



South Valley University
Faculty of Education in Hurghada
English Department

Conversation and Listening (1)

LESSON 30

Complaints

(i) Making a complaint - telephone



- Complaints Asst. : Complaints, *namaskar*.
Ravi : My telephone has been out of order for the past two days.
Complaints Asst. : Your number please?
Ravi : It's 2571284.
Complaints Asst. : I've made a note and the complaint number is 246.
Ravi : Please treat it as urgent. Someone in the house is seriously ill.
Complaints Asst. : Yes, I'll send the linesman over today.
Ravi : Thank you.
Complaints Asst. : You're welcome.

Word	Meaning
1. urgent	very important
2. linesman	a man employed to repair and maintain electrical or telephone lines

(ii) Making a complaint - electricity



- Ravi : I'm Gupta calling from house number C-509.
Secretary of Residents' Society : Yes, Mr. Gupta, how can I help you?
Ravi : The residents of C Block have been complaining about voltage fluctuation. I have also sent two written complaints but no action has been taken so far.
Secretary : I have contacted the Electricity Department and they have promised to send their linesman to check the transformer and the supply line. We are

- hopeful that it should get rectified today.
- Ravi : Thank you. Please look into it urgently as our appliances may get damaged due to this fluctuation in voltage.
- Secretary : Sure, Mr. Gupta and don't worry, I am working on this.

Word	Meaning
1. fluctuation	rising and falling, changing irregularly
2. complaint	statement showing dissatisfaction
3. rectified	repaired, set right

(iii) Making a complaint - water

- Ms. Sharma : Hello. Is it the Essential Services, Chirag Delhi?
- Officer : Yes, this is the service section. Your complaint, please.
- Ms. Sharma : A leaking cistern needs to be repaired and a tap has to be replaced.
- Officer : Please let me know your name, address and telephone number.
- Ms. Sharma : I am Madhu Sharma calling from B-126 Greater Kailash and my telephone number is 2528067. Please treat this as urgent as a lot of water is being wasted.
- Officer : I have noted your complaint Ms. Sharma. I will send the plumber tomorrow at 10:30 am.

Word	Meaning
1. cistern	water storage tank
2. plumber	person who repairs taps

LESSON 31

Requests

(i) Help from a neighbour

- Mr. Gupta : (*rings the bell*) Rakesh, I'm sorry to trouble you at this early hour but I need your help urgently.
- Rakesh : Certainly! How can I help?
- Mr Gupta : Ankita has had a bad fall. She's hit her head on something sharp. She's bleeding profusely. I think she'll need some stitches. Could you rush us to a hospital, please?
- Rakesh : Give me a moment and I'll be there.
- Mr Gupta : Thanks very much.

Word/Phrase

Meaning

1. bleeding profusely when a lot of blood is lost, blood flowing continuously

(ii) Taking advice on cooking

- Sujata : Hi Kavita! How are you?
- Kavita : I'm well thank you, Sujata.
- Sujata : I've been calling you but the line just doesn't connect when needed most.
- Kavita : Anything urgent?
- Sujata : Nothing really. Sunil has called some colleagues over for dinner. I thought I'll try out one or two of your special dishes. You know I'm not much of a cook.
- Kavita : Come on Sujata! What are you planning to serve?
- Sujata : I thought I'll try my hand at some Chinese cooking. Give me the recipe for spring rolls and sweet and sour vegetable.
- Kavita : You can borrow my Tarla Dalal's recipe book and follow the recipe to the letter. You will be able to turn out the most exotic dishes.
- Sujata : Thanks, Kavita. You've really saved the day.

Word/Phrase

Meaning

1. colleagues a person you work along with
2. try my hand try making
3. to the letter follow precisely, exactly
4. exotic out of the ordinary
5. saved the day been a great help

(iii) Help from a teacher

- Rina : Good morning, ma'am.
Teacher : Good morning.
Rina : Ma'am I need some help.
Teacher : Yes, what is it?
Rina : Ma'am, I have a few problems in statistics that I would like to get clarified.
When can I come to you for a few minutes.
Teacher : Come any day after the lunch break. I will be in the staff room.
Rina : Thank you, ma'am.

Word

1. clarify

Meaning

make clear, explain

(iv) Permission for an outing

- Ravi : Dad !
Father: Hello, Ravi. How come you are up so early today?
Ravi : Dad, my friends are going for an outing to Badhkal Lake. Can I also go
with them?
Father: Have you forgotten that your Aunt is coming from Mumbai and she'll be with
us just for two days?
Ravi : Oh! I completely forgot. I don't think I'll go then. I'll persuade my friends to
postpone the trip to next Sunday.

Word

1. persuade
2. postpone

Meaning

convince, influence
put off, reschedule

(v) Request for leave from office

- Asst. Mgr. : May I come in, sir?
Gen. Mgr. : Yes.
Asst. Mgr. : Sir, I have come to request you to grant me three days leave from July 6th
to 9th.
Gen. Mgr. : I hope all's well?
Asst. Mgr. : Sir, my mother had a minor accident. She slipped and fractured her ankle.
Gen. Mgr. : Give me the application. If you need any help please don't hesitate to ask.
Asst. Mgr. : Thank you, sir. That's very kind of you.

Word	Meaning
1. minor	small, not serious
2. hesitate	be reluctant, think twice
3. Asst. Mgr.	Assistant Manager
4. Gen. Mgr.	General Manager

(vi) Request for leave from school

Parent	:	May I come in?
Principal	:	Yes, please come in.
Parent	:	I am Mrs. Singh. My daughter Preeti is a student of class VIII A.
Principal	:	Yes, I can place her.
Parent	:	Madam there is a marriage in our family. I request you to kindly grant Preeti leave for a week from 14th to 21st September.
Principal	:	Leave the application in the office and <u>ensure</u> that she makes up the work that she will miss.
Parent	:	Thank you Ma'am. We'll see to it that she will not <u>lag behind</u> in her work.

Word/Phrase	Meaning
1. ensure	to make sure
2. lag behind	fail to keep up with others

(vii) Taking leave from a get-together

Uday	:	I'm sorry I must leave. My meeting starts in exactly fifteen minutes from now.
Anand	:	I wish you could have stayed longer.
Uday	:	I too wish I could have stayed. I was enjoying the afternoon, but all good things come to an end.
Anand	:	Bye. We will get together again.
Uday	:	Yes, we must. Thanks for coming even though it was for a <u>short while</u> . Good bye.

Word/Phrase	Meaning
1. get-together	informal meeting or a party
2. a short while	very little time

(viii) Invitation for a farewell party

- Mr. Rao : We are planning to have a farewell party for Mr. Gupta. I'd like you to look into the arrangements and send the invitation to him. If it's convenient for him, then please fix it for the 5th of September at six in the evening.
- Ravi : Yes, sir I'll do that. I'll also make all the arrangements.
- Mr. Rao : Don't forget to inform the rest of the staff.
- Ravi : I'll take care of that also.
- Ravi (on the telephone): Good afternoon. May I speak to Mr. Gupta, please?
- Mr. Gupta : Yes, it's Gupta speaking. May I know who's calling?
- Ravi : Sir, this is Ravi from Jay Engineering.
- Mr. Gupta : Hello, Ravi. How are you and how are things at the office?
- Ravi : Very well, thank you. Sir, we want to arrange a farewell for you on the 5th of September at six in the evening. Does that suit you?
- Mr. Gupta : Oh! That's very nice of you. Thank you. Yes, the date and time are fine. I'll be there.
- Ravi : Thank you sir. We look forward to seeing you. Good day.

Word	Meaning
1. farewell	send off
2. convenient	suitable

(ix) Invitation for a get-together

- Sita : Reena, I'm having a small get together on Saturday evening, at 4:30 p.m. I would like you to join us.
- Reena : Thank you very much for inviting me. What's the occasion?
- Sita : It's the last day of school, so I thought we could get together and celebrate.
- Reena : Who else is coming?
- Sita : Probably the entire class.
- Reena : That's great. I'll be there at 4:30 p.m. Do you need any help?
- Sita : Oh yes! I will need a lot of help.
- Reena : Alright, I'll come a little early.
- Sita : That will be simply wonderful. Thanks.

Word	Meaning
1. occasion	special event or ceremony

(x) Request to go for a concert



- Ravi : Sumit I have two tickets for Pandit Ravi Shankar's concert. Would you like to join me?
- Sumit : I would love to. When is it?
- Ravi : It's at six this evening at the Kamani Auditorium. We'll leave at five, so that we make it on time.
- Sumit : I'll be ready.
- Ravi : I never miss any of his concerts.
- Sumit : It will be my first experience today, thanks to you.

(xi) Seeking information about travel

- Stranger 1 : Excuse me. Could you please tell me how I can get to Delhi from Agra?
- Stranger 2 : You could take a bus, taxi or go by train.
- Stranger 1 : Are the buses on this route air-conditioned?
- Stranger 2 : Yes, some are.
- Stranger 1 : How frequently do they run?
- Stranger 2 : There is an AC bus to Delhi every hour.
- Stranger 1 : Thank you for the information.

Word

1. route
2. frequently

Meaning

- a way that you follow to get from one place to another
at short intervals, often

(xii) Request for directions

A Chemist

- Mr. Rao : Excuse me. Is there a chemist in this area?
Ravi : Yes, there's one quite close to the Central Hall Library.
Mr Rao : Where's the library?
Ravi : Go straight down this road and at the first traffic light take a right turn. You'll see the Central Hall Library building on the left. Two shops away is the chemist.
Mr Rao : Thanks.

Word

1. chemist

Meaning

a person or shop dealing in medicines

A bus stop

- Mr. Rao : Excuse me. Where is the Inter State Bus Terminus?
Ravi : Oh! It's quite far from here.
Mr Rao : Can you tell me the quickest way of getting there?
Ravi : You'll have to go by an auto-rickshaw or take a local bus.
Mr Rao : Is there a direct bus?
Ravi : Yes, bus number 490 from the next stop will take you straight there.
Mr Rao : Thank you very much.

Word

1. terminus

Meaning

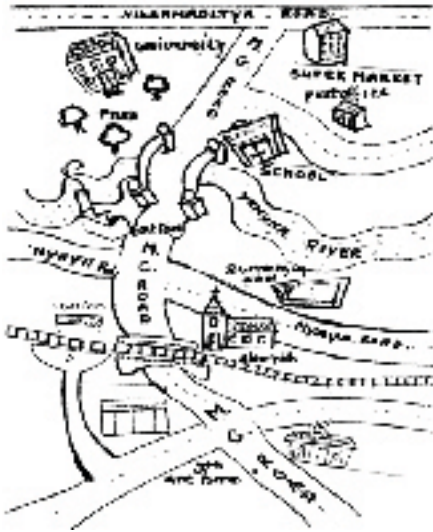
the last station at the end of a railway line, the last stop on a bus route

2. auto-rickshaw

light three-wheeled hooded vehicle

The Church, A Supermarket

- Mr Rao : Excuse me. How do I get to the church?
Ravi : Move straight along M.G. Road till you come to an overhead railway bridge. Go under the bridge and after a short distance you will be at the M.G. Road, Nyaya Marg crossing. Take a right turn from there. Move 200 yards on this road and you will find the church on your right.
Mr Rao : Sorry to trouble you, and how can I get to the super market from the church?



Ravi : As you come out of the Church turn left till you come to the main M.G. Road–Nyaya Marg crossing. Turn right again on M.G. Road and keep moving north. Cross the bridge on the river Yamuna. Pass the school on your right. Keep moving along the road till you come to the M.G. Road, Vikramaditya Marg, T-junction. Turn right and you will find the entry to the Super Market.

Word

1. straight
2. M.G. Road
3. T- Junction

Meaning

- without a bend or curve
- Mahatama Gandhi Road
- a place where two roads meet but do not cross each other

LESSON 32

Talking about the weather

(i) Winter



On the telephone

- Mother : Hello Rina. How are you?
Rina : I'm fine Ma. How are things at home?
Mother : All's well. The weather's a bit nippy now. What about the weather in Srinagar?
Rina : Oh, it's already freezing here, about 6 °C with icy winds blowing.
Mother : Wear enough woollens when you step out and don't forget your cap, muffler and gloves.
Rina : Don't worry, we are always well clad.
Mother : Take care, I'll call again. Bye!

Word	Meaning
1. nippy	cold, chilly
2. clad	clothed, dressed

(ii) Summer



- Rina : Hi, Ragini. Good to see you. When did you return from Nainital?
Ragini: Last night.
Rina : The weather must have been good.

- Ragini: It was simply fabulous. The afternoons were a little warm but the mornings and evenings were extremely pleasant.
- Rina : It has been extremely hot here. We had a light shower the other day. Since then it has become very humid.
- Ragini: Maybe the monsoon is setting in.
- Rina : I hope so. There'll be some respite from this oppressive heat.

Word

1. fabulous
2. shower
3. humid
4. respite
5. oppressive

Meaning

- wonderful, great
- light rainfall
- sticky, damp
- relief, break
- hard to bear

(iii) Monsoon



- Rina : Ravi, take a look at the sky. It's overcast.
- Ravi : I'm sure there's going to be a heavy downpour.
- Rina : The monsoon seems to have set in.
- Ravi : I'm dreading it, specially the slush on the roads, the humidity, the sweating and the mosquitoes Oh my God!
- Rina : But somehow, I love the rains after the dry heat and the hot winds. Only the power cuts bother me.
- Ravi : Who wants to carry an umbrella or a raincoat all the time?
- Rina : Yes and I recall, you lost two umbrellas last monsoon.
- Ravi : Trust you to remember that!

Word

1. overcast
2. downpour
3. dreading
4. humidity
5. recall

Meaning

- covered with clouds
- heavy shower
- fearing, afraid
- dampness, moisture
- remember

LESSON 33

Reporting

(i) A burglary

(Enter neighbour whose door bell has been rung.)

- Mr. Singh : You look worried. Any problem?
Mr. Sharma : My house has been burgled.
Mr. Singh : Have you called the police and lodged a complaint?
Mr. Sharma : No, I'm still in a state of shock.
Mr. Singh : Then I'll report it to the police immediately.

(Enter Police Inspector)

- Police : Who is the house owner?
Mr. Sharma : I am. My house has been burgled.
Police : When did you discover it?
Mr. Sharma : After I got back from night duty around 6 a.m.
Police : Was nobody home?
Mr. Sharma : Nobody, sir.
Police : Do not touch anything in the house. We must look for finger prints.
Mr. Sharma : I have not touched anything.
Police : Anything missing?
Mr. Sharma : Yes Sir. An envelope with money in it. The locker was broken.
Police : Other valuables, jewellery?
Mr. Sharma : I'm checking with my wife who is out of station.
Police : Alright, my men will be on the job.

Word/Phrase

1. burgled
2. lodged a complaint
3. finger prints
4. discover
5. valuables
6. jewellery
7. will be on the job

Meaning

- robbed
reported
marks made by a person's finger on a surface
find out
something having great value or price
ornaments which you put on
begin investigating

(ii) A break in

On the telephone

- Officer : Rambagh Police Station. How can I help you?
Ravi : Officer I'm calling from Vatika Kunj, Phase I, Apartment Number 201.

Officer : Yes.
 Ravi : I can hear some strange noises from the apartment above mine.
 Officer : Where are the occupants?
 Ravi : They've gone on a holiday and won't be back till next week. They left the house keys with me.
 Officer : Is there any suspicious movement around your building?
 Ravi : I can see an unknown black car parked at the entrance of our block.
 Officer : Keep a watch. We'll be there in no time.
 Ravi : I'll do that.

The police arrives

Ravi : I'm Ravi. I made the phone call.
 Officer : Where's the apartment?
 Ravi : It's 301, located just above mine.
 Officer : Come with me. Inspector, you wait downstairs and report immediately any untoward happening.

In Apartment 301

Officer : Open the door.
 Mr. Gupta : Who's there? (opens the door)
 Officer : It's the Police, hands up and don't move.
 Mr. Gupta : What?
 Ravi : Oh! Mr. Gupta it's you. Officer, this is Mr. Gupta, the occupant of the house. I thought it was a burglar. When did you get back?
 Mr. Gupta : My leave got cancelled so we got back just a few hours ago. But what's all this?
 Officer : You are lucky to have such a vigilant neighbour. Good night!
 Ravi : Thank you Sir.
 I'll explain the whole story to you Mr Gupta.

Word/Phrase

Meaning

- | | |
|---------------|--|
| 1. occupants | residents |
| 2. suspicious | having a feeling that something is wrong |
| 3. in no time | very soon |
| 4. untoward | unusual, unexpected |
| 5. burglar | thief, intruder |
| 6. vigilant | alert, watchful |

(iii) A fire

- Rohit : Anand look up! Can you see smoke coming out from that tall building?
Anand : Yes, I can see the flames. The building is on fire. Let's report it quickly!
Rohit : There's a PCO booth at the end of the road.

At the booth

- Rohit : I'm calling to report a fire.
Fire Station : Your name please?
Rohit : Rohit Handa.
Fire Station : What is the location of the fire?
Rohit : It's on Station Road in the tall insurance office building near the traffic signals.
Fire Station : This fire has already been reported. A fire brigade is on its way.

Word

1. flames
2. location

Meaning

- a hot bright stream of burning gas that comes from something that burns
position, site, place

LESSON 34

Travel related Conversations

(i) Making plans for the weekend

- Vishal : What are you doing this Sunday? Do you want to go see a film?
- Kapil : I don't think so. I am not too fond of movies. Don't really enjoy them. Besides, I am tied down with work over the weekend. I will probably work through it.
- Vishal : It would be a good idea to have a short break after that. We could go to Badhkal Lake. It's just 30 kms from here. We can leave in the morning and be back in the evening.
- Kapil : That would be a good change. I think I'll do that. So we meet next weekend. See you Vishal.

Word/Phrase

1. tied down with work
2. over the weekend
3. work through it

Meaning

- very busy
on Saturday and Sunday
work without a break

(ii) Planning a visit to Corbett National Park



- Vishal : What are you doing this weekend Vikas?
- Vikas : My vacation begins this weekend. I am going out for a week.
- Vishal : Good for you! Where are you going?
- Vikas : I am going to Corbett National Park. It is not exactly a stone's throw from here, but it's close enough.
- Vishal : That's a great choice. I read about it last year when I was planning to go myself,

but I couldn't make it.

Vikas : That was unfortunate.

Vishal : Anyway, I am sure you will have a great holiday. We'll meet when you get back.

Word/Phrase

1. vacation
2. a stone's throw
3. couldn't make it
4. unfortunate

Meaning

1. holiday
2. nearby, close by
3. could not go
4. unlucky

(iii) A business trip

Gaurav : *(to travel agent)* I need to make bookings for a flight to London. I will also be making a stop at Frankfurt.

