cake that is stale is no longer fresh or good to eat.

Raw – not cooked: *raw fish*.

Cook – someone who prepares and cooks food as their job. Don't confuse this word with *cooker*, which means 'a large piece of equipment for cooking food on or in'.

To catch the 8.10 – to be in time for the train that leaves at 8.10.

Ex. 6 Answer the questions:

1. Does George like his job?
2. Why doesn't he like it?
3. What does George like and what doesn't he like? (For example, he likes coffee, but he doesn't like cold coffee.)
4. Who is the cook at the place where George works?
5. Does George know John's sister?
6. Is she married?
7. Does she wear glasses?
8. Does she smoke?
9. How many cigarettes does she smoke a day?
10. Where does she work?
11. How does she get there?
12. What train does she usually catch?
13. Does she arrive at the office on time?
14. Does her boss mind?
15. Can he do anything about it?

Ex. 7 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 8 Make up a similar conversation about your favourite things (see also 'Beginner', Unit 3) and about what you like and do not like to do.

Ex. 9 🎧 [03-04] Conversation. The Present Indefinite Tense (negative sentences) – Likes and Dislikes

Listen to the conversation, in which John, Mary and George talk about things that they or other people do not usually do. Answer the following questions:

1. What does John offer George when George says that he is thirsty?
2. What does John offer George when George refuses?
3. What doesn't George do when he is on holiday?
4. Why doesn't George's horse eat or move?
5. Why does George think that his cousin is a good girl?
6. How old is she?
7. Why don't John and George work?
8. Why don't they read?
9. Why don't they play football?
10. Why don't they go to the pictures?
11. Why don't John and George work, swear or drink?

Ex. 10 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 11 🎧 [03-05] Listen to the grammar chant. It provides practice in the demonstrative pronouns *this*, *that*, *these* and *those*. It also offers vocabulary to name some parts of your body (*fingers / toes / shoulders / knees*) and to accompany simple movement (*snap / touch / shrug / bend*).

Ex. 12 🎧 [03-06] Gift Store

Hiroshi Tanaka, a tourist from Japan, is in the gift store in the lobby of a hotel in the US. Listen to his conversation with the salesperson. The conversation is divided into parts A, B and C.

T-shirt – a soft shirt with short sleeves and no collar.

It's 12.95 means that the price of the item is twelve dollars 95 cents.

Traveller's cheque – a special cheque for a fixed amount that can be exchanged for the money of a foreign country. *To pay by cheque* or *by credit card* but *to pay in cash*.

Change – the money that you get back when you have paid for something with more money than it costs.

Ex. 13 Listen to Conversation A. Practise it. Make up a dialogue by analogy. Ask about prices and sizes. Use the prompts below.

Colour

light grey	dark grey	brown	beige
maroon	cream	dark blue	light blue

Prices

baseball cap, \$12.95	T-shirts, \$18 each
key ring, \$3.50	ties, \$29.55 each
sweatshirts, \$24.95 each	scarves, \$10.50 each
guidebook, \$11.75	

- Ex. 14 Listen to Conversation B. Practise it. Make up a dialogue by analogy. Choose presents for your relatives. Use the prompts above.
- Ex. 15 Listen to Conversation C. Practise it. Make up a dialogue by analogy. Total your purchases and pay by a traveller's cheque.
- Ex. 16 🎧 [03-07] Situational Conversations. Taking a Taxi
 Listen to four short conversations. Pay attention to the following:
Embassy – a group of officials who represent their government in a foreign country, or the building they work in.
To do your best – to try as hard as you can to do something.
Six pounds thirty – six pounds thirty pence.
 As you can see from the conversations, tipping or giving an additional amount of money to taxi drivers is general politeness in Great Britain.
Victoria – a large railway station in central London, from which trains go to various parts of southeast England.
By half past – in spoken English you can omit the exact hour assuming that it is known to the person you are talking with.
If the lights are with us – if we are lucky with the traffic lights.
You've still got five minutes to spare – 'have got' is a more colloquial variant of 'have'; if you have time, money etc to spare, you have some left in addition to what you have used or need.
Piccadilly – a street in central London along the northern edge of Green Park, between Hyde Park Corner and Piccadilly Circus, where there are many expensive hotels and shops.
Paddington – a railway station in the western part of central London, from which trains go to the west and southwest of England and to South Wales.
I want to catch the 11.15 – I want to be in time for the train that leaves at 11.15.
Hold-up – a situation that stops something from happening or making progress; synonyms: *traffic jam, congestion*.
Fare – the price you pay to travel somewhere by taxi, bus, train etc.
- Ex. 17. Practise the conversations. Take a map of London and make up similar conversations about taking a taxi in this city.

UNIT 4

- Ex. 1 🎧 [04-01] Listen to the recording 'Saying the Date'. Repeat the dates after the speakers. Note the two possible ways of saying the date.
- Ex. 2 Put down the dates after the speakers. You can do it in any of the four following ways: 15 March, 2010; March 15, 2010 (the US variant); 15th March, 2010; March 15th, 2010. Remember, that we write 1st for 'the first', 2nd for 'the second' and 3rd for 'the third' (also for compound numerals like 21st). For other dates, write the th index (e.g. 20th for 'the twentieth').

Ex. 3 🗣️ [04-02] Conversation. Days of the Week

Listen to the conversation, in which John, Mary and George discuss the seven days of the week. (Note that *a weekday* is any day of the week except Saturday and Sunday.) *A week* is a period of seven days and nights, usually measured in Britain from Monday to Sunday, and in the US from Sunday to Saturday.

Answer the questions below. Stick to the British understanding of a week.

1. What is the first day of the week?
2. What is the second day of the week?
3. What is the third day of the week?
4. What is the fourth day of the week?
5. What is the fifth day of the week?
6. What is the sixth day of the week?
7. What is the seventh day of the week?
8. What day is tomorrow if today is Monday?
9. What day was yesterday if today is Monday?
10. What day comes after Tuesday?
11. What day comes before Thursday?
12. What day comes after Thursday?
13. Does Saturday come before or after Sunday?
14. List the seven days of the week.
15. What are the best and the worst days for you?
16. What does it mean, 'to feel Mondayish'?

Ex. 4 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 5 🗣️ [04-03] Conversation. Telling the Time.

Listen to the conversation. Pay attention to the following:

A watch and *a clock* are regular nouns in English and not pluralia tantum as in Russian. So, if the subject is singular, use a singular verb.

My watch is right. I have the right time – my watch shows the real time.

My watch is fast – it shows a later time than the real time.

My watch is slow – it shows an earlier time than the real time.

It's three o'clock by my watch – note the preposition.

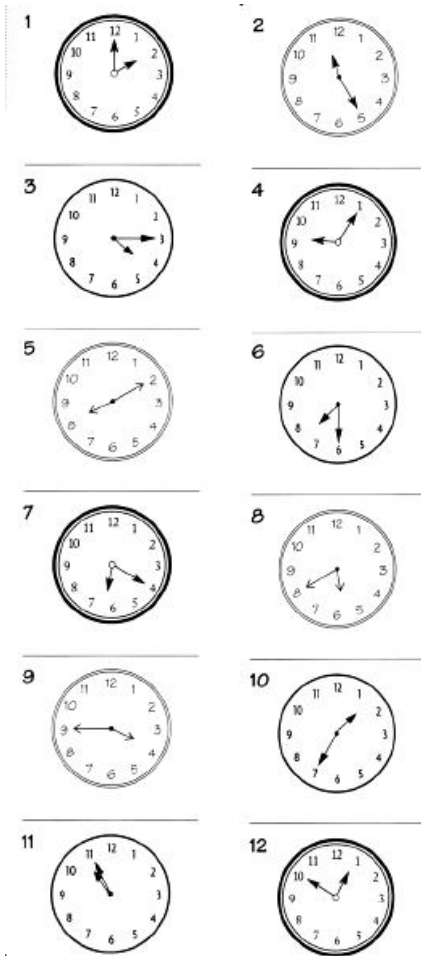
It's ten to / past eleven – in colloquial speech you can omit the word 'minutes'.

Ex. 6 Answer the questions:

1. What time is it by George's watch?
2. Does George's watch show the right time?
3. Is John's watch fast or slow?
4. Is Mary's watch fast or slow?
5. How many seconds are there in a minute?
6. How many minutes are there in an hour?
7. How many hours are there in a day?
8. How many days are there in a week?

Ex. 7 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 8 Write the times (e.g. *It's ten o'clock*):



Ex. 9  [04-04] Conversation. Months

Listen to the conversation, in which Mary teaches George the names of the months in English. Pay attention to the following:

About – a little more or less than a particular number, amount, or size.

Don't you know? – negative questions are often used to express surprise or disbelief.

Disgraceful – bad, embarrassing, or unacceptable.

Leap year – a year, which happens every fourth year, when February has 29 days instead of 28.

Ex. 10 Answer the questions:

1. How many months are there in a year?
2. What are they?
3. What is the first month? The second? The third? The fourth? The fifth? The sixth? The seventh? The eighth? The ninth? The tenth? The eleventh? The twelfth?
4. How many days are there in every month?

5. What is a leap year?
6. How often is a leap year?

Ex. 11 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 12 🎧 [04-05] Conversation. Seasons

Listen to the conversation, in which John, Mary and George discuss the four seasons of the year. Pay attention to the following:

To take a holiday, to go on holiday – Consider other examples:

When are you going on holiday?

We're going to Spain for our holidays ('*Holidays*' is purely British. The American equivalent is '*vacation*'.)

He caught malaria while on holiday in Africa.

I didn't have a proper holiday this year.

This was his first holiday abroad.

her annual summer holiday

a popular Spanish holiday resort

It was just a harmless holiday romance.

Ex. 13 Answer the following questions:

1. What are the four seasons of the year?
2. What can you say about each of them?
3. Which is your favourite one?
4. Which season does Mary prefer? Why?
5. Why doesn't George like spring?
6. Which season does John prefer? Why?
7. What's George's favourite season?
8. When does John take his holiday?
9. Where does he go on holiday?
10. Where does Mary go on holiday?
11. Why does George prefer swimming in a lake to swimming in the ocean?
12. When do you prefer to take a holiday?

Ex. 14 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 15 Make up a similar conversation. Speak about the seasons and your holidays.

Ex. 16 🎧 [04-06] Small Talk

Alicia and Simon are making small talk or social conversation, before they discuss work. Listen to their conversation. Pay attention to the following:

Small talk – polite friendly conversation about unimportant subjects. Small talk is a very important component of English social etiquette. Avoid direct questions and discussing personal matters as it is considered impolite.

Vancouver – a city in British Columbia, Canada, on the Pacific Ocean. Vancouver is Canada's third largest city and is an important port and industrial and business centre.

San Diego – a city in southern California, US, which is a port, an industrial centre, and a base for the US navy.

Ex. 17 Listen to Conversation A. Answer the questions:

1. Which cup is Simon's? Is it the one with a spoon or the one without a spoon?
2. Which cup is Alicia's?
3. Does she take sugar?
4. Does he take sugar?

Ex. 18 Listen to Conversation B. Which of these are good topics for small talk?

- | | |
|--------------------|----------------|
| the city you're in | the weather |
| business problems | politics |
| your journey | food and drink |

Ex. 19 Listen to Conversation C, and talk about your town or city. Use the following questions:

1. What's the weather like?
2. Does it rain in spring/summer/autumn/winter?
3. Which is the coldest/hottest/wettest/driest month?

Ex. 20 Practise the conversations. Make up a polite friendly conversation about unimportant subjects.

Ex. 21  [04-07] Situational Conversations. At a Railway Station

Listen to four short conversations about asking for information at a railway station. Pay attention to the following:

The London train – the train that goes to London.

To change – to get off one train, bus, or plane and into another in order to continue your journey.

Croydon – a London suburb ten miles south of central London.

Victoria – a large railway station in central London, from which trains go to various parts of southeast England.

Which train do I take to Victoria, please? – 9.29. – You need to take the train that leaves at 9.29.

To get in - if a train, bus, or plane etc *gets in* at a particular time, it arrives at that time.

Through [θru:] train – a train by which you can reach a place, without having to use other trains.


Roughly – not exactly; synonyms: *about, approximately*.

There's no need to do something – used to say that someone does not have to do something.

It's due in at 11.35 – expected to arrive at 11.35.

Ex. 22 Practise the conversations. Take a map of London and its suburbs and make up similar conversations.

UNIT 5

Ex. 1  [05-01] Everyday Life. Lena's Schooldays.

Listen to Lena talking about her schooldays. Copy the sentences and circle the correct times.

1. I get up at 7.30 / 7.45.
2. I have breakfast at 8.00 / 8.15.
3. I go to school at 8.30 / 8.40.
4. I have lunch at 12.15 / 12.45.
5. I leave school at 3.30 / 4.15.
6. I get home at 4.30 / 4.45.
7. I go to bed at 11.00 / 11.30.

Ex. 2 Speak about Lena's schooldays.


Ex. 3  [05-02] Everyday Life. Katya's Day

Listen to the text. Fill in the gaps:

Katya is twenty-five. She _____ an artist. She _____ in a small house in the country. She usually _____ at ten o'clock in the morning. She never _____ early. She _____ coffee and toast for breakfast and then she _____ for a walk with her dog. She _____ home at eleven o'clock and she _____ in her studio until seven o'clock in the evening. Then she _____ dinner and _____ a glass of wine. After dinner, she sometimes _____ to music and she sometimes _____ the piano. She usually _____ to bed very late, at one or two o'clock in the morning.

Ex. 4 Speak about Katya's day.

Ex. 5 Talk to a partner about your day.

Ex. 6  [05-03] A Quiet Life

Listen to the text about Felix Catt, a typical middle-class Englishman. Pay attention to the following:

Resident – someone who lives or stays in a particular place.

Gloomy – sad because you think the situation will not improve.

To lead a quiet life – if you lead a particular kind of life, that is what your life is like.

Suburb – an area where people live which is away from the centre of a town or city.

To feed somebody on something – give a particular kind of food to somebody.

Tinned – tinned food is food that is sold in small metal containers, which can be kept for a long time before they are opened.

Putting practice – ‘to putt’ means to hit a golf ball lightly a short distance along the ground towards the hole.

Content with something – happy and satisfied with something.

To be fond of somebody – to like someone very much, especially when you have known them for a long time and almost feel love for them.

Vet, also *veterinary surgeon* – someone who is trained to give medical care and treatment to sick animals.

Confident of something / doing something – sure that something will happen in the way that you want or expect.

By means of something – using a particular method.

Surroundings – the objects, buildings, natural things etc that are around a person or thing at a particular time.

Desire (to do something) – a strong hope or wish.

To change something for something

Adventurous – inclined to adventure; not afraid of taking risks or trying new things.



Ex. 7 Answer the questions:

1. Where does Felix Catt live?
2. What does he look like? Is it also true of his emotional state?
3. What kind of life does he lead?
4. What is his wife's name?
5. Is she a good wife?
6. Why does Felix need a lot of carpet space for putting practice?
7. Why is Felix content with his life?
8. What is the name of Felix's dog?
9. Is it an old or a young dog?
10. Where is Felix taking Sam today? Why?
11. Is the vet confident of curing Sam? By what means?
12. Who is there to comfort Sam in case he feels unhappy?
13. Are Felix and Sam satisfied with their life?
14. Do they want to change it for anything more adventurous?

Ex. 8 Reproduce the text following the speaker's pronunciation and melody.

Ex. 9 Retell the text in the name of a) Felix; b) Gertie; c) Sam; d) the vet; e) the nurse.

