

## Questions on the dialogue

1. Where are Helen and Michael?
2. What are they doing?
3. Who is Mr Chase talking to?
4. What's he doing?
5. What does Michael think?
6. Does Helen want to know what her father's doing?
7. Does Mr Chase always talk to himself?
8. Is Mr Chase going mad?
9. What's he doing tonight?
10. What's he doing now?
11. What does Michael think of his father's speech?
12. What does Helen think of it?

## Exercises

1. Put the verbs into the correct tense (the simple present or the present continuous).

1. He always (make) a speech on his birthday.
2. Ooh! The flames (burn) my hands.
3. A lot of birds (die) in winter.
4. She often (go) to see her grandparents at the weekend.
5. (You go) to bed already?
6. Look! A strange man (get out of) Dad's car.
7. She (want) to come with us.
8. He (watch) all the football matches on television.
9. He can't come now. He (do) his homework.
10. I (stay) at home tomorrow.

2. Complete these sentences with « So am I, So do I, Neither am I » or « Neither do I ».

1. A. I'm not going home yet.  
B. . . . . Let's stay here.
2. A. I'm thirsty.  
B. . . . . Let's have a drink.
3. A. I want to go swimming.  
B. . . . . Let's go to the swimming-pool.
4. A. I don't want to go out.  
B. . . . . Let's stay at home.
5. A. I think English is easy.  
B. . . . . Let's look at Chapter 28!

3. Example:

I'm very tired.  
I'm dying to sit down.

1. I'm very hungry.
2. My uncle's got a present for me.
3. My brother's got a smashing new record.
4. He's very thirsty.
5. Show me your new bicycle!

## Composition exercise

Describe someone you know very well, a relative or a friend. What does he/she usually wear? What does he/she always/never/sometimes do? What do you think he/she is doing now perhaps?



## Vocabulaire

**inspector** inspecteur  
**mistake** faute/ erreur  
**pianist** pianiste  
**relative** parent (oncle, cousin, etc.)  
**speech** discours

**regularly** régulièrement

**to clap** applaudir  
**to die** mourir  
**to get dressed** s'habiller  
**to go mad** devenir fou  
**to practise the piano** faire du piano

**I'm dying to know.** Je brûle de savoir.

« **Ladies and Gentlemen** » « Mesdames et Messieurs »

**Neither am I.** }  
**Neither do I.** } Moi non plus.

**So am I.** }  
**So do I.** } Moi aussi.

## Notes de grammaire

- 1. He's leaving the house.** Il quitte la maison (en ce moment).  
**He leaves the house at six.** Il quitte la maison à six heures (habituellement).  
**Le présent progressif (present continuous) exprime une action qui est en train de se faire.**  
**Le présent simple (simple present) exprime une action habituelle.**
- 2. I'm making a speech tonight.** Je fais un discours ce soir.  
**Le présent progressif peut aussi avoir un sens futur.**

## Traduisez en anglais

1. Écoutez! Elle fait un discours.
2. Attendez une minute. Je m'habille.
3. Je fais du piano tous les matins. — Moi aussi.
4. Je brûle de savoir ce qu'il fait tous les soirs.
5. Pensez-vous qu'elle devient folle?
6. Est-ce que vous allez déjà vous coucher?

## Questions on the dialogue

1. Why is Helen telling Michael to get up?
2. Is Michael pleased to see Helen?
3. Why doesn't Michael want to get up?
4. Does he like getting up on Mondays?
5. Why has he got his socks on?
6. Is he in a good mood?
7. Where's Michael going soon?
8. Why does Michael think he deserves a holiday?
9. Why doesn't Helen believe that Michael's tired?
10. What are Michael and Helen doing soon?
11. What sort of job does Helen want?
12. Why doesn't Michael want a job?

## Exercises

### 1. Example:

He's wearing a black shirt.  
He's got a black shirt on.

1. She's wearing a green dress.
2. They're wearing raincoats.
3. He isn't wearing sunglasses.
4. Is she wearing her new boots?
5. He's the one who's wearing red trousers.

### 2. Example:

enjoy / play ...  
I enjoy playing football.

1. like / watch ...
2. love / eat ...
3. hate / do ...

4. enjoy / spend ...

5. like / listen to ...

6. love / go ...

7. hate / get up ...

8. enjoy / play ...

9. like / drink ...

10. hate / go ...

3. Ask these questions using « How about ... ? » and « What about ... ? ».

1. Do you want to go to the cinema?
2. Do you want to be a bank manager?
3. Do you want a drink?
4. Do you want to buy a radio?
5. Do you want to cook the dinner?

## Composition exercise

Read this passage:

There are a lot of things I enjoy doing. I like *riding, skating and collecting stamps*. I often *go riding at the weekend with my sister*. There are some things I hate doing too. I hate *eating cabbage*. I think *it's horrible*. I don't like *going to the dentist's* either. *It's awful*.

Now write the passage again, and change the words that are in italics.

## Vocabulaire

|                       |                           |                         |  |
|-----------------------|---------------------------|-------------------------|--|
| bank manager          | directeur de banque       | He's got sunglasses on. | Il a des lunettes de soleil.               |
| film-star             | vedette de cinéma         | How about a sandwich?   | Si on mangeait un sandwich?                |
| Russia                | Russie                    | I enjoyed the film.     | { J'ai aimé le film.<br>Le film m'a plu.   |
| sense of humour       | sens de l'humour          | in a bad mood           | de mauvaise humeur                         |
| Switzerland           | Suisse                    | It's time for school.   | C'est l'heure d'aller à l'école.           |
| term                  | trimestre                 | on Mondays              | le lundi                                   |
| travel agent / agency | agent / agence de voyages | That's enough!          | Ça suffit!                                 |
| marvellous            | merveilleux/formidable    | What about a walk?      | Si on allait se promener?                  |
| which (rel. pron.)    | qui, que                  | You idiot!              | Imbécile!                                  |
| to arrange            | organiser                 | You just like eating!   | La seule chose que tu aimes, c'est manger! |
| to deserve            | mériter                   |                         |  |
| to hate               | détester                  |                         |  |
| to suggest            | suggérer/proposer         |                         |  |

## Notes de grammaire

- 1. He's wearing sunglasses. He's got sunglasses on.** Il a des lunettes de soleil.  
Ces deux expressions veulent dire la même chose.  
Dans l'expression « he's got ... on », « on » doit toujours être placé après le complément.
- 2. How about a sandwich? How about having a sandwich? What about a sandwich? What about having a sandwich?** Si on mangeait un sandwich?

Ces quatre expressions veulent dire la même chose et peuvent être suivies d'un nom ou de la forme verbale en « -ing ».
- 3. Les verbes « to hate - to like - to love - to enjoy » sont généralement suivis de la forme verbale en « -ing ».**
- 4. He hates getting up on Mondays.** Il déteste se lever le lundi.  
C'est-à-dire « tous les lundis ».  
**Mais :**  
I'm going to New York on Monday. Je vais à New York lundi.  
C'est-à-dire « lundi prochain ».
- 5. The sports that he likes. The sports he likes.** Les sports qu'il aime.  
L'omission du pronom relatif complément est très fréquente.
- 6. He's got a book which is full of stories. He's got a book that is full of stories.** Il a un livre qui est plein d'histoires.  
« That » et « which » sont tous les deux pronoms relatifs. On emploie « that » plus fréquemment que « which ».

## Traduisez en anglais

- J'ai deux sœurs et un frère.
- Regardez! Elle a des lunettes de soleil.
- Ils détestent voyager.
- Elle n'a pas de sens de l'humour.
- Si on allait en Suisse?
- La seule chose qu'il aime, c'est dormir toute la journée.

## Questions on the dialogue

1. Why doesn't Michael want to clean his father's car?
2. What's he doing?
3. What does he want to do when he leaves school?
4. Is he good at football?
5. What will Michael do when he's too old to play football?
6. Does Mr Chase think football's a good career?
7. Does he think Michael will enjoy playing football all his life?
8. Why doesn't Michael want to clean the car himself?
9. Why does he say "You're my favourite sister"?
10. What are Helen and Michael using to clean the car?
11. What will their father think when he sees the car?
12. What's Michael doing with the sponge?

## Exercises

### 1. What are these people good at doing?

1. a window-cleaner
2. a ski champion
3. a professional singer
4. an actor
5. a pianist

### 2. Example:

Can I have my book? (give / tomorrow)  
I'll give it to you tomorrow.

1. Can I have my skis? (give / tomorrow)
2. Can I have my breakfast? (give / in a minute)
3. Can I have my money? (send / next week)
4. Can I see the photographs? (show / this afternoon)
5. Can I hear the story? (read / this evening)

### 3. Example:

When will he phone? (arrive / Africa)  
He'll phone when he arrives in Africa.

1. When will she meet him? (go / party)
2. When will she laugh? (see / funny hat)
3. When will they be rich? (be / fifty)
4. When will he get up? (hear / postman)
5. When will we see the sea? (get to / top of the hill)
6. When will she marry him? (leave / school)
7. When will he clean the car? (come / home)
8. When will he go back to work? (feel / better)
9. When will they buy the present? (shops / open)
10. When will she tell them? (go / office)

## Composition exercise

What will your life be like: a. when you're twenty-five?  
b. when you're eighty?

## Vocabulaire

**Africa** Afrique  
**bucket** seau  
**career** carrière  
**China** Chine  
**cloth** chiffon  
**fortune-teller** diseuse de bonne aventure  
**life** vie  
**motorway** autoroute  
**narrator** narrateur  
**road conditions** état des routes  
**sink** évier  
**sponge** éponge  
  
**professional** professionnel  
**risky** hasardeux / risqué  
**untidy** en désordre  
  
**exactly** exactement  
  
**to marry** épouser  
**to get to** arriver à  
  
**anyway** de toute façon  
**He's good at football.** Il joue bien au football.  
**I'm fed up with waiting.** J'en ai assez d'attendre.

## Notes de grammaire

1. I'll see you  $\left\{ \begin{array}{l} \text{I will see you} \\ \text{I shall see you} \end{array} \right\}$  tomorrow. Je te verrai demain.

Will I have a good job? Est-ce que j'aurai une bonne situation?

Will they go to the cinema? Est-ce qu'ils iront au cinéma?

**Pour former le futur, on utilise « will » à toutes les personnes.**

**Dans les phrases affirmatives et négatives, on utilise parfois « shall » à la première personne du singulier et du pluriel (I, we).**

2. Shall I come with you? Veux-tu que je t'accompagne?

**A la forme interrogative de la première personne du singulier et du pluriel on emploie « shall » pour exprimer une suggestion ou une proposition.**

3. Mum will do it when she comes. Maman le fera quand elle viendra.

**En anglais, on n'emploie jamais le futur dans les propositions subordonnées de temps, notamment après « when ».**

## Traduisez en anglais

1. Je te verrai demain.
2. Ce sera une carrière hasardeuse.
3. Elle m'épousera quand j'aurai trente ans.
4. J'en ai assez de conduire sur l'autoroute.
5. La diseuse de bonne aventure pourra vous aider.
6. Nous déjeunerons quand maman rentrera.

## Questions on the dialogue

1. Where's Michael?
2. Where does he want to go, and why?
3. Is he booking a single ticket?
4. When's Michael leaving England?
5. Does he want to come back on the ninth or tenth of September?
6. Will Michael only have two hours on the plane?
7. Does he only need a passport to go to the States?
8. When will Michael get a visa?
9. Why does the travel agent think Michael will need plenty of money?
10. Why won't Michael need much money?
11. What does he want to buy his aunt and uncle?
12. Michael had better not take too much whisky. Why not?

## Exercises

1. Complete these sentences with « had better » or « had better not ».
  2. Example:  
visa / go to the States  
I need a visa to go to the States.
  3. Complete these sentences using « much », « many », « a lot of » or « plenty of ».
1. You're ill. You ... see a doctor.
  2. I'm very late. I ... go.
  3. He hates the sun. He ... go to Africa.
  4. It's raining. You ... take an umbrella.
  5. The road conditions are bad. You ... take the car.
  1. Don't worry! We've got ... equipment. You won't need ...
  2. Are there ... flights to China?
  3. You'd better take ... money. Everything's very expensive.
  4. How ... food do we need? Oh, not ...
  5. There's ... sand in the desert.
  6. How ... photographs will I need?
  7. He's got a dictionary, because he doesn't know ... words.
  8. The fridge is full. We've got ... food.
  9. Do you know ... famous people?
  10. Don't eat all the potatoes! We haven't got ...
1. money / buy a ticket
  2. camera / take some photographs
  3. hat / protect me from the sun
  4. saucepan / cook the vegetables
  5. pen / do these exercises

## Composition exercise

Imagine you want to go to London for a holiday. You're in a travel agency. Write your conversation with the travel agent. Use sentences from the dialogue in this chapter.