Travel agent : Well, we have several fares on offer at the moment. Could I see your papers please? Is this a holiday or a business trip?

Gaurav : Business.

Travel agent : Right. You will need business visas for the UK and one for Germany.

Gaurav : I have the UK visa but will have to apply for the other one.

Travel agent : That's fine.

Word

1. fare
2. business
3. visa

Meaning

1. the price that you pay to travel
2. buying and selling trade
3. a travel document, permission to enter a country

(iv) Passengers on a railway station

Passenger 1 : Which platform will the Goa Express arrive on?

Passenger 2 : Platform No.4. You will have to take the over-bridge to get to it.

Passenger : In that case I'll hire a coolie. He will be able to help me locate my compartment and seat.

Passenger 2 : The announcements say that the train is running an hour late.

Passenger 1 : Oh no! This will upset my plans. I think I'll buy a newspaper and magazines to while away the time.

Passenger 2 : You can also get hot tea, cold drinks and snacks at the stall in that corner.

Passenger 1 : Yes! That's a good idea. I'll go to the waiting room first and have a quick wash.

Passenger 2 : Sure.

Passenger 1 : Thank you for your help.

Word/Phrase

1. over-bridge
2. hire
3. locate
4. upset
5. to while away

Meaning

- a bridge over the railway lines connecting one or more platforms
engage, employ
to find
disturb
pass the time

(v) Wishing goodbye

- Rohit : Flight 204 to Calcutta has been announced. Passengers have been asked to board the plane. You better check in.
Amit : I'll do that but the queue is still very long. I'll wait a bit. Thanks so much for all your help, Rohit.
Rohit : You're most welcome. Have a good trip.
Amit : See you soon, take care!

Word/phrase

1. board
2. queue

Meaning

- to get on to a bus, a ship, a train or a plane
a line of people waiting their turn

(vi) Airport - Check-in counter

Suresh is travelling to New York with his daughter Arti.

- Airline Staff : Good morning, sir. Can I have your tickets please?
Suresh : Yes of course. Here they are. Have you started checking in for the flight to New York? Is it on time?
Airline Staff : Yes Sir, we have and it is on time. May I have your passports, please? I need to check the visas. Is that your daughter? Does she have a separate passport?
Suresh : Yes she does. Here are both of them.
Airline Staff : Thank you. Your papers are in order. Do you have a seat preference?
Suresh : Could you give us a front row window seat and one centre seat?

Airline Staff : Let me see. That's not a problem. Here are your boarding cards, sir. You can now go through immigration and security. Have a good flight.
Suresh : Thank you.

Word/Phrase

Meaning

- | | |
|------------------------|--|
| 1. check-in | register at hotel or airport or work place |
| 2. visas | a travel document, permission to enter a country |
| 3. papers are in order | papers are okay |
| 4. preference | something that you like more than the other |
| 5. row | line |
| 6. immigration | permission to enter into another country |
| 7. security | safety check at the airport |

(vii) Airport - At the boarding area

Suresh : Are we going to start boarding soon?
Airline staff : Yes sir. We are just about to announce the flight.
Suresh : Good. My daughter is a little tired. She had to wake up early this morning.
Airline staff : Give me a minute sir. We'll get you on board soon.
Announcement : Flight XZ 222 to JFK is now ready for boarding. We are calling passengers in rows 10 to 30. Please give way to passengers with small children.

Word/Phrase

Meaning

- | | |
|-------------|----------------------|
| 1. boarding | getting on the plane |
| 2. give way | allow one to pass |

LESSON 35

Conversation on the telephone



(i) With the operator

- Operator : Hello, how can I help you?
Ankita : This is Ankita. Can I have Extension 3421, please?
Operator : Certainly, hold on a minute. I'll put you through.
Ankita : Is this Extension 3421? May I speak to Mr. Mathur?
Sumesh : I'm afraid he's out at the moment. Can I take a message?
Ankita : Yes, please. Could you ask him to call me at 9337291? It's urgent.
Sumesh : I'll repeat the number. It's 9-3-3-7-2-9-1 Please let me know your name.
Ankita : I'm Ankita Gupta.
Sumesh : Alright Ms. Gupta. I'll make sure that Mr. Mathur gets in touch with you.

(ii) Introductions on the telephone

1. Hello, this is Kamal on the line. Is that Sumesh?
2. Hello, this is Kamal calling! Sumesh are you able to hear me?
3. Hello, it's Prem from the dentist's office here. I'd like to speak to Mr Mehra regarding his appointment.

(iii) Taking a message

1. I am sorry, Smita is not here at the moment. May I know who is calling?
2. Raghav is not in. Would you like to leave a message?

(iv) Ending a conversation

1. Thanks for calling, I must hang up now.
2. I'll speak to you again!
3. It was nice speaking to you.
4. Do call again.

(v) Making special requests

1. Could you please repeat that?
2. Can you speak a little louder, please?
3. Can you just hold on for a minute? I have another call coming in.

LESSON 36

Expressing Emotions

(i) Happiness



- Mother : I was pleased to see your room today.
Sita : Yes, mother I tried to put things in order.
Mother : You deserve a reward. What would you like?
Sita : Thank you Mother, I'd love an ice cream.

(ii) Surprise



- Sita : Mother, a surprise for you. Make a guess
Mother : Give me a hint Sita.
Sita : It's school related.
Mother : You have become the games captain.
Sita : No, I have become the head girl of my school.
Mother : That's wonderful. I am very happy, Sita.

(iii) Sadness



- Sita : Mother why do you look so sad?

Mother : Sita, I have some bad news for you.
 Sita : What Mother? Tell me fast.
 Mother : Your pet dog, Leo, was hit by a car this morning.
 Sita : Oh no! I don't believe it. What will happen to him?
 Mother : I knew you'd be miserable. We rushed him to the vet and he has put him in the veterinary hospital.

(iv) Displeasure



Ravi : Sumit, I didn't expect this from you.
 Sumit : Why? What have I done?
 Ravi : You disclosed our closely guarded secret to the Dean.
 Sumit : Which secret?
 Ravi : That we were late for class because we were watching the cricket finals of the One Day Series between India and Pakistan till late last night.
 Sumit : I had no choice. The pardon was conditional to our telling the truth.
 Ravi : Oh great! So you actually saved us all.

Word/Phrase

1. disclosed
2. closely guarded
3. pardon
4. conditional to

Meaning

- made known, revealed
 carefully kept
 to forgive somebody for the wrong they have done
 subject to, depending on something

LESSON 37

Expressing Agreement

(i) Between friends

Between friends (a)

- Sita : I have to submit my assignment to Mrs Dey. Rani, will you come along?
Rani : Good idea! I also want some doubts cleared on the term paper.

Word	Meaning
1. submit	give so that it may be considered

Between friends (b)

- Rani : Let's go shopping.
Sita : I really don't need anything. I'll end up wasting money and picking up what I least need.
Rani : After shopping we can eat out as well.
Sita : Great! I would love that.

Between friends (c)

- Sita : Did you enjoy the party?
Rani : I thought it was good fun.
Sita : Did you notice Ragini's blue dress?
Rani : It wasn't blue. It was a dull green.
Sita : I'm very sure it wasn't green.
Rani : I can lay a bet on that.
Sita : All right then. A movie and an ice cream if you win!!
Rani : Done!

Between friends (d)

- Sita : I'm planning a picnic for this Sunday. Do you all agree?

- Rani : I think it's a fabulous idea. Our exams are over, we could do with some fun and relaxation.
- Sita : OK, then let's plan out everything, the place, the eats etc.
- Rani : Today let's just decide on the place. Other things we can plan later.
- Ravi : How about Suraj Kund?
- Rani : Definitely not! That's hardly a place for a picnic. I suggest we go to Buddha Jayanti Park or the Rose Garden.
- Ravi : The Rose Garden is a good idea. The flowers will be in full bloom too.
- Sita : Yes, that's a wonderful suggestion. We'll settle for the Rose Garden.

Word	Meaning
1.fabulous	great, wonderful

(ii) With parents

- Mother : Well done Rani. We really didn't expect such a great performance from you.
- Father : You acted very well. We are proud of you.
- Mother : I liked the way you fell down. You were so natural.
- Rani : Thanks Mom. Thanks Dad.
- Father : I think Ragini could have put more life into her role.
- Mother : Quite right. And what about Ravi? His dialogues were very ineffective.
- Rani : We all tried very hard to improve his performance but I suppose the ability to act is inborn.
- Mother : Yes, I quite agree.

Word	Meaning
1. performance	presentation
2. ineffective	not producing the required effect
3. inborn	inherited, natural

LESSON 38

Miscellaneous

(i) Likes and dislikes

(In a shop)

- Wife : Listen, I was thinking of buying some new bed-sheets for the home.
Husband : Yes, we can certainly do with some.
Wife : Perhaps we could buy this pair? I like floral patterns.
Husband : I prefer this one with the geometric design. I think it looks smart.
Wife : I suppose you are right. Geometric design in lighter shades, will be nice for the summer.
Husband : Personally I prefer darker shades, but we'll settle for this lighter one.
Wife : I am glad we found something that we both like.
Husband : Please pack both these sets and get the bill made. Thank you.

Word/Phrase

Meaning

- | | |
|---------------|--|
| 1. floral | decorated with pictures of flowers |
| 2. geometric | of or like the lines, figures used in geometry |
| 3. personally | in my opinion |
| 4. settle for | decide on |

(ii) Water - The Elixir of Life

(A classroom scene)

- Sita : Ms Kaul, I read in today's newspaper that 22nd of March is World Water Day. What is the importance of this day?
Ms. Kaul : Sita, did you read the important line that followed? "Pearls don't sustain life. Drops of water do". This sentence itself answers your question. It's a day to draw our attention to Water. Water you know is the elixir of life.
Gita : But I have read that 71% of the earth's surface is covered with water.
Ms. Kaul : You're right. But only 3 % of this water is non-saline. And all of this 3% is not potable.
Sita : Madam, but what is potable water?
Ms. Kaul : Potable water is water which is fit for human consumption.
Sita : These figures are eye-openers and we human beings are handling this precious gift so carelessly.
Ms. Kaul : Yes, you're absolutely right. We are not only polluting but are wasting water every second.

- Gita : Thank you madam. You have really made us aware of the importance of water. We promise to be careful in future. We will try and conserve every drop.
- Sita : Now we know why 22nd March is so important.

Word	Meaning
1. elixir	magic drink that is believed to cure illness or make people live forever
2. sustain	support
3. potable	drinkable
4. consumption	intake, use
5. eye-opener	making known
6. human being	man
7. precious	valuable
8. polluting	dirtying, contaminating
9. conserve	save

(iii) Plastics - A bane

- Customer : I'd like a loaf of bread, please.
- Shopkeeper : Certainly, sir. Would you like a plastic bag to put it in?
- Customer : No, thank you. I have brought my own basket.
- Shopkeeper : We do appreciate customers who help us in reducing the use of plastic bags.
- Customer : People are encouraged to reuse bags in most shops now. The world is slowly waking up to the ill effects of plastic on our environment.
- Shopkeeper : You are right, sir. The new code now is the three R's - Reduce, Reuse and Recycle. I wish we had more customers like you.

Word	Meaning
1. appreciate	value, welcome
2. waking up	realising, getting interested in
3. environment	our surroundings- for example, land, air and water, in which we live

(iv) A visit to a library

- Librarian : Good morning. What can I do for you?
- Student : I am a student of the Social Sciences Department. I am looking for some resource material for a project. I need your guidance.

Librarian : Your card please. Have you made your entry?



Student : Yes, madam. Here is my card. Where can I find this reference material?

Librarian : We have a library catalogue, manual catalogue cabinets as well as computer terminals to help you locate your material. We even have a Technical Services Librarian to assist you.

Student : Can I get material issued?

Librarian : No, that won't be possible because reference material cannot be taken out of the library. You can read it here or request a photocopy. The Reference Services Librarian can help you.

Student : Thank you very much for your help.

Librarian : You're welcome.

Word

1. resource
2. reference
3. library
4. catalogue
5. cabinet
6. librarian
7. issued

Meaning

- reference material
direction to page, a book
collection of books
a book containing a list of items
a cupboard for storing
in-charge of a library
given or made available

(v) A visit to a barber

Barber : Hello Ram, I am seeing you after a long time.

Ram : Yes, the length of my hair tells how long it's been. I surely need a hair cut.

Barber : Have a seat and tell me how you would like it cut.

Ram : Well I would like to grow my hair, long enough, for a pony tail, but my father just won't agree!

Barber : The choice is yours. I could even shave your head, if you choose. It's the in thing these days.

Ram : Certainly not. Give me a short trendy hair-cut. Let me make my family happy.

Barber : OK. Then I will give you a crew cut.

Ram : Done!

(vi) Traffic chaos

- Sahil : Sorry I'm late for office. The traffic was chaotic today.
- Office Asst. : That's because they started the work on the new Metro yesterday.
- Sahil : Yes, and by tomorrow things are going to get much worse. You know they are sealing off a portion of the road?
- Office Asst. : In that case they will have to divert the traffic.
- Sahil : Yes, they will have to do that. Now commuting to office is going to take much longer for the next couple of years.
- Office Asst. : I am also told that work will be in full swing by next week. The pavement shops will be moved to another area in the next fortnight.
- Sahil : That will make shopping more difficult.
- Office Asst. : It will, but this is a small price for a new metro!

Word/phrase

Meaning

- | | |
|------------------|--|
| 1. chaotic | great disorder |
| 2. sealing off | closing off |
| 3. divert | to change the route |
| 4. commuting | to travel regularly by bus, train etc., to your place of work and back |
| 5. in full swing | working at full speed |
| 6. fortnight | a period of two weeks |

(vii) A businessman's busy schedule

- Mr. Singh : You're really a busy man. How do you keep up with this schedule?
- Mr. Raju : One just has to keep going! Today, the 7th of May I'm with you in Delhi.
- Mr. Singh : And yesterday?
- Mr. Raju : Yesterday and the day before yesterday, that is on the 5th and 6th of May I was in Mumbai.
- Mr. Singh : Why don't you give yourself a break? Relax in Delhi for a day.
- Mr. Raju : Impossible! Tomorrow and the day after, that is, on the 7th and 8th of May, there are important meetings in Mumbai again. I'll have to fly back.
- Mr. Singh : Thank goodness for the weekend! You can take it easy on Sunday.
- Mr. Raju : I'm looking forward to it. It will give me time to relax.

Word

Meaning

- | | |
|-------------|-------------------------|
| 1. schedule | agenda, plan, programme |
| 2. weekend | Saturday, Sunday |

(viii) Two friends talking about a film

- Sita : Where were you last evening? I tried to call you.
Geeta : I went to see a film. It was an excellent film and very moving.
Seeta : What was it about?
Geeta : It was about a ten year old dyslexic child who was given up as a hopeless case both at home and school.
Sita : That's interesting. Then what happens?
Geeta : A dedicated teacher takes up this child as a challenge and works wonders with him.
Sita : What does the teacher do?
Geeta : With love, patience and perseverance he develops the latent artistic skills in the child.
Sita : And the film ends on a happy note?
Geeta : Yes, the once depressed, hopeless child turns out to be a budding artist. He sees a ray of hope in his life. He has a reason to live.

Word

1. dyslexic
2. dedicated
3. patience
4. perseverance
5. latent
6. budding

Meaning

- person having mental difficulty in reading and writing
devoted to a cause
having the quality of putting up with difficulties and hardships in a calm and quiet manner
the quality of not giving up, continue steadfastly
existing but undeveloped
beginning to develop

(ix) Opening a bank account

- Client : Good morning, sir. May I come in?
Bank manager : Good morning. Yes please do. Can I help you?
Client : I would like to open a savings account in your bank. What is the procedure?
Bank manager : Would you like to open an account in a single name or in joint names?
Client : I would like to open a joint account with my father.
Bank manager : In that case both of you have to submit identification papers and a set of two photographs each.
Client : Would it be alright if I brought a photocopy of my driving licence?
Bank manager : Yes that would be fine. In fact, photocopies of your voter's card electricity bill, or pan card are accepted.
Client : Is that all that is required?
Bank manager : Just one more requirement, we need an introduction by an account holder of our bank.

Client : Fine I'll get that. Just two more clarifications, please. What is the minimum bank balance needed for opening the account and what is the interest rate on a savings account?

Bank manager : The minimum balance is ₹ 500 and we are offering an interest rate of 3.5% on the savings account these days.

Client : I'll be back with the identification papers, the photographs, the letter of introduction and the money.

Bank manager : Yes, on opening an account with us we will give you a cheque book for withdrawals and a pass book for keeping an account. Both you and your father can operate the account

Client : Thank you for all the help.

Bank manager : A friendly and prompt customer service is our motto.

Word

Meaning

- | | |
|-------------------|--|
| 1. procedure | the correct way of doing something |
| 2. joint account | a bank account in the name of more than one person |
| 3. identification | the process of showing who somebody is |
| 4. accept | to take or receive something |
| 5. required | needed |
| 6. clarification | to make clear or easy to understand |
| 7. client | a person who uses the services of an organisation |
| 8. withdraw | to take out |

(x) Global warming



Two students cycling to school...

Ravi : Look at that ugly garbage dump in our Heritage City, Agra.

Sumit : Just put a match stick to it! It will be over in two minutes.

Ravi : Easier said than done, Sumit. The garbage has so much plastic material in it and burning plastic can be tragic for the atmosphere.

Sumit : How?

Ravi : It will only add more toxic gases to the atmosphere and speed up global warming.

- Sumit : Well, what is the solution?
- Ravi : Most of the garbage is just waste food, vegetable peels, scrap paper, bits of cloth etc., that can be put into compost pits to become manure.
- Sumit : So the problem is with the plastic material in the garbage heaps.
- Ravi : Yes, it must be stored separately and sent for recycling. That is one of the solutions.
- Sumit : I have so many queries. Let's talk to our environment expert, Ms. Kaul tomorrow about this burning issue.

Global Warming

Classroom Scene

- Sumit and Ravi: Good morning, Ms. Kaul!
- Ms. Kaul : Good morning, boys!
- Ravi : Sumit and I had some queries about global warming.
- Sumit : What exactly is global warming?
- Ms. Kaul : Global warming means the average increase in the earth's temperature. This happens mainly because of the alarming rise in the carbon dioxide levels in the atmosphere.
- Ravi : So, what are the adverse effects of this rise in carbon dioxide and temperature?
- Ms. Kaul : Even one degree centigrade can cause serious damage to plants, wildlife and humans on our planet.
- Sumit : What exactly will happen?
- Ms. Kaul : There will be glacial meltdown and sea-levels will rise, which will lead to changes in the climate and rainfall patterns.
- Ravi : What about us in India?
- Ms. Kaul : Well, environmentalists are putting their heads together to work out solutions, but it is a difficult task requiring the co-operation of all the nations of the world.
- Sumit : Do you mean that they will not co-operate?
- Ms. Kaul : Cutting down carbon dioxide emissions is a major task and not easy to control.
- Ravi : What can we do at our end to stop the world from becoming uninhabitable?
- Ms. Kaul : Start working on projects like:
Cleaner Earth, Greener Earth!
Say No to plastics!
Say No to cars! Walk and cycle to save the Earth!