Ex. 10 🎧 [05-04] Conversation. *Can* and *Must*

Listen to the conversation, in which John and Mary discuss their plans for tomorrow. Remember that we use *can* (*do*) to say that something is possible or that someone has the ability to do something. The negative is *cannot* (*can't*). We use *must* to say that it is necessary to do something. The negative *must not* (*mustn't*) means 'it is necessary that you do NOT do it'. Here are some words from the conversation:

Come over – if someone comes over, they visit you at your house.

Doubles – a game played between two pairs of players, especially in tennis.

Essential – extremely important and necessary.

Behaviour – the things that a person does.

To swear (swore, sworn) – to use rude and offensive language.

To spit (spat) – to force a small amount of saliva (= the liquid in your mouth) out of your mouth.

To make somebody do something – to force someone to do something.

Human being – a person.

Shallow – not deep.

Ex. 11 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 12 Make up a similar conversation using a lot of sentences with *can* and *must*.

Ex. 13 🎧 [05-05] Situational Conversations. Booking Airline Tickets.

Listen to the four conversations. Pay attention to the following:

I want to go economy – I want to fly economy class.

Coach – a bus with comfortable seats.

Open or return – an open-date ticket (a ticket that gives you a possibility to choose the exact date of your flight within a certain period of time) or a return ticket (a ticket for a trip from one place to another and back again)

Heathrow – an international airport in London. Heathrow is the largest airport in the UK, and it is 20 miles to the west of London.

Reporting – confirming at the airport that you will be on this flight; checking in.

Ex. 14 Practise the conversations. Make up similar conversations on this topic.

UNIT 6

- Ex. 1 🎧 [06-01] Listen to the text 'People's Wishes'. It describes two men who are absolutely different from each other. Their names are Elton Cash and Mr. Wilson. Pay attention to the use of the structure '*there is / there are*'. Note the following words and word combinations:
- Famous* – known about by many people in many places.
Expensive – costing a lot of money.
Cocktail cabinet – a mini cocktail bar.
He'd like a Rolls-Royce – 'd is short for 'would'. *Would like* is used to say that you want something or want to do something.
Mini – the name of a series of small and relatively cheap British cars. The Mini, which was first produced in 1959, became the most successful British car of all time. Minis were extremely popular during the 1960s, especially among young people, and are sometimes seen as symbols of that period in Britain.
Engine – the part of a vehicle that produces power to make it move.
Steering wheel – a wheel that you turn to control the direction of a car.
- Ex. 2 Listen to the text again. Write out compound nouns (i.e. nouns consisting of two parts but having one meaning – *a swimming pool*). Explain their meaning in English. Can such words be separated?
- Ex. 3 Answer the questions:
1. Who is Elton Cash? What can you say about him?
 2. What is his house like?
 3. What is there in the garden of his house?
 4. How many bedrooms are there in his house?
 5. What car does Elton have?
 6. Is it fast or slow?
 7. What is there in his car?
 8. Is Elton happy? Why?
 9. Who is Mr. Wilson? What can you say about him?
 10. What is his house like?
 11. Does it have a garden?
 12. How many bedrooms are there in his house?
 13. What car does Mr. Wilson have?
 14. What is there in his car?
 15. Is Mr. Wilson happy? Why?
- Ex. 4 Retell the text and compare the two men. Express your opinion.
- Ex. 5 Retell the text in the name of a) Elton Cash; b) Mr. Wilson
- Ex. 6 🎧 [06-02] Conversation. There Is / There Are
Listen to the conversation, in which John and Mary are discussing the things that she has in her office, when George suddenly turns up...

Answer the following questions:

1. What things are there in Mary's office?
2. Is there central heating?
3. Is there a draught?
4. Are there many books in the office?
5. What news does George bring?
6. Is the dog lost?
7. Does it have a collar with its owner's address around its neck?
8. What's wrong with the address?
9. Why doesn't it matter?

Ex. 7 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 8 Make up a conversation by analogy, using the structure *there is / there are* to say what objects you can find a) in the lounge; b) in the kitchen; c) in the bedroom; d) in the bathroom. See the pictures in Ex. 6. Unit 2.

Ex. 9 Discuss your flat, house or office with a partner in a similar conversation.

Ex. 10  [06-03] Fast Food. Conversation 1

Jack is at a fast-food outlet in a shopping mall. Listen to his conversation with the server. Pay attention to the following:

Fries – (American English) long thin pieces of potato that have been cooked in hot oil. The British equivalent is *chips*.

Yeah, yup (or yep) are the colloquial variants of 'yes'.

Tax – an amount of money that you must pay to the government according to your income, property, goods etc and that is used to pay for public services.

There you go – here you are.

Ex. 11 Practise the conversation. Make more conversations with the menu.

BIG BURGER WORLD			
BIG BURGER	4 oz burger		2.75
BIG CHEESE	4 oz cheeseburger		3.25
BACON BURGER	4 oz burger		3.25
	with Canadian bacon		
BIG DOG	hot dog		1.95
BIG SALAD	salad bar		2.95
NACHOS	with HOT CHEESE		2.25
FRIES	regular	1.00	large 1.45
SOFTFREEZE ICECREAM			1.70
	vanilla, chocolate		
BIG SHAKE			2.95
	vanilla, strawberry, chocolate		
BIG COLA	regular	1.00	large 1.45
COFFE, TEA, ICED TEA,			0.95
LEMON-LIME SODA			

Ex. 12  [06-04] Fast Food. Conversation 2

Jack returns to buy an ice cream. Listen to his conversation with the server.
Answer the questions:

1. Would Jack like vanilla or chocolate ice cream?
2. How much is it?
3. What bill does Jack offer the server?
4. Can the server make change?
5. Does Jack have anything smaller?

Ex. 13 Practise the conversation. Make a follow-up to your conversation from Exercise 11.

Ex. 14  [06-05] Breakfast Buffet (1)

Edgar is staying in a hotel in San Diego. He has come downstairs for breakfast. Listen to his conversation with the host (Conversation A) and with a waiter (Conversations B and C). Pay attention to the following:

Buffet – a meal in which people serve themselves from a number of different dishes. Synonym: *smorgasbord*.

Cornflakes – small flat pieces of crushed corn, usually eaten at breakfast with milk.

Cheerios – (trademark) a type of breakfast food, usually eaten with milk. Cheerios are hard circles made mainly of oats.

Granola – (American English) breakfast food made from mixed nuts, grains, and seeds.

Rice Krispies – a well-known breakfast food consisting of small pieces of crisp rice. They are usually eaten with milk and sugar.

Bowl – a wide round container that is open at the top, used to hold liquids, food, flowers etc.

Ex. 15 Answer the questions:

1. For how many people does Edgar need a table?
2. Does Edgar smoke?
3. What is the waiter's name?
4. How much does the buffet cost?
5. Does the price include coffee?
6. Is there enough milk for Edgar at the moment?
7. Is he getting more?
8. What type of breakfast food is Edgar looking for?
9. Is there any? What does Edgar feel about it?
10. What is the reason for it?

Ex. 16 Practise the conversations. Make up short conversations by analogy.

Ex. 17  [06-06] Breakfast Buffet (2)

Edgar is filling his plate. Say what hot food there is on Edgar's plate. Check (✓) the boxes while listening.

- | | |
|--|---|
| <input type="checkbox"/> bacon | <input type="checkbox"/> scrambled eggs |
| <input type="checkbox"/> fried potatoes | <input type="checkbox"/> fried eggs |
| <input type="checkbox"/> hash browns | <input type="checkbox"/> boiled eggs |
| <input type="checkbox"/> mushrooms | <input type="checkbox"/> poached eggs |
| <input type="checkbox"/> tomatoes | <input type="checkbox"/> sausages |
| <input type="checkbox"/> English muffins | <input type="checkbox"/> French toast |

Explain each type of food in English.

Ex. 18  [06-07] Breakfast Buffet (3)

Edgar continues to fill his plate. Say what cold food there is on Edgar's plate. Check (✓) the boxes while listening.

- | | |
|--|---|
| <input type="checkbox"/> ketchup | <input type="checkbox"/> salt |
| <input type="checkbox"/> barbecue sauce | <input type="checkbox"/> pepper |
| <input type="checkbox"/> maple syrup | <input type="checkbox"/> French mustard |
| <input type="checkbox"/> breakfast rolls | <input type="checkbox"/> milk |

Explain each type of food in English.

What kind of person is Edgar? What can you say about his eating habits?

Ex. 19 Ask questions about a) Edgar's breakfast plate; b) the buffet, e.g.

Is there any ketchup?

No, there isn't. / Yes, there is.

Are there any fried eggs?

No, there aren't. / Yes, there are.

Ex. 20  [06-08] Situational Conversations. At Lunch

Listen to four short conversations. Observe how to treat your guests to food and how to politely refuse it. Pay attention to the following:

I'm supposed to be slimming – I'm trying to make myself thinner by eating less, taking a lot of exercise etc.

Tempt – to make someone want to have or do something, even though they know they really should not.

Maybe I could manage a very small piece – 'could', the past of 'can', makes the sentence all the more tentative and polite.

Manage – here: to be able to eat or drink something.

Come on – used to encourage somebody to do something.

I must have put on pounds – I have surely put on much weight.

Pound – a unit for measuring weight, equal to 16 ounces or 0.454 kilograms.

As it is – already.

To be on a diet – to eat a limited range and amount of food when you want to get thinner.

Delicious – very tasty.

Ought to do something – used to say that someone should do something because it is the best or most sensible thing to do.

Do have the rest of the mashed potatoes – a very polite and emphatic way of offering somebody something.

The rest of something – what is left after everything or everyone else has gone, been used, dealt with, or mentioned.

Mashed potatoes – ‘*mash*’ means to crush something, especially a food that has been cooked, until it is soft and smooth.


Room – here: space somewhere for a particular thing, person, or activity.

Ex. 21 Answer the questions:

1. What food does the host treat her guests to in each of the conversations?
2. Does she manage to tempt them into eating it?

Ex. 22 Practise the conversations. Make up similar conversations on this topic.

UNIT 7

Ex. 1  [07-01] Listen to the grammar chant ‘What’s Going On this Morning’.

This chant introduces the Present Continuous Tense in statements and information questions with question words ‘what’ and ‘how’. Note the singular / plural forms ‘*The water is*’ / ‘*The plants are*’. Pay attention to the contracted forms *what’s* (= what is) and *the tea kettle’s whistling* (= the tea kettle is whistling). Remember that we use the Present Continuous Tense to talk about something that is happening at or around the time of speaking. Here are some words from the chant:

Whistle [ˈwɪsl] – to make a high or musical sound by blowing air out through a narrow orifice.


Faucet [ˈfɔːsɪt] – *American English* the thing that you turn on and off to control the flow of water from a pipe. The British equivalent is *tap*.

Leak – if a faucet leaks, it lets water flow out.

Creak – if wooden floor creaks, it makes a long high noise when someone walks on it.

Plant – a living thing that has leaves and roots and grows in earth, especially one that is smaller than a tree.

Ex. 2 Practise the chant.

Ex. 3  [07-02] Listen to the text ‘Peter Goes to the Cinema’. Pay attention to the sentences with verbs in the Present Continuous Tense. Here are some words from the text:

Cashier – someone whose job is to receive or pay out money.

To queue (up) – to form or join a line of people or vehicles waiting to do something or go somewhere.

Moustache – hair that grows on a man's upper lip.


Bend – a curved part of something, especially a road or river.

Ex. 4 Answer the following questions:

1. Where is Peter standing?
2. Who is he waiting for?
3. Why is he looking at his watch?

4. What is going on around him?
5. Where is Peter sitting in the cinema?
6. Who is sitting in front of him?
7. Why can't Peter see the film?
8. Who is sitting behind Lulu?
9. Why is Lulu unhappy?
10. Describe the scene from the film.

Ex. 5 Retell the story in the name of a) Peter; b) Lulu; c) the man with a moustache.

Ex. 6  [07-03] Conversation. The Present Continuous Tense

Listen to the conversation, in which John and Mary try to expose George's shady dealings. However, nothing turns out as they expected ...

Pay attention to the following:

What's up? – What is the matter?

Are you kidding? – 'To kid' means to say something that is not true, especially as a joke.

To own – to have something which belongs to you, especially because you have bought it, been given it etc and it is legally yours.

To fool – to trick someone into believing something that is not true.

Wristwatch – a watch that you wear on your wrist or the part of your body where your hand joins your arm.

I'm thinking of retiring – I am considering the possibility of retiring. 'To retire' means to stop working, usually because you have reached a certain age.

I'm taking a taxi – I'm going to take a taxi. Here the Present Continuous Tense denotes a planned action in the future.

Ex. 7 Answer the questions:

1. Why is John standing in the rain?
2. What is George doing? Why?
3. Why does Mary think that George is fooling John?
4. What do John and Mary decide to do to find things out?
5. Why is George smiling?
6. What price did he get?
7. Is George going with John?
8. Who is George waiting for? Why?

Ex. 8 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 9 Make up a similar conversation, using the Present Continuous tense-forms.

Ex. 10  [07-04] A Running Commentary on the Boat Race. Part 1

The Boat Race is a rowing race on the River Thames in Britain, held every year between teams from Oxford University and Cambridge University.


The text you are about to listen to is a running commentary on this race, or a spoken description of this event, given while it is happening, on the television or radio. This part of the text covers the teams' preparations for the race. Listen and fill in the gaps with the Present Continuous or the Present Indefinite tense-forms.

The Cambridge crew _____ out of the boathouse. They _____ their boat down to the river. They _____ it into the water. They _____ just _____ their oars... Now they _____ into the boat. The boatman _____ them off. They _____ to row towards the starting point. They _____ very calm and confident. Now Oxford _____ Cambridge to the starting point. They _____ very strong crew and they look extremely fit. Oxford _____ a new type of oar. It _____ a foot longer than the normal kind.

Ex. 11  [07-05] A Running Commentary on the Boat Race. Part 2

The race starts. Listen and answer the questions:

1. What team is leading at the beginning of the race?
2. What team starts to move ahead as the race proceeds?
3. What is in its favour?
4. What place are the two teams approaching?
5. What does it mean, 'to be half a length ahead'?
6. How do the Cambridge crew look?

Ex. 12  [07-06] A Running Commentary on the Boat Race. Part 2

The race goes on. Listen and answer the questions:

1. What is the matter with Oxford's Number 3?
2. Why is he weakening?
3. What does it mean, 'Cambridge are catching up'?
4. Does Oxford's Number 3 stop rowing?
5. Who is ahead now? Do they continue to move ahead?
6. What does the phrase 'to be bound to do something' mean?
7. Who wins the race?

Ex. 13 Make a detailed retelling of the text.

Ex. 14 Make up a similar commentary on a sporting event.

Ex. 15  [07-07] In-Flight Meals. Conversation A

Hiroshi is Japanese. He is on a flight from Tokyo to Vancouver. Listen to his conversation with a flight attendant. Pay attention to the following:

Salmon ['sæmən] – a large fish with silver skin and pink flesh that lives in the sea but swims up rivers to lay its eggs; this fish eaten as food.

Vegetarian – vegetarian food does not contain any meat or fish.

Still – a still drink does not contain gas.

Sparkling – a sparkling drink has bubbles of gas in it.

Evian, Perrier – French brands of mineral water.

Ex. 16 What does Hiroshi order? Complete the flight attendant's notes. Hiroshi is in seat 31C.

Lunch <i>Seat 31A: Salmon + red wine</i> <i>Seat 31B: Vegetarian meal + white wine</i> <i>Seat 31C:</i>

Ex. 17 [07-08] In-Flight Meals. Conversation B

Alicia is flying from San Diego to Vancouver. Listen to her conversation with a flight attendant. Say what Alicia orders. Note the following:
Decaffeinated – coffee or tea that is decaffeinated does not contain caffeine (=the substance that keeps you awake).
Cream – a thick yellow-white liquid that rises to the top of milk.