## Vocabulaire

|                   |                            |                     |  |
|-------------------|----------------------------|---------------------|--|
| dictionary        | dictionnaire               | strict              | sévère   |
| embassy           | ambassade                  | midday              | midi   |
| equipment         | équipement                 | to book a ticket    | prendre un billet  |
| explorer          | explorateur / exploratrice | to get              | obtenir  |
| flight            | vol (avion)                | to protect          | protéger   |
| passport          | passport                   | I don't mind.       | Ça m'est égal.   |
| sleeping-bag      | sac de couchage            | You'd better phone. | Il vaudrait mieux que tu téléphones / Tu ferais mieux de téléphoner. |
| the United States | les États-Unis             |                     |  |
| trip              | voyage                     |                     |  |
| a couple of       | deux ou trois              |                     |  |
| enough            | assez                      |                     |  |
| plenty of         | beaucoup de / largement    | <b>Contraction</b>  |  |
| popular           | populaire                  | you'd better        | you had better   |

## Notes de grammaire

1. Is there much traffic? Y a-t-il beaucoup de circulation?  
There isn't much traffic. Il n'y a pas beaucoup de circulation.

**On emploie « much » avec des mots comme « sugar, milk », les « indéénombrables » (qu'on ne peut pas compter).**

Are there many cars? Y a-t-il beaucoup de voitures?  
There aren't many cars. Il n'y a pas beaucoup de voitures.

**On emploie « many » avec des noms pluriels.**

**On emploie « much » et « many » dans les phrases négatives et interrogatives mais généralement pas dans les phrases affirmatives.**
2. He's got a lot of clothes.  
Has he got a lot of money?  
He hasn't got a lot of books.

**On peut employer « a lot of » dans toutes les phrases - affirmatives, négatives ou interrogatives - et avec des noms pluriels ou des « indéénombrables ».**
3. You'll need a visa to go to the States.  
Vous aurez besoin d'un visa pour aller aux États-Unis.

**En anglais, l'infinitif peut exprimer le but.**
4. What will she need a tent for? What do you need a chair for?  
She'll need a tent to sleep in. I need a chair to sit on.

**La question correspondant à l'infinitif de but se construit avec « for ».**  
**La réponse se construit avec, en fin de phrase, la préposition qu'on utiliserait devant le complément. (She'll sleep in a tent/I sit on a chair.)**

## Traduisez en anglais

1. Vous aurez besoin d'un passeport pour aller aux États-Unis.
2. Il vaudrait mieux que vous preniez un billet.
3. Cela nous est égal.
4. J'ai besoin d'une éponge pour nettoyer la voiture.
5. De quoi aurai-je besoin pour le voyage?
6. Combien de films a-t-il tournés?



## Questions on the dialogue

1. What was Michael's trip like?
2. Did he see the Statue of Liberty from his uncle's office?
3. What was New York like?
4. Were the people in New York nice?
5. What did Michael see when he went to Broadway?
6. What did he do in Fifth Avenue?
7. Did he buy anything for Helen?
8. How did Michael cook a steak in his uncle's flat?
9. How did he reach the top of the Empire State Building?
10. How did he cross the roads, and why?
11. What did he enjoy doing?
12. What was the air in New York like?

## Exercises

1. Write these sentences again, using «Don't mind ... ing» or «Do you mind ... ing?».

Example:

That's all right. I'll wait.

I don't mind waiting.

1. That's all right. I'll come tomorrow.
2. That's all right. I'll do it.
3. That's all right. They'll ask him.
4. You'll go next week. Is that all right?
5. You'll have dinner late. Is that all right?

2. Example:

He often feels ill.

He felt ill yesterday.

1. The sun often shines.
2. We often go fishing.
3. He often comes to our flat.
4. We often use the underpass.
5. She often makes her bed.

6. I often see the manager.

7. He often has lunch there.

8. I often talk to the fortune-teller.

9. He often travels on the motorway.

10. They often go past our house.

3. Example:

He found a lot of money.

Where ...

Where did he find it?

1. I saw some famous film stars.

Where ...

2. I felt frightened.

Why ...

3. She lost her guitar.

When ...

4. He ate seven apples.

How many ...

5. They said they were sorry.

Why ...

## Composition exercise

Write a short conversation between an English girl and her friend, who is at home again after a trip to Paris. The dialogue in this chapter will help you.

## Vocabulaire

|                |                    |                            |                                  |
|----------------|--------------------|----------------------------|----------------------------------|
| advertisements | publicité          | energetic                  | énergique                        |
| apartment      | } appartement      | frightening                | effrayant                        |
| flat           |                    | to explain                 | expliquer                        |
| sign           | enseigne           | to go fishing              | aller à la pêche                 |
| skyscraper     | gratte-ciel        | to go past                 | dépasser / passer devant         |
| space-ship     | vaisseau spatial   | to turn round              | se retourner                     |
| storey         | étage              | at least                   | au moins                         |
| toy            | jouet              | in fact                    | en fait                          |
| underpass      | passage souterrain | 381 metres high            | 381 m de haut                    |
| whose          | dont               | I simply pressed a button. | J'ai juste appuyé sur un bouton. |
| amazing        | étonnant           | no one else                | personne d'autre                 |
| concrete       | (de) béton         |                            |                                  |

## Notes de grammaire

1. Pour former le prétérit des verbes réguliers on ajoute « -ed » à l'infinitif (ou « -d » si l'infinitif se termine par « -e »).

2. Un certain nombre de verbes ont un prétérit (simple past) irrégulier :  
to see, I saw    to feel, I felt

A la forme interrogative et négative ces verbes se construisent, comme les verbes réguliers, avec « did » ou « didn't » et l'infinitif sans « to » :

He went.                    He walked.  
Did he go?                Did he walk?  
He didn't go.              He didn't walk.

3. I know a girl whose father is a millionaire.  
Je connais une fille dont le père est millionnaire.

That's the girl whose brother I know.  
C'est la fille dont je connais le frère.

Remarquez : a. l'absence de l'article défini après « whose », dans les deux phrases ;

b. l'ordre des mots différent en anglais et en français, dans la seconde phrase.

En anglais, quelle que soit la fonction (sujet ou complément) du mot auquel se rapporte « whose » dans la subordonnée relative, ce mot suit immédiatement le pronom relatif.

4. He went swimming. Il est allé nager.

Quand « to go » est suivi d'un verbe qui exprime une activité physique, ce dernier se met à la forme verbale en « -ing ».

## Traduisez en anglais

1. Quand l'homme m'a dépassé j'ai eu peur.
2. Elle n'est pas allée à la pêche samedi dernier.
3. Cela ne les ennuyait pas de m'attendre.
4. J'habite chez un ami dont l'appartement est au vingtième étage.
5. Quand avez-vous vu le vaisseau spatial ?
6. Tenez ! J'ai acheté quelque chose pour vous à New York.



## Questions on the dialogue

1. What are Michael and Helen looking at, and why?
2. What sort of job does Helen want?
3. Who will Helen write to?
4. Is Helen interested in the receptionist's job?
5. What sort of person is the hotel manager looking for?
6. Why doesn't Michael think the hotel will give Helen the job?
7. Is Helen serious when she says "How about being a cook"?
8. Do you think Michael's good at cooking?
9. Would Michael like to be a reporter? Why?
10. Is Helen going to write her letters now?
11. When's Michael going to write his?
12. What's he going to do this afternoon?

## Exercises

1. Offer suggestions using « Why not .. ? ».
3. Put the verbs into the correct tense (« will/shall » or « going to » future).

Example:

I'm tired. - Why not go to bed?

1. I'm hungry.
2. I don't want to go by ferry.
3. I need a job.
4. I don't like living in Liverpool.
5. I'm thirsty.

2. Example:

teacher / come in / they / stop / talk

When the teacher came in, they stopped talking.

1. she / have a cold / she / stop / smoke
2. we / go out / it / stop / rain
3. she / hear the news / she / start / cry
4. they / see the pianist / they / start / clap
5. he / go to sleep / he / start / dream

1. Look at those big black clouds! It (rain).
2. We've got nothing to do. (we go) to the zoo?
3. He's very lucky. His father (give) him a bike for his birthday.
4. It's my birthday tomorrow. I (be) fifteen.
5. I can't see you on Saturday. I (visit) my uncle.
6. I think I (be) a travel agent when I leave school.
7. She's going to the post office. She (buy) some stamps.
8. Michael's very generous. Perhaps he (lend) you some money.
9. Can I use your shampoo? I (wash) my hair.
10. I know! We (put) an advert in the newspaper.

## Composition exercise

1. Imagine you're in a travel agency, and you're trying to decide where to go on holiday. The travel agent's telling you what you'll be able to do:

- a. if you go to London,
- b. if you go to Hawaii.

What does the travel agent say? Write two or three sentences for a. and b.

2. Imagine you're now on holiday in a. London, b. Hawaii. You're telling someone about your plans for today. What are you going to do? Write two or three sentences for a. and b.



## Vocabulaire

- advert (advertisement) annonce
- the Channel la Manche
- cook cuisinier
- Dover Douvres
- editor rédacteur
- husband mari
- information renseignements
- leg (of a piano) pied
- plan projet
- receptionist réceptionniste
- stranger inconnu
- swimming-costume maillot de bain
- pleasant agréable
- straight away immédiatement/tout de suite
- to apply for a job poser sa candidature à un emploi
- to have a look jeter un coup d'œil
- to joke plaisanter
- to sail faire de la voile/naviguer
- a week's holiday une semaine de vacances

## Notes de grammaire

1. He's on the beach at Dover. He's going to swim across the Channel.  
 « Going to » exprime un futur proche. L'événement qui va avoir lieu est la suite de ce qui précède.

I'm going to go by plane.

Ici « going to » indique une décision qu'on a prise et qu'on a fermement l'intention de mettre à exécution.

2. It'll soon be midnight.

You'll feel better tomorrow.

« Will » exprime une simple prévision de l'avenir. Il n'y a ni projet ni intention.  
 C'est un futur inévitable.

I know! I'll tell them you're asleep.

On emploie « will » et non pas « going to » quand il s'agit d'une action future qu'on n'a pas préméditée, d'une idée qui vous vient soudain à l'esprit.

## Traduisez en anglais

1. Regarde cet homme dans l'eau! Il va aller jusqu'à Calais à la nage.
2. Le rédacteur sera là à neuf heures.
3. Pourquoi ne jettes-tu pas un coup d'œil sur le journal?
4. Je lui ai parlé ce matin. Il va prendre une semaine de vacances.
5. Va-t-il s'arrêter de plaisanter?
6. Je vais tout de suite poser ma candidature à cet emploi.

## Questions on the dialogue

1. Who is Pete? Where does he live?
2. Why was Pete busy last week?
3. Which exam was the worst?
4. Do you think he passed the History exam?
5. What's he going to do next weekend?
6. Why will all the animals be safe?
7. What did Pete have for his birthday?
8. Does his motorbike go faster than the bus?
9. What exams did Michael take this year?
10. Does Michael like hunting? Why not?
11. What are he and Helen still doing?
12. What will Michael do when he's famous?

## Exercises

1. Use «*It's worth ...*» after the following sentences.

*Example:*

You like the sun, don't you? (go)

It's worth going to the Riviera.

1. There'll be a lot of people on the train. (book)
2. You're going to Germany, aren't you? (learn)
3. You like funny films, don't you? (see)
4. That radio was expensive, wasn't it? (repair)
5. Do you want to get a good seat? (arrive)

2. What do you write at the end of a letter that begins:

1. Dear Mum,
2. Dear John,
3. Dear Mr Wright,
4. Dear Aunt Mary,

3. Find words to complete these sentences.

1. Do you want to know your future? Go and see a . . . .
2. I had a very strange . . . last night.
3. He swam across the . . . to Calais.
4. Did you fly to France or did you go by . . . ?
5. They went to the moon in a . . . .
6. I'm going to . . . an exam next week, I hope I'll . . . .
7. Please reply . . . . . It's very important.
8. He often goes . . . at the weekend. I think he's very cruel!
9. I've got a new . . . . It's fantastic and goes very fast.
10. Pete isn't very good at hunting. He never . . . anything.

## Composition exercise

Imagine you've got an English pen-friend. Write a letter to him/her. You'll find some useful phrases in the letters in this chapter.

## Vocabulaire

|                      |   |
|----------------------|---|
| Chemistry            | chimie  |
| choice               | choix   |
| exam (examination)   | examen  |
| Geography            | géographie  |
| History              | histoire  |
| Maths                | mathématiques (maths)   |
| motorbike            | motocyclette  |
| result               | résultat  |
| tower                | (la) tour   |
| to earn (money)      | gagner (de l'argent)  |
| to go hunting        | aller à la chasse   |
| to kill              | tuer  |
| to offer             | offrir  |
| to reply             | répondre  |
| I'm afraid ...       | Je crains ...   |
| It's worth waiting.  | Ça vaut la peine d'attendre.  |
| something else       | quelque chose d'autre   |
| The exams are over.  | Les examens sont terminés.  |
| three out of ten     | trois sur dix   |
| to pass an exam      | réussir à un examen   |
| to take an exam      | passer un examen  |
| "O" (ordinary) level | examen que passent les élèves<br>de 15/16 ans avant d'entrer en seconde<br>ou de quitter l'école. |

## Notes de grammaire

1. Quand on écrit une lettre en anglais on met l'adresse de l'expéditeur en haut de la page à droite. Généralement on n'écrit pas son adresse au verso de l'enveloppe.
2. A la fin d'une lettre à un ami on écrit :  
« Love, ... », « See you soon, ... », « All the best, ... » ou « Best wishes, ... ».  
Si on commence par « Dear Mr ... » ou « Dear Mrs ... », on écrit à la fin de la lettre :  
« Yours sincerely, ... », « Yours truly, ... » ou « With best wishes, ... ».
3. En français, quand on n'a jamais rencontré la personne à laquelle on écrit, on commence la lettre par « Monsieur » ou « Madame ». En anglais, on dit « Dear Sir » ou « Dear Madam ».