Word/Phrase

- | | |
|--------------------------|-------------------|
| 1. garbage | waste material |
| 2. it will be over | it will finish |
| 3. easier said than done | not a simple task |

Meaning

- | | |
|---------------------------------|---|
| 4. compost pits | pits where vegetable waste is kept to decompose into manure |
| 5. recycle | reuse |
| 6. burning issue | very urgent problem |
| 7. drought | shortage of water |
| 8. putting their heads together | working together to solve a problem |
| 9. uninhabitable | not fit to live in |

(xi) Interviews

Interview 1

- Interviewer : Are you Ravi?
 Ravi : Yes Sir. I'm Ravi Prasad.
 Interviewer : Do come in. Have a seat please.
 Ravi: : Thank you, Sir.
 Interviewer : Ravi, tell me about yourself. Your family background, educational qualifications (achievements in your college life) and any other thing you would like to mention.
 Ravi : Sir, my father is a teacher in the Allahabad University. He is the Head of the Department there. I have two brothers. I have just completed my Masters degree in Business Administration with a specialization in Human Resources.

Interview 2

- Vikram : Sir, may I come in?
 Interviewer : Come in Vikram. Sit down.
 Vikram : Thank You Sir.
 Interviewer : Now tell me, why you applied for the post.
 Vikram : Sir, Sri Ram Fibers is a renowned firm and I was keen to get into the corporate world. The post of Junior Engineer in this firm was something that I could take up as I have the qualification and experience required for this job.
 Interviewer : Your résumé here tells me you have done your B. Tech from IIT Delhi. Any other experience that you would like to mention.
 Vikram : Sir, I had the opportunity for a Summer Internship with Voltas, an established company. I was exposed to the business environment and the daily routine in the corporate world. I experienced meeting clients, designing employee benefit plans. I also observed analysis of market statistics and strategies. I can say that this summer internship has given me a great deal of confidence.

Interview 3

- Interviewer : Why do you think you are the right person for this job?

- Applicant : Sir I am confident that I would fulfill your requirement for this job. I hold a Diploma in engineering with a good academic record. I scored a grade average of 9.01. My knowledge about automobiles is good as I had the opportunity of training in an automobile company for my summer internship. I understand the environment of the workshop floor as I was exposed to it.
- Interviewer : Is there anything else you would like to tell us about yourself.
- Applicant : Sir I would like to mention that I have the interpersonal skills that are required in any workplace today.
- Interviewer : You mentioned that you have interpersonal skills. Have you faced a conflict with any fellow student or a senior? How did you solve it?
- Applicant : Yes I have faced conflicts from time to time. When working in/with a team there are often differences in the operating procedures. On one occasion the deadline for completion of a major poster presentation project was not met. There were misunderstandings and disagreements. We discussed the matter and I was able to convince them to re-do the poster. This prevented us from getting a poor grade, and in fact, we got a perfect score for our work.

Some Commonly Asked Questions

Why did you apply for this job with New Holland?

1. I had the qualifications and training required for this job. I have completed my degree in and have had the opportunity for Summer Training/ Internship with Eicher Tractors. During my training I observed the process of manufacturing and assembling of tractor components. We studied time and energy saving devices and techniques to improve production.
2. I have the qualifications that are required for the post of Software Designer/ Consultant in your company (Headstrong). I have completed my MBA with aggregate of 88.2 and have had exposure to designing and programming of I.T. related courses. I am quite confident that I will be able to handle this job/ assignment to the satisfaction of the company.

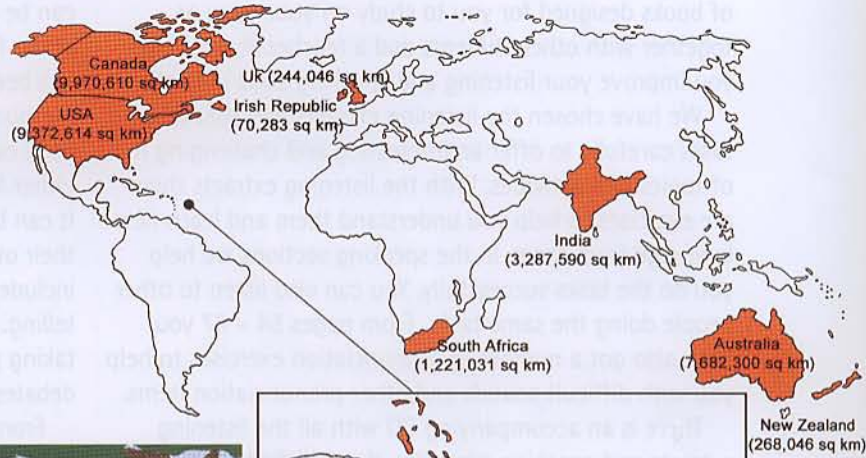
What are your weaknesses?

1. The area in which I think I need to improve is in communicating with people. Although I speak English there at times when I am unable to convey and convince people of what I actually want. To overcome this weakness, I am trying to improve my vocabulary and fluency in speaking English. I listen to the news and read the newspaper regularly. I think this has helped in improving my command over the English language.
2. One other area in which I think I need to improve is the field of Information and Technology. Although I have basic computer skills, I would like to gain more proficiency and knowledge about different Software and their applications. I am attending a special course in this field for the past few months to improve in this area. This would help me to perform better in my work.

UNIT 1

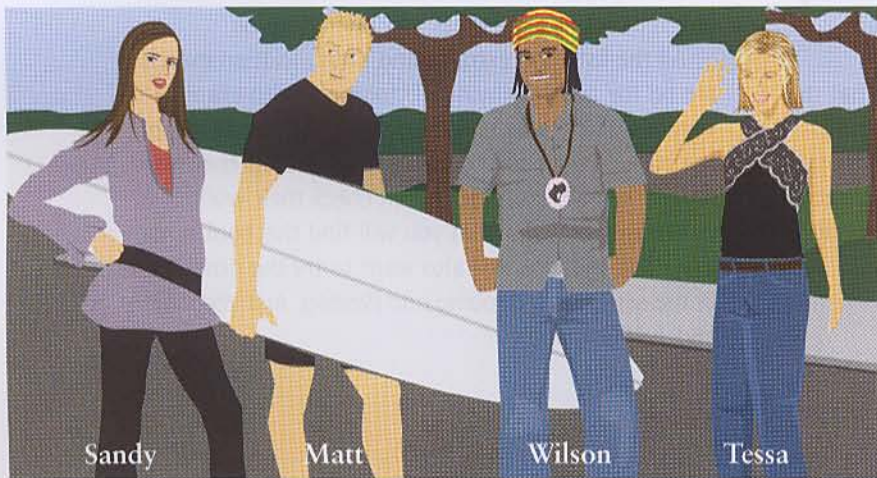
A Listening About countries

- 1 Look at this map. What do the countries in red have in common?



Which 'red' country is the odd one out? Check your answer at the bottom of the page.

- 2 Look at the picture. Where are the people from?



Sandy Matt Wilson Tessa

- Listen to Track 1 to check your answer.

- 3 Read the sentences. Then listen to Track 1 again. Who is each sentence about? The first one is done for you.

- a He is from an island in the Caribbean. Wilson
- b People in her country speak French or English, or both.
- c Her city is bigger than the capital of her country.
- d One in three families in his country speak English and another language.
- e Reggae comes from his country.
- f Eighty per cent of the people in his country live on the coast.
- g Her country is in Great Britain but she is not English.
- h His country is famous for its beaches and its mountains.

English is spoken as a mother tongue in all countries, except India. In India, English is an official language but not a mother tongue.

4 Listen to Track 1 again and answer the questions.

a How do Australians say 'Good morning'?

.....

b What is another way of saying 'one in three'?

.....

c Name two open air activities Australians enjoy.

.....

d What three countries make up Great Britain?

.....

e What language do some people speak in Scotland?

.....

f What's the capital of Scotland?

.....

g Name two of Canada's natural features.

.....

h What are the most popular sports in Canada?

.....

i What is the capital of Jamaica?

.....

j What two things make Jamaica popular with tourists?

.....

5 Read the text and listen to Track 2. Circle the word you hear for each letter. The first one is done for you.

Hi! I'm Tessa, from Montreal, in Quebec. Quebec is in the (a) east / west / south of Canada. Most (b) *people* / Americans / Canadians speak the two official languages, French and English. Canada is a (c) *big* / huge / large country, the second largest in the world actually. In Canada you can find (d) *everything* / anything / nothing. Do you like big (e) *places* / cities / countries? We have really exciting ones, like Montreal and Toronto. Do you like mountains? We have (f) *two* / lots / some too. (g) *Water* / Winter sports are very popular. It is very cold in winter, but I like summer better. It's warm and we go and swim in the lakes.

6 Listen to Track 3 and complete the table. Then guess the name of the country.

Where it is:
Capital:
Languages:
Most popular sports:
Interesting information:

B Speaking

Discussing holidays

- 1 Complete the dialogue with your own ideas. Follow the instructions in *italics*.



YOUR FRIEND: Where shall we go for our holiday this year?

YOU: How about (*say a country or place*) ?
 It's (*say something good*) and
 the weather is always (*say what it is like*)
 in (*say a holiday month*)

YOUR FRIEND: I'd rather do something more exciting this year. How about an extreme sports holiday in Wales?

YOU: I prefer (*say what you like doing in the place you have suggested*).
 to waterskiing and canoeing.

YOUR FRIEND: But we do that every year. I'd prefer to do something different this time. It would be nice to go somewhere quieter.

YOU: OK, you win. I admit, (*the place you mentioned earlier*)
 was a bit (*say something negative*)
 last time. I'd prefer somewhere a little quieter too, but I'm not into dangerous sports like (*give examples of dangerous sports you don't like doing*)

YOUR FRIEND: How about Devon? It'll be warm, and there are some lovely seaside walks.

YOU: That sounds (*say something positive*)



2 Listen to Track 4. Speak when it is your turn. Use your dialogue.

A Listening

Telling jokes

1 Can you guess the end (the punchline) of the cartoon?

Now listen to Track 5 and check your answer. Did you get the joke?



2 Listen to Track 6. Complete Sam's explanation.

SAM: The control tower wants his (a) and his (b) , right? As in 30,000 (c) But the pilot (d) height as in 'How (e) are you?' And the position as in 'Are you (f) or standing?'

CLAIRE: Yeah. Duh. But it's not funny.

SAM: OK, but I've got another one. Listen. There's this (g) and she comes into (h)

CLAIRE: Not (i) , Sam. I've got (j) to do.

3 Answer the questions. Listen to Track 5 again if necessary.

a Why is Claire stressed out?

.....

b Why does Sam tell her a joke?

.....

c Is Claire less stressed now?

.....

d Do you think laughter is a good thing when you are stressed?

.....

e Claire did not find the joke funny. Did you?

.....

4 Complete the following jokes with the endings (punchlines) in the box.

No, just green hairy monsters with horrible faces.
 Don't cry. It's only a joke!
 Ten!
 Don't worry, Madam. It's not hot.

a Customer: Waiter! Your fingers are in my soup.

Waiter:

b A: Knock, knock.

B: Who's there?

A: Boo.

B: Boo who?

A:


c Patient: Doctor, doctor. I keep seeing green hairy monsters with horrible faces.

Doctor: Have you seen a psychologist?


Patient:

d Teacher: Jane, if you have ten sweets and Oscar asks you for one and Jackie asks you for two, how many sweets do you have left?

Jane:

 Listen to Track 7 and check your answers. Tick the jokes you found funny.

5 Look at the pictures and put these sentences in the correct order.

 Then listen to Track 8 and check. Did you find the joke funny or not?



- 'Well,' said the bear, 'at two dollars a glass, I'm not surprised!'
- Everyone watched as the bear drank.
- The barman said to the bear, 'We don't get many bears in this bar.'
- 1 A bear walked into a bar one day.
- When the glass was empty, the bear put it on the table.
- The bear asked, 'How much is the orange juice?'
- The people hid under the tables. They were afraid.
- 'Two dollars,' replied the barman.
- 'Barman!' said the bear, 'I'd like a glass of orange juice.'
- Then he got off his chair and walked out the door.

B Speaking

Role-play: giving advice

1 Your friend won a lot of money in a competition. He / She asks you for advice about how to spend it.

Complete the dialogue with your own ideas. Follow the instructions in *italics*.



YOUR FRIEND: I don't know what to do with all this money! Can you give me some advice?

YOU: Well, you should (*suggest something sensible to do with the money*)

.....

.....

YOUR FRIEND: That's a bit boring, though. What about something fun?

YOU: (*suggest something fun to do with some of the money*)

.....

.....

YOUR FRIEND: People will think I'm selfish if I don't help someone or something with some of the money.

YOU: (*suggest a way your friend could be helpful to society*)

.....

.....

YOUR FRIEND: What about all my friends? They'll expect me to give them money too!

YOU: (*suggest something to solve this problem*)

.....

.....

YOUR FRIEND: What would you like as a gift?

YOU: (*suggest something*)

.....

YOUR FRIEND: Thanks for the advice! You've given me lots to think about.

2 Listen to Track 9. Speak when it is your turn. Use your dialogue.

A Listening

Street survey

1 Listen to Track 10. What is the survey about?
Write down any words that helped you decide.

.....
.....

2 Listen to Track 10 again. How does each person answer the questions in the survey?
Complete the survey.



a

Television: people's preferences

Age: 26 Sex: Male

Q1: How many hours a day do you watch television?

- 2 – 4 hours 4 – 6 hours
 more than 6 hours

Q2: What kind of programmes do you prefer to watch?

- news soap operas
 documentaries game shows
 sitcoms sport

Q3: Do you watch other kinds of programmes?

- No
 Yes (say what)

b

Television: people's preferences

Age: 19 Sex: Female

Q1: How many hours a day do you watch television?

- 2 – 4 hours 4 – 6 hours
 more than 6 hours

Q2: What kind of programmes do you prefer to watch?

- news soap operas
 documentaries game shows
 sitcoms sport

Q3: Do you watch other kinds of programmes?

- No
 Yes (say what)

c

Television: people's preferences

Age: Sex:

Q1: How many hours a day do you watch television?

- 2 – 4 hours 4 – 6 hours
 more than 6 hours

Q2: What kind of programmes do you prefer to watch?

- news soap operas
 documentaries game shows
 sitcoms sport

Q3: Do you watch other kinds of programmes?

- No
 Yes (say what)

3 Listen to Track 10 again. How did each person answer the following question?

What kind of programme do you prefer to watch?

Man:

Woman:



4 Now answer the survey for yourself. Who are you more similar to, the man or the woman? What are the similarities and differences?

.....

.....

5 Listen to Track 10 again and circle the correct answer.

- a Why does the man say he will answer the questions, 'if it's quick'?
 - 1 Because he's in a hurry.
 - 2 Because he doesn't watch much TV.
- b Why does he like documentaries?
 - 1 Because they're relaxing.
 - 2 Because they teach you things.
- c Why does he say 'Definitely not!' when asked whether he watches soap operas?
 - 1 He really doesn't like them.
 - 2 He prefers the news.
- d Why is the woman able to watch so much TV?
 - 1 She doesn't want to miss an episode of her favourite soaps.
 - 2 She isn't too busy.
- e What kind of programmes does she watch?
 - 1 Soaps.
 - 2 All kinds.
- f Why doesn't she ever miss an episode of *EastEnders*?
 - 1 Because she hasn't got much to do.
 - 2 Because it's her favourite.
- g Why doesn't she watch documentaries often?
 - 1 Because they aren't on very often.
 - 2 Because she prefers to watch programmes that are more fun.

B Speaking

TV: Deciding what to watch

1 Look at the speakers' likes and dislikes in the table.

Then complete the dialogue with suitable words and phrases. Follow the instructions in *italics*.

	A	B
Documentaries	☺ ☺ ☺	☹ ☹ ☹ ☹
Soap operas	☺ ☺ ☺	☺ ☺ ☺ ☺
The news	☹ ☹ ☹	☹ ☹ ☹
Sitcoms	☺ ☺ ☺	☹
Cartoons	☹ ☹ ☹ ☹	☺ ☺ ☺
Talk shows	☹ ☹	☺
Reality shows	☺	☹ ☹

A: What's on TV tonight? Is there a good documentary?

B: Oh, no! I (*say how you feel about documentaries*)
I'd rather watch a funny cartoon or something. Oh, *Tom and Jerry's* on! (*suggest you watch that together*)

A: No way. You know I can't stand cartoons. Especially *Tom and Jerry*. I'd like to watch a good sitcom. Is *Dad's Army* on?

B: Oh, that's (*say what you think of that sitcom*) !
I really hate it. The news is on in a few minutes.

A: Oh, no, I don't feel like listening to bad news from around the world.


B: (*you feel the same as B I, say so*)
(*suggest a talk show*)

A: Not if it's that boring old Michael Parkinson. But look! *Big Brother's* started again! Let's watch that.

B: (*say how you feel about reality shows*)
(*say that Neighbours is on, and sound pleased*)

A: Oh, yes! I love that soap, it's my favourite. Right, that's settled then.

Now, what shall we get to eat?

 2 Listen to Track 11. Speak when it is your turn. Use your dialogue.

Listening What's my job?

1 Look at the picture. Do you know the game they are playing? What do you think the panel have to do?

Listen to Track 12. Did you guess right?



2 Listen to Track 12 again. Write short yes / no answers to the panel's questions. The first one is done for you.

- a Do you work with animals? *Yes I do. / No I don't.*
- b Is your occupation dangerous?
- c Do you work in a special place?
- d Do you enjoy your job?

3 Listen to Track 12 again and answer the questions.

a Name three places where Jason works.

.....
.....


b Write two words Jason uses to describe his job.

.....
.....

4 Can you guess Jason's job? Write your guess here.

Jason is a

Listen to Track 13 to check your answer.

 **5** Listen to Track 13 again. Complete the dialogue with the words you hear.

PANELLIST A: Sorry. OK. Do you kill the (a)
you work with?

JASON: Yes! Yes, I have to (b) them!

PANELLIST B: Right, I think we've got it! Are you a ... Are you one of those
(c) who kill rats, or bad insects or
(d) like that? Do you kill pests
like that? Are you a – what is it?