Ex. 18 Practise the conversations.

Ex. 19 Order a meal and a drink. Use the menu below.

CROSS GLOBE AIRWAYS IN-FLIGHT MENU TOKYO-VANCOUVER Selection of drinks from the bar: Water: Still or Sparkling Soda: Cola, Lemon-Lime, Orange Wine: Red (California) / White (British Columbia) → Tomato & Mozzarella Cheese Salad Chicken, Sweet Corn & Rice or Salmon, New Potatoes, Peas or Vegetarian Lasagne → Chocolate Mousse → Tea or Coffee (regular or decaffeinated)

Ex. 20 [07-09] Situational Conversations. Teatime

Teatime is the period of the day when British people have a light meal usually consisting of tea and cakes, biscuits or sandwiches. It can be eaten in the late afternoon or in the early part of the evening. Listen to four short conversations that take place during teatime. Pay attention to the following:

Dash – a small amount of a substance that is added to something else.

Lump – a small square block of sugar.

Could do with something – to need or want something.

I'd (=would) rather have a cup of coffee – 'would rather' is used to say that you would prefer to do or have something.

I'd love one – I would very much like a cup of tea.

Spoonful – the amount that a spoon will hold.

Ex. 21 Practise the conversations. Make up similar conversations. Use polite conversational formulas.

UNIT 8

Ex. 1  [08-01] The Past Indefinite Tense. Conversation 1

Listen to the conversation, in which John, Mary and George discuss what they did in town yesterday. Pay attention to the past forms of the verb 'to be'. Remember that you do not use the auxiliary 'did' when you make questions and negative sentences with the predicate 'to be' in the Past Indefinite Tense, e.g. *Were you in town yesterday? – No, I was not.*

Answer the following questions:

1. Where was John in town?
2. Was he alone? Who was with him?
3. Was John's uncle happy when he was a bachelor? Is he happy now?
4. Where was George in town?
5. Was he alone?
6. Was Mary also in town?
7. Where were George and his girlfriend according to Mary?
8. How can you paraphrase the sentence 'George was broke'?
9. Who paid for the entertainment?

Ex. 2 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 3 Make up a conversation by analogy using sentences with the predicate 'was / were'.

Ex. 4  [08-02] The Past Indefinite Tense. Conversation 2

Listen to the conversation. Pay attention to the past forms of irregular verbs. Say what John, Mary and George did yesterday in the morning and in the afternoon. Practise the conversation.

Ex. 5 Describe what you did a) yesterday; b) last weekend.

Ex. 6  [08-03] The Past Indefinite Tense. Conversation 3


Listen to the conversation. Answer the questions:

1. Where did John and George go yesterday?
2. Did they go by car or by train?
3. What did they take to eat?
4. Did the weather stay fine?
5. Did they put the hood of the car down or did they take cover?
6. When did they get back?
7. What does it mean, 'to sleep like a log'?
8. Where did George go for his holiday?
9. Did he go by train or by plane?

10. Did he go alone?
11. What sights did he visit?
12. Did he enjoy the visit?
13. Where did George go next?
14. How did he get there?
15. When did he return?
16. What is 'junk'?
17. What did he bring Mary?
18. Did he bring John a bottle of perfume or wine?

Ex. 7 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 8 Make up a conversation by analogy.

Ex. 9  [08-04] Manuel

Listen to the love story of a young barman from Spain. Fill in the gaps with verbs in the Past Indefinite Tense.

Manuel _____ a 22-year-old barman from Spain. He _____ tall and slim, with long hair and brown eyes and he _____ married. He _____ French and German but he _____ English. However, he _____ to go to England for a holiday. He _____ at a bed and breakfast at the seaside in Brighton. On his last day, he _____ to the beach for a swim. Suddenly he _____ a beautiful girl. She _____ long brown hair, green eyes and a nice smile. It _____ love at first sight! He _____ something in Spanish, but the girl _____ and went away. Manuel _____ slowly back home. He _____ heartbroken. The next day he _____ back to Spain. He _____ to a language school and _____ to learn English. Six months later his English _____ quite good so he _____ back to the same beach.

Ex. 10 Work with a partner. Write the end of Manuel's story. Use the following ideas:

1. Meet/girl again. He said... She said...
2. Have/drink in a bar. They drank (*what?*)...
3. Then/go to a restaurant. They had (*what?*)...
4. At 11 o'clock/go to (*where?*) (*Disco? Cinema?*)...
5. They (*what?*)...
6. At 11.30 her boyfriend arrive/see them. He (*what?*)...
7. Manuel (*what?*)...
8. Manuel and the boyfriend (*what?*) (*Fight? Have a drink?*)...

Ex. 11  [08-05] Rudolph Valentino

Listen to the text about Rudolph Valentino, an Italian actor, sex symbol, and early pop icon. He was one of the most popular international stars of the 1920s, and one of the most recognized stars of the silent film era. Pay attention to the following:

Set off – to start to go somewhere.

Handsome – a man who is handsome looks attractive; a woman who is handsome looks attractive in a strong healthy way.

The Four Horsemen of the Apocalypse [ə'pɒkəlɪps] – in the Bible, four men who ride horses and represent the four things that cause people the greatest pain and suffering, namely war, famine (=lack of food), death, and pestilence (=serious disease).

Sheik – an Arab ruler or prince.

Divorce – the legal ending of a marriage.

Acute – an acute illness or disease quickly becomes very serious.

Appendicitis [ə,pendɪ'saɪtɪs]



Ex. 12 Answer the questions:

1. When and where was Rudolph Valentino born?
2. What did Rudolph dream of from a very young age?
3. Did his dream come true?
4. What were his first jobs?
5. When did he go to Hollywood?
6. How many times did he get married? Did his marriages last long?
7. When did Valentino's big film opportunity come? What was the title of the film? What part did he play in it?
8. What was Valentino's next film?
9. How many people saw it?
10. Was Rudolph popular with women?
11. What was the cause of his death? When did it happen?
12. Is Rudolph Valentino still popular nowadays?

Ex. 13 Tell Rudolph Valentino's life story.

Ex. 14  [08-06] Situational Conversations. With a Friend in a Coffee Bar

Listen to three short conversations. Pay attention to the following:

Iced – iced drinks are made very cold or served with ice.

To go down well – if food or drink goes down well, you enjoy it.

Slice – a thin flat piece of food cut from a larger piece.

Sponge – (British English) a light cake made from flour, sugar, butter and eggs.

Would you care for something? – used to ask someone politely if they would like something.

Not to mind (doing) something – not to be against it; to want it; to be willing to do it.

To feel like (doing) something – to want to have something or do something.

Ex. 15. Practise the conversations. Make up similar conversations on this topic.
Use the vocabulary studied.

UNIT 9

Ex. 1 🎧 [09-01] Listen to the grammar chant 'The Rich are Getting Richer'. This chant practises the regular comparative forms *richer / poorer / older / colder / taller / smaller / weaker / stronger* and the irregular comparative forms *better / worse*. Note the definite article before adjectives functioning as nouns, e.g. *the rich = rich people*. Practise the chant.

Ex. 2 🎧 [09-02] Degrees of Comparison of Adjectives. Conversation 1
Listen to the conversation, in which John, Mary and George compare different things. Pay attention to the comparatives (regular and irregular). Answer the following questions:

1. Is George older or younger than Mary?
2. How much older / younger?
3. How tall is Mary? How tall is George?
4. Who is taller? Who is shorter?
5. Whose head is bigger, Mary's or George's?
6. Why does George think that his piece of fish is better than John's?
7. According to George, whose car is faster, John's or his?
8. Why does John think that his cigarettes are bad?
9. Are George's cigarettes any better?
10. Why does George think that his cigars are better than John's?
11. What does George say about his town?
12. Why does Mary think that George is a liar?

Ex. 3 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 4 Make up a similar conversation using as many comparatives as possible.

Ex. 5 🎧 [09-03] Degrees of Comparison of Adjectives. Conversation 2
Listen to the conversation, in which Mary and George exchange biting remarks with each other. Pay attention to the comparatives and superlatives (regular and irregular). Here are some words from the conversation.

To spell (spelt) – to form a word by writing or naming the letters in order.
Spelling – the act of spelling words correctly, or the ability to do this.
Ugly – extremely unattractive and unpleasant to look at.
The (English) Channel – the narrow piece of water between southern England and northern France, which French people call 'La Manche'.
Factory – a building or group of buildings in which goods are produced in large quantities, using machines.
Babysitting – taking care of children while their parents are away for a short time.


Honest ['ɒnɪst] – someone who is honest always tells the truth and does not cheat or steal.

Ex. 6 Answer the questions:

1. Whose spelling is the best – John's, Mary's or George's?
2. Whose is the worst?
3. Whose handwriting is better – John's or Mary's?
4. What about George?
5. According to George, was he the most or the least intelligent boy in his class?
6. What does John think of it?
7. What is George's opinion of Mary's sister?
8. Is Mary more beautiful than her sister?
9. Does George believe his present job to be interesting?
10. Is it a difficult job?
11. What was Mary's first job?
12. What does Mary imply when she says 'That's how I met George'.
13. What is Mary's honest opinion of George?

Ex. 7 Reproduce the conversation following the speakers' pronunciation and melody.

Ex. 8 Make up a similar conversation using as many comparatives and superlatives as possible.

Ex. 9  [09-04] Listen to the text 'Work Conditions', which gives two different opinions about one and the same job. Pay attention to the following words and word combinations:

Drab – not bright in colour, especially in a way that stops you from feeling cheerful.

Bare – empty, not covered by anything, or not having any decorations.

Safe – not likely to cause any physical injury or harm. The noun is '*safety*'.

To pick on somebody – to behave in an unfair way to someone, for example by blaming them or criticizing them unfairly.

Dead end – a street with no way out at one end; a situation from which no more progress is possible; *dead-end job* – a job with low wages and no chance of progress.

Award [ə'wɔ:d] – something such as a prize or money given to someone to reward them for something they have done.

To move up – to get a better job in a company, or change to a more advanced group, higher rank, or higher level.

Responsibility for (doing) something – a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens.

Ex. 10 Fill in the following table:

	Alice	Cynthia
Opinion of the job	<i>hates it</i>	
Description of the office		<i>the brightest spot in the building</i>
Safety conditions		
Relationship with the colleagues		
Attitude to the work		
Chances of promotion		
The secret of success in any job		
General attitude to life		

Ex. 11 Speak about Alice and Cynthia and their attitude to work.

Ex. 12 Think of a conversation between Alice and Cynthia, in which they would discuss their jobs.

Ex. 13 🎧 [09-05] Situational Conversations. In a Restaurant

Listen to four short conversations. Pay attention to the following:

Have you decided on something, sir? – We usually use ‘anything’ in questions. But we often use ‘something’ when we expect the answer ‘yes’.

Haddock – a common fish that lives in northern seas and is often used as food.

Curry – a type of food from India, consisting of meat or vegetables in a spicy sauce.

Custard – a soft baked mixture of milk, sugar, and eggs.

Ex. 14 Practise the conversations. Make up similar conversations on this topic.

TAPESCRIPT

UNIT 1

Ex. 1 🎧 [01-01]

Sandra: Hello, I’m Sandra. What’s your name?

Luis: My name’s Luis.

Sandra: Hello, Luis. Where are you from?

Luis: I’m from Spain. Where are you from?

Sandra: Oh, I’m from Spain, too. I’m from Madrid.

Ex. 3 🎧 [01-02]

1. *Gérard:* Hello, I’m Gérard. I’m from France.

Akemi: Hello, Gérard. I’m Akemi from Japan.

2. *Charles:* Hello. My name’s Charles. What’s your name?

Bud: Hi, Charles. I’m Bud. I’m from the United States. Where are you from?

Charles: I’m from Oxford, in England.

Bud: Oh, yeah? I’m from Chicago.

3. *Loretta:* Hi, I’m Loretta. I’m from Sydney, Australia.

Jason: Hi, Loretta. I’m Jason. I’m from Australia, too.

Loretta: Wow! Are you from Sydney?

Jason: No. I’m from Melbourne.

Ex. 5 ☐☐ [01-03] Jobs

- | | |
|---------------------|---------------------|
| 1. A teacher | 5. A doctor |
| 2. A taxi driver | 6. A shop-assistant |
| 3. A police officer | 7. A nurse |
| 4. A businessman | 8. A student |

Ex. 6 ☐☐ [01-04]

What's his job? – He's a teacher. What's her job? – She's a doctor.

Ex. 7 ☐☐ [01-05]

He isn't a student. He's a teacher. She isn't a nurse. She's a doctor.

Ex. 8 ☐☐ [01-06]

John: Good morning.

Mary: Good morning.

John: What's your name?

Mary: My name's Mary. What's yours?

John: My name's John.

Mary: Are you English?

John: Yes, I am. I come from London. Are you English?

Mary: Yes, I am. I come from Brighton. Are you in the army?

John: Yes, I'm a sergeant.

Mary: I'm a typist. Who's your friend?

John: His name is George.

Mary: Is he in the army?

John: No, he isn't. He's a civilian. George! Come here. Mary, this is George.

Mary: How do you do?

John: George, this is Mary.

George: How do you do?

Mary: Are you brothers?

George: No, we're not. We're friends.

Mary: Are you English?

George: Yes, I am. We're both English. We come from London.

Mary: I come from Brighton. My parents come from Brighton too.

George: How are they?

Mary: Very well, thank you.

George: Are they in Brighton now?

Mary: No, they're not. They're on holiday.

George: Where are they?

Mary: They're in Cornwall.

George: My parents are on holiday too.

Mary: Where are they?

George: My mother's in Rome and my father's at home.

Ex. 12 ☐☐ [01-07]

Eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

Ex. 13 ☐☐ [01-08]

Twenty-one, twenty-two, twenty-three, twenty-four, twenty-five, twenty-six, twenty-seven, twenty-eight, twenty-nine, thirty.

Ex. 14 ☐☐ [01-09]

One, twelve, two, sixteen, three, twenty-one, four, seventeen, five, thirty.

Ex. 15 ☞ [01-10] Numbers. Conversation A

Check-in Clerk: Here's your boarding pass, ma'am. Flight CG186 to Vancouver. Seat 29K. Gate 11, at 2.30.

Alicia: Thank you very much.

Ex. 16 ☞ [01-11] Numbers. Conversation B

Flight Attendant: Good afternoon, ma'am. What's your seat number?

Alicia: Um... 29K.

Flight Attendant: That's on the left side of the airplane. It's by the window.

Alicia: Thank you.

Ex. 17 ☞ [01-12] Numbers. Conversation C:

Alicia: Excuse me, you're in my seat.

Man: Sorry?

Alicia: That's my seat. 29K.

Man: This is 28K.

Alicia: No, it isn't.

Man: Well, where's 28K?

Alicia: That's 28K there.

Man: Oh yes, you're right, it is. Sorry.

Ex. 20 ☞ [01-13] Asking the Way. Conversations

1.

- Excuse me, can you tell me where South Street is, please?
- Take the second on the left and then ask again.
- Is it far?
- No, it's only about five minutes' walk.
- Many thanks.
- Not at all.

2.

- Excuse me please, could you tell me the way to the station?
- Turn round and turn left at the traffic lights.
- Will it take me long to get there?
- No, it's no distance at all.
- Thank you.
- That's OK.

3.

- Excuse me, but I'm trying to find the Town Hall.
- Take the third on the right and go straight on.
- Should I take a bus?
- No, you can walk it in under five minutes.
- Thank you very much indeed.
- That's quite all right.

4.