## Traduisez en anglais

1. Cela vaut la peine de passer cet examen.
2. Il est vraiment fort en histoire. Il a réussi facilement à l'examen.
3. Quand il va à la chasse il ne tue jamais rien.
4. Écris-nous vite! Envoie-nous de tes nouvelles! Tu nous manques beaucoup.
5. Est-ce que cela vaut la peine de répondre tout de suite?
6. Qu'avez-vous choisi, la motocyclette ou le tourne-disques?



## Questions on the dialogue

1. When did Helen receive the letter from Miss Binks?
2. Why is she phoning "Woman's Life"?
3. Is Helen very busy this week?
4. When will Miss Binks be able to see Helen?
5. Does Helen know the way to Miss Binks' office?
6. How will she get to the office?
7. Does Michael want the Borchester Abattoir?
8. Can the editor's secretary hear Michael well? Why not?
9. Michael wants to speak to the editor, so what will the secretary do?
10. Is the editor in his office?
11. When will Michael phone the editor again?
12. Why can't Michael continue his conversation with the secretary?

## Exercises

### 1. Example:

speak / English / German

I can speak English, but I can't speak German.

1. play / football / tennis
2. ride / a bicycle / a horse
3. speak / Italian / Spanish
4. come / tomorrow / on Friday
5. do / this exercise / the next one

### 2. Example:

the post office

Excuse me! Can you tell me how to get to the post office?

1. the station
2. the cinema
3. the library
4. the police station
5. the swimming-pool

### 3. Find a word to complete these sentences.

1. Turn left at the traffic lights and then go straight . . . .
2. I can't hear you. Can you speak . . . ?
3. Can you hold . . . please? I'll call her.
4. What's she wearing? Has she got a hat . . . ?
5. You want to speak to Miss Binks? Certainly, I'll put you . . . .
6. There's no reply. She isn't . . . .
7. This is a nice dress. Try it . . . .
8. She isn't here now. Can you ring . . . ?
9. You can't wear those trousers. Take them . . . !
10. Can you wait? I'm afraid I can't do it straight . . . .

## Composition exercise

Imagine you're phoning your father at his office. His secretary's speaking to you. Write your conversation with her. Use sentences from the dialogue in this chapter.

## Vocabulaire

**countryside** campagne / paysage  
**petrol** essence  
**traffic lights** feux (de circulation)

**straight on** tout droit

**to borrow** emprunter  
**to hire (to rent)** louer  
**to receive** recevoir  
**to ring back** rappeler  
**to speak up** parler plus fort

**Hold on.** Ne quittez pas.  
**I'll put you through to him.** Je vous le passe.  
**It's a bad line.** La ligne est mauvaise.  
**I've got the wrong number.** Je me suis trompé de numéro.  
**He's in.** Il est là.  
**The line's dead.** On nous a coupés.  
**There's no reply.** Ça ne répond pas.  
**This is Helen.** Helen à l'appareil.  
**Who's speaking?** C'est de la part de qui?

## Notes de grammaire

1. **He can drive.** Il sait conduire.

**He can come tomorrow.** Il peut venir demain.

« **Can** » exprime la capacité ou la possibilité de faire quelque chose. Il a le sens des verbes français « savoir » et « pouvoir ».

2. **Can I go now?** Puis-je m'en aller maintenant?

« **Can** » sert aussi à demander la permission de faire quelque chose.

**N.B. On peut dire aussi : May I go now?**

Cela ne change pas le sens; « **may** » est plus poli.

3. **Miss Binks' office.** Le bureau de Miss Binks.

Si un nom se termine en « **-s** » le cas possessif se forme généralement en ajoutant seulement une apostrophe. Il n'y a pas besoin de « **s** ».

## Traduisez en anglais

1. Ne quittez pas! Je vous le passe.
2. Ici Henri. Je pense que vous vous êtes trompé de numéro.
3. Il n'est pas là. Puis-je prendre un message?
4. Pouvez-vous m'indiquer le chemin de la gare?
5. Savez-vous jouer de la guitare?
6. Puis-je t'emprunter un stylo?





## Questions on the dialogue

1. Who is Jill phoning, and why?
2. Is the flat still free?
3. What's the flat like?
4. How much is the rent?
5. Why will Jill have to be careful?
6. When can Jill go and see the flat?
7. Are there any plates and cups in the kitchen?
8. Will Jill buy any crockery? Why not?
9. Why does Helen like the living-room?
10. What mustn't Jill do after eleven o'clock? Why?
11. When can Jill move in?
12. Why did the last tenants have to leave the flat?

## Exercises

### 1. Example:

It's a beautiful car.

What a beautiful car!

1. It's a lovely day.
2. The road conditions are awful.
3. That's an interesting advert.
4. That photograph's good.
5. Those curtains are nice.

### 2. Complete these sentences with « some, any, no » or « none ».

1. Is there ... heating in the flat?
2. I'm sorry, but there's ... tea. What about ... coffee?
3. There's ... butter left. I'll ask my neighbour to lend me ...
4. There's ... crockery in the kitchen.
5. Have we got any sugar? — No, there's ... in the cupboard.

### 3. Complete these sentences with « had to » or « will have to » (or their negative forms).

1. I didn't know what floor it was on, so I ... ask.
2. Oh no! She ... do it all again, will she?
3. Sssh! The neighbours said we ... be quiet.
4. The flat was furnished, so he ... buy any furniture.
5. I've got the wrong number. I ... try again.

## Composition exercise

Imagine you live in a fantastic house. Describe the house. Use vocabulary from the dialogue in this chapter.



## Vocabulaire

**air-hostess** hôtesse de l'air  
**central heating** chauffage central  
**cooker** cuisinière (appareil)  
**crockery** vaisselle  
**ground floor** rez-de-chaussée  
**neighbour** voisin  
**owner** propriétaire  
**packet** paquet  
**radiator** radiateur  
**rent** loyer  
**stain** tache  
**(walking) stick** canne  
**tenant** locataire  
  
**none** pas / aucun  
**available** disponible  
**furnished** meublé  
**to move in** emménager  
**to solve** résoudre  
  
**a mile away** à un mille  
**What floor is it on?** A quel étage est-ce?

## Notes de grammaire

1. **I want some coffee.** Je veux du café.  
**I don't want any coffee.** Je ne veux pas de café.  
**On emploie « some » dans les phrases affirmatives et « any » dans les phrases négatives.**
2. **Dans les phrases interrogatives on emploie « some » ou « any ».**  
**Is there any coffee?** Est-ce qu'il y a du café?  
**On emploie « any » quand on ne sait pas si la réponse sera affirmative ou négative.**  
**Can I have some coffee?** Est-ce que je peux avoir du café?  
**Would you like some coffee?** Est-ce que vous voulez du café?  
**Celui qui pose la question sait qu'il y a du café : il voudrait simplement savoir s'il peut en avoir, ou si son interlocuteur en veut. Ainsi, « some » est employé dans les offres et les questions polies.**
3. **There aren't any eggs.** } Il n'y a pas d'œufs.  
**There are no eggs.** }  
**No, there aren't any.** } Non, il n'y en a pas.  
**No, there are none.** }

**« No » (adjectif) et « none » (pronom) avec un verbe à la forme affirmative ont le même sens que « any » avec un verbe à la forme négative.**

## Traduisez en anglais

1. Quel énorme paquet! Qu'est-ce que c'est?
2. Nous avons dû manger dans la jungle.
3. Le placard est vide. Il ne reste plus de vaisselle.
4. C'est impossible aujourd'hui. Nous devons emménager demain.
5. Il faudra que vous payiez le loyer tous les mois.
6. Voulez-vous du thé?

## Questions on the dialogue

1. How do you think Michael feels?
2. Why does he want to be a reporter?
3. What exams did Michael take last summer?
4. Has he ever done any writing?
5. Has he ever been to New York?
6. When did he go to New York?
7. Did the Queen really go to a football match yesterday?
8. What does Mr Barker think of Michael's headline?
9. Do you think Michael has read this week's Borchester Echo?
10. What must a local newspaper tell people about?
11. What doesn't Michael want to do?
12. He'll probably have to get up early sometimes. Why?

## Exercises

1. Write these sentences again using «not keen on...».

1. I don't like gardening.
2. He doesn't like French cars.
3. They aren't very interested in watching television.
4. She doesn't like writing letters.
5. You don't like working, do you?

2. Example:

I'll give the book. (finish)  
I'll give you the book. I've finished it.

1. I can't find my purse. (lose)
2. I haven't got my books. (forget)
3. My shoes aren't dirty. (clean)
4. My homework's finished. (do)
5. My record-player works now. (repair)

3. Put the verbs into the correct tense (simple past or present perfect).

1. He (visit) twelve different countries now.
2. I don't want to watch that film. I (see) it.
3. You'll have to wait. I (not finish) yet.
4. I (go) to the circus at the weekend.
5. We (invite) them to the party. I hope they'll come.
6. She (read) the headlines on the way to work.
7. I'm not going to do it again. I (already do) it once.
8. I'm very sorry. I (forget) to bring your present.
9. He (not pay) his taxes yet. He must pay them soon.
10. He (write) some articles for the school magazine last year.

## Composition exercise

Imagine you're talking to a famous film star. You're asking him/her questions about the things he/she has done. The conversation between Susan and William Wagstaffe will help you.

## Vocabulaire

author écrivain / auteur  
 death mort  
 headline titre (dans un journal)  
 mayor maire  
 player joueur  
 taxes impôts

noisy bruyant  
 several plusieurs

against contre

to bounce rebondir  
 to pay for payer quelque chose

I'm not keen on swimming. Je ne tiens pas à nager.

I must admit. Je dois avouer.

It's up to you. Ça dépend de vous.

I've just finished. Je viens de finir.

## Notes de grammaire

1. He's written six books. Il a écrit six livres.

Le « present perfect » décrit une action qui a commencé dans le passé et qui se prolongera peut-être dans le futur : jusqu'ici l'écrivain a écrit six livres, et il en écrira peut-être d'autres.

He hasn't finished the book yet. Il n'a pas encore terminé le livre.

Il a commencé son livre (passé) et il a l'intention de le terminer (futur). Le « present perfect » indique que l'action est inachevée, ou en train de s'achever.

2. He's seen the film twice. Il a vu le film deux fois.

Le « present perfect » exprime aussi des actions passées dont le moment n'est pas précisé. On ne sait pas quand il a vu le film.

Mais :

He saw the film yesterday. Il a vu le film hier.

Ici, le moment est précisé. On emploie le prétérit (simple past).

3. He has gone to England. (He is in England now).

He has been to England. (He has come back from England now).

La présence de la préposition « to » après le verbe « to be » vous semble peut-être étrange. Mais il faut considérer « he has been » comme si c'était une forme du verbe « to go » - cela veut dire qu'il y est allé et qu'il en est maintenant revenu. « He has gone to England » veut dire qu'il est toujours en Angleterre.

## Traduisez en anglais

1. Il n'a pas encore parlé au maire.
2. Je ne tiens pas à jouer au tennis.
3. Avez-vous payé vos impôts hier ?
4. Je viens de trouver un crocodile dans la baignoire.
5. J'ai acheté le journal ce matin, mais je n'ai même pas encore regardé les titres.
6. C'est à la reine de nous aider.



## Questions on the dialogue

1. Why didn't Helen arrive on time?
2. How long has Helen been interested in magazine work?
3. Has she ever worked for a magazine? When?
4. What did Helen have to do when she was the secretary of the school magazine?
5. What did the little boy think of his school lunches?
6. Has Helen lived in Borchester all her life?
7. Does she like London? Why?
8. What does she enjoy doing in her free time?
9. Does she read many books?
10. Did she read the book about Queen Victoria a long time ago?
11. What does Helen think of Queen Victoria?
12. What's Helen going to do for Miss Binks?

## Exercises

1. Complete these sentences with « in » or « to ».
1. He's going ... the States next year.
2. I live ... Switzerland.
3. They're flying ... Greece tomorrow.
4. Have you ever been ... England?
5. How long have you lived ... London?
2. Example:  
I live in Manchester.  
How long have you lived in Manchester?
1. I'm a hairdresser.
2. They're in the middle of a traffic jam.
3. Their son plays football for England.
4. He's a conductor.
5. She's in the first form at school.
3. Complete these sentences with « for, since » or « ago ».
1. I've lived in the States ... three years.
2. We've known him ... he was ten.
3. She's played in the orchestra ... several months.
4. He's had a cold ... a week.
5. They've improved a lot ... the beginning of the year.
6. I haven't seen him ... last year.
7. She's been a hairdresser ... a year.
8. He went to Greece a couple of months ...
9. She's collected stamps ... a long time.
10. I saw her husband a few days ...