PANELLIST C: (e) controller?

PANELLIST A: Yes, that's it! A pest (f) ?
Are you a (g) ?

JASON: (h) ! I am a pest controller.


6 Read these questions.

- Are you a doctor?
- Are you in politics?
- Do you have to speak other languages in your job?
- Do you have to wear a uniform?
- Do you help people?
- Do you sell anything?
- 1** Do you travel a lot in your job?
- Do you travel by plane?
- Would you say you work with people in your job?

 **7** Now listen to the answers on Track 14.

Put the questions in exercise 6 in the correct order, 1 – 9.

8 Can you guess the job?

 Listen to Track 15 and see if you were right.

B Speaking

A mystery job

- 1 You are describing your mystery job on a radio programme called *What's my job?*

You are a camera operator for a film company. You make documentaries about different countries, cultures around the world, and animals.

- 2 Complete the dialogue with suitable yes / no answers. Then listen to Track 16 and speak when it is your turn.

Panellists' questions	Your answers
Do you work with animals?	
Do you work outside?	
Do you wear a special uniform?	
Do you travel in your job?	
Do you need special equipment?	
Is your equipment expensive?	
Does your job make other people happy?	
Do you work alone?	
Does anyone ever see the work you do?	
Do you work with famous people?	
Do you like your job?	
I give up. What do you do?	

UNIT 5

A Listening

Team building

1 Look at the picture. Can you guess the right answer? Tick the correct box.

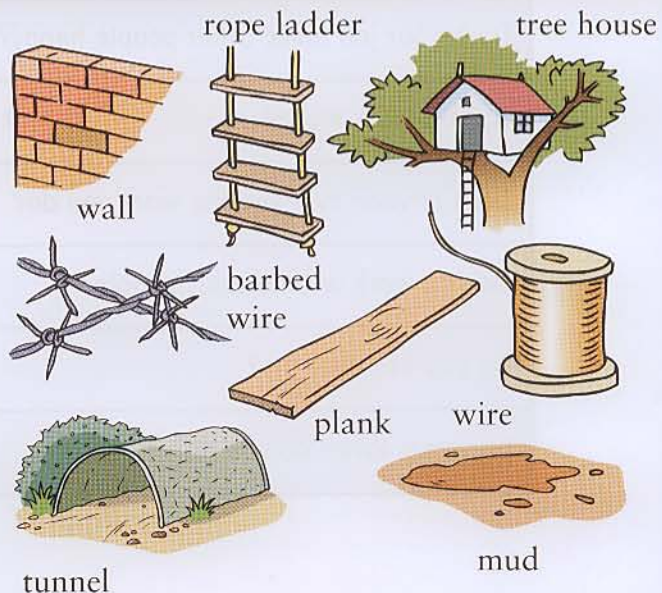
- a The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Some of them don’t really want to do the activity, but they all do it.
- b The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Some of them don’t really want to do the activity and one person doesn’t do it.
- c The people are from an office in the city. It is Saturday. They are all in the country for two days – for an ‘Activity Weekend’. Everyone wants to do the activity but one person doesn’t do it.



Listen to Track 17. Were you right?

2 Listen to Track 17 again. Put the pictures in the right order. Write 1 – 8 in the boxes.

- 1 wall
- 2 rope ladder
- 3 tunnel
- 4 tree house
- 5 barbed wire
- 6 plank
- 7 wire
- 8 mud

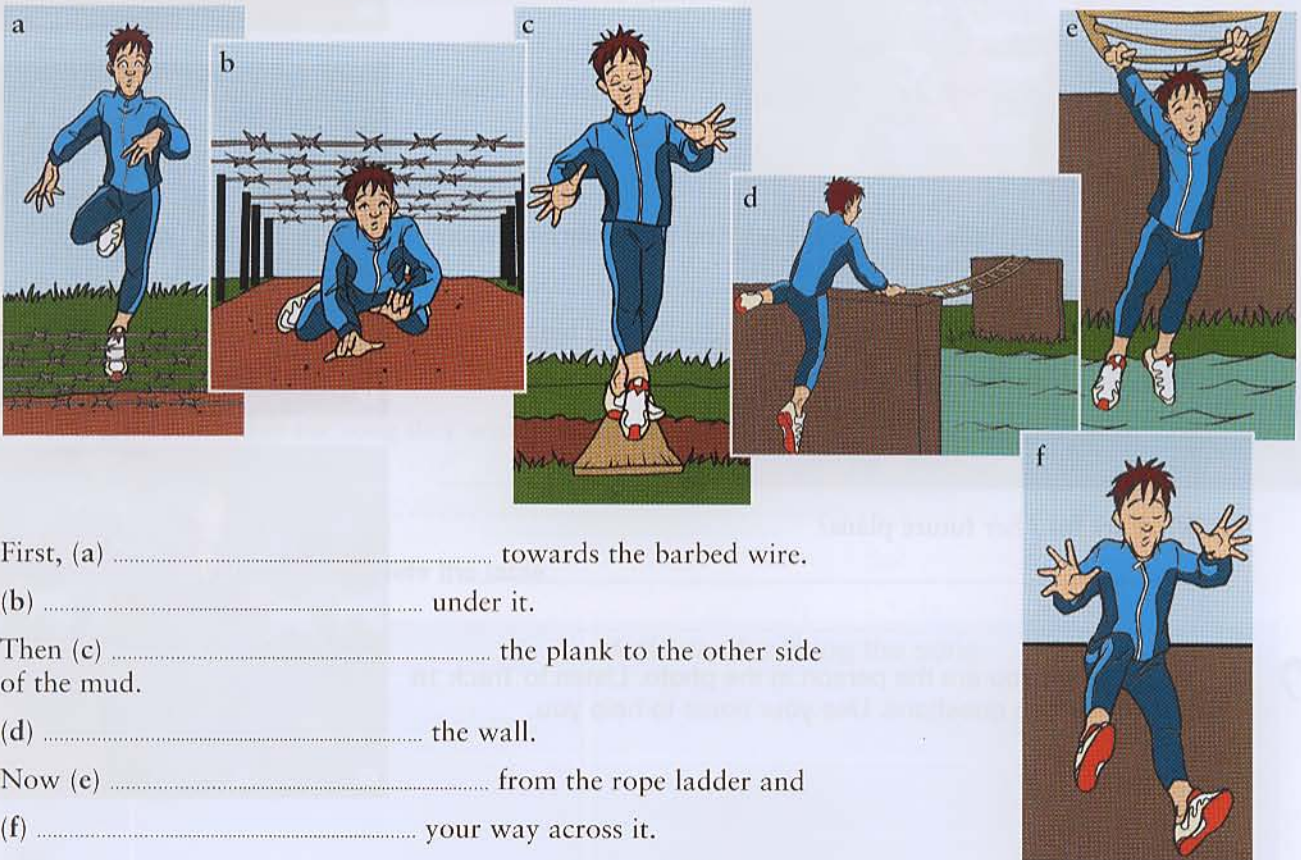


3 Complete the instructions with the verbs in the box. You can use some verbs more than once. Listen to Track 17 again to help you, if necessary.

- a towards the wall.
- b up the wall.
- c down the other side.
- d through the tunnel.
- e the rope ladder.
- f along the wooden plank.
- g from the wire.
- h your way along the wire.
- i into the mud.
- j under the barbed wire.

climb crawl drop hang jump make run walk

4 Look at the picture. Then complete the instructions.



- First, (a) towards the barbed wire.
 (b) under it.
 Then (c) the plank to the other side of the mud.
 (d) the wall.
 Now (e) from the rope ladder and
 (f) your way across it.
 Finally, (g) off the end and try not to
 (h) into the river.

5 Listen to Track 17 and check.

B Speaking

Interview

1 Choose one of the pictures and complete these tasks, using your imagination. Make notes.

What is the person's name?

.....

How would this person describe himself / herself?

.....

What does the person do?

.....

What is the best thing about this job? And the worst?

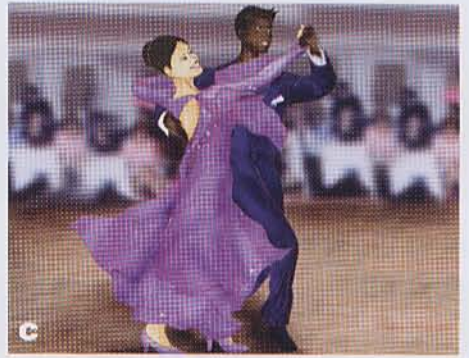
.....

Why did the person decide to do this job?

.....

What are his / her future plans?

.....



2 Now imagine you are the person in the photo. Listen to Track 18 and answer the questions. Use your notes to help you.

- 1 wall
- 2 eye ladder
- 3 pencil
- 4 tree house
- 5 twisted wire
- 6 plank
- 7 wire
- 8 nail



UNIT 6

A Listening

The soundtrack of our lives

1 Listen to Track 19. Three friends are talking about songs. Who says these things, Sophie, Mandy or her boyfriend, Bill? Write the speaker's name.

- a 'Songs are like the soundtrack of our lives.' Sophie
- b 'I can remember the tune but I can't think of the name.'
.....
- c 'I bet you have a song that brings back memories.'
.....
- d 'I didn't know you liked romantic songs.'
- e 'Every time I hear the song I can remember that summer as if it was yesterday.
- f 'You sound like old people talking about old times!'
.....
- g 'You can't remember the song they were playing when we met?'



2 Listen to Track 19 again. Complete the table.

	Song	Reasons for liking the song
Sophie		
Mandy		
Bill		

3 Listen to Track 20. Some people are talking about important events in their lives. What question are they answering?

4 Match the speakers and the photos.



5 Listen to Track 20 again. Which speaker says the following? What is each speaker referring to?

a I'd never seen anything so amazing before! Speaker, referring to

b I couldn't believe she didn't know. Speaker, referring to

c I felt so proud! Speaker, referring to

d I didn't think he would ever go out with me. Speaker, referring to


B Speaking

Memories



1 Put the pictures in order to tell a story. Name the boxes A – E. In your own words, record the story onto a tape.

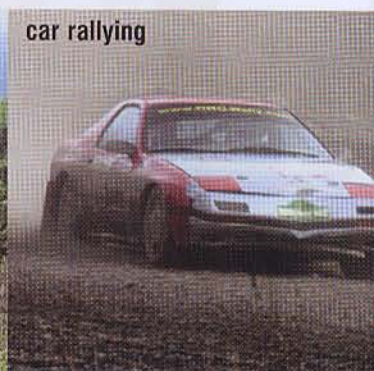
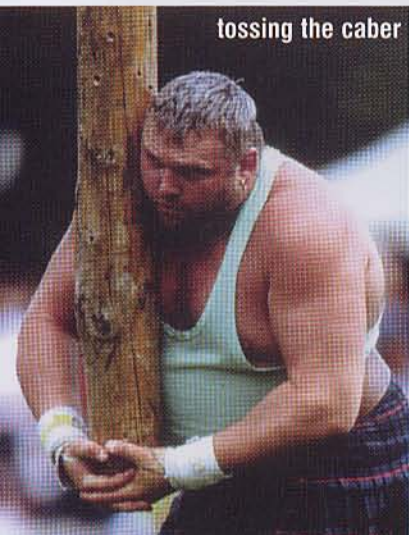
2 Listen to what you have recorded and make a note of any corrections you want to make. Record the story again.

3  Now listen to Track 21. Someone else is telling the story. What are the similarities or differences between your stories?

Complete the chart with information from the radio phone-in and personal information. Listen to Track 22 again, if you need to.

A Listening Radio phone-in

1 Look at the photos. Guess what the radio phone-in will be about.



Now listen to Track 22 and see if you were right.

2 Answer these questions.

- a How many people call the radio programme?
- b What activities are mentioned in the radio programme?

3 Listen to Track 22 again and answer the questions.

- a What is Keith's hobby?
- b What is the basic equipment for Extreme Ironing?
- c What was Phil doing when he invented Extreme Ironing?
- d What was Phil's favourite sport before Extreme Ironing?
- e What kind of people do Extreme Ironing?

4 Listen to Track 22 again. Complete the advertisement using information from the programme.

What is extreme ironing?

It's (a) , using an ordinary (b) and (c) but instead of doing it in your living room or kitchen, you do it in (d) places! For example, at the top (e) , up a (f) or at the bottom of the (g) !

Who does it?

People from different (h) – but you have to be a little bit (i) !

Interested? Here's how to find out more about this fascinating sport! Phone the (j) !




5 Complete the chart with information from the radio phone-in and personal information. Listen to Track 22 again, if you need to.

	Extreme ironing	My favourite leisure activity
(a) Where can you practise it?		
(b) What do you need?		
(c) What kind of people do it?		

B Speaking

Role-play: giving information

 You are the receptionist at an ice rink. Read the information in the leaflet. Listen to Track 23 and answer the caller's questions.

Seibel Ice Rink offers a variety of classes, courses and open sessions for all abilities.

Family Session Sundays 10.00 - 11.30 am

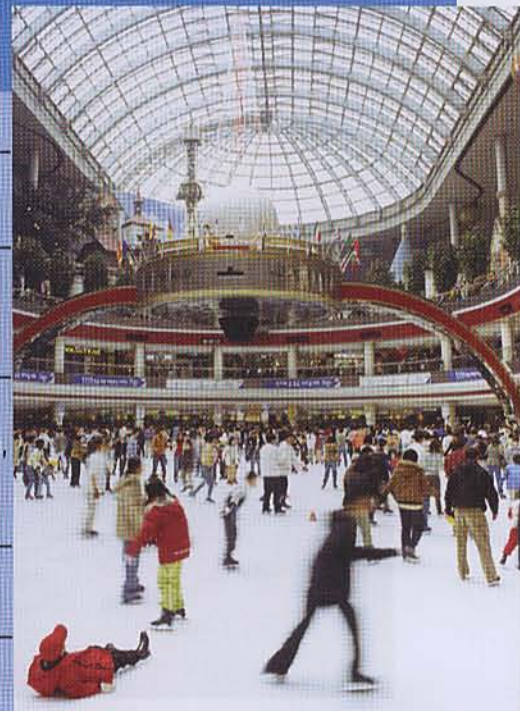
Parents & Small Children school term time only - supervised play session - Monday 1.00 - 2.00 pm

Junior Ice Hockey For 8 - 16 years. Anyone welcome, turn up and play. Wednesdays 5.30 - 7.00 pm (8 - 11yrs) & Thursdays 8.15 - 10.15 pm (8 - 11yrs)

Beat On Ice an evening of skating in a lively nightclub atmosphere. Wednesdays 7.30 - 10.00 pm, Fridays 7.30 - 10.00 pm, Saturdays 10.30 am - 12.15 pm and 12.30 - 2.00 pm, Sundays 2.00 - 4.00 and 8.00 - 9.30 pm

After school sessions school term time only - Wednesday 2.00 - 5.30 pm, Friday 4.00 - 5.30 pm

Beginners' open session especially for those who don't like speed skaters whizzing past! Mondays 6.45 - 8.00 pm



Our ice-skating courses are for all ages and abilities. Each course runs for six weeks and the sessions consist of half an hour lesson and half an hour supervised practice time.

Maximum class size is 30

Anyone on a course gets free skate hire and entry to the Monday evening open sessions to do their practising!

Book through reception. Credit cards accepted.

UNIT 8

A Listening

Scary story

1 Look at the pictures and put them in order to make a story. Think about these questions.

- a What time is it?
- b Why is Judy alone in the house?
.....
- c What is she doing?
.....
- d How is Judy probably feeling? How do you know

2 Listen to Track 24 and check your answers.

3 Listen to Track 24 again. Write T (true) or F (false).

- a That night Judy was looking after a baby.
- b The baby was in the room with Judy.
- c Judy was enjoying her evening.
- d The phone rang three times.
- e The first time the phone rang, Judy didn't worry.
- f The second time the phone rang, Judy was frightened.
- g The last time the phone rang, Judy knew it was John.
- h The baby was in his room.

4 Now correct the sentences that are false.

.....

.....

.....

.....



5 Without looking at the audioscript (or listening to Track 24 again), can you use the words in the box to reassemble a part of the dialogue? Use each word once only. Pay attention to capital letters, full stops (.), commas (,), question marks (?) and exclamation marks (!).

that	go	stop	empty
you	check	dropped	phone
John	on	stairs	up
is	the	looked	the
not	baby	cot	
funny	please	was	

JUDY: Is (a) This (b) so (c)

MAN: Go (d) baby.

JUDY: (e) this.

MAN: (f) check on the baby.

NARRATOR: Judy (g) the (h) and ran (i)

She (j) into the (k)’s (l)

The baby’s cot (m)



Check your answers by listening to Track 24 again, and reading the audioscript on page 72.



6 Listen to Track 25. Answer the questions.

a Where was Timmy, the baby?

b Who was the man on the phone?

c What does Judy think about it all?

B Speaking

A newspaper report

1 Look at the picture and complete these tasks, using your imagination. Make notes.

When did you see this?

.....

Can you describe in detail what you saw?

.....

What do you think it was?

.....

How did you feel?

.....

What did you do?

.....

What happened in the end?

.....



2 A newspaper reporter is interviewing you about what you saw. Listen to Track 26 and answer the questions. Use your notes to help you.

.....

.....

.....

.....

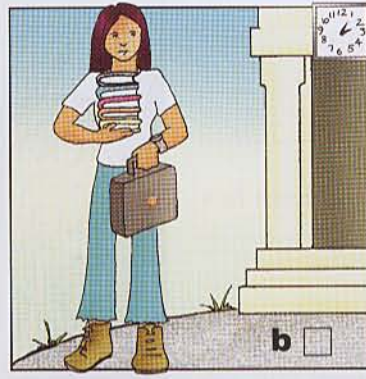
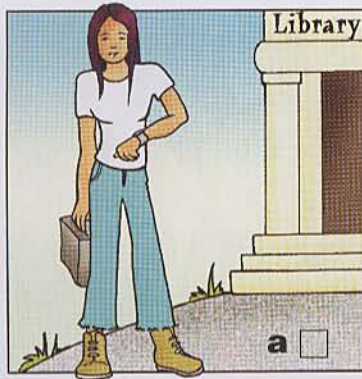
.....

.....

A Listening Phone messages

1 Listen to Track 27. Tick the correct picture for each of the messages.

message 1



message 2



message 3

2 Listen to Track 27 again. Who can you see in the pictures? Write Debbie, Peter, Melanie, Lucy, Will, Olga or Libby for each message (Warning: you can not see all of them!)

Message 1

Message 2

Message 3



3 Answer the questions.

a Who has a laptop?

b Who left something at home?

c Who apologises?

d Who is going to be late?

e Who's going to buy sandwiches?

f Who's having a party?