- Excuse me please, could you tell me how to get to the town centre?
- First right, second left. You can't miss it.
- Is it too far to walk?
- No, it's only a couple of hundred yards.
- Thanks very much.
- It's a pleasure.

UNIT 2

Ex. 1 [02-01] The Brown Family

Part I

Mr. and Mrs. Brown have five children. They have three daughters and two sons. They have three grandchildren. Their daughters' names are Sylvia, Ann and Aileen. Their sons' names are John and Robert. Sylvia's their eldest daughter. John is their elder son. Aileen's their youngest daughter. Robert's their younger son. Sylvia has two sisters. She has two brothers. The Browns' youngest child is Aileen.

Part II

Ann is married. She is married to Peter. They have two sons. Their names are William and Harold. They haven't any daughters. Sylvia and Aileen aren't married. Aileen is only fourteen. John's married to Mary. They have one son. His name's Graham. Sylvia has three nephews. She hasn't any nieces.

Part III

Arthur and Jane Brown have three grandsons. They haven't any granddaughters. Ann and Peter Wood have two sons. They haven't any daughters. Jane Brown is the same age as her husband. John Brown is the same age as his wife. Peter Wood is older than his wife. He is one year older than her. Aileen's younger than her brother. She is five years younger than him. Harold is younger than his brother. Graham and Harold are the same age.

Ex. 4 [02-02] Introducing People

1. This is Miss Peters. She is English. She comes from London. She works in a hospital. She is a nurse. She's twenty-three.
2. That's Mrs. McDonald. She is Scottish. She comes from Glasgow. She's a teacher. She teaches in a school. She's thirty-six.
3. This is Mr. Brown. He is English. He comes from London. He works in a department store. He is an assistant manager. He is fifty-six.
4. This is Mrs. Brown. She is English too. She comes from Hampshire. She is a housewife. She is fifty-six.
5. These girls are English. They come from Liverpool. Their names are Rose and Mary. Rose is nineteen and Mary is twenty. They are students.
6. Those boys are American. They come from New York. Their names are Charles and Paul. Charles is eighteen and Paul is eighteen too. They are twins. They are students.

Ex. 5 [02-03]

Mary: What's this?

John: A pencil. This is a pencil.

Mary: What's this?

John: A book. This is a book.

Mary: What's this?

John: A pen. This is a pen.

Mary: What's this?

John: A pen. This is a pen.

Mary: What's this?

John: A chair. This is a chair.

Mary: What's this?

John: A piece of paper. This is a piece of paper.

Mary: What's this?

John: A table. This is a table.

Mary: What's that?

John: The window. That's the window.

Mary: What's that?

John: The door. That's the door.

Mary: Is this a pencil?
John: Yes, it is.
Mary: Is this a book?
John: Yes, it is.
Mary: Is this a table?
John: Yes, it is.
Mary: Is this a pen?
John: Yes, it is.
Mary: Is this a chair?
John: Yes, it is.
Mary: Is this a piece of paper?
John: Yes, it is.
Mary: Is that a window?
John: No, it isn't.
Mary: Is that the door?
John: No, it isn't.
Mary: Is this a pencil?
John: No, it isn't.
Mary: What is it?
John: It's a pen.
Mary: Is this a book?
John: No, it isn't.
Mary: What is it?
John: It's a piece of paper.
Mary: Is that the door?
John: No, it isn't.
Mary: What is it?
John: It's the window.
Mary: What's this?
John: I don't know. What is it?
Mary: The end of the lesson.

Ex. 7 ☞ [02-04] Checking In at the Airport

Are the bags all here?
 Yes, they are.
 Are the tags on the bags?
 Yes, they are.
 Where's the big black bag?
 It's there, on the floor.
 Where's the little brown bag?
 It's there, near the door.
 Where are the tickets?
 They're there, in your hand.
 Where are the tags?
 They're there, on the bags.

Ex. 8 ☞ [02-05] On a Bus. Conversations

1.
 - Does this bus go to the station?
 - No, you'll have to get off at the bank and take a 192.
 - Can you tell me where to get off?
 - It's the next stop but one.
2.
 - Am I OK for St. Mary's Church?
 - No, we only go as far as the park, but you can walk from there.

- How much further is it?
 - It's quite a way yet, but I'll tell you in good time.
- 3.
- Do you go to the seafront?
 - No, you're going the wrong way. You want a 143 from the church.
 - Have we got much further to go?
 - It's the next stop.
- 4.
- Is this the right bus for the Town Hall?
 - No, you should've caught a 12. Jump out at the bridge and get one there.
 - Could you tell me when we get there?
 - It's three stops after this one.

UNIT 3

Ex. 1  [03-01]

Mary: I open the door. I go into the room. I close the door. I go to my desk. I sit down. I smoke a cigarette. I read the paper. Then I take a pen and I write a letter. I finish the letter. I put it in my pocket. I stand up. I go out.

John: Mary opens the door. She goes into the room. She closes the door. She goes to her desk. She sits down. She smokes a cigarette. She reads the paper. Then she takes a pen and she writes a letter. She finishes the letter. She puts it in her pocket. She stands up. She goes out.

George: John opens the door. He goes into the room. He closes the door. He goes to his desk. He sits down. He smokes a cigarette. He reads the paper. Then he takes a pen and he writes a letter. He finishes the letter. He puts it in his pocket. He stands up. He goes out.

Mary: I smoke.

John: You smoke.

George: He smoke.

John: Wrong! He smokes.

George: Sorry, John. He smokes.

Mary: She smokes.

George: We smoke.

John: They smoke.

Mary: You smoke.

Ex. 2  [03-02]

Mary: John and I go to work. We go to work. We arrive at nine. We go into the office. We sit down. We smoke a cigarette. We read the papers.

George: You and John go to work. You go to work. You arrive at nine. You go into the office. You sit down. You smoke a cigarette. You read the papers. John and Mary go to work. They go to work. They arrive at nine. They go into their office. They sit down. They smoke a cigarette. They read the papers.

Mary: I smoke George's cigarettes.

John: Whose cigarettes?

Mary: George's.

George: I smoke John's cigarettes.

Mary: Whose cigarettes?

George: John's.

John: I smoke Mary's cigarettes.

George: Whose cigarettes?

John: Mary's.

Mary: John arrives at eight. I arrive at nine. He arrives before me. I arrive after him.

George: Mary leaves at five. John leaves at six. She leaves before him. He leaves after her.

Mary: I leave before you. You leave after me. John and I leave before George and Jack. We leave before them. They leave after us. I work in my office. You work in your office. He works in his office. She works in her office. We work in our office. You work in your office. They work in their office.

Ex. 5 ☒ [03-03]

John: Good morning, George.

George: Good morning, John.

John: Do you work here?

George: Yes, I do.

John: Do you like it?

George: No, I don't.

John: Why not?

George: Do you like bad food?

John: No, I don't.

George: Do you like coffee?

John: Yes, I do.

George: Do you like cold coffee?

John: No, I don't.

George: Do you like bread?

John: Yes, I do.

George: Do you like stale bread?

John: No, I don't.

George: Do you like beer?

John: Yes, I do.

George: Do you like warm beer?

John: No, I don't.

George: Do you like eggs?

John: Yes, I do.

George: Do you like bad eggs?

John: No, I don't.

George: Do you eat fish?

John: Yes, I do.

George: Do you eat raw fish?

John: No, I don't. But who's the cook here?

George: I am.

John: Do you know my sister?

George: Yes, I do. Does she still live at home?

John: Yes, she does.

George: Does she smoke now?

John: Yes, she does.

George: How many cigarettes does she smoke a day?

John: Two packets.

George: Does she still wear glasses?

John: No, she doesn't.

George: Does she work?

John: Yes, she does.

George: Where does she work?

John: She works in town.

George: Does she take the train?

John: Yes, she does.

George: Does she catch the 8.10?

John: No, she doesn't. She always misses it. She catches the 8.20.

George: Does she often arrive late?

John: Yes, frequently.

George: Does her boss mind?
John: Yes, he does.
George: Does he complain?
John: No, he doesn't.
George: Why not?
John: Because he's a coward.
George: But who is her boss?
John: I am.

Ex. 9 ☐ [03-04]

George: I'm thirsty.
John: Have a glass of water.
George: No, thanks.
John: Why not?
George: I don't like water.
John: Have a glass of fruit juice.
George: No, thanks.
John: Why not?
George: I don't like fruit juice.
John: Have a cup of tea.
George: No, thanks.
John: Why not?
George: I don't like tea.
John: Have a whisky and soda.
George: No, thanks.
John: Why not?
George: I don't like soda.
When I'm on holiday I don't get up early. I don't wash, I don't shave, I don't put on a shirt, I don't brush my shoes.
John: And that's not all. You don't say 'please', you don't say 'thank you'.
George: My horse doesn't eat. He doesn't eat. He doesn't drink. He doesn't move.
John: Why not?
George: He's dead.
My cousin is a good girl. She doesn't drink, she doesn't smoke, she doesn't swear.
John: How old is she?
George: Six months.
John and I are lazy. We don't work.
Mary: Why not?
George: Because we don't like work. We don't read.
Mary: Why not?
George: Because we don't have any books. We don't play football.
Mary: Why not?
George: We haven't got a ball. We don't go to the pictures.
Mary: Why not?
George: Because we haven't got any money.
Mary: John and George don't work. They don't swear. They don't drink. Do you know why? They're too lazy.

Ex. 11 ☐ [03-05] This, That, These, Those

This, that,
These, those.
Snap your fingers,
Touch your toes.
This, that,
Those, these.

Shrug your shoulders,
Bend your knees.

Ex. 12 ☞ [03-06] Gift Store

Conversation A:

Hiroshi: How much is this?

Salesperson: The baseball cap? It's 12.95.

Hiroshi: What size is it?

Salesperson: They're all the same. One size fits all.

Hiroshi: That's okay.

Conversation B:

Hiroshi: How much are those T-shirts?

Salesperson: Which ones?

Hiroshi: The dark blue ones.

Salesperson: They're 18 dollars each.

Hiroshi: What sizes do you have?

Salesperson: Small, medium, large and extra large. Is it for you?

Hiroshi: No, it's for my son.

Salesperson: How old is he?

Hiroshi: Thirteen.

Salesperson: I suppose medium then.

Conversation C:

Hiroshi: Okay, the cap and the T-shirt, then.

Salesperson: That's 30.95 together. 34.12 with the tax.

Hiroshi: Do you take traveller's cheques?

Salesperson: Sure. Just sign and date it. I have a stamp with the store name.

Hiroshi: There you go!

Salesperson: That's 15.88 change.

Ex. 16 ☞ [03-07] Taking a Taxi. Conversations

1.

- The American embassy, please. I have to be there by 11.10.

- I can't promise, but I'll do my best.

...

- You're just in time. Six pounds thirty, please.

- Thanks a lot. Here's seven pounds. You can keep the change.

2.

- Do you think you can get me to Victoria by half past?

- We should be okay if the lights are with us.

...

- You've still got five minutes to spare. Six pounds forty, please.

- Thanks very much indeed. Here's ten pounds. Give me three pounds, please.

3.

- Piccadilly, please. I have an appointment at 10.30.

- I think we can make it if we get a move on.

...

- Here we are, sir. Six pounds thirty-five, please.

- Many thanks. Let's call it seven pounds.

4.

- Paddington, please. I want to catch the 11.15.

- We'll be all right if there are no hold-ups.

...

- This is it, sir. Six pounds fifty, please.

- Thank you. Here's the fare and this is for you.

UNIT 4

Ex. 1 ☐☐ [04-01] Saying the Date

The fourth of June – June the fourth
The twenty-fifth of August – August the twenty-fifth
The thirty-first of July – July the thirty-first
The first of March – March the first
The third of February – February the third
The twenty-first of January, nineteen eighty-eight
The second of December, nineteen seventy-six
The fifth of April, nineteen eighty
The eleventh of June, nineteen sixty-five
The eighteenth of October, nineteen eighty-nine

Ex. 3 ☐☐ [04-02]

Mary: What day is it today?
George: I don't know.
Mary: Is it Monday?
John: Yes, it is.
George: If today is Monday, tomorrow is Tuesday.
John: Very good!
George: The day after Tuesday is Wednesday. The day after Wednesday is Thursday. The day after Thursday is Saturday.
John: No, it isn't. It's Friday.
George: Of course, it is! I beg your pardon.
John: What's the day after Saturday?
George: Sunday?
John: Good! Now try again.
George: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
Mary: Is today Sunday?
George: No, it isn't.
Mary: Is today Tuesday?
George: No, it isn't.
Mary: Is today Wednesday? Is today Wednesday?
George: No, it isn't.
Mary: Is today Thursday?
George: No, it isn't.
Mary: What is it?
George: It's Monday.
Mary: Is tomorrow Wednesday?
George: No, it isn't.
Mary: Is tomorrow Friday?
George: No, it isn't.
Mary: What is it?
George: It's Tuesday.
John: Remember! Monday comes before Tuesday. Tuesday comes after Monday. Wednesday comes before Thursday. Thursday comes after Wednesday. Friday comes before Saturday. Saturday comes after Friday. Sunday comes after Saturday and before Monday.
George: Thank you.
John: That's all right.

Ex. 5 ☐☐ [04-03]

Mary: Excuse me, what time is it, please?

George: I'm sorry, I don't know.

Mary: But you have a watch!

George: I know. But I can't tell the time.

Mary: Well, repeat after me.

One o'clock.

Two o'clock.

Three o'clock.

Four o'clock.

Five o'clock.

Six o'clock.

Seven o'clock and so on.

Five past one.

Ten past two.

A quarter past three.

Twenty past four.

Twenty-five past five.

Half past six.

Twenty-five to seven.

Twenty to eight.

A quarter to nine.

Ten to ten.

Five to eleven.

Twelve o'clock.

Twelve in the morning is noon.

Twelve at night is midnight.

George: By my watch, it's three o'clock. My watch is right. I have the right time.

John: By mine, it's ten past three. My watch is wrong. It's always wrong. It's never right.
It's ten minutes fast.

Mary: By mine, it's five to three. My watch is slow. It's five minutes slow.

George: One more question, please.

Mary: Yes, what is it?

George: How many seconds are there in a minute?

Mary: There are sixty.

George: How many minutes are there in an hour?

Mary: There are sixty.

George: How many hours in a day?

Mary: Twenty-four.

George: How many days in a week?

Mary: Seven.

George: Thanks.

Mary: That's all right.

Ex. 9 ☐☐ [04-04]

Mary: How many months are there in a year?

George: About twelve?

Mary: Twelve exactly.

George: What are they?

Mary: Don't you know?

George: No, I don't. I know the days of the week and I can tell the time, but I don't know
the months of the year.

Mary: Disgraceful!

George: I know. Will you teach me?

Mary: If you say 'please'.

George: Will you teach me, please?

Mary: That's better. Are you ready? Listen to me. January. February. March. April. May.

June. July. August. September. October. November. December.

What's the first month?

George: January.

Mary: What's the second?

George: February.

Mary: How many days are there in February?

George: Twenty-eight.

Mary: Always?

George: No, there are twenty-nine in leap year.

Mary: How often is leap year?

George: It comes once every four years.

Mary: What's the third month?

George: March.

Mary: What's the fourth?

George: April.

Mary: What's the fifth?

George: May.

Mary: What's the sixth?

George: June.

Mary: What's the seventh month?

George: July.

Mary: What's the eighth month?

George: August.

Mary: What's the last month?

George: I don't know.

Mary: It begins with a 'd'.

George: December?

Mary: That's right.

George: I prefer the days.

Mary: Why?

George: Because there are only seven.

Ex. 12 ☒ [04-05]

Mary: How many seasons are there in a year?

George: I don't know. How many are there?

Mary: There are four.

George: What are they?