## Composition exercise

Write a short description of the life of a famous person. Use sentences with " for " and " since ". The story about Henry Fernstein in this chapter will help you.



## Vocabulaire

**composer** compositeur  
**conductor** chef d'orchestre  
**first form** la classe de sixième  
**hairdresser** coiffeur  
**hobby** distraction favorite  
**orchestra** orchestre  
**painting** peinture  
**passenger** passager / voyageur  
**reader** lecteur  
**son** fils  
**traffic jam** embouteillage  
**efficient** efficace  
**particularly** surtout  
**since** depuis  
**to become** devenir  
**to improve** faire des progrès  
**to type** taper à la machine  
**She did her best.** Elle a fait de son mieux.  
**on time** à l'heure

## Notes de grammaire

1. **He's known John for two years.** Il connaît Jean depuis deux ans.  
**I've had a cold since Monday.** J'ai un rhume depuis lundi.

**Attention à cette construction.**

**En anglais :** « present perfect » + « for » ou « since ».

**En français :** présent + « depuis ».

**On emploie « for »** quand il s'agit d'une durée :

(« for two days - for five weeks - for a century - for a long time »).

**On emploie « since »** quand il s'agit d'un moment précis :

(« since last Monday - since 1970 - since 4 o'clock - since I was born »).

2. **I've just read it.** Je viens de le lire.

« Present perfect » + « just » traduit l'expression « venir de ».

3. **He's going to France.** Il va en France.

**He's going to London.** Il va à Londres.

**He lives in London.** Il vit à Londres.

**He lives in France.** Il vit en France.

**Attention à l'emploi de « to » et de « in ».**

## Traduisez en anglais

1. Elle habite Paris depuis 1970.
2. Depuis combien de temps connais-tu le chef d'orchestre ?
3. Elle est déjà allée à Londres trois fois.
4. Cela fait trois ans qu'il joue pour la Grande-Bretagne.
5. Il est coiffeur depuis deux ans.
6. Leur fils est né le premier juin.

## Questions on the dialogue

1. What's Helen doing?
2. What did Helen do before she started the car?
3. Helen went into reverse instead of first gear. What happened?
4. Where did the instructor tell Helen to go?
5. Why was Helen scared?
6. Did Helen stay behind the cyclist?
7. When they came to the traffic lights, what did the instructor tell Helen to do?
8. Why didn't Helen stop straight away?
9. Why did Mr Stewart think they had better go back to the school?
10. Will Helen be able to take her driving test next week?
11. When they arrived at the school, what did Mr Stewart want Helen to do?
12. What happened when Helen tried to park the car?

## Exercises

### 1. Ask these questions using « on earth ».

1. What are you doing?
2. Why did he say that?
3. Who is Boris?
4. Where have you been?
5. Who can you ask?

### 2. Example:

He / I / overtake the bus  
He wants me to overtake the bus.

1. I / she / pass the exam
2. You / I / start the car?
3. He / he / slow down
4. I / you / go backwards

5. She / we / take the exam
6. They / I / find a photographer
7. He / they / come early
8. You / we / go to Greece?
9. The teacher / I / improve my English
10. Her parents / she / marry John

### 3. Complete these sentences.

1. We'll drive ... far ... the post office.
2. Can I have coffee instead ... tea, please?
3. You're driving too fast! Slow ... I
4. She's always late. She never arrives ... time.
5. We mustn't be scared. We must fight ... them.

## Composition exercise

Imagine you're Helen. Describe what happened during your driving lesson with Mr Stewart.

## Vocabulaire

**accelerator** accélérateur  
**brake** frein  
**driving test** permis de conduire (examen)  
**instructor** moniteur  
**Greek** grec  
**mirror (of a car)** rétroviseur  
**reverse** marche arrière  
**low** bas  
**as far as** jusqu'à  
**close** près  
**instead of** au lieu de  
**to be scared** avoir peur  
**to brake** freiner  
**to go backwards** faire marche arrière  
**to go into first gear** passer en première (vitesse)  
**to overtake** dépasser  
**to risk** risquer  
**to slow down** ralentir  
**to start (a car)** démarrer  
**darling** chéri/e  
**Don't just sit there!** Ne restez pas là assis à ne rien faire!  
**For heaven's sake!** Pour l'amour du ciel!  
**What on earth are you doing?** Que diable faites-vous?

## Notes de grammaire

1. **I want Bill to come.** Je veux que Bill vienne.  
**I want them to come.** Je veux qu'ils viennent.  
**Remarquez la construction :**  
**« to want »** + { **sujet de l'infinitif : Bill, my parents,**  
**me, you, him, her, us, them.** } + **infinitif complet.**  
**On dit de même :**  
**I'd like him to come.**
2. **Do write to her!** Écris-lui, je t'en prie.  
**Do sit down!** Veuillez vous asseoir.  
**Do be quiet!** Taisez-vous donc!  
**« Do »** donne à l'impératif une plus grande force.  
**Il peut exprimer, selon le contexte, soit :**  
 - l'insistance,  
 - une marque de politesse,  
 - l'agacement de celui qui parle.

## Traduisez en anglais

1. Je veux que vous fassiez marche arrière.
2. Le moniteur voulait que je dépasse toutes les autres voitures.
3. Au lieu de freiner elle a appuyé sur l'accélérateur.
4. Que diable fait-il en Grèce?
5. Il veut que je passe mon permis de conduire dans deux mois.
6. Il m'a demandé de garer la voiture devant l'auto-école.



## Questions on the dialogue

1. What's Michael doing today?
2. How long has his grandfather been a farmer?
3. How much land has his grandfather got?
4. Was this year's harvest better than last year's?
5. Was the wheat crop better than the turnip crop?
6. What does Michael's grandfather think of farming nowadays?
7. Michael's grandfather thinks there's a big difference between the horse and the tractor. What is it?
8. Can fertilisers and weed-killers be dangerous? Why?
9. What does Michael's grandfather use to milk his cows?
10. In the future will agriculture be as important as it is now?
11. Is there as much farming land in England now as there was?
12. Does Michael's grandfather think we need more people and less agriculture?

## Exercises

1. Answer these questions with « I think so », « I don't think so », « I'm afraid so », or « I'm afraid not ».

1. You've forgotten the tickets, haven't you?  
Yes,
2. Are you sure she's at the cinema?  
I'm not sure, but,
3. Can I take ten bottles of whisky through the customs? No,
4. Do you think it'll rain? No,
5. Is he very ill? Yes,
6. Are they improving? Yes,
7. Can I come with you? No,
8. Does she like the countryside? Yes,
9. Did you break all the eggs? Yes,
10. Was it a good harvest? No,

2. Example:

Does he eat a lot?  
He doesn't eat as much as you do.

1. Does he talk a lot?
2. Has he got a lot of records?
3. Can he speak a lot of English?
4. Does he travel a lot?
5. Has he got a lot of hobbies?

3. Complete these sentences with « fewer » or « less ».

1. There are ... people here than there were yesterday.
2. I can't pay. I've got ... money than you have.
3. He's got ... arable land than pasture.
4. He earns ... now, but his job's more interesting.
5. There are ... visitors than there were last year.

## Composition exercise

Imagine you visited a farm last weekend. Describe your visit. What did you see? What did you do? Use words and phrases from the dialogue in this chapter.

## Vocabulaire

acre 0,4 hectare  
 barley orge  
 bull taureau  
 combine-harvester moissonneuse-batteuse  
 crop récolte  
 farming agriculture  
 fertiliser engrais  
 harvest moisson  
 pasture pâturage  
 sleep sommeil  
 turnip navet  
 weed-killer herbicide  
 wheat blé

as much as } autant que  
 as many as }  
 fewer } moins (de)  
 less }

responsible responsable

to depend on dépendre de

to increase augmenter

to milk traire

to reduce réduire

to plug in brancher (une prise de courant)

I'm afraid so. J'en ai peur.

I'm afraid not. Je crains que non.

## Notes de grammaire

1. He must eat more meat. Il faut qu'il mange plus de viande.

He must eat more. { Il faut qu'il en mange plus.  
 { Il faut qu'il mange davantage.

He must eat less meat. Il faut qu'il mange moins de viande.

He must eat less. { Il faut qu'il en mange moins.  
 { Il faut qu'il mange moins.

« More - less - as much - as many - fewer » peuvent être employés en anglais comme adjectifs, adverbes ou pronoms.

2. Will he eat as much meat? Est-ce qu'il mangera autant de viande?

No, he'll eat less meat. Non, il mangera moins de viande.

Will he eat as many eggs? Est-ce qu'il mangera autant d'œufs?

No, he'll eat fewer eggs. Non, il mangera moins d'œufs.

On emploie « as much » et « less » avec des noms « indénombrables » (qu'on ne peut pas compter), et « as many » et « fewer » avec des noms pluriels.

Do you want some more meat?

Est-ce que tu veux encore de la viande?

No, but I'd like some more potatoes.

Non, mais je voudrais encore des pommes de terre.

On emploie « more » avec des « indénombrables » et avec des noms pluriels.

## Traduisez en anglais

1. Il ne mange jamais autant de navets que moi.
2. Quand j'étais jeune les fermiers utilisaient moins d'herbicides.
3. Il a besoin de moins de sommeil que moi.
4. Il ne faut pas que les fermiers détruisent la campagne.
5. Y aura-t-il plus d'orge cette année? — Je crains que non.
6. Le tracteur est plus efficace que le cheval.

## Questions on the dialogue

1. What sort of posters does Jill like?
2. Where did she get the posters in her flat?
3. Why does Helen think Jill's lucky?
4. Does Jill spend a long time in the countries she goes to?
5. Is Jill's life always exciting? Why not?
6. What did the old man want Jill to do?
7. Did he complain for a long time?
8. What do air-hostesses do?
9. Are there as many accidents in the air as there are on the road?
10. Will Helen be able to take her test soon? Why not?
11. What are Helen and Jill going to have for lunch?
12. Will it be the best curry Jill's ever had?

## Exercises

1. Write these sentences again, using « go on ... ing ».

1. I want you to continue to see her.
2. He continued to talk.
3. Why not continue to try?
4. Can't you continue to teach them?
5. He must continue to play.

2. Example:

vote / old

You can't vote because you aren't old enough.

1. carry that bag / strong
2. go to pubs / old
3. play in the orchestra / good
4. borrow them / careful
5. stay at the Ritz hotel / rich

3. Put « the » in these sentences where necessary.

1. He's at ... work. He'll be back soon.
2. I want to go to ... university when I'm older
3. ... school he goes to is awful.
4. I don't like ... wine. I prefer ... fruit juice.
5. Do you know ... people who live next door?
6. I don't like ... people.
7. They're going to leave because they hate ... noise of the planes.
8. He doesn't feel very well. He's in ... bed.
9. I love ... cabbage.
10. She's very ill. She'll have to go to ... hospital.

## Composition exercise

Imagine you're an air-hostess or a steward with British Airways. You're writing in your diary what you did last week. Where did you go? What did you do? What were the passengers like?

## Vocabulaire

Cyprus Chypre  
 Edinburgh Édimbourg  
 hospital hôpital  
 Labour Party Parti Travailleiste  
 meeting réunion / meeting  
 politics politique  
 pupil élève  
 tape-recorder magnétophone  
  
 boring ennuyeux  
 starving affamé  
 terrified terrifié  
 unpleasant désagréable  
  
 during pendant  
  
 to complain se plaindre  
 to go on continuer  
 to record enregistrer  
 to serve servir  
 to snore ronfler

## Notes de grammaire

1. I don't like noise. Je n'aime pas le bruit.  
 I don't like books. Je n'aime pas les livres.  
**Dans ces deux phrases il s'agit du bruit en général, des livres en général.  
 En anglais, on ne met pas d'articles.**

I don't like the noise children make.  
 Je n'aime pas le bruit que font les enfants.  
 I don't like the books he writes.  
 Je n'aime pas les livres qu'il écrit.  
**Il s'agit d'un bruit déterminé (celui des enfants), de livres déterminés  
 (ceux qu'il écrit) : on met l'article défini.**
2. He isn't old enough.  
 Il n'est pas assez âgé.  
**Attention à l'ordre des mots.**

## Traduisez en anglais

- Elle connaît la Grèce, le Canada et les États-Unis.
- Ce livre n'est pas assez intéressant. Je préfère l'autre.
- Elle s'est endormie pendant la réunion et je n'ai pas pu la réveiller. Elle a continué à ronfler.
- La musique qu'il écoute est vraiment ennuyeuse.
- Il sait que je n'aime pas le bruit, et écoutez le bruit qu'il est en train de faire.
- Pour les hôtesses de l'air la vie est passionnante.

## Questions on the dialogue

1. When did the burglars come to the house?
2. What was Mrs Chase doing at five to four?
3. When did she arrive home?
4. Was Mr Chase at home on Saturday afternoon?
5. What were Michael and Helen doing at four o'clock?
6. What did the burglars steal?
7. Why will the Police Officer phone the C.I.D.?
8. Why has Mr Chase gone to see his neighbours?
9. What did Mr Short see outside the Chases' house, and when did he see it?
10. What was Mrs Short doing at five to four?
11. Why didn't she see the two men very well?
12. Mrs Short didn't phone the police. Why not?