4 Put the words in the right order to make message announcements.

a at / call / can't / moment / take / the / We / your

.....

b a / after / leave / message / Please / the / tone

.....

c can't / come / I / now / phone / right / the / to

.....

d you / a / and / back / I'll / Leave / message / ring

.....

5 Listen to Track 28 and find the matching message.

A

John, urgent problem next door. Millie's there. Please feed her at 7. Food in sink.

B

John, urgent problem at office. Back at about 7. Millie next door, please fetch and feed her. Food in cupboard under sink.

C

John, urgent problem at office next door. Back at about 7. Please fetch Millie and feed her, in cupboard under sink.



Answer:

6 Now choose the other two messages in exercise 5. Practise leaving the messages on an answerphone. Listen to Track 29 and compare.

B Speaking

Describing objects

1 Match the words and the pictures.

mobile phone video games console camcorder MP3 player
computer radio digital camera three-wheeled motorbike

- a
- b
- c
- d
- e
- f
- g
- h



2 Listen to Track 30. Which four objects in the pictures are the people describing?

-
-
-
-

3 Choose one of the objects in the picture. Complete the dialogue about it. Then listen to Track 31 and speak when it is your turn.

Tell me about the object you have chosen. But don't say what it's called!
How big is it?

.....

What colour is it?

.....

What do you use it for, or do with it?

.....

Do you have one of these yourself?

.....

How often do you use it?

.....

Now say what you have been describing.

.....

A Listening

Clayton Street

1 Listen to the scene from the soap opera Clayton Street on Track 32. Look at the pictures. Write Jezza or Chris under the correct picture.



a

2 Listen to Track 32 again. Circle the best answer.

- a Jezza
 - 1 is a good friend to Chris.
 - 2 is not a good friend to Chris.
- b Chris
 - 1 is unhappy because Jezza didn't put his number in the 'phonebook' on his mobile phone.
 - 2 is not happy because Jezza didn't remember his number.
- c Chris
 - 1 wants his money back.
 - 2 is going to give Jezza some money.
- d Chris
 - 1 is sure that he will get £200 from Jezza.
 - 2 isn't sure that he will get £200 from Jezza.
- e Jezza
 - 1 will give Chris £200 tomorrow.
 - 2 won't give Chris £200 tomorrow.



b

3 Look at the lines from Track 32. Look at the verbs in the box. Complete them with the correct form of the verbs in the box.

- a Where it you the numbers?
- b You me in your phonebook, haven't you?
- c I don't it.
- d But what do you ?
- e I you two hundred pounds, remember.
- f I'll it to you tomorrow.
- g You that before.
- h You'll your money tomorrow.
- i I go.

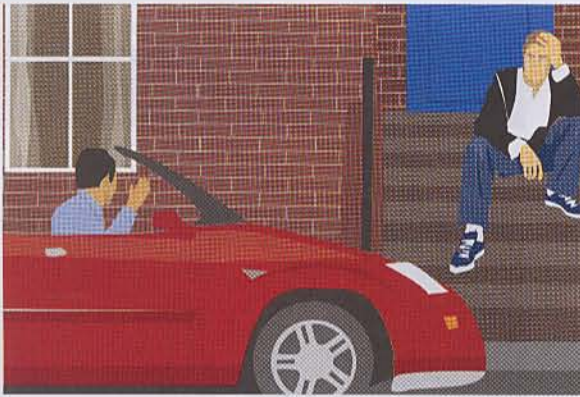
believe	have got
have got to	get give
lend	say show want


4 Listen to Track 32 again. Were you correct?

4 Look at the pictures and guess the answers to these questions.

- a Do you think this episode of Clayton Street comes after the one on page 33, or before? Why?
- b Why doesn't Jezza want an office job?
- c What is Chris' job?
- d What is Jezza's dream job?
- e Why does Jezza want Chris' money?

 Now listen to Track 33 and check your answer.



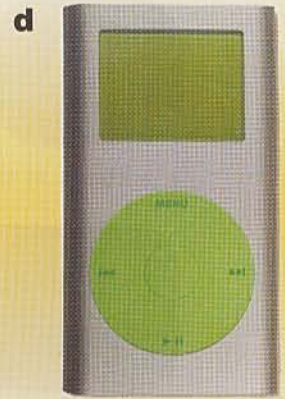
 5 Listen to Track 33 again and write T (true) or F (false) in the boxes.

- a Jezza doesn't mind being unemployed.
- b Chris hasn't got a boring office job.
- c Jezza hasn't ever done any DJ-ing.
- d Jezza believes friends should lend each other money.
- e Jezza is confident that he will be able to pay Chris back.

B Speaking

The best present

 **1** Listen to Track 34 and choose the correct picture (a – d) below.



2 Answer the questions about your best present.

Who gave it to you?

.....

When did you get it?

.....

Do you still have it?

.....

Why is / was it special to you?

.....

.....

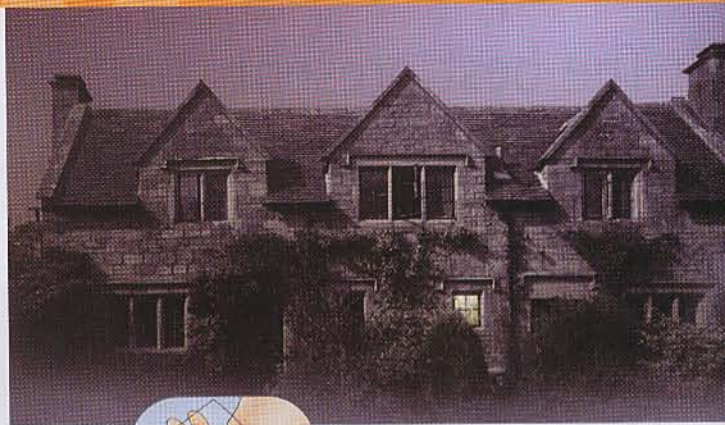
 **3** Now listen to Track 35 and speak when it is your turn.

Why?

Listen to Track 36 again to check.

A Listening

A scene from a play



1 Listen to Track 36 and put the sound effects in the right order. The first one is done for you.



a a knock at the door



b the sound of a mobile phone



c the sound of drinking



d the window crashes open



e someone closes the window



f the sound of change / coins



g the sound of stirring with a spoon



h the sound of the door handle



i thunder

2 Charles and Miranda pull a bed across the floor. Do they do this before or after (h)?

3 Listen to Track 36 again. Who says the following? Write *the man* or *the woman*.

- a It's a bit dark. the man
- b Don't worry, dear.
- c I loved it.
- d I'm not very strong.
- e It's scary.
- f Nonsense!
- g Nothing to worry about.
- h Come on. Help me.
- i That's better.
- j We're safe now.

4 What do we know about:

- a the type of hotel?
- b the man's and the woman's characters?
- c what the man and woman like to drink?
- d the name of the hotel?

5 Listen to Track 36 again and complete the following questions from the conversation.

- a It's scary, ?
- b That's better, ?
- c We're safe, ?
- d You didn't put it in your bag, ?
- e It's not in my bag, ?

6 Make the sentences into questions like the questions in exercise 5.

- a This is a nice hotel, ?
- b The water's very cold, ?
- c They stayed here last year, ?
- d She likes chocolate, ?
- e This isn't a very good painting, ?
- f The water isn't very warm, ?
- g She didn't leave her bag in the restaurant, ?
- h They aren't going to be late, ?

What is the difference between sentences a – d and sentences e – h?

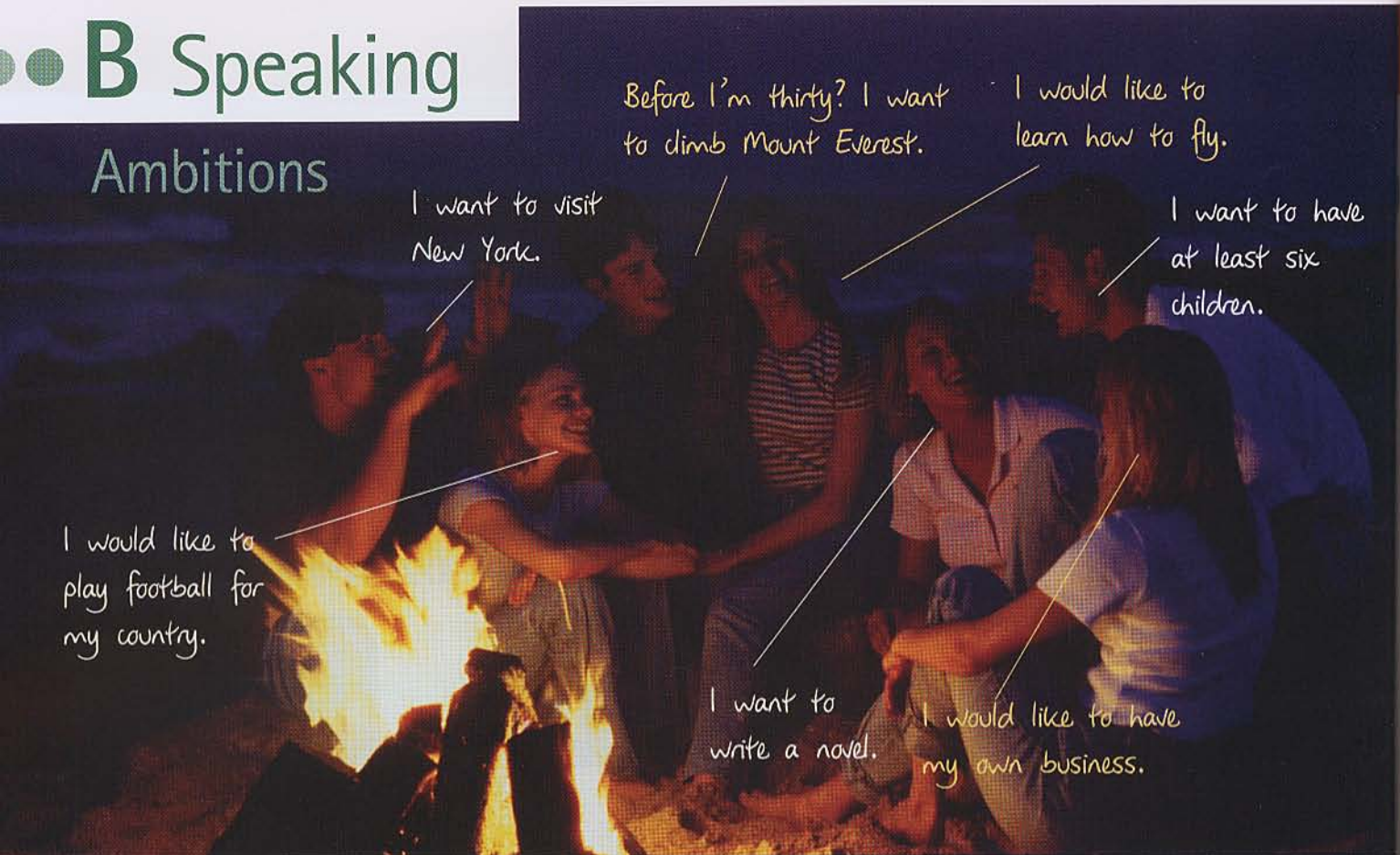
7 Answer the questions.

- a What did Miranda think of the hotel room?
- b What did the waiter bring Charles? And Miranda?
- c What kind of holiday did they go on before?
- d What did Miranda think of it?
- e Where was Miranda's phone?
- f Who was phoning her?
- g Why?

8 Listen to Track 36 again to check.

B Speaking

Ambitions



1 Complete the sentences in your own words.

Before I'm thirty / forty / fifty I want to have

I want to

I would like to

I would like to learn

I want to visit

I'm going to

I intend to

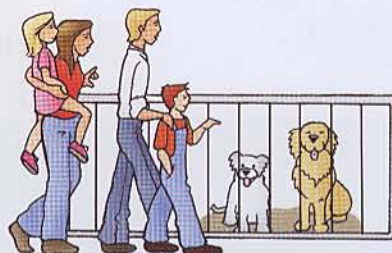
2 Record your sentences onto a tape. Listen and make notes of any corrections you want to make.

Record your sentences again.

A Listening

Radio advertisements

1 Listen to Track 37. Match the advertisements with the pictures. Write 1 – 5 in the boxes.



a

2 Listen to Track 37 again. Are these statements true or false? Write T or F in the boxes.

- a The Fire Service only fights fires.
- b You can get 20% off when you buy something in the Kenneth Cole store.
- c Battersea Dogs Home has dogs and cats.
- d Friends of the Earth just protects wild animals.
- e You can learn to be a clown at a school.



b

3 Listen to Track 37 again and complete these statements with the words you hear.


- a When we get a call it could be to a road accident, an air accident or a rail accident or to someone from a lift.
- b The shoes and clothes that you give us, we'll give to the
- c They are here at the Battersea Dogs and Cats Home because their left them in the street to die.
- d We are looking for to help us with sending out letters and making telephone calls.
- e Come to the California School where you will learn the art of clowning.

c

d



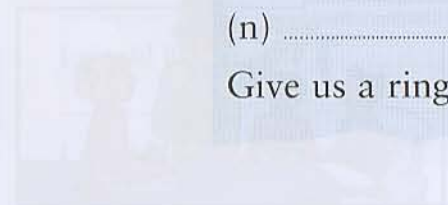
e

 4 Listen to Track 37 again and complete these written ads.

Kenneth Cole Stores are helping (a)
 Special offer until (b)
 Bring in your old (c) and
 (d) and we'll give you
 (e) off the next thing you buy in our store!

Can you give (f)
 and (g) a home?
 Here at Battersea (h)
 we rescue dogs and (i) and
 (j) new homes for them. Visit our
 website at (k) for more
 information.

Have you got any free time? (l) of the
 (m) needs volunteers to help with
 (n) and (o)
 Give us a ring on Freephone (p)



2. Record your responses on a tape. Listen and make notes of any corrections you want to make.
 Record your answers only.

● B Speaking

Meeting: Who shall we invite?

- 1 You are at a meeting to decide on a person to invite to come and speak to your English class. You would like to invite Emily Davis. Read about her.



Making a difference:

Working with homeless children

Name:	Emily Davis
Comes from:	California
Reason she joined volunteer project with children in Ecuador:	Always wanted to work with children, and help with social work and teaching. Interested in Ecuador because of degree in Spanish / Latin American studies at university.
Work she did there:	Everything, from teaching English, correcting Spanish and other homework, to group activities, guitar lessons, sports lessons.
Difficulties:	Sometimes controlling the kids was a bit difficult - they had lots of energy!
Contribution to the community:	Children learnt that there are lots of opportunities for them. Many went on to study further, and help their own community in turn.

- 2 Cover the text. Listen to Track 38 and answer the chairperson's questions about Emily. Can you remember?

A Listening

Remembering schooldays

1 Listen to Brian and Molly on Track 39. Which teacher did ...

- a Molly like best, Mrs Gladwin or Ms Marley?
- b Brian like best, Mrs Gladwin or Ms Marley?

2 Which teachers (or their classes) do these sentences describe? Write G (Mrs Gladwin) or M (Ms Marley) in the boxes.

- a 'She used to say, 'Don't do this, don't do that!' all the time.
- b We sat in rows for hours.
- c We were afraid to talk.
- d Sometimes we played all day.
- e I'm not sure I learned anything with her.
- f We learned by ourselves.
- g She was always so grumpy.
- h She was lovely.

3 Listen to Track 39 again. Read the opinions a – f. Which teacher has each opinion? Write G or M in the boxes.

- a Children need discipline.
- b Children can stop and start activities when they want.
- c Children can discover things for themselves.
- d Children of different ages can all work together.
- e Children of different ages should be separate.
- f Children need to be happy and comfortable.

4 Choose a word from the box to complete each part of the conversations on Track 39.

- a Remember how she was so with us? 'Do this, don't do that' all the time.
- b We were all really quiet – afraid to talk. She was really one for, huh?
- c Ms Marley? Oh yeah – she was great – young and
- d I was always talking with my friends – the whole class went sometimes.
- e She never really told us anything. We learned by
- f Mrs Gladwin used to put us in separate groups so the big kids didn't the little kids.
- g You know, I think the most important thing is personal

frighten	strict
friendly	ourselves
wild	attention
discipline	

5 Adam and Jessica were at secondary school together five years ago. They are remembering some of their old school friends. Listen to Track 40. Match the names with the photos.

- Anne
- Luke
- Pablo
- Elsa



6 Listen to Track 40 again and answer the questions.

a What was Anne like?

.....

b What did she use to do when teachers spoke to her?

.....

c What was Elsa's talent?

.....

d Who did she use to go out with?

.....

e What did he look like?

.....

f What annoying thing did Luke use to do in class?

.....

g What did he look like?

.....

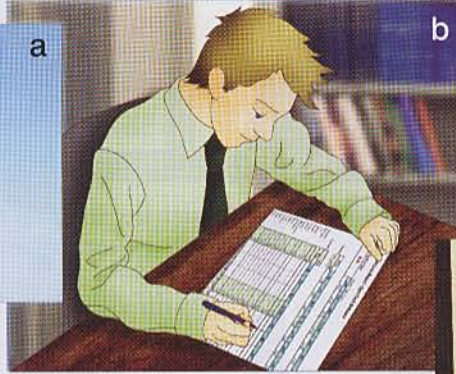
h Did Jessica like him? How do you know?

.....

B Speaking

The education debate

1 Why do we need to go to school? Match each reason with one of the pictures. Write a – h in the boxes.



- 1 to learn about the past
- 2 to meet other people
- 3 to learn how to read and write
- 4 to help us get a job
- 5 to learn about mathematics and numbers
- 6 to find out about our interests and talents
- 7 to find out about the rest of the world
- 8 to learn how to think

2 Now listen to Track 41. Which of the reasons for going to school, in exercise 1, are mentioned?

Write the numbers.

3 Do you agree or disagree with the following statement?

You can learn or do all these things without going to school.

Write notes for a speech. Give reasons for agreeing or disagreeing with the statement.

.....

.....

.....

.....

.....