Mary: Spring, summer, autumn, winter.

George: Is that all?

Mary: Yes, it is.

John: Which season do you prefer?

Mary: I prefer spring.

John: Why?

Mary: Because it's not too hot and not too cold.

George: I don't like spring.

John: Why not?

George: It's too windy. And I don't like rain. I always catch cold.

Mary: Which do you prefer, John?

John: I prefer summer. I like hot weather. I don't like winter. I don't like cold weather.

Mary: Which season do you prefer?

George: Who, me? I prefer the football season.

Mary: No, seriously.

George: I prefer autumn.

Mary: Why?

George: Because the weather's better in my part of the country. It's too hot in summer.
But in the autumn we have cool breezes.

John: I take my holiday in August. I usually go to the ocean. Where do you go, Mary?

Mary: I go to the mountains. I like snow. In winter I go skiing. In summer I go walking.

George: I prefer to go swimming.

John: In the ocean?

George: No, in a lake. I prefer fresh water.

John: Why?

George: Because I like to drink and swim at the same time.

Ex. 16 ☞ [04-06] Small Talk

Conversation A:

Simon: There we go. Two teas.

Alicia: Which one's mine?

Simon: That one. The one without a spoon. There's sugar in mine, but there's no sugar in yours.

Alicia: Thanks.

Simon: Be careful. It's hot.

Conversation B:

Simon: Is this your first visit to Vancouver?

Alicia: Yes, it is.

Simon: What do you think of it?

Alicia: It's beautiful. Really beautiful.

Simon: I agree. But then, it's my hometown.

Alicia: You're very lucky.

Conversation C:

Simon: How do you like the weather here?

Alicia: It's fine. Not too hot. San Diego's pretty hot at this time of the year. Anyhow, is it going to rain? I want dry weather for my pictures.

Simon: We get a lot of rain in the fall and winter. December and January are the wettest months. But fortunately, the weather forecast is okay for this week.

Alicia: Great!

Ex. 21 ☞ [04-07] At a Railway Station. Conversations

1.

- When does the London train leave, please?
- 9.25, Platform 3.
- What time does it reach London?
- You should be there at 11.31, but you may be a bit late.
- Do I have to change?
- Yes, you change at Lewis and East Croydon.

2.

- Which train do I take for Victoria, please?
- 9.28. This end of Platform 2.
- When does it get in?
- It gets there at 11.34.
- Must I change?
- No, it's a through train.

3.

- Which platform for London Bridge, please?
- 9.27 from Platform 1.
- What time does it arrive?

- It takes roughly two hours. So, you'll arrive just before 11.30.
 - Is it necessary to change?
 - No, there's no need to change.
- 4.
- What time's the next train to Victoria, please?
 - 9.26, Platform 4. Right up at the front.
 - When do we get there?
 - It's due in at 11.35, but they're running late today.
 - Need I change trains?
 - Yes, change at East Croydon.

UNIT 5

Ex. 1 [05-01] Lena's Schooldays

Well, on schooldays I get up at seven forty-five. I have breakfast at eight and I go to school at eight thirty. I have lunch in school with my friends, that's at twelve fifteen – it's early in our school. I leave school at three thirty in the afternoon and I walk home with my friends. I get home at four thirty. I go to bed at eleven o'clock on schooldays, but not at the weekends.

Ex. 3 [05-02] Katya's Day

Katya is twenty-five. She's an artist. She lives in a small house in the country. She usually gets up at ten o'clock in the morning. She never gets up early. She has coffee and toast for breakfast and then she goes for a walk with her dog. She gets home at eleven o'clock and she paints in her studio until seven o'clock in the evening. Then she cooks dinner and drinks a glass of wine. After dinner, she sometimes listens to music and she sometimes plays the piano. She usually goes to bed very late, at one or two o'clock in the morning.

Ex. 6 [05-03] A Quiet Life

Felix Catt is a typical resident of Siberia Avenue, Surbiton. He looks gloomy, but in fact he is quite happy, and he leads a quiet life in this suburb of London. His wife Gertie looks after him carefully; she cleans the house regularly, and feeds him daily on well-cooked meat and tinned vegetables. There is always a supply of fresh water for his whisky, and plenty of carpet space for putting practice, so he is very comfortable and content with suburban life.

Felix is very fond of his old dog, Sam. They go for walks together on Sundays. Today he is taking Sam to the local vet, because he is afraid that he is going blind. However, the vet is confident of curing him by means of a small operation. He is giving Sam an injection before operating on him, so that he will sleep peacefully the whole time and not feel any pain. There is even a pretty nurse standing by to comfort Sam in case he feels unhappy and lonely in the strange surroundings.

In general, both Felix and Sam think that they don't have a bad life, and they have no desire to change it for anything more adventurous.

Ex. 10 [05-04] Conversation. *Can* and *Must*

Mary: Hello, is that you, John?

John: Yes. Is that you, Mary?

Mary: Yes, can you hear me?

John: No, I can't. The line's very bad. Can you hear me?

Mary: Yes, just. Can you speak louder?

John: Is that better?

Mary: Yes, that's fine. Can you come over today?

John: Sorry, I can't.

Mary: When can you come?

John: I can't come today, but I can come tomorrow.

Mary: Can you bring George?
John: I can, but I don't want to.
Mary: If you don't we can't play tennis. Is there anyone else?
John: I can ask Bill. Can you ask Jane?
Mary: Yes, if you like. Then we can play doubles.
John: Do you still want George?
Mary: Yes, he's essential.
John: Why?
Mary: We must have someone to pick up the balls!
John: I mustn't tell him that, or he won't come.
Mary: He must come early. He mustn't be late. And you must speak to him about his behaviour. He mustn't swear. He mustn't spit. He mustn't kick the dog.
John: And I must make him wash behind his ears. He must learn to live like a civilized human being. Is there anything else I must bring?
Mary: Yes, you mustn't forget to bring a towel. After tennis we can go swimming in the pool. We can't swim in the river because it's too shallow. Can George swim?
John: Yes, he can, like a rock.
Mary: Good. We can throw him into the deep end.

Ex. 13  [05-05] Booking Airline Tickets. Conversations

1.
 - I want to fly to Geneva on or about the first.
 - I'll just see what there is.
 - I want to go economy and I'd prefer the morning.
 - Lufthansa, Flight LH203, leaves at 09.20.
 - What time do I have to be there?
 - The coach leaves for the airport at 07.45.
2.
 - I'd like to book a flight to Munich for Monday, 10th.
 - I'll have a look in the timetable for you.
 - I'll need an economy class, open or return.
 - KLM have got a DC9, leaving at 09.25.
 - What else ought I to know?
 - The latest time of reporting is 08.20 at the airport.
3.
 - What flights are there from London to Vienna tomorrow?
 - If you'd like to take a seat, I'll find out for you.
 - I'd like to travel first class, please.
 - British Airways, Flight BA561. Takes off from Heathrow at 09.25 and flies direct.
 - What time have I got to get there?
 - You'll have to be at Victoria Coach Station by 07.45.
4.
 - Are there any planes to Zurich on a Sunday?
 - If you excuse me for a second, I'll check.
 - By the way, I don't want a night flight.
 - There's a Swiss Air DC9 out of London at 09.20.
 - When am I supposed to check in?
 - If you're going to the airport, you must be there before 08.20.

UNIT 6

Ex. 1  [06-01] People's Wishes

Look at this man. He is Elton Cash. He is a pop star. He is very rich and famous. Look at his house. It's large and expensive, and there's a swimming pool in the garden. There are

ten bedrooms in the house. Elton's car is American. It's a 1978 Lincoln Continental. It's fast and comfortable. In his car, there is a radio, a stereo cassette player, a cocktail cabinet, a cigar lighter and electric windows. But Elton isn't happy. He'd like a Rolls-Royce. Look at this man. He is Mr. Wilson. He is a teacher. He is very poor and he isn't famous. Look at his house. It's small and cheap and there isn't a garden. There are only two bedrooms in the house. Mr. Wilson's car is English. It's a 1959 Mini. It's slow and uncomfortable. In his car, there isn't a radio or a cassette player; there is an engine, a steering wheel, and there are four wheels and two doors. Mr. Wilson isn't happy. He'd like a new Mini.

Ex. 6 ☐ [06-02]

Mary: There are many things in my office. There's a desk. There's a lamp. There's a carpet. There are books. There are pictures. There are maps.

John: Is there a telephone?

Mary: Yes, there is.

John: Is there an armchair?

Mary: Yes, there is.

John: Is there a typewriter?

Mary: No, there isn't.

John: Is there a safe?

Mary: No, there isn't.

John: Is there central heating?

Mary: No, there isn't.

John: Is there a draught?

Mary: Yes, there is.

John: Are there any books?

Mary: Yes, there are. There are three on the shelf and there are two on the floor.

John: Are there any pictures?

Mary: Yes, there are. There are three.

John: Are there any maps?

Mary: Yes, there are. There are four.

John: Are there any cigarettes?

Mary: No, there aren't.

John: Are there any papers?

Mary: No, there aren't.

John: Are there any letters?

Mary: No, there aren't.

George: Are you there, John?

John: Yes, what is it?

George: There's a dog at the door.

John: Is there? Is he lost?

George: I don't know.

John: Is there a collar around his neck?

George: Yes, there is.

John: Is there a name on the collar?

George: Yes, there is.

John: Is there an address?

George: There is and there isn't. There's the street but there's no number.

John: That's too bad!

George: It doesn't matter.

John: Why not?

George: The dog's dead.

Ex. 10 ☐ [06-03] Fast Food (1)

Server: Next. Yes, sir.

Jack: I'd like a big burger, please.
Server: Big burger... Anything else?
Jack: Yes, with fries.
Server: Regular or large fries?
Jack: Large.
Server: Anything to drink?
Jack: Yeah, coffee.
Server: Is there everything?
Jack: Yup. That's it!
Server: Okay, that's a big burger with large fries and coffee?
Jack: Right.
Server: That's 5.51 with the tax.
Jack: There you go.
Server: Out of 10, 4.49 change. It's coming right up.

Ex. 12 ☒ [06-04] Fast Food (2)

Server: Hello again.
Jack: Hi. An ice cream, please.
Server: Would you like vanilla or chocolate or both?
Jack: Both.
Server: There you go. 1.81 with the tax.
Jack: Okay.
Server: Mm... I can't make change for a fifty. Do you have anything smaller?
Jack: Oh, yeah, ah-ha, here's a two-dollar bill.
Server: Thanks.

Ex. 14 ☒ [06-05] Breakfast Buffet (1)

Conversation A:
Edgar: Good morning.
Host: Good morning, sir. Table for one?
Edgar: Please.
Host: Smoking or non-smoking?
Edgar: Non-smoking.
Host: Right this way.

Conversation B:

Waiter: Good morning. I'm Juan and I'm your waiter for today. Tea or coffee?
Edgar: Coffee, please.
Waiter: Can I recommend our buffet? That's 12.95. Coffee's included.
Edgar: Yes, that's fine. The buffet.
Waiter: It's right over there. Help yourself and enjoy your breakfast.

Conversation C:

Edgar: Excuse me, is there any more milk?
Waiter: Sure there is. Coming right up.
Edgar: Cornflakes ... Cheerios ... Granola... No. Are there any Rice Krispies?
Waiter: Aren't there any in the bowl?
Edgar: No, there aren't.
Waiter: Then we don't have any Rice Krispies.
Edgar: No Rice Krispies! I don't believe it!
Waiter: Sorry, but it is 9.30. We serve breakfast from seven.

Ex. 17 ☒ [06-06] Breakfast Buffet (2)

Edgar: Ouch, that's hot! Where's the fork? Oh, that's hot too! Uh-huh. Ah yes, sausages. One, two sausages! Two fried eggs and hash browns. Yes, a lot of hash browns!

Any French toast? Oh yes, there it is. Two, no, three, four pieces of French toast!
It's the same price. There isn't any bacon. Excuse me, do you have any bacon?

Waiter: Bacon? No, sorry, there isn't any left.

Edgar: Okay. Hmm, some scrambled eggs and ham then. Ha-ha, forget the cholesterol!

Ex. 18 [06-07] Breakfast Buffet (3)

Edgar: Excuse me, is there any maple syrup for the French toast?

Waiter: Sure, it's right there in front of you.

Edgar: Okay. Hmm, a lot of maple syrup! U-uh, that's too much. That's okay. Actually, I'll just take it with me. The milk for my coffee! That's great. Hmm... Breakfast rolls or English muffins? I don't know. Aha, an English muffin with jam. That's fine. Eh, excuse me, is there any salt and pepper?

Waiter: There you go.

Edgar: Okay, thanks. Is this enough food? I can always go back later.

Ex. 20 [06-08] At Lunch. Conversations

- | | |
|---|--|
| 1. | 3. |
| - You must have some more chicken. | - Another piece of meat pie? |
| - No, thanks. I'm supposed to be slimming. | - No, thanks, really. I'm on a diet. |
| - Can't I tempt you? | - Please, do. You've hardly eaten anything. |
| - Well, maybe I could manage a very small piece. | - It's delicious, but I don't think I ought to. |
| 2. | 4. |
| - Wouldn't you like to finish up the omelette? | - Do have the rest of the mashed potato. |
| - No, really, thank you. I just couldn't eat any more. | - No, thank you. I've had too much already. |
| - Come on, now. Surely, you can manage it. | - Just take it to please me. |
| - No, thank you, really. I must've put on pounds, as it is. | - Okay, but only a small piece, or I shan't have room for any pudding. |

UNIT 7

Ex. 1 [07-01] What's Going On This Morning

The earth is turning,

The toast is burning,

The water is boiling,

The tea kettle's whistling,

The faucet is leaking,

The floor is creaking,

The plants are dying,

The kids are crying.

What's burning?

The toast is burning.

What's boiling?

The water is boiling.

How are the plants?

The plants are dying.

How are the kids?

The kids are crying.

Ex 3 [07-02] Peter Goes to the Cinema

Peter is standing outside the cinema. He is waiting for Lulu, his girlfriend, and he is looking at his watch because she is late. An old man's coming out of the cinema. A young man's going into the cinema. A boy is running up the steps. A woman's buying a ticket from the cashier. Some people are queuing outside the cinema.

Now Peter's in the cinema with Lulu. He's sitting between Lulu and a man with a moustache. A lady is sitting in front of him. She is wearing a large hat. Peter can't see the film. A man sitting behind Peter is smoking a pipe. Lulu is unhappy because the smoke's going into her eyes.

This is a scene from the film. In this scene, a beautiful young girl's lying across the lines. She is shouting, 'Help!', because the train's coming along the lines. It's very near, it's coming round the bend, now.

Ex. 6 [07-03]

Mary: Why are you standing in the rain?

John: I'm waiting for George.

Mary: What's he doing?

John: He's selling his watch.

Mary: Why is he selling it?

John: I give you one guess.

Mary: But wait a minute!

John: What's up?

Mary: Whose watch is he selling?

John: His own.

Mary: Are you kidding? He doesn't own a watch. I'm beginning to think he's fooling you.

John: But I saw it.

Mary: What kind of watch was it?

John: A small gold wristwatch. It was like the one you're wearing now.

Mary: I knew it. He's trying to sell my sister's watch. It's just like mine. I must phone her right away.

John: Wait a minute! He's coming out now. What shall we do?

Mary: I'll hide behind this tree and listen to the conversation.

John: He's crossing the road. He's holding something in his hand. He's looking at me. He's smiling. He's lighting a cigarette. Hello, George! How much did you get?

George: Five pounds.

John: That's a good price.

George: Yes, I'm thinking of retiring.

John: It's still raining and we're getting wet. I'm taking a taxi. Are you coming?

George: No, I'm not. I'm waiting for someone.