## Exercises

1. Complete these sentences with a verb ending in « -ing ».

1. Thanks for ... me the money.
2. Thanks for ... the phone. I was busy.
3. Thanks for ... me the job. I'll take it.
4. Thanks for ... the food. I didn't have enough money.
5. Thanks for ... it to me. I didn't understand.

2. Add a sentence with « must be » to each of the following sentences.

Example:

He's asleep. He must be tired.

1. She's crying.
2. His briefcase is full of banknotes.
3. That man's looking for fingerprints.
4. He's running to school.
5. He buys a lot of valuable paintings.

3. Put the verbs into the correct tense (past continuous or simple past).

1. The telephone (ring) while I (have) a bath.
2. They (catch) the burglar as he (get off) the train.
3. I (remember) just as I (leave) the office.
4. He (sit) in a café when I (see) him.
5. I (read) the newspaper while I (wait for) the train.
6. When I (go out), it (rain).
7. She (turn round) when she (hear) the noise.
8. I (drop) my purse when I (get on) the bus.
9. They (be) disappointed when we (tell) them.
10. The teacher (come into) the room just as we (leave).

## Composition exercise

Imagine you're a policeman. You've just caught two burglars. Write your report.

Example:

I was driving along Grove Road when I saw two men. ...

## Vocabulaire

**briefcase** serviette/porte-documents  
**burglar** cambrioleur  
**C.I.D. (Criminal Investigation Department)**  
**P.J.** (Police Judiciaire)  
**necklace** collier  
**fingerprint** empreinte digitale  
**glove** gant  
**(bank) note** billet (de banque)  
**van** camionnette  
**extra** supplémentaire  
**guilty** coupable  
**upset** ennuyé / bouleversé  
**valuable** de valeur  
**as** comme  
**just as** au moment où  
**while** pendant que  
**to digest** digérer  
**to go upstairs** monter (l'escalier)  
**to notice** remarquer  
**to realise** se rendre compte/s'apercevoir  
**to recognise** reconnaître  
**A painting's missing.** Il manque un tableau.  
**What does he look like?** Comment est-il?  
**Thanks for coming.** Merci d'être venu.

## Notes de grammaire

1. I saw him while I was waiting for the bus.

Je l'ai vu pendant que j'attendais l'autobus.

**Le prétérit progressif (past continuous) exprime une action qui durait depuis un certain temps : quand je l'ai vu, j'attendais déjà l'autobus depuis un moment.**

**Comparer :**

When I saw him, I gave him my address.

Quand je l'ai vu, je lui ai donné mon adresse.

**Ce sont deux actions successives. On emploie alors le prétérit (simple past).**

2. N'oubliez pas qu'un certain nombre de verbes ne s'emploient pas habituellement à la forme progressive :

to believe, to forget, to hear, to hate, to know, to like, to love, to matter, to mean, to notice, to realise, to recognise, to remember, to seem, to understand, to want.

## Traduisez en anglais

1. Les tableaux ont disparu pendant que nous étions à l'église.
2. Elle a vu les deux cambrioleurs au moment où ils montaient dans la camionnette.
3. Il doit faire froid. Tout le monde porte des gants.
4. Comment est votre oncle ? Le reconnaitrai-je ?
5. Merci de m'avoir téléphoné. Au revoir.
6. Comme il traversait la rue il a remarqué que les boutiques étaient fermées.

## Questions on the dialogue

1. How old is the clock in the square?
2. Does Mr Chase want them to knock the old clock down? Why not?
3. If they knocked it down, what would take its place?
4. What would Helen rather have — a super-market, or the clock?
5. Why does Michael want to write to the mayor?
6. Why does Helen want to send a petition?
7. What's Michael doing in the square?
8. Does the old man think the plan is a good one?
9. Does he like modern buildings?
10. Has the woman got plenty of time?
11. Why doesn't she want to sign the petition?
12. Why doesn't the man want to sign it?

## Exercises

### 1. Example:

to go to the cinema / go to the theatre  
Would you like to go to the cinema?  
No, I'd rather go to the theatre.

1. to dance / have a drink
2. some coffee / have some tea
3. a cigarette / have a cigar
4. to go to France / go to Italy
5. to marry me / marry Michael

### 2. Example:

Do you like football?  
No, I can't stand football.

1. Do you like mice?
2. Does he like playing tennis?
3. Does she like pop music?
4. Do they like working?
5. Do you like detective stories?

### 3. Example:

you / buy / have a lot of money  
What would you buy if you had a lot of money?

1. you / do / see a bomb
2. he / say / catch us
3. she / buy / be very rich
4. he / do / find the gun
5. they / build / knock down the clock

### 4. Example:

wear / a raincoat  
What shall I wear?  
If I were you, I'd wear a raincoat.

1. buy him / a record
2. take / plenty of warm clothes
3. say / sorry
4. have / some soup
5. give her / a necklace

## Composition exercise

If you lived on a desert island, what would you do? How would you live? What would you eat? Would you be happy, or would you try to escape?

## Vocabulaire

climate climat  
 clock horloge  
 company société / entreprise  
 gun pistolet  
 insect insecte  
 mice (a mouse) souris (une souris)  
 square place  
 supermarket supermarché  
 to knock down démolir  
 to save sauver

I can't stand that. J'ai horreur de ça.  
 I'd rather leave. J'aimerais mieux m'en aller.  
 She doesn't love him any more. Elle ne l'aime plus.  
 somewhere else ailleurs

### Contraction

I'd rather I would rather

## Notes de grammaire

1. If I had more money, I'd be able to buy a tape-recorder.  
 If I had more money, I could buy a tape-recorder.  
 Si j'avais plus d'argent, je pourrais acheter un magnétophone.  
**« Could » = « would be able to ».**

2. If I were you, I'd catch the train.  
 A ta place, je prendrais le train.  
 If I were the mayor, I wouldn't knock the old clock down.  
 A la place du maire, je ne démolirais pas la vieille horloge.  
 If I were rich, I wouldn't work any more.  
 Si j'étais riche, je ne travaillerais plus.

**L'expression « If I were... » s'emploie quand on veut donner un conseil ou quand on fait une supposition très improbable. Elle traduit le français « à ta/votre place - si j'étais... ».**

## Traduisez en anglais

1. Si le climat était plus agréable, j'habiterais en Angleterre.
2. Il ne peut plus supporter les insectes. Il va quitter la campagne.
3. Si l'on démolissait l'école, je me plaindrais au maire.
4. Je ne tiens pas à jouer du piano. J'aimerais mieux jouer de la trompette.
5. Que ferait-il s'il avait un pistolet?
6. S'il voulait m'écouter, je pourrais l'aider.



## Questions on the dialogue

1. Why have Michael and Helen gone to the theatre?
2. Why does Michael think they'll have to wait for a long time?
3. Does Helen want to wait?
4. What does Helen want the man in front of them to tell her?
5. How long has the man been waiting?
6. How long have the people at the front been waiting?
7. Does the man think there'll be enough tickets for everyone? How does he know?
8. Is the woman polite and friendly?
9. What time is it now?
10. Michael and Helen have been waiting for half an hour. Does the woman think it's important?
11. Does the woman like young people? Why not?
12. Why is the woman in the wrong queue?

## Exercises

1. Add sentences with «may» or «might» to these commands.  
Example:  
Bring some food! We might be hungry.  
Or We may be hungry.
  1. Hurry up!
  2. Phone the police!
  3. Go to the box-office early!
  4. Bring an umbrella!
  5. Wear a pullover!
  6. Bring a swimming-costume!
  7. Don't touch that dog!
  8. Don't tell him!
  9. Be quiet!
  10. Ask him nicely!
2. Put the verbs into the correct tense (present perfect or present perfect continuous).
  1. I (already ask) him five times.
  2. He (wait) for nearly an hour.
  3. She (be) the champion for two years.
  4. I (know) him for a long time.
  5. We (visit) his laboratory several times.
  6. He (queue) since one o'clock this morning.
  7. She (break) three world records.
  8. He (learn) to drive since March.
  9. I (like) that record for ages.
  10. I (always want) to go to Cyprus.

## Composition exercise

Imagine you're standing in a queue outside the cinema. Someone has just arrived and is standing in front of you. You're very angry because you've been waiting for a long time. Write a short conversation. The sentences in the dialogue in this chapter will help you.

## Vocabulaire

**box-office** bureau de location  
**competition** concours  
**laboratory** laboratoire  
**world record** record mondial

**fair** juste  
**fascinating** fascinant  
**polite** poli  
**rude** impoli  
**so far** jusqu'ici

**to beat** battre  
**to break a record** battre un record  
**to queue** faire la queue  
**to succeed** réussir  
**for ages** depuis longtemps  
**I can't see a thing.** Je n'y vois rien.  
**I don't care.** Ça m'est complètement égal.  
**It may/might rain.** Il se peut qu'il pleuve.

## Notes de grammaire

### 1. He's been eating for an hour.

Il mange depuis une heure.

**On emploie la forme progressive du « present perfect » (present perfect continuous) pour exprimer la durée d'une action qui est toujours en cours : « He's been eating for an hour » signifie que : « He's still eating now ».**

**Mais (voir Chapter 11) :**

**He's played tennis for Great Britain since 1971.**

Il fait partie de l'équipe britannique de tennis depuis 1971.

**Généralement on emploie le « present perfect » pour exprimer la durée d'une action qui n'est pas nécessairement en cours : « He's played tennis for Great Britain since 1971 » ne veut pas dire que « He's playing tennis now », mais plutôt « He's in the British tennis team and he plays tennis for Great Britain regularly ».**

### 2. He's eaten seventy-two sausages. Il a mangé soixante-douze saucisses.

He's tried three times. Il a essayé trois fois.

**On emploie toujours le « present perfect » et non le « present perfect continuous » quand il s'agit du nombre de fois où on a fait l'action ou du nombre de choses qu'on a faites.**

### 3. I may come.

I might come. Il se peut que je vienne. / Je viendrai peut-être.

**« May » et « might » expriment la possibilité. On emploie l'un et l'autre au présent.**

**Mais :**

**I thought he might come.** Je pensais qu'il viendrait peut-être.

**Au passé, on emploie toujours « might ».**

## Traduisez en anglais

1. Il se peut qu'il batte le record ce soir.
2. Je n'y comprends rien. Ils parlent en russe.
3. Il est toujours au laboratoire. Il travaille depuis six heures ce matin.
4. Il essaie de mettre son maillot de bain depuis dix minutes, mais il n'y est pas encore arrivé.
5. Il se peut qu'il fasse froid, mais ça m'est complètement égal parce que j'ai mon manteau.
6. Ils font la queue depuis longtemps, et ils ne sont pas encore arrivés au bureau de location.

## Questions on the dialogue

1. Michael knows Sue well. Why?
2. Has Sue's house always belonged to her father?
3. What's the house like?
4. Have all the guests arrived yet?
5. What has Michael brought with him?
6. Has Michael always liked whisky?
7. What does Sue want Michael to do?
8. Why does Michael want to talk to Sue's father?
9. How many glasses of whisky has Michael had?
10. Has Michael ever played football with John?
11. Does Sue want the boys to talk about football?
12. Who's going to dance with Sue?

## Exercises

### 1. Complete these sentences.

1. The film was very sad. I couldn't help . . . .
2. He loves cigarettes. He can't help . . . .
3. It was so funny. I couldn't help . . . .
4. Frank was angry. He couldn't help . . . .
5. The bus is always slow in the morning. I can't help . . . .

### 2. Example:

Bill used to live in Spain.  
Where did Bill use to live?

1. Bill used to drink cider.
2. Bill used to be a reporter.
3. Bill used to play the guitar.
4. Bill used to work in South America.
5. Bill used to go on Sundays.

### 3. Complete these sentences using « never used to . . . ».

Example:

I get up early now, but I never used to get up early.

1. They're very rich now,
2. He lives in a big house now,
3. She smokes a lot now,
4. The rules are very strict now,
5. I like snails now,

### 4. Example:

high / building / see  
It's the highest building I've ever seen.

1. nice / girl / meet
2. good / meal / eat
3. exciting / film / see
4. boring / book / read
5. big / steak / have

## Composition exercise

Imagine you used to be a millionaire. Now you're very poor. Describe the sort of life you used to have.

## Vocabulaire

area région  
 cider cidre  
 granddaughter petite-fille  
 grandson petit-fils  
 guest invité  
 millionaire millionnaire  
 pilot pilote  
 rule règle  
 snail escargot  
 South America Amérique du Sud  
 towel serviette

also aussi  
 least le moins

to turn into se transformer en

at the moment en ce moment/à l'heure actuelle

He isn't allowed to go out. On ne lui permet pas de sortir.

He used to go out a lot. Il sortait beaucoup.

I can't help it. Je ne peux pas m'en empêcher.

It was different then. C'était différent à cette époque.

You must stay indoors! Il ne faut pas que tu sortes (de la maison)!

## Notes de grammaire

1. He used to go out a lot. Il sortait beaucoup.

Did he use to go out much? Est-ce qu'il sortait beaucoup?