4 Record your speech. Listen to your speech, and make any corrections. Record yourself again.

UNIT 14

A Listening

The news

1 Listen to Track 42. Tick the people and things that you hear.


- | | | | |
|------------------|--------------------------|-------------------|--------------------------|
| a airport | <input type="checkbox"/> | h Queen | <input type="checkbox"/> |
| b car crash | <input type="checkbox"/> | i rivers | <input type="checkbox"/> |
| c dog | <input type="checkbox"/> | j storms | <input type="checkbox"/> |
| d egg | <input type="checkbox"/> | k student | <input type="checkbox"/> |
| e mountains | <input type="checkbox"/> | l the environment | <input type="checkbox"/> |
| f nurses | <input type="checkbox"/> | m tower | <input type="checkbox"/> |
| g Prime Minister | <input type="checkbox"/> | | |

2 Match the people and the items from exercise 1. The first one is done for you.

- a Antonia Merritt car crash
- b Mark Gartside
- c Phyllis Jones
- d Stephen Williams

3 Who or what ...?

- a barked and barked?
- b designed a new building?
- c doesn't have a job?
- d fell in her house?
- e is going to be an Egyptian queen in a new film?
- f likes architects?
- g talked to the police?
- h thanked doctors?
- i thanked her dog?
- j visited a new building?
- k was at a press conference?
- l won a prize?

-  Complete three of the newspaper articles with the missing words. Then listen to Track 42 again and check.

Prime Minister attacked

A (a)-year-old man, Stephen Williams, threw (b) at the Prime Minister today as he was arriving at the New London Tower. Williams told the police he was (c) about the (d) The Prime Minister was not hurt, and (e) about the incident.

Student wins prize

A (f)-year-old student, Mike Gartside, has won the National (g) prize for his design for a new London (h) on the (i) It is Mr Gartside's first full design.

Dog saves owner

Phyllis Jones, aged (j) , fell in her house and couldn't get off the (k) The dog barked and barked until someone (l) him and came to see what the (m) was. 'My dog gave me my (n) back,' said Mrs Jones.

B Speaking

What is it like?

1 Look at the photos. Can you name the buildings?

- a The Deep, in Hull, England – an ‘underwater exhibition’ centre
- b Selfridges Department store in Birmingham, England
- c The Modern Art Centre, Cincinnati, USA
- d The opera house in Santa Cruz, Tenerife (Canary Islands)

2 Read this description. Which building does it describe?

It's a modern building. I don't like it very much, because it looks rather ugly. It looks like a monster's face, with one eye and a mouth.

3 Now write notes describing the three other buildings. Listen to Track 43 and answer the questions.

Useful phrases

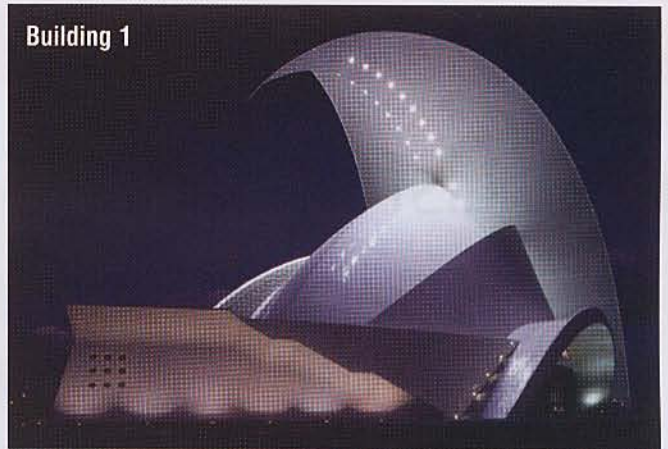
It looks like a ... (+ noun)

It looks ... (+ adjective)

Useful adjectives

big cold dramatic exciting friendly
modern tall ugly unfinished

Building 1



Building 2



Building 3

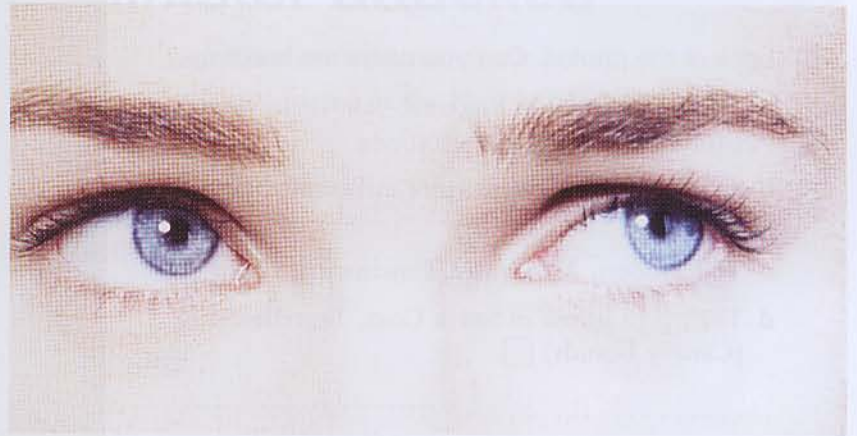


Building 4

A Listening

It's all in the eyes

- 1 Look at this photo of the eyes. What do you think this person is thinking?

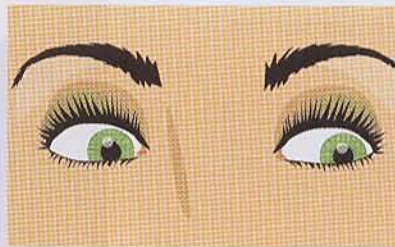


- 2 Match the sentences with the pictures. Write a – f in the boxes.

- a she is looking down and to the left
- b she is looking directly left
- c she is looking up and to the left
- d she is looking directly right
- e she is looking up and to the right
- f she is looking down and to the right



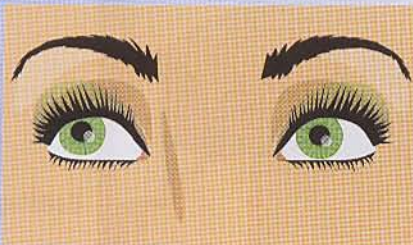
1



2



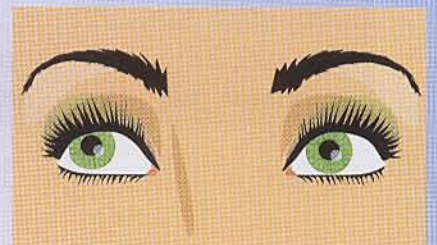
3




4



5




6

 **3** Listen to Track 44 and answer write T (Tricia) or M (Marty) for the sentences.

Who...


- a tries to remember the face of a childhood friend?
- b read an article about brain research and eye movement?
- c says people's eyes move in different directions when they think about different things?
- d can't stop looking into people's eyes?

 **4** Listen to Track 44 again. Match the eye position from exercise 2 for the activities. Write 1 – 6 in the boxes. The first one is done for you.

- a remembering an image 1
- b inventing an image
- c remembering a sound
- d imagining a sound
- e talking to yourself
- f having feelings

5 According to Marty's article, which way does it say you will look when you think about:

- a a time when you felt scared?
- b the sound of a big dog barking?
- c the sound of your mother's voice?
- d the face of a person you know?
- e a picture of a high mountain?
- f how you are going to solve a problem?

 Listen to Track 44 again to check.

B Speaking

Your health

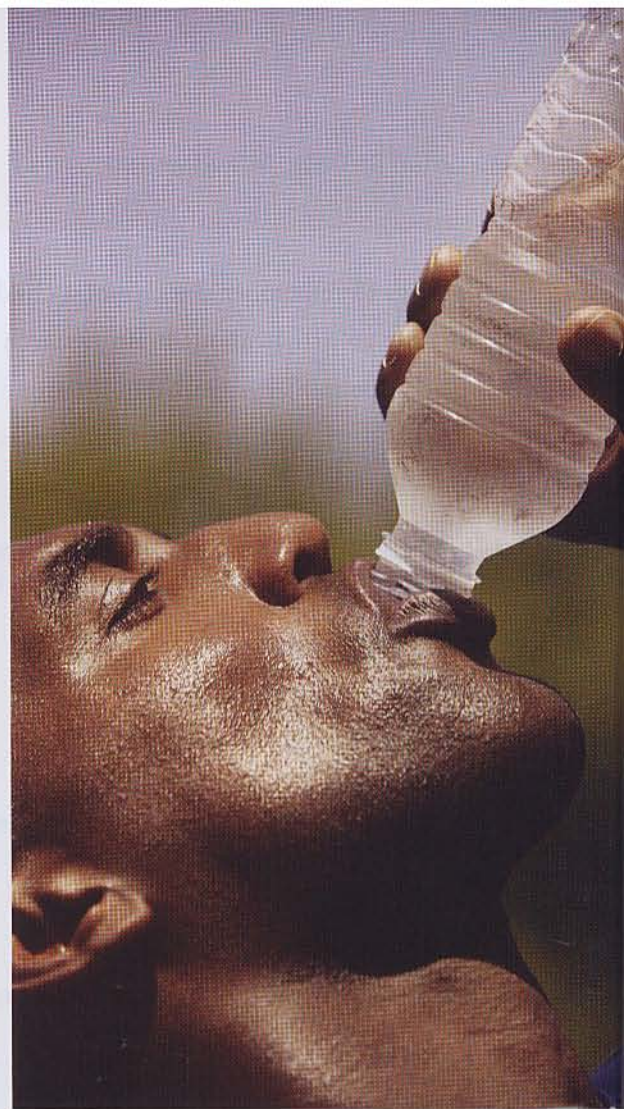
1 Answer the questions in the questionnaire.

Sleep

- 1 How much sleep do you get every night?
.....
- 2 What time do you usually go to bed?
.....
- 3 How do you usually feel when you wake up?
.....
- 4 Do you fall asleep easily, or do you have trouble falling asleep?
.....
- 5 Do you ever wake up in the night? Why?
.....
- 6 What is the last thing you usually do before going to sleep?
.....


Diet

- 7 What do you have for breakfast?
.....
- 8 What do you usually have for lunch?
.....
- 9 What did you have for dinner last night? Is this typical?
.....
- 10 How much water do you drink every day?
.....
- 11 Do you think your diet needs to improve? In what way?
.....



Fitness

- 12 How much physical activity do you do every day?
.....
- 13 Would you like to get fitter? How?
.....
- 14 What new sport would you like to take up, if you could?
.....

 **2** Now listen to Track 45 and answer the questions.

UNIT 16

Listening

Unidentified Flying Objects

1 Look at these two photos. What do they show? Do you believe the photographs are real?



2 You are going to listen to two stories about UFOs. Read these sentences about each story, and put them in the correct order. Then listen to Track 46 and check your answers.

A



- a It was moving at 600 mph.
- b He gave the photos to experts to study.
- c One of them took photos of it.
- d People living on an island began to see strange things in the sky.
- e These included discs that were flying fast.
- f Then one night, 47 people, on a ship in the area, saw a strange disc.



B



- a They took lights, a radio and a Geiger counter to measure radiation.
- b Security guards saw unusual lights in the forest.
- c The next day there were broken trees and holes in the ground.
- d This happened for two nights.
- e The lights and radio stopped working, and the Geiger counter started to make noises.
- f On the second night, they went into the forest to investigate.

3 Listen to Track 46 again. Write 1, 2 or 3 to answer each question for each story.



<p>Your health</p> <p>1 Answer the questions in the questions</p> <p>Stop</p>	<p>A</p> 	<p>B</p> 
<p>a Where did the story take place?</p> <p>1 Trindade Islands, Brazil</p> <p>2 Harvard University, USA</p> <p>3 Bentwaters, England</p>		
<p>b When did the story take place?</p> <p>1 December 1st 1957</p> <p>2 December 27th 1980</p> <p>3 January 16th 1958</p>		
<p>c What did people see first?</p> <p>1 unusual lights</p> <p>2 discs flying very fast</p> <p>3 slow discs and lights</p>		
<p>d How big was the object that people saw?</p> <p>1 20 feet wide and 30 feet high</p> <p>2 47 feet high</p> <p>3 50 feet wide</p>		
<p>e Were there any photographs or other physical evidence?</p> <p>1 a noisy aeroplane</p> <p>2 a series of six photographs</p> <p>3 broken trees and large holes in the ground</p>		
<p>f What was the explanation given by people who did not believe the story?</p> <p>1 it was an aeroplane flying through the fog</p> <p>2 it was the wind and complex scientific causes</p> <p>3 it was a radio station</p>		
<p>g What do people say today?</p> <p>1 the objects moved slowly</p> <p>2 the photographs are real</p> <p>3 experts cannot explain the high levels of radiation</p>		

A: Sounds

1 Listen to Track 48. Number the words in the order of the track. Write 1 – 8 in the boxes.

- | | | | |
|---------------|-------------------------------------|--------------|--------------------------|
| a television | <input checked="" type="checkbox"/> | e decision | <input type="checkbox"/> |
| b usual | <input type="checkbox"/> | f obsession | <input type="checkbox"/> |
| c information | <input type="checkbox"/> | g solution | <input type="checkbox"/> |
| d fashion | <input type="checkbox"/> | h conclusion | <input type="checkbox"/> |

2 Listen to Track 48 again. Write the words in the table.

Words with the sound /ʒ/ like <i>pleasure</i>	Words with the sounds /ʃ/ like <i>ship</i>

3 Listen to Track 48 again and repeat the words.

The words in *italics* in the dialogues below have the sounds /ʃ/ or /ʒ/ in them. Write the words in *italics* under the correct sound.

/ʃ/	/ʒ/
<i>sugar</i>	
.....
.....
.....

- | | |
|---|---|
| a A: How do you like your tea?
B: With <i>sugar</i> , <i>usually</i> . | c A: What are you doing?
B: Watching a <i>fashion</i> show on <i>television</i> . |
| b A: Come on then. What's the solution?
B: There is no <i>solution</i> . That's my <i>conclusion</i> . | d A: So, what do you think?
B: We can make a <i>decision</i> after our <i>discussion</i> . |

4 Listen to Track 49. Check your answers. Then listen again and repeat the words.

4 Listen to Track 50. Read the answers in the dialogues in exercise 3 when it's your turn.

5 Listen to Track 51. Complete the table with the words in the box. Look at the underlined sound in two- or three-syllable words.

Amelie back clock drop
front hang jump ladder
mud opposite plank
platform scanned omeone
son top unnel under

/ɒ/ - cop	/æ/ - cap	/ʌ/ - cup
	Amelie	

Play Track 50 again. Say the words after the speakers.

6 Listen to Track 52 and write /e/ or /ei/ according to the vowel sound you hear.

- | | |
|--------------------|---------|
| a <u>/e/</u> check | g |
| b | h |
| c | i |
| d | j |
| e | k |
| f | |

Now listen again and write the word on the line.

Practise saying the words with the correct pronunciation.

7 Listen to Track 53. Number the words in the order of the track. Write 1 - 12 in the boxes.

- | | | | |
|--|---------------------------------|-----------------------------------|---|
| a sin <input type="checkbox"/> | e ran <input type="checkbox"/> | i sinner <input type="checkbox"/> | Write the words with the sound /n/ like none? |
| b sing <input checked="" type="checkbox"/> | f rang <input type="checkbox"/> | j singer <input type="checkbox"/> | |
| c tonne <input type="checkbox"/> | g sun <input type="checkbox"/> | k thin <input type="checkbox"/> | Write the words with the sound /ŋ/ like long? |
| d tongue <input type="checkbox"/> | h sung <input type="checkbox"/> | l thing <input type="checkbox"/> | |

8 Listen to Track 54. Number the words in the order you hear them.

- | | |
|---|-----------------------------------|
| bingo <input checked="" type="checkbox"/> | sung <input type="checkbox"/> |
| drink <input type="checkbox"/> | swimming <input type="checkbox"/> |
| fun <input type="checkbox"/> | thin <input type="checkbox"/> |
| no <input type="checkbox"/> | thing <input type="checkbox"/> |
| sound <input type="checkbox"/> | think <input type="checkbox"/> |
| sun <input type="checkbox"/> | thanks <input type="checkbox"/> |

Read the words in exercise 8 aloud. Write them under the correct sound.

/n/	/ŋ/
fun	bingo

10 Which sound can go at the beginning, the middle and the end of words and which sound is never at the beginning?

11 Listen to Track 55. Check your answers and repeat the words.

11 Listen to Track 56. Circle the words you hear.

- a three free
- b thank tank
- c path part
- d north nought
- e theme team
- f sings things
- g sink think
- h thirty dirty
- i thirst first

12 Which words have the sound /θ/, like 'thank'? Write a list.

.....

Listen to Track 57 again. Say the words.

13 Listen to Track 58. Listen to each word and write the symbol of the sound that you hear.

/θ/ think /ð/ there

- | | | | |
|-----------------|---------|-------------------|-------|
| a <u>th</u> ank | θ | f mo <u>th</u> er | |
| b <u>w</u> ith | | g <u>th</u> irty | |
| c <u>th</u> at | | h mo <u>th</u> er | |
| d <u>th</u> ree | | i fa <u>th</u> er | |
| e no <u>th</u> | | j <u>th</u> is | |

14 Practise saying these sentences with the correct pronunciation of 'th'.

- a Don't forget to thank your mother.
- b Do you think he's thirty?
- c This is my father.
- d Don't put that in your mouth.
- e There is the person who is from the north.


Listen to Track 58 and repeat the sentences with the same pronunciation.

 **15** Listen to the two words on Track 59.

clone /kləʊn / clown /klaʊn/

Listen to the words in Track 60 and write the symbol /əʊ/ or /aʊ/ for the sound that you hear for the letters a – j.

- | | |
|---------|---------|
| a | f |
| b | g |
| c | h |
| d | i |
| e | j |

 **16** Listen to Track 60 again and write each word out in full in ordinary letters.

Practise saying the words with the correct pronunciation of the vowel sound.

 **17** Listen to these pairs of sentences on Track 61 and write the number of the sentence that you hear.

- a You have to say goodbye.
- You have to say 'good boy'. 1
- b Can I look at that tie?
- Can I look at that toy?
- c Be careful! Don't slip on the oil.
- Be careful! Don't slip in the aisle.
- d Would you like to try?
- Would you like to, Troy?

18 Now match these contexts to the sentences and questions in exercise 17.

- a A young child who is at a friend's house wants to play with his friend's toy. b2
- b A person is telling someone how to train a dog.
- c A young man is asking his friend Troy if he wants to go to the movies with him.
- d A young person has a new video game that he wants his friend to play.
- e A man in a shop who wants to buy a new tie.
- f A mother is talking to her young son who doesn't want to go home.
- g There is oil on the road and a mother warns her daughter.
- h It has been raining on a ship and the aisles (where people walk) are wet.

19 Listen to Track 62. What do you notice about the pronunciation of *either* and *neither*?

20 Listen to Track 63. Which pronunciation of *neither* or *either* do you hear? Write 'like eye' or 'like we' in the blanks (see the box below).

/aɪ/ - like eye /iː/ - like we

- a I don't exercise often, either. like
- b Neither do I.
- c Gemma isn't very fit, either.
- d Neither has Martin been to the new hospital.
- e Jessica hasn't been to the gym, either.
- f She won't be there, either.

Practise saying the sentences using the two different pronunciations of *either* and *neither*.