John: Who?

George: Mary's sister.

John: Why?

George: She's giving me ten per cent.

John: On what?

George: The watch I sold for her. Good night, John. Good night, Mary.

Ex. 10 [07-04] A Running Commentary on the Boat Race. Part 1

The Cambridge crew are coming out of the boathouse. They are carrying their boat down to the river. They lower it into the water. They are just fetching their oars... Now they are getting into the boat. The boatman pushes them off. They are starting to row towards the starting point. They look very calm and confident. Now Oxford are following Cambridge to the starting point. They look very strong crew and they look extremely fit. Oxford are using a new type of oar. It's a foot longer than the normal kind.

Ex. 11 [07-05] A Running Commentary on the Boat Race. Part 2

They are ready. They are waiting for the starter's signal. They are off! Both crews are rowing strongly. I think Oxford is gaining on Cambridge. Yes, they are definitely moving ahead. But the curve of the river is in Oxford's favour here. Now they are approaching Putney Bridge. Oxford are half a length ahead. Cambridge still look quite fresh though.

Ex. 12 [07-06] A Running Commentary on the Boat Race. Part 3

Hello, what's the matter with Oxford's Number 3? Oh, he's in trouble. He's weakening. The new oar's being too much for him. Yes, Cambridge are rapidly catching up. Oxford's Number 3 is still rowing, but he's weakening all the time. He's quite exhausted, but he's making a wonderful effort. Cambridge have taken the lead now. They're going further ahead with every stroke. Cambridge are bound to win, now. There's only a quarter of a mile to go. Yes, it's all over but the shouting.

Ex. 15 ☞ [07-07] In-Flight Meals. Conversation A
Flight Attendant: Salmon, chicken or vegetarian?
Hiroshi: Chicken, please.
Flight Attendant: Anything to drink?
Hiroshi: Yes. Water, please.
Flight Attendant: Still or sparkling?
Hiroshi: Sorry, I don't understand.
Flight Attendant: This is Evian. It's still. And this is Perrier, it's sparkling.
Hiroshi: Oh, yes. Evian, please.

Ex. 17 ☞ [07-08] In-Flight Meals. Conversation B
Flight Attendant: Tea or coffee?
Alicia: Coffee, please.
Flight Attendant: Regular or decaffeinated?
Alicia: Regular.
Flight Attendant: Cream and sugar?
Alicia: Cream, please. No sugar.
Flight Attendant: There you go.
Alicia: Thank you.
Flight Attendant: For you, sir?
Man: No, thanks. I'm fine.

Ex. 20 ☞ [07-09] Teatime. Conversations

- | | |
|--|---|
| 1. | 3. |
| - Would you care for a cup of tea? | - How about a nice cup of tea before you go? |
| - Only if you are, I'm having one. | - Yes, I'd love one. |
| - Do you take milk and sugar? | - How do you like it? |
| - A dash of milk and two lumps, please. | - A strong one with three spoons for me, please. |
| 2. | 4. |
| - I expect you could do with a cup of tea, couldn't you? | - Would you like a cup of tea? |
| - I'd rather have a cup of coffee, if you don't mind. | - Only if it's not too much trouble. |
| - Milk and sugar? | - Do you like it with milk and sugar? |
| - A milky one without sugar, please. | - Not too much milk and just half a spoonful, please. |

UNIT 8

Ex. 1 ☞ [08-01] The Past Indefinite Tense. Conversation 1

George: I was in town yesterday.
John: So was I.
George: When?
John: All day.
George: Where were you?
John: I was at the pictures.
George: Was it a good film?
John: Yes, it was. It was very good.
George: Were you alone?
John: No, I wasn't.
George: Who was with you?
John: My uncle.
George: How is he?
John: Not so good.
George: Why is that?
John: He was a bachelor. He was very happy. Now he's married. But where were you?

George: I was in the park.
John: Were you alone?
George: No, I wasn't.
John: Who was with you?
George: Mind your own business. I'm going.
Mary: Hello, John. Who was that?
John: That was George.
Mary: Where were you yesterday?
John: I was in town. George was in town too.
Mary: Were you together?
John: No, we weren't. I was at the pictures and he was in the park.
Mary: I know. I was there too.
John: When?
Mary: In the afternoon. George was with a friend.
John: Was she pretty?
Mary: Yes, she was. She was very pretty.
John: Where were they?
Mary: They were on the lake. They were in a boat.
John: Were they?
Mary: Yes, they were.
John: Are you sure?
Mary: Yes, quite sure.
John: But George was broke!
Mary: Yes, he was. But they were on the lake, and afterwards they were in the bar.
John: That's very strange.
Mary: No, it isn't. It was her money.

Ex. 4 [08-02] The Past Indefinite Tense. Conversation 2

Mary: Yesterday morning I went to my office. I opened the door. I went into the room. I closed the door. I went to my desk. I sat down. I smoked a cigarette. I read the paper. Then I took my pen and I wrote a letter.
George: Yesterday morning Mary went to her office. She opened the door. She went into the room. She closed the door. She went to her desk. She sat down. She smoked a cigarette. She read the paper. Then she took her pen and she wrote a letter.
John: Yesterday morning George went to his office. He opened the door. He went into the room. He closed the door. He went to his desk. He sat down. He smoked a cigarette. He read the paper. Then he took his pen and he wrote a letter.
Mary: Yesterday afternoon John and I went for a picnic. We went into the country. We left home at eight. We took the train. When we arrived we made a fire. We fried eggs. Then we swam in the river.
George: Yesterday afternoon you and John went for a picnic. You went into the country. You left home at eight. You took the train. When you arrived you made a fire. You fried eggs. Then you swam in the river. Yesterday afternoon John and Mary went for a picnic. They went into the country. They left home at eight. They took the train. When they arrived they made a fire. They fried eggs. Then they swam in the river.

Ex. 6 [08-03] The Past Indefinite Tense. Conversation 3

Mary: Where did you go yesterday?
John: We went to the beach.
Mary: Who's "we"?
John: George and I. We went together.
Mary: How did you go?
John: We drove.
Mary: Whose car did you take?

John: George's sports car.
Mary: Did you take sandwiches?
John: Yes, we did.
Mary: Did you make tea?
John: Yes, we did.
Mary: Did the weather stay fine?
John: No, it didn't.
Mary: Did it rain?
John: Yes, in the evening.
Mary: Did you put the hood down?
John: No, we didn't. We took cover.
Mary: What time did you get back?
John: We got back at midnight.
Mary: Did you sleep well?
John: Like a log.
Mary: Where did George go for his holiday?
John: He went to Paris.
Mary: How did he go?
John: He took the train.
Mary: Did he go alone?
John: No, with a group.
Mary: What did they see?
John: The usual sights.
Mary: Did they visit the Louvre?
John: Yes, they did.
Mary: Did George enjoy the visit?
John: No, he didn't.
Mary: Why not?
John: Because it wasn't free.
Mary: Did they visit Italy?
John: Yes, they did.
Mary: Did they take the boat?
John: No, they flew.
Mary: Did they enjoy the trip?
John: Yes, they did.
Mary: When did they return?
John: Last night.
Mary: What did George buy?
John: A lot of junk.
Mary: Did he bring me a present?
John: Yes, he did.
Mary: What is it?
John: A secret.
Mary: What did he bring you?
John: A bottle.
Mary: Of perfume?
John: No, Chianti.

Ex. 9 [08-04] Manuel

Manuel was a 22-year-old barman from Spain. He was tall and slim, with long hair and brown eyes and he wasn't married. He spoke French and German but he didn't speak English. However, he decided to go to England for a holiday. He stayed at a bed and breakfast at the seaside in Brighton. On his last day, he went to the beach for a swim. Suddenly he saw a beautiful girl. She had long brown hair, green eyes and a nice smile. It was love at first sight! He said something in Spanish, but the girl didn't understand and

went away. Manuel walked slowly back home. He was heartbroken. The next day he didn't go back to Spain. He went to a language school and started to learn English. Six months later his English was quite good so he went back to the same beach.

Ex. 11 [08-05] Rudolph Valentino

Rodolpho Gugliemi Di Valentina was born in a small village in southern Italy on 6th May, 1895. He was the second of three children. His father died when he was eleven. From a very young age Rodolpho dreamed of going to America. He wanted to be rich. When he was eighteen, his mother gave him some money and he set off for New York by boat.

At first Rodolpho worked as a dishwasher and gardener. He also learned English. Then he got a job in an Italian restaurant. He was very handsome. He was also a very good dancer, so women who wanted a partner gave him money to dance with them. His first big job was as a tango dancer at a famous restaurant.

In 1917 he went to California and got some small parts in films in Hollywood. In 1919 he changed his name to Rudolph Valentino. He also got married to a young actress, Jean Acker, but this marriage only lasted a few months. In 1922 he got married again to Natasha Rambova, but this marriage did not last either.

Valentino's big film opportunity came in 1919 when he played the part of a 'Latin lover' in *The Four Horsemen of the Apocalypse*.

This became the top film of the 1920s and made him a star. 125 million people saw his next film, *The Sheik*, and Valentino became the cinema's first international sex symbol. He got more than a thousand love letters a week from women all over the world.

Eight months after his second divorce, Valentino went to hospital with bad stomach pains. He had an acute appendicitis and died on 23rd August, 1926 at the age of 31. In only two days 100,000 fans went to see his body. Today, seventy years later, there are still Valentino fan clubs in many countries!

Ex. 14 [08-06] With a Friend in a Coffee Bar. Conversations

- | | |
|---|--|
| 2. | 4. |
| - What can I get you to drink? | - What do you want to drink? |
| - An iced coke would go down well. | - I feel like a cup of tea. |
| - Wouldn't you like some cake, too? | - Do you fancy something to eat? |
| - Yes. I think I'll have a slice of chocolate sponge. | - Yes, I'd rather like some of that fruitcake. |
| - Right. Sit down there and I'll bring it over. | - That's a good idea. I think I'll join you. |
- 3.
- What are you going to have to drink?
 - I'd like something cool.
 - Would you care for some cake?
 - Yes, I'll try a piece of cheesecake.
 - It certainly looks tempting. I wouldn't mind some myself.

UNIT 9

Ex. 1 [09-01]

The rich are getting richer.
 The poor are getting poorer.
 The good are getting better.
 The bad are getting worse.
 The old are getting older.
 The nights are getting colder.
 The good are getting better.
 The bad are getting worse.

The tall are getting taller.
 The small are getting smaller.
 The good are getting better.
 The bad are getting worse.
 The weak are getting weaker.
 The strong are getting stronger.
 The good are getting better
 The bad are getting worse.

Ex. 2 [09-02] Degrees of Comparison of Adjectives. Conversation 1

George: Hello, Mary! How old are you?

Mary: I'm twenty-five.

George: I'm thirty-five. I'm older than you.

Mary: How much older?

George: Ten years older.

Mary: I'm younger than you.

George: How much younger?

Mary: Ten years younger.

George: How tall are you?

Mary: I'm five feet two. How tall are you?

George: I'm just five feet.

Mary: I'm taller than you.

George: How much taller?

Mary: Two inches taller.

George: I'm shorter than you.

Mary: How much shorter?

George: Two inches shorter.

Mary: You have a big head. It's bigger than mine. Mine is small. It's smaller than yours.

George: My car is fast. It's faster than yours. Yours is slow. It's slower than mine.

John: This fish is good.

George: My piece is better.

John: Why?

George: Because it's bigger and fresher.

John: These are bad cigarettes. They're strong.

George: Mine are worse. They're stronger.

John: My cigars are good. They're good cigars. They are better than yours.

George: No, they're not. They're bad cigars. They're worse than mine. Mine don't explode!

Mary: George tells me that in his town the sun is hotter, the sky is bluer, the buildings are taller and the cars are newer. The girls are sweeter and the men are stronger. The days are shorter and the nights are longer. The water is wetter, the martini drier, but between you and me, I think he's a liar.

Ex. 5 [09-03] Degrees of Comparison of Adjectives. Conversation 2

Mary: My spelling is bad but yours is worse.

George: Whose? Mine?

Mary: No, John's. Yours is the worst of them all.

George: Whose handwriting is the best?

Mary: Mine easily. It's better than John's.

George: What about mine?

Mary: Can you write?

George: I'm more intelligent than you think. At school I was the most intelligent boy in the class.

John: A small class, no doubt.

Mary: Do you think I'm more beautiful than my sister?

George: In my opinion, your sister is the ugliest girl on this side of the Channel. But to answer your question, no!

John: Is your present job an interesting one?

George: It's more interesting than our conversation.

John: Is it a difficult job?

George: It's the most difficult job in the whole factory.

John: Mary, what was your most interesting job?

Mary: Baby-sitting. That's how I met George.

John: What is your honest opinion of George?

Mary: He has the loudest voice, the reddest face, the biggest head, the smallest brain, the shortest memory, the worst manners, the dirtiest neck, the most unpleasant friends, and the most criminal tendencies of any man I know. In short, I like him very much.

Ex. 9 [09-04] Work Conditions

Alice hates her job. She works in a drab office with bare walls, and the work conditions are unsafe. The people where she works don't like her, and she always feels as if they are picking on her. She hates the work, too, because she thinks of it as dead-end work that is not important anyway.

Cynthia likes her job. Her desk is the brightest spot in the building, and her section got last year's safety award. The people she works with are always giving parties or doing things for each other, and she thinks of them as friends rather than co-workers. The job itself is not an important one, but Cynthia says it is a small part of an important company, and she intends to move up in the company.

The funny thing is that Alice and Cynthia work for the same company and have the same job-title, but Cynthia knows the secret. A worker who takes responsibility for her job can make it better.

Ex. 13 [09-05] In a Restaurant. Conversations

- | | |
|---|---|
| 1. | 3. |
| - Can I take your order, sir? | - Have you chosen something, sir? |
| - Yes. I'd like to try the steak, please. | - Yes. I think I'll have the curry, please. |
| - And to follow? | - What would you like afterwards? |
| - Ice cream, please. | - I'd like some fruit if you have it. |
| 2. | 4. |
| - Have you decided on something, sir? | - May I take your order, sir? |
| - Yes. Haddock and chips for me, please. | - I'll just take a small salad, please. |
| - How about the sweet? | - Do you want any sweet? |
| - No sweet, thanks. Just coffee. | - Apple pie and custard would be nice. |

SUPPLEMENTARY LISTENING MATERIALS

Ex. 1 [10-01] The verb 'To Have'.

John: This is my office. I have a telephone, I have a desk, I have two tables, I have three pictures. How many have you?

Mary: Pictures?

John: Yes.

Mary: I have two at home and four in my office. My sister has many pictures and many books.

John: How many books has she?

Mary: I don't know.

John: Have you a dog?

Mary: Yes, I have. Have you?

John: No, I haven't. I have a cat. Have you a cat?

Mary: No, I haven't. I hate cats.

John: Here's George. Good morning, George.

George: Good morning, John. Have you a cigarette?

John: Yes, I have. Here you are.

George: Thanks. Have you a match?

John: No, I haven't. Have you, Mary?

Mary: Yes, I have. Here you are.

George: Thanks, Mary.

Mary: That's all right.

George: See you later. I have an appointment.

Mary: Has he an appointment?

John: Yes, he has, with the police. He has a car but he hasn't a licence. Have you a car?

Mary: No, I haven't, but my sister has. She has a horse, too. My father has a farm. We have pigs, we have sheep, we have cows.

John: Have you a tractor?

Mary: No, we haven't. We haven't a tractor, but our friends have. They have many.

John: Have they a farm, too?

Mary: No, they haven't. They have a factory – a tractor factory.

Ex. 2 ☞ [10-02] Colours

Mary: What colour is the sky?