He didn't use to stay indoors. Il ne restait pas à la maison.

« Used to... » indique une habitude passée qu'on a abandonnée.

2. long - longest high - highest

Pour former le superlatif des adjectifs courts on ajoute « -est » à l'adjectif.

clever - cleverest happy - happiest early - earliest

Pour former le superlatif des adjectifs de deux syllabes qui se terminent en « -er », « -y », « -ly », on ajoute « -est » (le « y » devient « i »).

boring - most boring difficult - most difficult

Pour les autres adjectifs de deux syllabes, et les adjectifs de trois syllabes ou plus, on ajoute « most » (le plus) devant l'adjectif.

3. N'oubliez pas :

Le superlatif de « good » est « best ».

Le superlatif de « bad » est « worst ».

## Traduisez en anglais

1. La ferme appartenait à mon grand-père, mais maintenant il l'a vendue.
2. En ce moment il se trouve en Amérique du Sud.
3. Il ne peut pas s'empêcher de rire.
4. C'est la plus belle ville d'Europe.
5. C'est l'homme le moins intéressant que j'aie jamais rencontré.
6. A ce moment-là je ne sortais pas beaucoup.

## Questions on the dialogue

1. Why has Michael come to see Mr Reeves?
2. Is Mr Reeves working this weekend?
3. Will Michael get the reporter's job?
4. What does Mr Reeves have to do regularly, and why?
5. Is Mr Reeves in the R.A.F. now?
6. Does he want Michael to be a fighter-pilot?
7. Is a fighter-pilot's job easy?
8. When an engine failed, what did Mr Reeves have to do?
9. Mr Reeves must be a good pilot. Why?
10. What does a pilot have to do if there's a hijacker on board?
11. Why has Michael got to leave?
12. Did Mr Reeves mind talking to Michael?

## Exercises

### 1. Complete these sentences.

1. She's leaving. So ... he.
2. They'll need some money. So ... I.
3. He was going to the office. So ... she.
4. He wouldn't be a pilot. Neither ... John.
5. We didn't go. Neither ... they.

### 2. Complete these sentences with « have to » or « have got to ».

1. I ... hurry because I'm late.
2. Everyone at my school ... wear a uniform.
3. I can't come now. I ... write some letters.
4. He ... get up early tomorrow.
5. He ... get up early every day. He starts work at eight.

### 3. Complete these sentences with « mustn't », « haven't got to », or « don't have to ».

1. You ... drink whisky! You're too young!
2. She ... help us. It's up to her to decide.
3. I ... go yet. I can stay a bit longer if you like.
4. Don't worry! We ... finish it today.
5. You ... speak French in your English lessons!

### 4. Example:

He's got to go to Germany.  
Why has he got to go to Germany?

1. He's got to land here.
2. She doesn't have to work.
3. They haven't got to do it.
4. You've got to go early.
5. He has to wear a uniform.

## Composition exercise

Imagine you're going to go on an expedition into the jungle. What have you got to do before you leave, and why?

*Example:*

I've got to buy some medicine, because I might be ill.

The story about Alice Wright in Chapter 4 will help you.

## Vocabulaire

|                          |                            |                       |                               |
|--------------------------|----------------------------|-----------------------|-------------------------------|
| airline                  | compagnie aérienne         | to concentrate        | se concentrer                 |
| fighter-pilot            | pilote de chasse           | to hijack             | détourner (avion)             |
| landing                  | atterrissage               | to land               | atterrir                      |
| R.A.F. (Royal Air Force) | Armée de l'air             | to look after         | s'occuper de                  |
| rope                     | corde                      | to take off           | décoller                      |
| safety                   | sécurité                   | An engine failed.     | Un moteur est tombé en panne. |
| ski-lift                 | télé-ski                   | at the mercy of       | à la merci de                 |
| fit                      | en bonne santé/en forme    | He's having a shower. | Il prend une douche.          |
| upside down              | sens dessus-dessous        | He managed to escape. | Il a réussi à s'échapper.     |
| fortunately              | heureusement               | on board              | à bord                        |
| safely                   | en sécurité / sans dommage | They arrived safely.  | Ils sont bien arrivés.        |
| he's got to              | il doit                    |                       |                               |
| to advise                | conseiller                 |                       |                               |

## Notes de grammaire

1. **At the camp we have to get up at six o'clock every day.**  
 Au camp nous devons nous lever à six heures tous les jours.  
**« Have to . . . » exprime une obligation habituelle, imposée par une autorité extérieure. Il s'agit ici de la règle du camp.**
2. **We must get up. It's late.** Il faut que nous nous levions. Il est tard.  
**You must be careful.** Il faut que tu fasses attention.  
**« Must » exprime une obligation imposée par la personne qui parle. Il équivaut le plus souvent à un ordre.**
3. **I've got to make the dinner tonight.**  
 Je dois préparer le dîner ce soir.  
**« Have got to . . . » exprime une obligation exceptionnelle.**
4. **You mustn't buy skis!** { Il ne faut pas que tu achètes de skis!  
 Tu ne dois pas acheter de skis!  
**You don't have to buy skis.** { Tu n'es pas obligé d'acheter des skis.  
 Ce n'est pas la peine que tu achètes des skis.  
**You haven't got to buy skis.** { Tu n'es pas obligé d'acheter des skis.  
 Ce n'est pas la peine que tu achètes des skis.  
**Attention aux formes négatives :**  
**« Mustn't » exprime une interdiction formelle.**  
**« Don't have to » et « haven't got to » veulent dire qu'il n'y a d'obligation ni dans un sens ni dans l'autre, qu'on peut choisir une solution ou l'autre.**

## Traduisez en anglais

1. Il faut que je sois à l'aéroport à trois heures demain.
2. Vous n'avez pas besoin de vous occuper des passagers.
3. J'ai enfin réussi à devenir pilote.
4. Je ne peux plus attendre. Il faut que je prenne le train de huit heures. — Moi aussi. Allons-y!
5. Heureusement je n'ai pas besoin d'acheter des skis.
6. Il faut que vous preniez une douche. Vous êtes si sales!

## Questions on the dialogue

1. Why did Michael go to the doctor's?
2. Why hadn't he been eating and sleeping well?
3. Who's Elsie?
4. What had Elsie been doing last summer?
5. Was Elsie very ill last July?
6. Why did she collapse in the street?
7. Michael didn't feel very happy when he went into the surgery. Why not?
8. Did Michael look well?
9. Was the doctor surprised when Michael told him about Mrs Gripe?
10. What were the tablets for?
11. Why didn't Michael want to see Mrs Gripe again?
12. After his visit to the doctor's, where do you think Michael went, and why?

## Exercises

1. Complete these sentences with « such a, an » or « so ».

1. I waited for ... long time.
2. He was ... angry that he hit me.
3. It was ... good party that I didn't leave until midnight.
4. It was ... easy exam that everyone passed.
5. He was ... fat that he couldn't get into the car.

2. Write a sentence with « look » with each of the following sentences.

Example:

Her face was white.

She looked ill.

1. She was crying.
2. She was smiling.
3. His face was red.
4. He's wearing a strange hat.
5. She isn't enjoying the match.

3. Put the verbs into the correct tense (past perfect or past perfect continuous).

1. She felt ill because she (eat) five chocolate cakes.
2. I (knock) for five minutes when he opened the door.
3. She went back to the cinema because she (leave) her umbrella there.
4. He (wait) for half an hour when the receptionist called him.
5. He was angry because I (read) his letter.
6. We (stand) at the bus-stop for twenty minutes when the bus came.
7. The old lady (already collapse) when the doctor arrived.
8. She was fed up because she (look for) a job for a long time.
9. I couldn't see him because I (not make) an appointment.
10. After we (pack) our suitcases, we left the hotel.

## Composition exercise

Imagine you're Maurice Wop. Henry, the robot, escaped again this morning. He went to the local school. The headmaster phoned you, and you went to the school. What had Henry done when you arrived?

## Vocabulaire

|                          |                        |
|--------------------------|------------------------|
| <b>appetite</b>          | appétit                |
| <b>appointment</b>       | rendez-vous            |
| <b>choir</b>             | chœur / chorale        |
| <b>footsteps</b>         | bruit de pas           |
| <b>headmaster</b>        | directeur d'école      |
| <b>organ</b>             | orgue                  |
| <b>organist</b>          | organiste              |
| <b>phone call</b>        | coup de téléphone      |
| <b>prescription</b>      | ordonnance             |
| <b>reply</b>             | réponse                |
| <b>surgery</b>           | cabinet (du docteur)   |
| <b>tablet</b>            | comprimé / pilule      |
| <b>vicar</b>             | curé / pasteur         |
| <b>waiting-room</b>      | salle d'attente        |
| <b>to bring back</b>     | faire revenir / rendre |
| <b>to collapse</b>       | s'écrouler             |
| <b>to knock</b>          | frapper (à la porte)   |
| <b>She nearly died.</b>  | Elle a failli mourir.  |
| <b>such a lovely car</b> | une si belle voiture   |
| <b>You look tired.</b>   | Tu as l'air fatigué.   |

## Notes de grammaire

### 1. She had been waiting for Harold for an hour.

Elle attendait Harold depuis une heure.

**She had read the menu eight times.**

Elle avait lu la carte huit fois.

**He had been to ten restaurants.**

Il était allé à dix restaurants.

**Le « past perfect » s'emploie à la forme progressive (past perfect continuous) quand il s'agit de la durée de l'action et à la forme simple quand il s'agit du nombre de choses qu'on a faites ou du nombre de fois où on a fait l'action.**

### 2. He was so tired that he went to sleep.

Il était si fatigué qu'il s'est endormi.

**He walked so slowly that he arrived late.**

Il a marché si lentement qu'il est arrivé en retard.

**It was such a beautiful day that I went to the sea.**

La journée était si belle que je suis allé à la mer.

**Notez la construction de ces phrases :**

« so » + adjectif/adverbe + « that » ;

« such » + « a » / « an » + adjectif + nom + « that » .

## Traduisez en anglais

1. Elle est allée chez le médecin jeudi dernier. Elle y était déjà allée trois fois.
2. Le médecin lui a donné des pilules parce qu'elle dormait mal depuis des mois.
3. Le curé était furieux parce que le chœur chantait mal depuis plusieurs semaines.
4. L'organiste jouait depuis deux minutes quand soudain le robot est entré dans l'église.
5. Elle a l'air si fatigué que je pense qu'elle va s'écrouler.
6. Elle était ennuyée parce qu'elle n'était pas arrivée à temps pour son rendez-vous.



## Questions on the dialogue

1. Why did the chemist tell Mrs Chase to do some exercises?
2. Michael and Helen are very surprised when they see their mother. Why?
3. What does Mrs Chase want to do?
4. When did Mrs Chase start doing her exercises?
5. Why does Helen want her mother to stop?
6. Is Mrs Chase finding the exercises easy? Why not?
7. What kind of exercise has Helen got to do?
8. How many times has she got to do the exercise?
9. Did she manage to do it five times?
10. What has Michael got to do?
11. Is the exercise good for his legs?
12. Did Michael manage to hold the books for a minute?

## Exercises

### 1. Example:

Has anyone ever hijacked your plane?  
He asked me if anyone had ever hijacked my plane.

1. Are you going to vote Conservative?
2. Do you know the way to the chemist's?
3. Is it Jill's turn?
4. Did you see the vicar this morning?
5. Have you taken your tablets yet?

### 2. Example:

Go away, Michael!  
She told Michael to go away.

1. Do the washing-up, Michael!
2. Don't talk, Helen!
3. Don't vote for him, Mr Chase!
4. Sit down in the waiting-room, Jill!
5. Don't smoke, Mr Wright!

### 3. Example:

« She looks tired, » he said.  
He said she looked tired.

1. « I'll do it tomorrow, » he said.
2. « I'm going to help him, » he said.
3. « I need a prescription, » she said.
4. « The plane will take off late, » she said.
5. « We'll pay for the ski-lift, » they said.
6. « I want to go to South America, » he said.
7. « I can't swim very well, » he said.
8. « We haven't seen her for ages, » they said.
9. « I'm fed up with trying to lose weight, » he said.
10. « I've found a valuable painting, » she said.

## Composition exercise

Look at Part B of the dialogue in Chapter 17.

Imagine you're Michael. You're telling your parents about your conversation with the rude woman. Use reported speech.

*Example:*

I told her she couldn't stand in front of us.

## Vocabulaire

candidate candidat  
 Conservative Party Parti Conservateur  
 general election élections législatives  
 level niveau  
 medal médaille  
 Olympic Games Jeux Olympiques  
 price prix  
 strength force  
 toe orteil  
 vitamin vitamine  
 weight poids  
 honest honnête  
 to lift lever  
 to promise promettre  
 to slim maigrir

It's your turn. C'est votre tour.

### Contraction

she's not she is not

## Notes de grammaire

- He told us he was ill. Il nous a dit qu'il était malade.  
 He told me to go away. Il m'a dit de m'en aller.  
 He said he was ill. Il a dit qu'il était malade.  
 "Go away!" he said. "Va-t-en" dit-il.