21 Listen to Track 64 and say whether the pronunciation of the underlined word is the same (S) or different (D).

garage

- a He put the car in the garage.
He put the car in the garage.
- b The paint is in the garage.
The paint is in the garage.

new

- e I really need some new shoes.
I really need some new shoes.
- f This DVD is new.
This DVD is new.

room

- c John is upstairs in his room.
John is upstairs in his room.
- d What do you think of this room?
What do you think of this room?

22 Now listen to Track 64 again and circle the phonetic transcription that you hear.

- | | | | | | |
|---|-----------|------------|---|--------|--------|
| a | /gɑ'ra:ʒ/ | /'gæri:dʒ/ | d | /ru:m/ | /rom/ |
| | /gɑ'ra:ʒ/ | /'gæri:dʒ/ | | /ru:m/ | /rom/ |
| b | /gɑ'ra:ʒ/ | /'gæri:dʒ/ | e | /nu:/ | /nju:/ |
| | /gɑ'ra:ʒ/ | /'gæri:dʒ/ | | /nu:/ | /nju:/ |
| c | /ru:m/ | /rom/ | f | /nu:/ | /nju:/ |
| | /ru:m/ | /rom/ | | /nu:/ | /nju:/ |

Practise saying the sentences with the same pronunciation as Track 64.

23 Listen to Track 65. What's different about the way these two acronyms are pronounced?

- a Many people say they have seen a UFO.
- b The problem of AIDS is a huge one.

ACRONYMS

Acronyms are words made up of the initial letters of other words, like UFO (Unidentified Flying Object).

24 Listen to Track 66. Which acronyms do you hear?

- a I heard the report on the radio on the
- b I'm going to visit the next year.
- c Do you like bacon? Would you like a ?
- d The oil-producing nations have an organisation called
- e One of the most important parts of the is
- f How long is she going to stay in the ?
- g Have you seen my new player?

Practise saying the sentences with the correct pronunciation of these acronyms. Find other acronyms and check how they are pronounced.

25 Listen to the spelling of these words on Track 67 (1) and write them down.

- a
- b
- c
- d

26 Now write the acronyms for the phrases you have written above.

- a c
- b d

Practise spelling the words out loud.

PRONUNCIATION EXERCISES 2

B: Stress

1 Listen to Track 67 (2). Circle the stress pattern you hear.

- | | |
|----------------------|--------------------|
| a <u>bus</u> stop | bus <u>stop</u> |
| b <u>city</u> map | city <u>map</u> |
| c <u>sun</u> hat | sun <u>hat</u> |
| d <u>post</u> office | post <u>office</u> |

2 Mark the stress in these two-word nouns. Underline the stressed syllable. The first one is done for you. Then listen to Track 69 and check your answers.

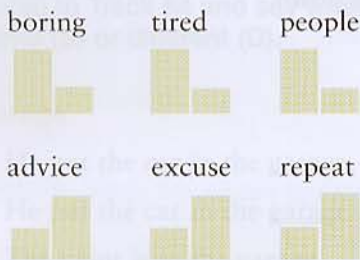
- | | |
|----------------------|------------------|
| a <u>sun</u> glasses | e ski resort |
| b <u>guide</u> book | f hotel room |
| c subway station | g police station |
| d cash dispenser | |

3 Read the words to yourself. Underline the stressed word in the two-word nouns.

- | | |
|--------------|-----------------------|
| a phone box | e park bench |
| b letter box | f traffic lights |
| c tea cup | g cricket match |
| d road signs | h underground station |

4 Listen to Track 70 and repeat the words. Were your answers correct?

4 Listen to the words on Track 71 and look at their 'shapes'.



5 Listen to Track 72. Which shape are the words? Write 1 or 2 in the boxes.

- | | | | |
|-----------|----------------------------|-------------|--------------------------|
| a explain | <input type="checkbox"/> 2 | e massage | <input type="checkbox"/> |
| b healthy | <input type="checkbox"/> | f lifestyle | <input type="checkbox"/> |
| c accept | <input type="checkbox"/> | g problem | <input type="checkbox"/> |
| d diet | <input type="checkbox"/> | h complete | <input type="checkbox"/> |

shape 1



shape 2



6 Listen to Track 73. Listen first to the examples (a and b) and look at their stress shapes.

a problem



b result



7 Now listen to Track 74 and draw the shapes of the words you hear.

c coffee  g salad

d chocolate

h without

e water

i practise

f inside

8 Listen to Track 75. Are the words in *italics* strong or weak? Mark them S or W as you listen.

a *Can* you remember him?

Yes, I *can* I can remember him clearly.

b He *was* tall.

And handsome!

Yes, he was tall *and* handsome.


c *Was* he there?

Yes, he *was*.


What *was* he doing?

He *was* dancing.

Listen to Track 75 again and repeat the conversations.


 Listen to Track 76. Notice strong and weak stress. Mark the words in *italics* S (strong) or W (weak).


- a A: Was S the test difficult?
 B: No. It *was* W nice *and* W easy.
- b A: Can W you come and help?
 B: Yes, I *can* W. But I *can* W only stay for an hour.
- c A: How *was* W your holiday?
 B: Jamaica *was* W hot *and* W humid!
 A: But *was* W it nice?
 B: Oh, it *was* W beautiful – *and* W a lot of fun!

 10 Listen to Track 77. Read B's responses with the correct stress when it is your turn.

11 Look at the audioscript for Track 36 on page 74. Read the underlined phrases and decide exactly how you would say them.


Practise saying the underlined phrases in the same way as the speakers.

 12 Listen to Track 78. Do the two questions sound the same or different?


 13 Now listen to Track 79. For a – d below, write 1 if you hear *going to* or 2 if you hear *gonna*.

- a What are you going to do when you leave school?
- b I think I'm going to stay at home tonight. I'm tired.
- c Well, first I'm going to get my doctorate, then I'm going to live in South America. 1
- d She's not going to be there, I'm afraid. She's going to be in the library.

Practise saying the sentences in the same way as on Track 79.

 14 Listen to these sentences on track 80 and underline the syllable that has the main stress.

- a We're gonna go to the beach. c James is going to study French.
- b She's going to win. d They're gonna tell you to stop.

 Now listen to the pronunciation of *to* in each sentence on Track 80. Practise saying the sentences with the same pronunciation of *to*.

15 Write five sentences about yourself using 'going to'. Practise your sentences using the appropriate pronunciation of *to*.

16 Look at these words and think about how you say them. Put them into the correct column.

beautiful • ugly • delicious • horrible • enjoyable • boring •
 frightening • bad • cheap • cramped • deep • expensive • fast •
 fat • funny • good • high • interesting • long • narrow •
 spacious • thin • uncomfortable

One syllable	Two syllables	Three syllables	Four syllables
cramped	spacious	beautiful	

17 Now listen to Track 81 and check your answers.

17 Now listen to Track 82 and draw the stress pattern for the words you hear.

- | | |
|---------------------|-----------------------|
| a beautiful | g expensive |
| b delicious | h interesting |
| c boring | i spacious |
| d enjoyable | j narrow |
| e frightening | k uncomfortable |
| f funny | |

18 Read the conversation. Underline the stressed words.

What's the best film you've ever seen?
 - I don't know. What's the best film you've ever seen?

Listen to Track 83. Do the speakers agree with you?

19 Listen to Track 84 and underline the stressed syllables

- | | |
|---|---|
| a Are you happy?
- Yes, I am. What about you? | c Have you ever been to the North Pole?
- No, I haven't. Have you ever been to the North Pole? |
| b Do you like chocolate?
- Yes, I do. Do you like chocolate? | d Did you go to the meeting yesterday?
- No, I didn't. Did you go to the meeting? |

Say the exchanges in the same way as the speakers on Track 84.

C: Intonation

1 Listen to Track 85. Does the speaker's voice go up, or down? Write *up* or *down* in the blanks.

- a Do you like your job?
- b Do you enjoy it?
- c Is it dangerous?
- d Do you have a good job?
- e Is the money good?

2 Listen to Track 85 again and repeat the questions.

3 Listen to Track 86. Does the speaker's voice go up or down?

- a Are you looking for a job?up.....
- b Are you interested in people?
- c Are you good with animals?
- d Can you work in a team?
- e Do you like working with animals?

4 Listen again and repeat the questions.

5 Listen to this radio advertisement in Track 87. Does the speaker say the questions with the same intonation as in exercise 2 above? Underline the question where the intonation is different.

Then practise reading the advert aloud.

6 Listen to these exclamations on Track 88. Are the speakers interested (and / or amused) or bored (and / or disapproving)? Write I (interested or amused) or B (bored or disapproving) in the boxes.

- a How funny!
- b How stupid!
- c How silly!
- d How boring!
- e How lovely!

Are you looking for a job?

How would you like to help animals?

Can you work in a team?

Yes?

We've got the perfect job for you!


Call the Animal Hospital

NOW!

No experience required!

 **5** Listen to Track 89 and repeat these exclamations with the correct intonation.

- a How nice!
- b How awful!
- c How funny!
- d How boring!
- e How exciting!

 **6** Listen to Track 90. After the beep, use an exclamation from exercise 5 above to react to what the speakers say.

a I have to work on Saturday.

YOU: How boring!

b My grandfather fell and broke his leg.

YOU:

c I'm going to Australia!

YOU:

d Ryan got married in a Superman suit!

YOU:




e Look, I bought you an ice cream.

YOU:


7 Look at the groups of questions. Why are they different?


- a What's her number?
- How can I help?
- Who's calling, please?




- b Is Rose there?
- Do you have his number?
- Can I help you?

 **8** Listen to Track 91. Does the voice go up or down? Mark  (down) or  (up) in the blanks.

Which questions (a or b above) go up? Which go down?








 **9** Are the following questions examples of the a questions above, or the b questions? Write a () or b () for each one. Then listen to Track 92 to check your answers.

- a Can you help me?
- b Would you like to leave a message?
- c What time will she be back?
- d How do you spell that?
- e Do you want her to call you back?
- f Who's calling?

10 Practise reading the questions with the correct intonation.

11 Read the questions aloud. Does the voice go up or down at the end? Mark the intonation of the questions  (down) or  (up). Then listen to Track 93 to check your answers.

- a Can I speak to Lila? 
- b Are you busy?
- c Do you want me to call later?
- d When can I have it back?
- e What can I do for you?
- f How are you?

 **12** Listen to Track 94. Repeat the questions after the beep with the correct intonation.

Listen to this radio advertisement in Track 97. Does the speaker say the questions with the same intonation as in exercise 2 above? Underline the question where the intonation is different.

Then practise reading the advert aloud.

Listen to these exclamations/words in Track 98. Does the speaker sound interested (and / or amused) or bored (and / or disapproving)? Write I (interested or amused) or B (bored or disapproving) in the boxes.

- a How busy!
- b How stupid!
- c How silly!
- d How boring!
- e How lovely!

13 Choose questions from exercise 11 to complete this conversation.

LILA: Hello?

YOU: (a) Can I speak to Lila

LILA: Speaking.

YOU: Hi, Lila. (b)

LILA: Fine, thanks.

YOU: (c)

LILA: Yes, actually. I am a little.

YOU: (d)

LILA: No, that's OK. What can I do for you?

YOU: I really need my camera. (e)

LILA: Oh, right. Well, I have bad news for you.



Now listen to Track 94 again and read out the questions with the correct intonation when it's your turn.



14 Listen to Track 95 and circle what the speaker is feeling in each sentence.

a happy / sad

b tired / sad

c bored / angry

d happy / surprised

e angry / upset

f upset / bored

g surprised / tired

Repeat the sentences with the same stress and intonation.

15 Practise saying this sentence in all of the different ways you heard in exercise 14.

I can't believe that he told you that.

SECTION IV
HOLIDAYS

CHAPTER TWENTY-FOUR HALLOWEEN

Situation: *Patrick and Sara are planning to go trick-or-treating on Halloween night. Because they are too young to go by themselves, their mom asks their two older siblings, either Christine or Ian, to take them around the neighborhood.*

Patrick: Wow! Today is October 30th! Halloween is tomorrow already! Have you decided what you will be dressing up for Halloween yet, Sara?

Sara: I'm not sure what I want to be yet. I want to be either a butterfly or a pumpkin. But why do we dress up for Halloween?

Patrick: Halloween is a festival for children, and costumes make it more special. I think we have much more fun going from house to house asking for candies (trick-or-treating) after sunset dressed in our favorite costumes.

Sara: Yes, I remember having a lot of fun last year when mom took me around in a bunny outfit. Do you know what you want to be yet, Patrick?

Patrick: I want to be Batman! I like wearing the cape and the mask. I think you should be a butterfly. You are so much shorter than me, and dressed in a pumpkin costume, someone might think you really are one and try to make a pie out of you.

Sara: How could anyone mistake me for a real pumpkin? Real pumpkins do not have a head or arms or legs. But I suppose I will be a butterfly anyway. I can have pretty wings.

Patrick: Great! So you will be a butterfly and I will be Batman. Let's go ask Mom if we can go trick-or-treating tomorrow night by ourselves. Although you are still young, I think I am old enough to watch over the both of us.

Sara: OK, let's go ask mom!

Patrick: MOM! Can Sara and I go trick-or-treating by ourselves tomorrow? I can watch over Sara and make sure she stays out of trouble.

Sara: Yes, Mom. If we go by ourselves, then you can stay home and relax. You will not have to get cold waiting for us.

Mom: Thank you for offering, Patrick. However, I will be worried and I will not be able to relax if you and your brother go by yourselves while I stay home. Let me ask Christine or Ian if one of them can go with both of you. Then I can stay home and relax. Christine! Ian!

Christine & Ian: What, Mom? You called us?

Mom: Do you have any free time tomorrow night? Can one of you take Patrick and Sara around the neighborhood so that they can trick-or-treat on Halloween?

Christine: I can take them, Mom. I do not have any plans tomorrow.

Ian: Mom, I heard you wanted to go watch a movie tomorrow night with Dad. If you want, I can stay at home and give out candies to any trick-or-treaters who come by while Christine takes Patrick and Sara trick-or-treating.

Christine: Then you and Dad can have a little fun on Halloween too.

Sara: So Mom *and* Dad can relax!

Mom: Sounds like a plan, kids. Thanks a lot!

Patrick: Well, I think I am old enough to take Sara around by myself, but maybe we can get more candy if Christine comes. Hey Christine, how about you trick-or-treat with us, and give us your candy afterwards?

Christine: No way, Patrick. I will eat every Hershey's, Reese's, Snickers, and Twix I get. You can have my Jolly Ranchers though.

Ian: Well, it seems as though everything is settled and everyone will have some Halloween fun. I think I am going to have the most fun of all though. I get to eat all the candies that I do not give away, and I do not even have to trick-or-treat for it!

EXPRESSIONS

Dress up: Ăn mặc, diện lên

Festival: Buổi lễ hội

Take someone around: Dẫn đi vòng quanh

How can anyone mistake me for: Ai mà có thể lầm tôi với

Go by ourselves: Chúng tôi đi một mình

Watch over: Canh chừng

Stay out of trouble: Không dính vào chuyện rắc rối

Relax: Nghỉ ngơi đừng căng thẳng

Neighborhood: Khu vực ở gần địa điểm nào đó, hàng xóm

I don't have any plans: Tôi không có mục/dự tính gì hết

Come by: Ghé qua

Afterwards: Về sau

Thank you for your offer: Cảm ơn bạn đã xung phong

Everything is settled: Mọi chuyện đã được an bài xong

EXERCISES

1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of five students, and have each play a role.

2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: Is there a festival for children in your country? A: Yes, we have the Mid-Autumn Moon festival.
- Q: When do you celebrate this festival? A: We celebrate it on the fifteenth day of the eighth Lunar month every year.
- Q: How did this festival come about? A: It came about a long time ago when parents wished to spend more time with their children after the harvest season.
- Q: How important is this holiday? A: It is one of the most important holidays besides New Year.
- Q: What do children do on this holiday? A: They light up their lanterns and parade in the streets or around their neighborhood.
- Q: Are they going to carry those big red lanterns that I see hanging in the stores? A: No, they carry lanterns of all shapes and colors such as the shape of fish, stars or butterflies.
- Q: What else do they do? A: They sing Mid-Autumn Moon songs, eat moon cakes, and perform some traditional dances.
- Q: What do their parents do in the meantime? A: Most of the time, their parents drink tea and eat moon cakes while watching them have fun.
- Q: Are there any other traditions? A: People give each other boxes of moon cakes also.

3) Comprehension test

- a) What is Halloween?
- b) When do people celebrate Halloween?
- c) What do Sarah and Patrick want to be?
- d) Why doesn't their mother allow them to go trick-or-treating by themselves?
- e) Who is going to take Sarah and Patrick trick-or-treating?
- f) Why does Ian offer to stay at home to give out candy?
- g) What does Patrick want from Christine when they return from trick-or-treating?
- h) What is Christine willing to give Patrick?
- i) Why does Ian think he will have the most fun of all?

4) Discussion

- a) What are the special holidays for children in your country? How do people celebrate them?

- b) What is your most favorite holiday? Why?
c) Do we need holidays in our life? Why? Why not?
-

GRAMMAR REVIEW **PUNCTUATION MARKS**

Periods (.)

- 1) Put a period at the end of a sentence.
I want to dress up as a butterfly.
- 2) Use the period after an indirect question.
He asked when they would go trick-or-treating.

Commas (,)

- 1) When two or more independent clauses are connected by a coordinating conjunction (*and, for, so, but...*) in a sentence, a comma should be placed after the first clause.
I like the pumpkin costume, but I will wear the butterfly costume instead.
- 2) Use commas to separate elements listed in a series. Usually, add the word *and* before the last element.
I will eat every Hershey's, Reese's, Snickers, and Twix that I get.
Martha is a lovable child because she is friendly, thoughtful, and kind.

Note:

And sometimes should not be used with adjectives because doing so would not correctly describe the person or thing.

I always remember the good old days when we lived in San Francisco.
I always remember the good and old days when we lived in San Francisco.

- 3) Use commas to separate a long phrase used for introduction from the independent clause. There is no need for a comma in the case of a short phrase.
Besides buying the butterfly costume, Sara also wants to get the pumpkin costume.
Besides asking for long vacations, he also wants a five-dollar-per-hour raise.
Last night I went trick-or-treating until 8 o'clock. (No comma after *last night* in this sentence because it is a short phrase)
- 4) Use commas to set off nonessential clauses.
The decision made by the whole family, after everybody agreed, was no trick-or-treating after 9:00PM. (*After everybody agreed* is a nonessential clause)
The book on etiquette, which is on the table, was written by Nancy Anderson. (*Which is on the table* is a nonessential clause)
- 5) Use commas between contrasting elements in a sentence.
Christine likes Hershey's, but hates Jolly Ranchers.
I went home early for a rest, not for more work.