George: Blue in France and grey in England.

Mary: What colour is blood?

George: That depends. If you're a king, it's blue. Mine's only red.

Mary: What colour is grass?

George: Green.

Mary: What colour is coal?

George: Black.

Mary: What colour is a banana?

George: Ripe or unripe?

Mary: Ripe.

George: Yellow.

Mary: What colour is snow?

George: White.

Mary: What colour is an orange?

George: I don't know.

Mary: Orange!

George: What colour do you get if you mix red and blue?

Mary: Purple. What colour is my hair?

George: Brown. What colour is my father's hair?

Mary: Grey, I think.

George: Wrong!

Mary: What colour is it then?

George: No colour at all. He's as bald as an egg.

Mary: What colour is my dress?

George: Do you mean your green one?

Mary: Yes.

George: Green.

Mary: Dark green or light green?

George: I can't tell the difference. I'm colour-blind.

Mary: I have a red nose.

John: George has a red nose. He drinks a lot of whisky.

Mary: I have grey eyes.

John: George has bloodshot eyes. He has a hangover.

George: I have three ties. One is spotted. It has brown spots – dark brown spots.

I wear it at the office. One is striped. It has blue stripes – light blue stripes.

I wear it on holiday. One is plain. It is black. I wear it at funerals.

Ex. 3 ☞ [10-03] The Past Indefinite Tense

John: George and I were in the services at the same time.

Mary: When was that?

John: Almost ten years ago.

Mary: Weren't you in the army?
John: Yes, I was.
Mary: Wasn't George in the navy?
John: No, he wasn't. They rejected him.
Mary: Why was that?
John: He couldn't swim.
Mary: Did he try the air force?
John: Of course, not! If he couldn't swim, he certainly couldn't fly.
Mary: What branch were you in?
John: I was in the artillery. George was in the infantry.
Mary: How did you meet?
John: We met on manoeuvres.
Mary: What was his rank?
John: He was a sergeant.
Mary: Was he an officer?
John: Don't make me laugh!
Mary: But you were an officer, weren't you?
John: No, I wasn't
Mary: What were you?
John: As a matter of fact, I was also a sergeant. The colonel asked me if I wanted to become an officer. I thanked him but I had to refuse.
Mary: Why?
John: Because of my weak heart.
Mary: Wasn't he disappointed?
John: He was a bit, but he soon got over it.
Mary: But what happened on manoeuvres?
John: I had to defend the top of a hill.
Mary: By yourself?
John: No, I had fifty men.
Mary: Where was George?
John: He was in charge of the attacking force.
Mary: How many men did he have?
John: About ten.
Mary: Who won?
John: He did, easily.
Mary: But how could ten men beat fifty?
John: Our ammunition was blank. Theirs was live.

Ex. 4 ☞ [10-04] The Past Indefinite Tense. Negative Forms.

Mary: Yesterday George did nothing. He didn't get up early because it was Sunday. He didn't wash because the water was cold. He didn't shave because he didn't have a razor blade. He didn't have breakfast because he wasn't hungry. He didn't go out because it was raining. He didn't smoke because he didn't have any cigarettes.
George: That's quite true. On Saturday I didn't feel well but I went to work. I didn't take off my coat, I didn't take off my hat. I didn't turn on the light because I had a headache. I didn't smoke because I had a sore throat. My secretary was late. I didn't say "Good morning", she didn't say "Good morning". I didn't open my post, I didn't write any letters, I didn't read the paper. I didn't even go for a cup of tea. I left a note on the desk saying "Back in five minutes" and went home.
John: Monday was a bad day. The alarm clock didn't go off. The sun didn't shine, the birds didn't sing. The grass didn't grow. The hens didn't lay any eggs. The post didn't come. The radio didn't work. Mary didn't phone. George didn't come. I didn't catch my bus, I didn't take a taxi because I was broke.
Mary: Did it rain?
John: No, it didn't. It poured!

Ex. 5 ☐ [10-05] The Past Indefinite and the Past Continuous Tenses

A Story about Mark Twain

Once Mark Twain was travelling on a ship. He was sitting with a group of men. Some of the men told some very unusual stories. Each man was trying to tell a more unusual story than the other man. Mark Twain said, “Boys, the stories that you have been telling remind me of something that happened many years ago. It was in Hannibal, Missouri. I was a boy at that time. There was a big fire in the town. The fire was on the fourth floor of the only hotel in the town. An old man named Hankinson was on the fourth floor. He could not get down. No one could get up to save him. The firemen were there and they had ladders, but the ladders were not long enough to go to the fourth floor. Nobody knew what to do. Old Hankinson was on the fourth floor with his head out of the window. He was crying, “Save me, please save me! Why doesn’t somebody save me?!” I had an idea. I said, “Bring me a rope”. Somebody brought me a rope. I threw one end of the rope up to old Hankinson. I said to him, “Put the rope around your waist”. Old Hankinson put the rope around his waist strongly. Then I pulled him down.

Ex. 6 ☐ [10-06] Reported Speech

Mary: Yesterday was George’s birthday. He invited me to ten but I couldn’t go because I had a headache.

John: Did you tell him you had a headache?

Mary: No, I told you to tell him.

John: I don’t remember. When did you tell me?

Mary: We were in the garden. I said I wasn’t feeling well and you said you’d tell him. I told you not to forget. I even told you to write it down.

John: I’m very sorry. I’ll tell him when I see him this evening.

Mary: No, tell me what happened at the party.

John: It started at eight. He gave us whisky. We drank to his health, we wished him good luck. I asked him how old he was.

Mary: What did he say?

John: He said he was thirty-four.

Mary: He told me he was twenty-nine.

John: Then he asked me how old I was.

Mary: What did you tell him?

John: I told him I was thirty. “Have another drink”, he said. “No thanks”, I replied, “and in any case I said ‘thirty’, not ‘thirsty’”. He told me I looked at least forty.

Mary: What did you say to that?

John: I said it was because I worked too hard.

Mary: Did he believe you?

John: No. He said I wasn’t telling the truth. He said I was telling a deliberate lie.

Mary: Were you?

John: Yes.

Ex. 7 ☐ [10-07] Reported Speech (2)

John: Come in.

George: What did you say?

John: I said, “Come in”. I told you to come in.

George: Open the window, please.

John: What did you say?

George: I said, “Open the window, please”. I asked you to open the window.

John: Don’t touch my things.

George: I beg your pardon?

John: I said, “Don’t touch my things”. I told you not to touch my things.

George: Please don’t use my pen.

John: I beg your pardon?
George: I said, "Please don't use my pen". I asked you not to use my pen.
John: Where's my book?
George: What did you say?
John: I said, "Where's my book?" I asked you where my book was.
George: What time is lunch?
John: What did you say?
George: I said, "What time is lunch?" I asked you what time lunch was.
John: When's Mary coming?
George: I beg your pardon?
John: I said, "When's Mary coming?" I asked you when Mary was coming.
George: Can you come over?
John: Sorry, I didn't catch what you said.
George: I said, "Can you come over?" I asked you whether you could come over. I asked you if you could come over.
John: Will there be drinks?
George: I beg your pardon?
John: I said, "Will there be drinks?" I asked you whether there'd be drinks. I asked you if there'd be drinks.
George: How will you come?
John: What did you say?
George: I said, "How will you come?" I asked you how you'd come.
John: Have you got a car?
George: I'm sorry, I didn't catch what you said.
John: "Have you got a car?" I asked you whether you had a car. I asked you if you had a car.
George: Yes, I have.
John: Then you can call for me.

Ex. 8 ☒ [10-08] Absolute Possessive Pronouns

John: Whose cigars are those?
Mary: They're George's
John: Let me have a look. They are not, you know. They're mine.
Mary: I'm sure they're his.
John: What makes you so sure?
Mary: They are the cheap ones he keeps for his friends. He told me so. Here are yours.
John: Where?
Mary: In the bookcase.
John: Whose are those stamps?
Mary: They belong to George's sister.
John: Who told you?
Mary: He did.
John: Are you sure they're hers?
Mary: Well, they're not yours.
John: They belong to Ted.
Mary: If you knew they belong to him, why did you ask me?
John: To find out whether he told you the truth.
Mary: Are these books ours?
John: These are, but those aren't. Bill gave us these for Christmas. Those belong to the people next door.
Mary: Are these magazines theirs or ours?
John: Strictly speaking, they're no one's.
Mary: What do you mean?
John: They aren't paid for.
Mary: Whose fault is that?

John: George's.
Mary: Are they his?
John: He ordered them.
Mary: Whose is that money on the card table?
John: Yours, isn't it?
Mary: It doesn't belong to me. I didn't leave it there.
John: Well, it isn't George's and it isn't mine.
Mary: Who's been here?
John: Mr. and Mrs. Brown came to play bridge.
Mary: It's theirs, then. Imagine forgetting your winnings!
John: Whose dog is that out there in the garden?
Mary: It belongs to the Smiths.
John: Are you sure it's theirs?
Mary: It's their terrier, isn't it?
John: Yes, you're right. Pass me that boot!

Ex. 9 ☐ [10-09] The Future Indefinite Tense; Absolute Possessive Pronouns;
 A Person's Age; Dates

Mary: George isn't here but he'll be here tomorrow afternoon. He'll be back by three o'clock. I'll be at the station to meet him.
John: I'll be there too. I'll try to be on time but I may be late. I'll be at the office until half past two. I'll be very busy.
Mary: It's George's birthday the day after tomorrow. He'll be thirty-five. Next birthday I'll be twenty-seven.
John: And I'll be thirty. How old is your father?
Mary: He'll be fifty on Christmas day. How old is yours?
John: He's sixty. He'll be sixty-one on New Year's Day. How old is your mother?
Mary: She's forty-five. She'll be forty-six on Good Friday. How old is yours?
John: She's fifty-eight. She'll be fifty-nine on the first of next month.
Mary: My grandfather is eighty. He'll be eighty-one on the sixth of May.
John: Mine will be a hundred a week from Wednesday.
Mary: My cousin has twins. They're ten. They'll be eleven on December twelfth.
John: My cat has kittens.
Mary: How many?
John: Seven.
Mary: That's a lucky number!
John: For me, yes. For them, no.
Mary: Why's that?
John: Today there are seven but tomorrow there'll only be three.
Mary: And the others?
John: They'll be in a meat pie. Will you stay for lunch?

Ex. 10 ☐ [10-10] The Future Indefinite Tense (2)

Mary: George, what are your plans for tomorrow?
George: The alarm clock will go off at six. I'll wake up. I'll look at the time. I'll groan. I'll turn over, I'll go to sleep again until seven o'clock. At seven I'll get up. I'll wash if the water is hot. I'll shave if I can find my razor. I'll clean my teeth if they're dirty. I'll put on a tie because it's Sunday. And I'll have breakfast if you make it. Then I'll take the dog for a walk in the park.
Mary: What shall I get for breakfast? Shall I make some toast? Shall I fry some eggs?
George: Yes, please do. I'll be hungry.
Mary: John will arrive on Thursday afternoon. He'll leave Paris at half past six. The plane will take off at half past eight. He'll be in the air for ten hours. It'll be a long trip. He'll land the same evening. He'll go through the customs. He'll give us a ring, he'll take a taxi, and he'll be here in time for dinner.

George: I'm afraid not. The customs officers will open his luggage. They'll search him, they'll find a hundred watches. They'll arrest him, they'll take him to the police station.

Mary: But how will they know?

George: I told them yesterday.

Mary: But he'll phone me.

George: Impossible.

Mary: Why?

George: He'll be in handcuffs!

Ex. 11 ☞ [10-11] The Future Indefinite Tense. Negative Forms.

George: I won't go out this afternoon.

Mary: Why not?

George: If I do, it'll rain

Mary: It won't rain today. The weather won't break before the weekend. The sun may not shine but it won't be wet.

George: Nevertheless, I won't take any risks. I won't go out without my umbrella.

Mary: John won't believe me when I tell him. He won't stop laughing.

George: Laughing at what?

Mary: At the thought of you with an umbrella.

George: But I won't use it.

Mary: Why take it then?

George: Superstition! If I take it, it won't rain. If I don't take it, it will.

Mary: I'll bet you ten shillings it won't rain.

George: I'll take it. But if you win I won't be able to pay. I won't have any money until the end of the week.

Mary: I won't expect you to pay immediately, but I hope you won't forget.

George: No chance of that. You won't forget to remind me.

Mary: And while you're out, I hope you won't forget to buy some cake.

George: What about money?

Mary: You won't need any. We have credit.

George: See you later.

Mary: I hope you won't be long. If John comes he'll be hungry. He won't want to wait.

George: He won't leave until I get back.

Mary: how do you know?

George: Because I owe him twenty pounds and he won't go until I pay.

Ex. 12 ☞ [10-12] Have (Got) to

George: Will you show me how to fill in this application form?

Mary: Have you got to do it right now?

George: Yes, it has to be in the post by Thursday morning.

Mary: Well, first of all, you have to write your name in capitals. You have to give your first name, but you don't have to give your middle name. You have to put your address on the next line, but you don't have to put it in capitals.

George: Do I have to give the date of my birth?

Mary: Yes, you do. And you have to state whether you've had any contagious disease. You have to give full particulars about your present job, but you haven't got to say why you want to leave it.

George: Have I got to do it in duplicate?

Mary: No, in triplicate. You have to sign it and you have to enclose a stamped self-addressed envelope if you want a reply.

George: Have I got to send a photo?

Mary: No, you don't.

George: Have I got to answer all the questions?

Mary: No, you only have to answer those that concern you.

George: I'll have to read the instructions again. I mustn't make any mistakes.

Mary: Will you have to have an interview?

George: Yes, I expect I'll have to go for one next week. Luckily, I haven't got to pass an examination. I haven't got to know anything at all. It's personality that counts!

Ex. 13 ☞ [10-13] The Passive Voice

John: Did you hear what happened to George?

Mary: No, what?

John: The night before last he was arrested. On his way home he was stopped by a detective. He was taken to the police station. He was questioned, he was put in a cell. He was given bread and water.

Mary: When was he released?

John: The next morning. He was the wrong man. They'd mistaken him for a dangerous lunatic. The sergeant apologized and gave him a cigar. But that's not all. Yesterday afternoon he was run over.

Mary: Was he badly injured?

John: Not very badly.

Mary: Was he taken to the hospital?

John: Yes, immediately.

Mary: Was anything broken?

John: No, nothing broken. It was only shock.

Mary: Poor old George!

John: I haven't finished. When he got home he found his house had been broken into. The window had been forced, the wires had been cut, the dog had been drugged, the safe had been opened. Papers had been removed, money had been taken.

Mary: Have any fingerprints been found?

John: Yes, but only George's.

Mary: Do you think the thieves will be caught?

John: I'm certain they will. The inspector knows who did it. He says they'll be arrested tomorrow morning. He's certain that the papers will be recovered and maybe the money as well.

Mary: Will George be asked to appear in court?

John: Yes, he will. They suspect a put-up job.

Ex. 14 ☞ [10-14] The Modal 'To Be to'

Orders

Mike: Do you think I can borrow the car tonight, Mum?

Mum: No, you can't. Your father and I will be using it. We're going to the annual general meeting at the bridge club.

Mike: But they aren't holding the meeting tonight.

Mum: Aren't they? How do you know?

Mike: I heard Dad telling Mr. Jones it had been postponed for a month.

Mum: Well, he didn't mention it to me. If that's the case you can use the car, but you are not to cram it with too many of your friends again. There must have been eight or nine of you in it last week. You'll spoil the upholstery, and besides it's against the law.

Mike: Well, Pete's car had broken down, so ours was the only one available. Anyway, there are only seven of us this week.

Mum: That car's only meant to take five people. You are not to go far in it, or you'll break the springs.