**Généralement on emploie « tell » et non « say » quand le verbe est suivi de la personne à qui on s'adresse (« he told me - she told us - they told the man, etc. »).**

- He said (that) they were honest men.  
 Il a dit qu'ils étaient d'honnêtes gens.  
**« That », conjonction de subordination, est facultatif.**

## Traduisez en anglais

- Il nous a demandé comment le Parti Conservateur pourrait nous aider.
- Le pharmacien lui a dit de maigrir.
- Il m'a dit que je gagnerais une médaille d'or.
- Je lui ai demandé si elle voulait maigrir.
- A qui le tour? A vous ou à elle?
- Mangez beaucoup de navets. C'est bon pour vous.

## Questions on the dialogue

1. What has Helen been waiting for?
2. Is she sure there'll be a letter for her this morning?
3. Has Mr Chase got any mail this morning?
4. When will Helen know if Miss Binks has offered her the job?
5. Does Mr Chase want Helen to tell her mother about the letter straight away?
6. When will Helen tell Michael, and why?
7. When will Michael know the result of his interview?
8. Why did Mrs Chase think that the house had caught fire?
9. How long must Helen wait before she can phone Jill?
10. Why does Helen want to phone Jill soon?
11. When will Helen and Michael be able to celebrate?
12. Why do you think Michael wants to go back to bed?

## Exercises

### 1. Answer these questions using « turn down ».

Example:

Did you take the job?

No, I turned it down.

1. Did he give you a part in the play?
2. He refused to take her, didn't he?
3. Did she say she would marry George?
4. Did your teacher like your suggestion?
5. Did they say he could run at the Olympic Games?

### 2. Put the verbs into the correct tense (the simple present or the present perfect).

1. I'll phone him as soon as I (finish) talking to you.
2. We'll tell him when he (come).
3. He'll be furious when he (see) it.
4. I'll lend it to you when I (read) it.

5. Will you call me as soon as it (be) ready?

6. You can watch television when you (write) those letters.

7. I must phone her before she (leave).

8. I'll tell him as soon as I (know) the answer myself.

9. You can't go out until you (do) your homework.

10. I'll show it to you as soon as I (finish) it.

### 3. Complete these sentences.

1. What will you do when you ... ?

2. I'll tell you when everyone ...

3. Shall we go out when ... ?

4. I can't leave until ...

5. I'll do it after I ...

## Composition exercise

Imagine you live in Paris, and your English pen-friend has come to stay with you. Tomorrow you're going to show him/her some of the famous places in Paris. You're telling your pen-friend what you'll do tomorrow, and when you'll do it.

Example:

We'll go out as soon as we've had our breakfast.

## Vocabulaire

bill facture  
 mail courrier  
 stable écurie  
 jealous jaloux  
 surrounded by entouré de  
 as soon as aussitôt que / dès que  
 till jusqu'à / jusqu'à ce que  
 to catch fire prendre feu  
 to celebrate fêter  
 to check vérifier  
 to get married se marier  
 to rush se précipiter  
 to search fouiller  
 to turn down refuser / repousser  
 Congratulations! Félicitations!  
 He went downstairs. Il est descendu.  
 What's going on? Qu'est-ce qui se passe?

## Notes de grammaire

- I'll talk to him as soon as he arrives.**  
 Je lui parlerai dès qu'il arrivera.  
**I'll wait till you come back.**  
 J'attendrai que tu reviennes.

**« As soon as », « before », « when » et « till » dans les phrases à sens futur sont suivis d'un verbe au présent.**

**I'll give you the book when I've finished it.**  
 Je te donnerai le livre quand je l'aurai fini.  
**I'll leave as soon as I've found him.**  
 Je partirai aussitôt que je l'aurai trouvé.

**Si « as soon as », « when » et « till » ont le sens de « after » dans les phrases à sens futur, on emploie le « present perfect ».**
- I'll wait till he comes.** J'attendrai qu'il vienne.  
**I'll wait until he comes.**

**« Till » et « until » veulent dire la même chose.**

## Traduisez en anglais

- Quand tu auras vérifié le numéro de sa chambre, attends-moi devant l'hôtel.
- Que se passe-t-il? Que diable faites-vous sous ma voiture?
- Je lui expliquerai tout quand elle arrivera.
- J'ai été refusé, maman.
- Félicitations! Nous fêterons ta victoire quand maman rentrera.
- J'attendrai que M. Black se soit marié.

## Questions on the dialogue

1. Where has Michael just been?
2. Was the film the worst he'd ever seen?
3. What had the scientist in the film invented?
4. When did he realise that plants could communicate with each other?
5. At first did Helen think it was a serious film?
6. When were the scientist's experiments finally successful?
7. What machine did the scientist use?
8. When did the scientist start using his plants to collect information?
9. Why did he finally lose his temper?
10. What do you think the plants were going to do when they started moving towards the scientist?
11. What did Helen think of the film after Michael had told her about it?
12. How did Michael know that the scientist hadn't escaped?

## Exercises

### 1. Example:

Mary saw a sad film. She cried.  
The film made her cry.

1. Alan didn't want to go to school. His mother wanted him to go. He went to school.
2. Helen ate a lot of chocolate. She felt ill.
3. The man didn't want to answer any questions. The policeman insisted. The man answered the questions.
4. Michael didn't want to go to the doctor's. His sister wanted him to go. He went to the doctor's.
5. Helen had some good news. She was very happy.

### 2. Example:

I went to bed as soon as I (finish) my homework.  
I went to bed as soon as I had finished my homework.

1. The burglar came when everyone (go) to bed.
2. I waited until the guests (leave), and then I did the washing-up.

3. They had lunch as soon as they (do) their shopping.
4. We were too late. When we arrived she (disappear).
5. They waited until he (go) upstairs.
6. As soon as everyone (sign) the petition, we sent it to the mayor.
7. When he (do) his exercises, he had a shower.
8. She couldn't walk because she (hurt) her toe.
9. The spy went to the airport after he (buy) his ticket.
10. He was famous because he (break) four world records.

### 3. Find a word to complete these sentences.

1. Be quiet! You'll wake everyone . . . .
2. He's leaving tomorrow, and he's coming . . . on Friday.
3. I'm going to ask him . . . his autograph.
4. She's got to stay at home and look . . . the children.
5. She doesn't want to marry him. She turned him . . . .

## Composition exercise

Look at the "Practise what you know" section of this chapter. Can you write another "chain story" about a day in the life of one of the characters in this book?

## Vocabulaire

**balcony** balcon  
**computer** ordinateur  
**experiment** expérience  
**grave** tombe  
**help** aide  
**human being** être humain  
**leaves (leaf)** feuilles (feuille)  
**method** méthode  
**spy** espion  
**tie** cravate  
  
**foreign** étranger  
  
**below** en dessous  
  
**to ask for (something)** demander (quelque chose)  
**to be successful** réussir  
**to perfect** perfectionner  
**to study** étudier  
  
**as usual** comme d'habitude  
**He lost his temper.** Il s'est fâché. / Il s'est mis en colère.  
**What's it about?** De quoi ça parle?

## Notes de grammaire

- 1. As soon as he had found them, he went back to the house.**  
 Dès qu'il les eut trouvés, il retourna à la maison.  
**Dans les phrases au passé, si « as soon as », « when » et « till » ont le sens de « after », on emploie un verbe au « past perfect ». Dans cette phrase, la première action était achevée avant que la deuxième ait commencé.**
- 2. When he lost his temper, the plants attacked him.**  
 Quand il se mit en colère, les plantes l'attaquèrent.  
**Ici, « when » n'a pas le sens de « after ». Les deux actions sont simultanées. On emploie dans les deux propositions un verbe au prétérit (simple past).**

## Traduisez en anglais

- Quand il eut gagné le balcon, il s'arrêta et se retourna.
- Dès qu'il eut perfectionné sa méthode, le savant mit ses espions dans toutes les ambassades étrangères.
- Après que son assistant eut quitté le laboratoire, le savant mit en marche l'ordinateur.
- Elle attendit que toutes les feuilles fussent tombées de l'arbre.
- L'histoire était si triste qu'elle l'a fait pleurer.
- Mon père m'a fait nettoyer l'écurie.

## Questions on the dialogue

1. Why is Helen upset?
2. Where does Mrs Chase want Helen to go?
3. Is Helen keen on going to the police station?
4. If Mrs Chase found a purse, what would she do?
5. Did Helen buy the purse?
6. What did Helen ask the officer on duty?
7. What's Helen's purse like?
8. What did Helen have to explain on the form?
9. Why did the man come to the police station?
10. Where had Helen dropped the purse?
11. What did the man have to explain on his form?
12. Had Helen's purse been kept by the man who had found it?

## Exercises

1. Answer these questions using « hundreds of ... » and « thousands of ... ».

Example:

Was there a traffic jam?

Yes, there were hundreds of cars.

1. Did you manage to collect many signatures?
2. Was there a big crowd at the football match?
3. Is there much agriculture in Canada?
4. Has Mr Reeves often been in a plane?
5. Was the Parthenon built a long time ago?

2. Example:

Someone stole my purse yesterday

My purse was stolen yesterday.

1. Someone's building a new motorway.
2. Someone handed in this purse yesterday.
3. Someone has stolen my car.
4. Someone discovered America in the fifteenth century.

5. Someone will mend the television tomorrow.
6. Someone had already questioned the guards.
7. Someone will take the injured people to hospital.
8. Someone cleans the offices every morning.
9. Someone's searching my luggage.
10. Someone collects the letters at five thirty.

3. Example:

The gallery's being searched.

Why is it being searched?

1. John has been taken to hospital.
2. He'll be questioned later.
3. The customer hadn't been served.
4. The robbery wasn't discovered until the evening.
5. Hundreds of people were injured.

## Composition exercise

A small town in Switzerland has been hit by an avalanche. Imagine you're a newsreader on the radio. Write your report.

## Vocabulaire

|                          |                                 |
|--------------------------|---------------------------------|
| <b>bowler hat</b>        | chapeau melon                   |
| <b>earthquake</b>        | tremblement de terre            |
| <b>gallery</b>           | galerie                         |
| <b>listener</b>          | auditeur                        |
| <b>the news</b>          | les informations                |
| <b>newsreader</b>        | journaliste (radio, télévision) |
| <b>robbery</b>           | vol                             |
| <b>injured</b>           | blessé                          |
| <b>leather</b> (en)      | cuir                            |
| <b>hundreds of</b>       | des centaines de                |
| <b>thousands of</b>      | des milliers de                 |
| <b>normally</b>          | habituellement/généralement     |
| <b>to discover</b>       | découvrir                       |
| <b>to hand in</b>        | remettre                        |
| <b>to question</b>       | interroger                      |
| <b>to return</b>         | retourner/rentrer               |
| <b>It's a shame.</b>     | C'est dommage.                  |
| <b>on duty</b>           | de service                      |
| <b>to fill in a form</b> | remplir un formulaire           |

## Notes de grammaire

1. **The doors are locked at six.** On ferme les portes à six heures.

**Dans l'exemple ci-dessus, peu importe la personne qui ferme les portes. Ce qui compte c'est le fait qu'elles soient fermées à six heures. Là où le français emploie le pronom indéfini « on », l'anglais emploie le verbe à la forme passive.**

**De même :**

**A painting has been stolen.** On a volé un tableau.

**Le fait important est le vol du tableau. On ne sait pas qui a volé le tableau. On emploie le passif.**

2. **John was attacked by a lion.** Jean a été attaqué par un lion.

**Quand les phrases passives ont un complément d'agent, ce qui n'arrive pas très souvent, ce complément est précédé de « by ». Dans cet exemple on emploie le passif parce qu'on s'intéresse plus à Jean et à ce qui lui arrive qu'au lion.**

## Traduisez en anglais

1. Le vol a été découvert ce matin.
2. La maison avait été fouillée par la police.
3. Des centaines de chapeaux melons seront vendus pendant la réunion.
4. On est en train de l'interroger.
5. La ville a été construite trois mois après le tremblement de terre.
6. On ferme les portes à six heures.



## Questions on the dialogue

1. Why is Michael getting impatient?
2. What does Helen think Michael should do, and why?
3. Why isn't Michael keen on phoning the editor?
4. Does Helen think the editor will get angry if Michael phones?
5. Why does Helen say "Do phone him."?
6. What will the editor do if he doesn't want Michael?
7. Why does Michael think he shouldn't have phoned?
8. What does he think he ought to have done?
9. Is he pleased that Helen persuaded him to phone?
10. Helen thinks it was worth phoning. Why?
11. Should the letter have been delivered to Mr Short?
12. Why shouldn't Michael get too excited?

## Exercises

### 1. Example:

The weather / warmer  
The weather's getting warmer.

1. The children / tired
2. Your dinner / cold
3. The teacher / angry
4. My brother / taller
5. I / fed up with English

### 2. Write sentences using «It's time...» after the following sentences.

1. He hasn't had a bath for five weeks.
2. Mrs Chase has been on the phone for two hours.
3. My shoes are full of holes.
4. It's very late, and he isn't in bed yet.
5. She hasn't done any work yet.