- 6) Use commas to address people in a personal or friendly letter.
Dear Lucy,
Dear Grandma,
- 7) Use commas after transitional words such as *then, nevertheless, moreover, of course, indeed, therefore.*
Indeed, we have already discussed the situation with mom.
I told you what I did to save the situation. Nevertheless, I don't want you to act the same.
- 8) Use a comma after *yes, no, well.*
Yes, I want to go trick-or-treating.
Well, the dates were already set.
- 9) Use commas to separate a direct quotation from the rest of the sentence when the source or speaker is identified.
The public cries, "Long lives the Queen!"
Jennifer Aniston gave this advice to her fans, "Life is rough, wear a helmet!"
- 10) Use commas to separate the name of a city from the name of a state.
I live in San Jose, California.
- 11) Use commas in dates.
I finished building my house on December 15, 1975.
- 12) Use commas to express light exclamations.
Wow, this is really fantastic!
Oh, what a nice surprise!

Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- | | |
|--|--|
| Q: When is Halloween? | A: Halloween is always on October 31 st . |
| Q: Is Halloween a festival for adults? | A: Halloween is mainly a festival for kids, but adults do have fun also. |
| Q: Why do kids have so much fun on Halloween? | A: They have a lot of fun because they get to wear costumes. |
| Q: Do adults wear costumes on that day? | A: Yes, some of them wear costumes to work or to Halloween parties. |
| Q: What is the other thing that kids like so much? | A: They love to go around the neighborhood asking for candy. |
| Q: How long do they usually trick-or-treat? | A: They usually start at 5PM, and they will stop at around 8:30PM. |
| Q: How do they go around the neighborhood? | A: Ordinarily, young children are accompanied by their parents. Older kids usually trick-or-treat in groups with |

- their friends.
- Q: Do they get a lot of candies? A: Yes, they usually get lots and lots of candies.
- Q: How do they hold their candies? A: They always carry a bag to hold the candies that they get from trick-or-treating.
- Q: What do they say when people open the door? A: Before people give them candies, they always yell, "trick-or-treat."
- Q: What is the main symbol for Halloween? A: Pumpkin is the main symbol for Halloween. Indeed, people sell a lot of pumpkins during this holiday.

CHAPTER TWENTY-FIVE THANKSGIVING

Situation: *Tom and Mary are on their way to their grandparent's home to celebrate Thanksgiving with the rest of their family.*

Mary: Mom, are we almost there yet? I am so hungry I could eat this whole dish of cornbread!

Mom: Not quite, Mary. We have about another hour of driving before we reach Grandma's house. I know both of you are very hungry, so how about some apples? I cut some into slices before we left this morning.

Tom: What about the cornbread, Mom? Can we each have a piece? They look so good!

Mom: Not yet Tom. Don't you want to wait until you get to Grandma's house and share the cornbread with everyone? Remember, Thanksgiving is a holiday to celebrate with family.

Tom: OK, Mom. I suppose I can wait until we get there then. Mary, do you want to share some of these apple slices with me?

Mary: Yes, please! I am so hungry—I cannot wait to eat Aunt Grace's yams, Grandma Patty's mashed potatoes, Uncle Joe's steaks...

Tom: Uncle Tom's turkey, or Aunt Sue's pumpkin pie!

Mom: Stop it you two! I am getting hungry now too!

Mary: Mom, why do we always eat these types of foods on Thanksgiving? What is so special about these dishes?

Mom: Actually, the food is not the focus of Thanksgiving. We eat these dishes because they are traditional Thanksgiving dishes; however, the main focus of this holiday is really to praise and give thanks to God for all our blessings. And what better way to celebrate God's blessings than to gather with our family, the biggest blessing of all?

Tom: I learned in History class that Thanksgiving does not happen on a specific date like Christmas does every December 25th. Instead, Thanksgiving is always celebrated on the fourth Thursday of November each year.

Mary: Ahhhh! So Thanksgiving is like Tet? There is no specific date for Tet. Tet just starts on the first day of the new moon.

Tom: I suppose you could say that Thanksgiving and Tet are similar in that manner. But they are two completely different holidays! Didn't you learn anything about Thanksgiving in your class? Do you remember the Pilgrims or the Native Americans?

Mary: Yes, I remember learning about Squanto, the Native American who taught the Pilgrims how to grow corn when they first came to America. He was a big help to the Pilgrims, and without him, they might not have survived.

Tom: So, to show their appreciation, the Pilgrims hosted a feast and invited the Native Americans to eat with them. This is probably another reason why our family comes together for Thanksgiving.

Mom: That is right, Tom. Families also come together to appreciate one another.

Mary: Does that mean that Dad will make it to Grandma's house in time for Thanksgiving dinner then?

Mom: Of course he will! Dad shortened his business trip a few days just so he could make it to Grandma's house for Thanksgiving, so you see how important Thanksgiving is? I called Uncle Joe before we left home to ask him to pick up Dad from the airport. He might even be at Grandma's house already, waiting for us to get there!

Mary: Great! I really wish we were already at Grandma's house! I cannot wait to see Dad!

Tom: Yeah, and then we can all eat together! What a great Thanksgiving!

EXPRESSIONS

Are we almost there yet?: Chúng ta sắp tới nơi chưa?

Not quite!: Chưa hẳn

Reach somebody's house: Đến/tới nơi nhà ai

I suppose I can wait until: Tôi giả định tôi có thể chờ

What is so special about: Có gì đặc biệt về

The focus: Trọng tâm

Survive: Tồn tại, sống sót

Show their appreciation: Tỏ lòng biết ơn, tỏ sự cảm ơn

Appreciate somebody: Biết ơn người nào

Business trip: Chuyến công tác

Make it to somebody's house on time: Đến nhà ai đúng giờ

Pick up somebody at the airport: Đón ai tại phi trường

EXERCISES

1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of three students. Have one student plays the role of Mom, another the role of Tom and another the role of Mary.

2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: What are you thankful for this year? A: I am thankful for having my whole family with me this year, especially my youngest son who was away for so long. I have really missed him, and now I am completely happy.
- Q: What do you usually do on Thanksgiving? A: I always spend time with my family on Thanksgiving.
- Q: What does your family do on this day? A: We cook a big dinner and enjoy it together as a family.
- Q: What do you usually cook? A: We always have turkey, the traditional food for this holiday, among many other dishes. The holiday itself is often nicknamed Turkey Day.
- Q: Is it difficult to cook a turkey? A: It is not difficult, but it does take a long time to cook a turkey. We usually bake it. However, some people fry theirs.
- Q: Are there any other traditions besides eating turkey? A: Yes, each year the President of the United States pardons a turkey at a White House ceremony.
- Q: What happened to the turkeys? A: From 1990 to 2004, the turkeys were given to a zoo in Virginia. However, in 2005 and 2006 they were flown to Disneyland in California for Disneyland's Thanksgiving Day parade.
- Q: Are there any other traditions regarding these turkeys? A: Yes, they were usually given a name. In 2007, the two pardoned turkeys were named May and Flower.
- Q: Is it a legal holiday in America? A: Yes, it is. Some companies give their employees one day off. Others give two.
- Q: Do you get one or two days off? A: I am one of those lucky persons who get two days off. So, a total of four days off in a row this week.

3) Comprehension test

- a) Why are Tom and Mary going to their grandma's house?
- b) How much longer does their mother have to drive?
- c) Why shouldn't they have a piece of cornbread before reaching grandma's house?
- d) What kind of foods will they have at grandma's house?
- e) What is the main reason for the Thanksgiving holiday?
- f) Why are Thanksgiving and Tet alike?
- g) What kind of help did the pilgrims receive when they came to America?
- h) How did Thanksgiving come about?
- i) Why is Tom's father not driving with his family?

4) Discussion

- a) Is there a holiday which is similar to Thanksgiving in your country?
 - b) What do you do to give thanks for all the blessings that you received in your life?
 - c) Should we take the time to help people who need help? Why? Why not?
 - d) Did you ever need help? What happened?
-

GRAMMAR REVIEW

PUNCTUATIONS

Semicolons

- 1) Use semicolons to separate independent clauses in the absence of a conjunction. Semicolons are placed between clauses to connect two closely related ideas.
Tom is very hungry; he can eat some apple slices.
Life can be very tough; get some education to help you go through life.
- 2) Use semicolons when conjunctive adverbs such as *however, therefore, otherwise, instead, then, thus* are used to connect two independent clauses. A comma should be added after the conjunctive adverb.
Tom's father is on a business trip; therefore, he cannot drive his family to grandma's house.
He loves to eat cheesecakes; however, he decided not to have them in order to maintain his weight.
- 3) Use semicolons before *for example, namely, for instance, as* when they introduce a list of things.
People cook a lot of traditional foods on Thanksgiving Day; namely, mashed potatoes, turkey, pie, and yam.
The harsh weather conditions in Alaska demand that travelers bring a lot of things; for example, boots to protect their feet, a parka to protect their upper body, and gloves for their hands.
- 4) Use semicolons when the sentence contains a list of items separated by commas.
The party for John's retirement can be set on Friday, December 2nd; Saturday, December 3rd; or Sunday, December 4th.
The principal included Jane and John, the fifth graders; Sarah and Peter, the fourth graders; and Karen and Tim, the third graders in the ceremony.

Colons (:)

- 1) Use colons when presenting a list.
Foods to be prepared for Thanksgiving: mashed potatoes, yams, turkey, and pies.
These students deserve a prize: Jack Green, Lawrence Milton, Jennifer Houston, and Leslie Warren.
- 2) Use colons before lengthy quotations set off by indentation rather than by quotation marks.
*The movie *Gone with the Wind* was described as follows:*

Excellent movie depicting a time of great distress and turmoil with flamboyance and accuracy. The great performance of all actors and actresses further enhances the excellence of the movie...

- 3) Use colons between hours and minutes.

It was 12:54 PM when we arrived at grandma's house.

- 4) Use colons instead of commas to address a person in business letters.

Gentlemen:

Dear Mr. Commissioner:

Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: Do you celebrate holidays?

A: I love holidays; I celebrate each and every holiday with all the energy that I have.

Q: What do you do to celebrate a holiday?

A: In a way, holiday means joy, relaxation and sharing; therefore, I always spend my holidays doing something around the people I love.

Q: Who do you love to be around with?

A: Like I said the people that I love; namely, my parents, my brothers and sisters, Carol and Jim, and Tina.

Q: Are those all the people you want to be around with?

A: If you want the whole list, then I also want these people: Mary, Leslie, John, and Steve.

Q: When is the next holiday?

A: Independence Day is the next holiday; it is on July 4th of every year.

Q: What will you do on Independence Day?

A: It is quite hot in July; therefore, I will probably hold a barbecue at the beach.

Q: What kind of foods will you have?

A: Something that can be easily cooked; for example, hot dogs, hamburgers, and pasta salad.

Q: Will you play some music?

A: Definitely, I will play the following types of music: Country, Rock and Roll and Classical music.

CHAPTER TWENTY-SIX

NEW YEAR'S EVE

Situation: *Matthew is preparing for a party to celebrate New Year's Eve. While discussing the party with Phuong, a friend visiting from Vietnam, Matthew realizes that his party will be Phuong's first time celebrating the American New Year.*

Matthew: This party is going to be the best ever! I am so glad you came to visit in time to celebrate the New Year with me, Phuong.

Phuong: Thank you for inviting me. I get to celebrate two New Years this year then. My parents asked me to come back home to celebrate the Vietnamese New Year with them, but that is not until February 7th.

Matthew: Oh, that is right! You and I celebrate New Years at different times! Although the date of the Vietnamese New Year depends on when the new moon rises, Americans celebrate the New Year precisely on January 1st, regardless of whatever phase the moon is currently in.

Phuong: Why are you having the party tonight? Why not wait until tomorrow?

Matthew: Well, don't you stay up the night before waiting for New Years to start? I remember you telling me awhile ago that you would stay up the night, waiting to set off fireworks with your friends when midnight finally arrives.

Phuong: Yes, we do stay up the night before. It is called Dem Giao Thua.

Matthew: Exactly! So your Dem Giao Thua celebration is exactly like my New Year's Eve party. Although the party will not be as big as the one in New York, we will still be counting down to midnight.

Phuong: How do you know about a party in New York if you live in California? Were you invited to the party?

Matthew: No, I was not invited to the party exactly. I know about the celebration in New York because it is broadcasted on TV every year. And, everyone is welcome to attend; it is not an exclusive party like the one I am throwing tonight.

Phuong: This party is shown on television? What is so special about it?

Matthew: Well, it is quite a big celebration. Everyone gathers at a traffic intersection in New York called Times Square to watch various musical artists perform as they wait for midnight to come. But everyone's attention is mainly focused on the Ball.

Phuong: The ball?

Matthew: Yes, there is a very tall pole that stands upright on top of a building overlooking Times Square and at the very last minute before midnight, a large ball slowly slides down the pole. The Ball is made of crystal and electric lights and signifies the New Year. When the Ball reaches the bottom of the pole precisely at midnight, everyone celebrates the arrival of the New Year.

Phuong: Wow, that all sounds so exciting! I wish I could see the Ball drop. Perhaps I should have gone to New York instead of coming to California to visit you.

Matthew: Well!

Phuong: I am just teasing you, Matthew. I would rather celebrate this New Year with you than a bunch of strangers in New York.

Matthew: Well, I am glad to celebrate New Year with you too, Phuong. And if you really want to see the Ball drop, it is always televised remember? I was planning on turning the TV on before the countdown begins. We can all count down the last minute of this year and watch the Ball drop together.

Phuong: Awesome! Your New Year customs are so fascinating. I am glad to be here at the right time.

EXPRESSIONS

Realize that: Nhận thức rằng

Come back home: Trở về nhà

Celebrate New Year: Ăn mừng ngày Đầu Năm

Precisely: Một cách chính xác, đúng như vậy

Whatever phase the moon is in: Bất cứ mặt trăng ở thời điểm nào

Stay up: Thức, không đi ngủ

Count down: Đếm xuống

Broadcast: Phát bằng truyền thanh hay truyền hình

Exclusive party: Bữa tiệc dành riêng cho những ai, riêng biệt

Throw a party: Mổ một bữa tiệc

Everyone is welcome to attend: Mọi người có quyền tham dự, xin cứ tự nhiên đến

Focus on: Chú trọng vào

Signify: Có nghĩa, tượng trưng

At the right time: Vào đúng thời điểm

EXERCISES

1) Conversation Practice

Step 1: Have the students listen to the recorded dialogue.

Step 2: Have the students read along to the recorded dialogue.

Step 3: Divide your class into groups of two students. Have one student plays the role of Matthew, and another the role of Phuong.

2) Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

- Q: What is the significance of Tet? A: Tet marks the beginning of Spring, and it is the most important holiday in Viet Nam.
- Q: How do people celebrate this special holiday? A: Tet is a long holiday. People take at least three days to celebrate it.
- Q: What do they usually do to get ready for Tet? A: They always cook special foods and thoroughly clean their houses.
- Q: Are markets very busy at this time? A: Markets are full of people because everybody is busy shopping for gifts, for foods, and for their children's new clothing.
- Q: Do people sweep their houses during Tet? A: No, because sweeping during Tết is like sweeping away money and luck.
- Q: How do they decorate their houses? A: People always decorate their houses with flowers. There are flower markets everywhere.
- Q: What do they do during the three days? A: They do ancestral worshipping, go to church or temple, and visit relatives and friends.
- Q: What happen to the children? A: They wear their new clothes and receive lucky money from their parents and people.
- Q: What are some of the most enjoyable things people do on New Year's Eve? A: Staying up on New Year's Eve to do ancestral worshipping, and lighting firecrackers to welcome the New Year are some of the most enjoyable things.
- Q: How do you like Tet? A: Tet is my favorite holiday. I get to enjoy good foods, spend quality time with my family and friends, and most of all no school.

3) Comprehension test

- Why does Phuong get to celebrate two New Years this year?
- What is the difference between an American and a Vietnamese New Year?
- Why do Phuong and her friends stay up the night before New Year?
- In which ways are the New Year's Eves in America and in Vietnam alike?
- What is the most special event on New Year's Eve in America?
- What do people in New York do to celebrate the arrival of the New Year?
- What does it mean when the Ball reaches the bottom of the pole?
- What do people do when the Ball reaches the bottom of the pole?
- How can they watch the party in New York without being there?

4) Discussion

- a) Describe the activities on New Year's Eve and on New Year Day in your country.
 - b) What are your favorite traditions on these days? Why?
 - c) How do you feel about New Year now that you are no longer a child?
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GRAMMAR REVIEW

PUNCTUATIONS

Dashes (–)

- 1) Use dashes to insert a comment. .

My parents -like all parents- want me to be home on New Year Day.

I clearly remember the day–who would not–that President Kennedy was assassinated

- 2) Use dashes to give clarification to the terms used.

The preparation for New Year Day—new clothing, traditional foods, house-cleaning—is very time-consuming.

The weather—wind, temperature, and rain—is extremely harsh in Alaska during the winter.

The winners—James, Helen, and Lucy—were very studious during the school year.

Hyphens (-)

- 1) Use hyphens to join elements in compound words. .

Brother-in-law

Vice-president

- 2) Use hyphens in most compound modifiers placed before nouns.

A right-handed person

The fresh-cut flowers

- 3) Use hyphens to write numbers from 21 to 99.

Twenty-one

One hundred eighty-four

- 4) Use hyphens when numbers are used to depict a person or thing.

Four-year degree

Sixteen-year-old teenager

Italics

Use italics for names of books, poems, articles, work of art, movies, musical productions, ships, aircrafts and trains. .

I saw Gone with the Wind yesterday.

He went on the Queen Mary ship in Long Beach.

Questions/Answers Practice

Pair the students and have them practice the following questions and answers. Ask them to come up with similar questions and answers.

Q: How do you feel about holidays?

A: All holidays—Independence Day, Thanksgiving, New Year—are my favorite days.

Q: What do you do on these holidays?

A: Either relax—reading a book, sleeping late, eat out—or cook a big feast for my family and friends.

Q: What else would you want to do on these holidays?

A: I would want to travel—who would not—if I have enough money.

Q: Who will take care of your pets while you are away?

A: My sister-in-law will probably take care of them for me.

Q: When was the last time you had a long vacation?

A: It was during the summer of last year. I went away for a total of twenty-one days.

Q: Who did you go with?

A: I went with my fifteen-year-old daughter.

Q: Where exactly did you go?

A: I went to Long Beach to see the *Queen Mary* ship.

Q: What did you do while you were away?

A: Among other things, I finished reading *War and Peace*, the famous classical novel of all times.