Mike: We're only going to a party at Topsham. I'll drive slowly and gently.

Mum: Another of those parties! You're to be home at midnight, or your father and I will be worried to death that you've had a crash.

Mike: Mum, the party will hardly have started by midnight. Just go to sleep and forget about me.

Mum: If you're late in, you are not to make a noise ... And you're not to drink any alcohol or the police will stop you and you'll lose your licence.

Mike: For god's sake, Mum, you must think I'm 9 years old, not 19!

Ex.15 [10-15] Modal Verbs

Garages

Ted: Did you take your car to Greenham's garage to be repaired, Bill?

Bill: Yes, the day before yesterday. It's in good shape again now. Apparently, I needn't have worried about that terrible rattling noise underneath. It was only a loose wire and they fixed it in two minutes flat.

Ted: Was there anything else wrong?

Bill: Oh, yes. They found about a dozen other things that needed replacing.

Ted: That's always the way. You take the car in for one reason and they find that everything else is wrong. In the end of your pay twice as much as you bargained for. But at least Greenham's people are fast workers.

Bill: Yes, thank goodness! We had to go to Birmingham yesterday and I thought I'd have to hire a car or borrow someone else's, but my own car was ready in time, so I didn't need to hire one after all.

Ted: Of course, Greenham may be fast, but he's expensive too. I didn't have to go to him, of course. I think I'll try somewhere else next time something goes wrong.

Bill: It doesn't matter where else you try. All garages are expensive these days. You just have to pay up. There's nothing else you can do.

Ted: And sometimes you can't even be sure that they've done the job you've asked them to do. Last year I had to take my car into a garage in Brighton for an emergency repair, and I wasn't even allowed to stand in the repair shop and watch while they did it. Union rules or something.

Bill: Well, they probably didn't want you to see how simple the job was before they gave you the bill.

Ex. 16 [10-16] Modal Verbs + the Indefinite Passive Infinitive

John: This room is in a mess. Before you go, it must be cleaned.

George: What has to be done?

John: The floor must be swept, the ash-trays must be emptied, the orange-peel must be picked up. All these papers must be put away. The shelves must be dusted, and the books must be arranged in alphabetical order. And don't forget: don't leave the window open, don't lock the door, don't move any papers, don't make a mess.

George: We'll need a broom.

John: Go and buy one.

George: I haven't any money.

John: Don't argue. Do as I say. Get a move on. I'm going to the pictures.

George: If the police arrive I may be arrested. I may be taken away, I may be questioned, I may be put in prison.

John: Why?

George: Because I didn't go to their charity concert.

John: Nonsense! Go on with your work. It must be finished by six o'clock.

George: It can't be done.

John: Why not?

George: No broom.

John: Find one.

George: I've looked everywhere.

John: Well, beg, borrow or steal one. The room can't be left this way. Go and ask Mary.

George: Ask her yourself. I'm going on strike. Get me a broom or I don't clean the room.

Ex.17 [10-17] Modal Verbs + the Perfect Infinitive

Find the Culprit

Mr. Fielding: Hello, Charles. I hear you had a bit of a fire after the party last week. Was there much damage?

Mr. Williams: Well, fortunately we managed to confine all the damage to the one room, so it wasn't too bad really. The carpets and curtains were ruined, and the walls and ceiling were blackened by smoke, so we had to redecorate the room completely.

Mr. Fielding: It must have been a cigarette-end, I suppose.

Mr. Williams: Yes, that's for sure. Someone must have dropped a cigarette on the carpet near the big window, and after we'd gone the curtains caught fire. We ought to have checked everything before going to bed, I know, but we were so tired we decided to clear up in the morning. We shouldn't have left the windows open either.

Mr. Fielding: Have you any idea who the culprit was? It was very careless of someone.

Mr. Williams: It might have been Ted Radman. He's a chain smoker and he'd had one or two too many.

Mr. Fielding: It can't have been me anyway; I'm a non-smoker. But it may well have been old Bill Coleman. The more I think about it, the more I feel sure that he was standing by that window most of the time towards the end of the party.

Mr. Williams: So he was! And he's a careless sort of chap – he flicks his cigarette ash all over the place. And the more he drinks the worse he gets.

Mr. Fielding: Still, you can't very well accuse him of it – it could have been anyone.

Mr. Williams: True. Besides, I can't complain – our room was repainted at the insurance company's expense.

Ex.18 [10-18] The Gerund

John: Who's been smoking my best cigars? Who's been drinking my brandy?

George: I admit smoking one of your cigars but I deny having touched your precious brandy. I always avoid drinking bad spirits.

John: I don't remember giving you permission. I don't mind you having some if you ask me first but I detest scrounging. I regret having to say this but I'll have to stop letting you use my flat if this continues. And have you finished reading my private mail? I know you enjoy minding other people's business as much as you dislike minding your own.

George: But I can't help seeing what's in your letters if you leave them open.

John: You're a lazy character, aren't you? You love doing nothing.

George: I admit being lazy. I hate working. I prefer eating and sleeping.

John: I appreciate hearing your point of view. However, I'm considering taking drastic steps.

George: What are you going to do?

John: I intend throwing you out.

George: But I like living here.

John: I know you do, but you must start looking for a new place.

George: I've no intention of going.

John: I insist on your leaving this afternoon.

George: It's no use shouting. There's no chance of my leaving today.

John: I'm tired of talking and I'm not interested in hearing any more. Out you go!

George: I was only joking. I've no intention of staying. I'm thinking of buying the house across the street. I never get tired of teasing you.

Ex.19 [10-19] To Have Something Done

George: Do you cut your own hair?

Mary: No, I don't. I have it cut at the hairdresser's. Do you cut yours?

George: Yes, I do.
Mary: It looks like it.
George: Where do you have it cut?
Mary: At that little shop opposite the cemetery.
George: I have my suits made at the shop next door.
Mary: Has John repaired his car?
George: No, he took it to the garage. He had it fixed by a mechanic.
Mary: What did he have done?
George: He had the battery charged, he had the plugs cleaned, he had the tyres changed, he had the wheels straightened.
Mary: That must have cost him something.
George: No, he put it down on his expense account.
Mary: Where is he this morning?
George: He's at the doctor's. He's having his temperature taken, he's having his heart examined, he's having his chest X-rayed. He's going to have his tonsils removed and his appendix taken out.
Mary: Rather him than me! But what have you had done to that suit you're wearing? It fits!
George: I've had it altered. I've had the trousers lengthened. I've had the sleeves shortened.
Mary: And by the looks of it, you've had the shoulder padded.
George: That's the latest fashion.
Mary: Anyhow, you look clean.
George: I've made a special effort. I've had my shoes polished, I've had my shirt washed. I've had my socks mended, I've had my trousers pressed, I've had my overcoat patched.
Mary: Has it always been green?
George: No, I've had it dyed.
Mary: What for?
George: I don't want John to recognize it.

Ex.20 [10-20]

- That's a nice suit. I haven't seen it before, have I?
- No. It's the first time I've worn it, actually. I only got it about four days ago. You like it, do you?
- Very much. Did you have it specially made, or did you buy it off the peg?
- I had it made. I very rarely buy a suit, so I thought I'd have it tailored, and I'm quite pleased with it.
- I should think so. It's very handsome. May I ask where you got it?
- The same place as I got my last one, nineteen years ago.
- Nineteen years? Do you really mean to tell me you haven't had a suit since then?
- That's right. I don't often wear a suit, you see, so they tend to last a long time.
- Nineteen years is certainly a long time; and even if you don't wear them much, your old one must have lasted well.
- Oh, it did. They did a very good job on it.
- What was the name of the tailor?
- Philipson. It's quite a small shop right at the end of King Street.
- I know it. Rather a shabby-looking place. I've never been in there.
- I wouldn't call it shabby, but it isn't very modern, I admit. However, they're very obliging, and take a great deal of trouble.
- So I can see. I think I'll go along there. I need a new suit. Oh, by the way, what sort of prices do they charge?
- Pretty reasonable, really. This was eighty pounds.
- That's not bad. I think I'll look in there tomorrow.

- Yes, do. Mention my name if you like. It won't do any harm, and it might do some good. I've just paid my bill.

Ex.21 [10-21]

- I need a couple of shirts. Grey terylene, please.
- Certainly, sir. I'll just get some out. Would you mind taking a seat for a minute? I shan't be long.
- No, don't be too long. I haven't very much time.
- Very good, sir. Here's a nice shirt. We sell a lot of this one.
- Do you, now? Yes, it's the sort of style I want, but I asked for grey. This is purple.
- Purple, sir? Surely not. It's what we call silver-blue.
- Well, it looks purple to me. Anyway, I'd like something a little less bright, more like the one I'm wearing.
- Oh, that sort of grey. I haven't seen that for years.
- I bought it here, six months ago.
- Did you really, sir? It must have been old stock.
- Well, see if you've still got any left, will you?
- Ah, yes, here we are. I'm sorry about the dust, sir. Can I lend you a handkerchief?
- No, thank you, I'll survive. Yes, that looks better. Have you another one like it?
- I'm afraid not, sir. It's probably the last in the country.
- Oh, all right, I'll take it. How much is it?
- Twelve pounds, sir. It was a very good shirt in its time.
- I should think so, at twelve pounds. Can I pay by cheque?
- Certainly, sir. You have a cheque card?
- Yes, I have.
- And would you just put your name and address on the back?
- I can never understand that. If the cheque was no good, I'd put a false name and address, wouldn't you?
- You're joking, sir, of course. I naturally assume your cheque is good.
- Very trusting of you. It is, as a matter of fact.
- Is there anything else you need, sir? Ties, socks, vests?
- I don't think so, thank you. Good morning.
- Good day, sir.

Ex.22 [10-22]

- You're a gardener, aren't you? Do you know anything about Busy Lizzies?
- About what? Busy Lizzies? What on earth are they?
- Oh, I thought you'd know. They're house-plants; I've just been given one, by my sister, and I want to know how to look after it.
- I'm afraid I don't know much about house-plants, but I've got a book somewhere that might help. Let's see. Ah, yes, here it is.
- "The Care of House-Plants". Mm, that looks useful.
- Do you happen to know the Latin name of it?
- I'm afraid I don't. Busy Lizzie's the only name I've heard.
- What does it look like?
- Well, it's got a rather watery-looking stem, very pale green, and fairly small pink flowers.
- How many petals?
- Good gracious, I've never counted them. Four or five, I suppose. They're rather like wild rose petals.
- I'll look up Busy Lizzie in the index. They may give it. Yes, here it is. Page ninety-eight. There, is that it?
- My word, that's a big one! Mine's only got one stem, and that seems to have dozens. But I think it's the same one.

- Well they like light, but not heat; water them well in the summer, but not very much in winter. And that's about all. Oh, that's rather nice; it says here that the German name for it means Industrious Elizabeth! Much grander than Busy Lizzie.
- I think I'd rather have a Busy Lizzie in my house than an Industrious Elizabeth. But thank you very much, I'm very grateful to you. Perhaps I'll be able to keep it alive now. I usually have a disastrous effect on plants.
- I should only water it once a month now, until the spring. Otherwise, you'll probably kill it.
- Good. I'll do that. Thanks again.

Ex.23 [10-23]

Mr. Gray travelled a lot on business. He sold machines of various kinds to farmers. It was not really a very exciting job, but Mr. Gray had always been interested in farming, and he was quite satisfied with his life.

He had a big car, and usually enjoyed driving it long distances, but he was quite satisfied to go by train sometimes too, especially when the weather was bad. He was a little frightened of driving in rain or snow, and it was less tiring to sit comfortably in a train and look out of the window without being worried about how one was going to get to the next place.

One of Mr. Gray's problems was often where to stay when he reached some small place in the country. He did not expect great comfort and wonderful food, but he found it annoying, when he was given a cold room, and there was no hot water or good food after a long and tiring day.

Late one winter evening, Mr. Gray arrived at a small railway station. The journey by train that day had not been at all interesting, and Mr. Gray was cold and tired and hungry. He was looking forward to a simple but satisfying meal by a brightly burning fire, and then a hot bath and comfortable bed.

While he was walking to the taxi rank, he said to a local man who was also walking there, "As this is my first visit to this part of the country and I was in too much of a hurry to find out about hotels before I left home, I would very much like to know how many you have here."

The local man answered, "We have two."

"And which of the two would you advise me to go to?" Mr. Gray asked then.

The local man scratched his head for a few moments and then answered, "Well, it's like this: whichever one you go to you'll be sorry you didn't go to the other."

Ex.24 [10-24]

Jim lived with his parents until he was twenty-one years old, and then he got a job in the office of a big factory in another town, so he left home. He found a comfortable little flat, which had two rooms, a small kitchen and a bathroom, and he lived there on his own.

At first he cleaned it himself, but he didn't want to have to go on doing this, so he determined to find someone else to do it instead of him. He asked a lot of his fellow workers at the factory what they did about this, and at last one of the men said, "Oh, Mrs. Roper comes and cleans my flat regularly. She washes the dishes, irons my shirts and keeps the place neat and tidy and so on. I'll introduce her to you, if you like. She's a charming old lady. She does her best, but she hasn't got much energy."

"Well, you'd better ask her to come and see me, please," Jim answered. So the next evening Mrs. Roper came to see him, and she agreed with pleasure to come to his flat every morning for an hour.

After she had been working for Jim for two weeks, he looked at the mirror in his bedroom and thought, "That mirror looks very dusty. Mrs. Roper's forgotten to clean it. I can write on it with my finger." He wrote a message in the dust: "I'm coughing whenever I breathe because everything in this room is very dusty."

He came home at seven o'clock that evening, and when he had eaten his supper, he went into his bedroom and looked at the mirror. "That silly woman still hasn't cleaned it!" he said to himself. "All it needs is a cloth!"

But then he bent down and saw a bottle in front of the mirror. "I didn't put that bottle there," he thought. "Mrs. Roper must have left it." He picked the bottle up and looked at it carefully.

"She's written some words on it," he said to himself. He read the words. They were: "Cough medicine".

Ex.25 🗉 [10-25] The Bricklayer

In 1958, British musician and comedian Gerard Hoffnung recorded a performance at Oxford University. You will hear a monologue from the performance that is widely regarded as a classic piece of British comedy.

A striking lesson in keeping the upper lip stiff. Now wait, wait ... is given in a recent number of the Weekly Bulletin of the Federation of Civil Engineering Contractors, which prints the following letter from a bricklayer in Golders Green to the firm for whom he worked:

Respected sir,

When I got to the top of the building I found that the hurricane had knocked some bricks off the top – see. So I rigged up a beam with a pulley at the top of the building and hoisted up a couple of barrels full of bricks. When I had fixed the building there was a lot of bricks left over. I hoisted the barrel back up again and secured the line at the bottom and then went up – listen – and filled the barrel with extra bricks. Then, I went to the bottom and cast off the line. Unfortunately, the barrel of bricks was heavier than I was, and before I knew what was happening the barrel started down, jerking me off the ground – jerking me off the ground. I decided to hang on, and halfway up I met the barrel coming down, and received a severe blow on the shoulder. I then continued to the top, banging my head against the beam and getting my fingers jammed in the pulley. When the barrel hit the ground, it burst at its bottom, allowing all the bricks to spill out. I was now heavier than the barrel, and so started down again at high speed. Halfway down I met the barrel coming up, and received severe injury to my shins. When I hit the ground, I landed on the bricks, getting several painful cuts from the sharp edges. At this point I must've lost my presence of mind, because I let go the line. The barrel ... the barrel ... the barrel then came down, giving me another heavy blow on the head, and putting me in hospital. I respectfully request sick leave.

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L I S T E N I N G

B E G I N N E R

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