### 3. Complete these sentences with «should» or «ought to» (or their negative forms).

1. You ... get so impatient.
2. He ... try to be more sensible.
3. You look awful. You ... see a doctor.
4. You look tired. You ... go to bed so late.
5. You ... drive so fast. It's dangerous.

### 4. Write sentences using «should have» or «ought to have» (or their negative forms) after the following sentences.

#### Example:

He didn't wear a safety belt. He was injured.  
He should have worn a safety belt.

1. She forgot to lock her car. It was stolen.
2. He didn't look at the traffic lights.
3. He threw all his books at me.
4. He forgot his wife's birthday.
5. They didn't take a map, so they lost their way.

## Composition exercise

Read this passage:

Dennis went for an interview yesterday. He wore a pair of jeans and a T-shirt. He arrived late. He was rude to the manager's secretary. He called the manager "George" instead of "Mr Brown". He put his feet on the table, and he refused to answer the manager's questions. He didn't get the job!

What should he have done/ought he to have done? What shouldn't he have done?

Example:

He should have worn a suit.

## Vocabulaire

**advice** conseils

**vet (veterinary surgeon)** vétérinaire

**safety belt** ceinture de sécurité

**suit** costume

**tyre** pneu

**windscreen** pare-brise

**sensible** raisonnable

**I should** } Il faudrait que je ... / Je devrais ...  
**I ought to** }

**I should have** } Il aurait fallu que je ... / J'aurais dû ...  
**I ought to have** }

**to deliver** distribuer (une lettre) / livrer

**to fail (an exam)** rater (un examen)

**to take place** avoir lieu

**He's getting worried.** Il commence à s'inquiéter.

**It's time you went to bed.** Il est temps que tu ailles te coucher.

**It's your fault.** C'est ta faute.

## Notes de grammaire

**You should go to the doctor's.**

**You ought to go to the doctor's.** Tu devrais aller chez le médecin.

« **Should** » et « **ought to** » ont le même sens.

**Au passé, on dira :**

**You should have come.**

**You ought to have come.** Tu aurais dû venir.

## Traduisez en anglais

1. Elle devrait être plus raisonnable.
2. Il n'aurait pas dû rater son examen.
3. Il est temps que vous portiez une ceinture de sécurité.
4. Je commence à avoir faim.
5. Aurait-il dû téléphoner au vétérinaire ?
6. Vous ne devriez pas conduire si vite.

## Questions on the dialogue

1. How are Michael and Helen celebrating their success?
2. Does Helen think the food will be good?
3. Why does Helen want smoked salmon?
4. Can you buy much smoked salmon with very little money?
5. What does Michael fancy to start with?
6. Is Michael's French pronunciation as good as Helen's?
7. Will Michael have much soup?
8. Does Mrs Chase often buy melons in Borchester?
9. Why can't Michael eat any more?
10. Why won't Mr Chase have much money in the bank tomorrow?
11. If Michael had a lot of money, what could the Chases do?
12. Michael needs another cognac. Why?

## Exercises

1. Reply to these sentences using « Oh, that/he/she sounds... » or « Oh, that/he/she doesn't sound... ».

Example:

Our hotel was very near the beach.  
Oh, that sounds smashing!

1. Mr Bloggs only feeds his dog once a week.
2. I had to spend the whole night in the abattoir.
3. She's got long, blond hair and lovely blue eyes.
4. He's very young, but he passed all his exams.
5. He's tried five times, but he's failed the exam each time.

2. Complete these sentences with « a few, very few, a little, very little ».

1. The cinema was nearly empty, there were ... people there.
2. When I arrived at the party there was still ... food on the table.
3. The exam wasn't difficult, but ... pupils passed it.

4. He's awful! ... people like him.

5. We've got ... eggs and ... milk, so I'll make an omelette.

6. He used to smoke fifty cigarettes a day, but now he only smokes ...

7. I can't speak Italian well, but I know ... words.

8. He hardly ever eats meat. He eats ... meat.

9. We've got ..., so don't waste them.

10. I must hurry. I've got ... time.

3. Example:

He wears false teeth. (always)

He always wears false teeth.

1. He eats smoked salmon. (hardly ever)

2. He doesn't wear glasses. (normally)

3. He's on time. (rarely)

4. Does he eat three main courses? (usually)

5. He goes out in the evening. (seldom)

## Composition exercise

Imagine you're in an expensive restaurant with your family. You're looking at the menu and ordering your meal. Write the conversation. The words and phrases in the dialogue in this chapter will help you.

## Vocabulaire

**asparagus** asperges  
**(a main) course** plat (principal)  
**false teeth** dentier  
**hut** cabane  
**match** allumette  
**pineapple** ananas  
**prawn** bouquet (grosse crevette)  
**skin** peau  
**smoked salmon** saumon fumé  
**gorgeous** magnifique  
**hardly ever** presque jamais  
**occasionally** parfois  
**seldom** rarement

**to bark** aboyer  
**to fancy** avoir envie de  
**to grow** grandir/pousser/faire pousser  
**to order** commander  
**to propose a toast** porter un toast  
**to waste** gaspiller

**All the best.** Tous mes vœux.

**Here's to your new jobs!** A vos nouvelles situations!

**It sounds awful.** D'après ce que tu dis, ce doit être affreux.

**To start with, I'll have soup.** Pour commencer je prendrai du potage.

## Notes de grammaire

1. He is usually late.

**Les adverbess ou expressions adverbiales de fréquence (« normally - occasionally - hardly ever - nearly always, etc. ») se placent tout de suite après le verbe « to be » quand celui-ci est à un temps simple.**

2. He seldom gets up at nine.

**Quand il s'agit de tout autre verbe à un temps simple, ces adverbess ou expressions adverbiales se placent devant celui-ci.**

3. He doesn't often get up at ten.

Has he always had a car?

We could occasionally eat here.

**Lorsque le verbe est accompagné d'un auxiliaire, les adverbess de fréquence se placent après l'auxiliaire.**

4. very little bread très peu de pain

very few apples très peu de pommes

very few people très peu de monde/gens

a little bread un peu de pain

a few apples quelques pommes

a few people quelques personnes

**« Very little » et « a little » s'emploient avec des noms « indénombrables » (qu'on ne peut pas compter).**

**« Very few » et « a few » s'emploient avec des noms pluriels.**

## Traduisez en anglais

1. J'ai envie de dîner tout de suite.
2. Je n'ai pas encore mangé le saumon fumé, mais il semble délicieux.
3. Ce cinéma est souvent vide. Très peu de gens y vont maintenant.
4. Le plat principal était infect. J'en ai mangé très peu.
5. Ils arrivent rarement à temps.
6. Mon chien n'aboie presque jamais.

## Questions on the dialogue

1. Why are Michael and Helen in a hurry?
2. Why does Helen want Michael to be quick?
3. How does Helen feel when Michael says he's shaving, and why?
4. Does Michael look smart now? Why not?
5. Why does he think it's Helen's fault?
6. Why isn't he very good at shaving?
7. Why aren't Helen and Michael eating their breakfast?
8. Why does Mrs Chase want Michael to sit down?
9. Did Michael clean his shoes yesterday? Why not?
10. Why didn't Helen brush her hair in the bathroom?
11. Everyone's in a hurry this morning, and Mr Chase isn't very happy. Why not?
12. Has Michael got time to finish his breakfast?

## Exercises

### 1. Example:

Bill wanted to go out. His father said he could. His father let him go out.

1. Alan wanted to go to the cinema. His mother said he could.
2. Jill wanted to leave work early. The manager said she could.
3. The pupils wanted to go to the art gallery. The teacher said they could.
4. Harold wanted to get married. His mother said he could.
5. The children wanted to have a party. Their parents said they could.

### 2. Complete these sentences with « used to ... » or « not used to ... ».

#### Example:

Jill's an air-hostess. She's never nervous in a plane because she's used to flying.

1. He always goes to bed late. He never gets tired because ...
2. He's lived on a boat for ages. He doesn't want to live in a house because ...
3. It's John's first driving lesson. He's finding it difficult because ...

4. It's the first time I've been to Greece. I don't understand the language very well because ...

5. She's never been to an expensive restaurant. She's embarrassed because ...

### 3. Example:

Have you got a lot of records?

No, I've got very few.

1. Did you spend a lot of money?
2. Were there a lot of people there?
3. Is there a lot of butter in the fridge?
4. Has he won a lot of medals?
5. Have they sold a lot of tickets?

### 4. Example:

I didn't know, so I didn't come.

If I'd known, I would've come.

1. I didn't have her address, so I didn't invite her.
2. She didn't ask me, so I didn't help her.
3. He made me angry, so I hit him.
4. The weather was good, so we landed immediately.
5. The door was locked, so he climbed through the window.

## Composition exercise

Look at the story about Carol Bunn. Write another similar story and finish your story with sentences like this: If he/she had . . . , he/she would have/wouldn't have . . . .

## Vocabulaire

**film director** metteur en scène

**fuel** combustible

**ghost** revenant / fantôme

**helicopter** hélicoptère

**crowded** plein de monde

**embarrassing** embarrassant

**evil** malin

**smart** élégant

**mysteriously** mystérieusement

**to argue** se disputer

**to congratulate** féliciter

**to shave** se raser

**He isn't used to...** Il n'a pas l'habitude de...

**He left his money to...** Il a laissé son argent à...

**He let her go.** Il l'a laissé partir.

### Contractions

he would've } he would have  
he'd have }

## Notes de grammaire

### 1. If I had found the money, I would have given it to you.

Si j'avais trouvé l'argent, je te l'aurais donné.

**If he had found the money, he wouldn't have given it to you.**

S'il avait trouvé l'argent, il ne te l'aurait pas donné.

### Regardez bien la construction des phrases au « past conditional » :

« if » + « past perfect », puis un verbe au « past conditional » (would have + participe passé).

**What would you have done if you had found the money?**

Qu'auriez-vous fait si vous aviez trouvé l'argent?

**Attention aussi à la forme interrogative.**

### 2. If he had helped me, I would have been able to mend it.

**If he had helped me, I could have mended it.**

S'il m'avait aidé, j'aurais pu le réparer.

« Could have » = « would have been able to » (voir Chapter 16).

### 3. Ne pas confondre :

**I'm used to getting up early.** J'ai l'habitude de me lever tôt.

**I used to get up early.** Je me levais tôt.

## Traduisez en anglais

1. S'il n'était pas allé sur le balcon, il ne serait pas tombé du quatrième étage.
2. S'il n'avait pas essayé de se raser, il ne se serait pas coupé.
3. Le revenant ne la laissa pas s'endormir.
4. Il n'a pas l'habitude de voyager en hélicoptère.
5. Qu'auriez-vous fait si vous aviez manqué le train ?
6. Arrêtez de vous disputer ! Laissez-moi entrer dans la salle de bains.

## Questions on the dialogue

1. Is Helen looking forward to talking to Michael?
2. Why has Michael arrived home so late?
3. Why is Helen surprised that Michael has started reporting?
4. What will have happened when the next edition of the Borchester Echo comes out?
5. Does Helen think Michael has had an interesting day?
6. Helen's disappointed. Why?
7. When does Michael think "The Times" will offer him a job?
8. Did Helen work hard today?
9. Did Helen and Michael go to bed early before they had jobs?
10. Do they feel like going to bed late tonight?
11. They aren't used to working hard now, but will they always find it difficult?
12. Why does Michael want his notebook?

## Exercises

1. Add a sentence with « I feel like ... » to each of the following sentences.

Example:

I'm hungry. I feel like having dinner.

1. I'm thirsty.
2. I'm tired.
3. I'm bored.
4. I'm fed up.
5. You make me furious.

2. Example:

He'll have to work hard.

He'll get used to working hard.

1. He'll have to get up early.
2. We'll have to live in the country.
3. They'll have to walk to work.
4. You'll have to speak French.
5. She'll have to stay at home.

3. Put the verbs into the correct tense (present perfect or future perfect).

1. I'll give you the book when I (finish) it.
2. When I see you again, I (finish) the book.
3. You can't take the purse until you (fill in) this form.
4. I (do) these exercises by nine o'clock.
5. He'll show us the report after the editor (read) it.
6. He (paint) all the rooms by the end of March.
7. When he arrives in London, he (travel) five hundred miles.
8. We'll have a drink when we (play) the first set.
9. We won't move in until the heating (be installed).
10. By the end of the week he (write) ten reports.

## Composition exercise

Imagine that you and a few friends are planning a trip by road across Europe. Where are you going? Where are you going to stop? What are you going to do at certain places on the journey? What will have happened on your journey by certain dates? What will have happened when you reach your destination?

## Vocabulaire

column colonne  
 Cornwall Cornouaille  
 county comté  
 edition numéro  
 fire-engine voiture de pompiers  
 funeral enterrement  
 notebook carnet  
 training formation  
 wedding mariage (cérémonie)

essential essentiel  
 industrial industriel

eventually par la suite

to come out paraître (journal, etc.)

to float flotter

to get used to s'habituer à

to give up renoncer à

I feel like sitting down. J'ai envie de m'asseoir.

I'm looking forward to seeing her. Je suis impatient de la voir.

The journey will take him an hour. Il mettra une heure à faire le voyage/  
 Le voyage lui prendra une heure.

## Notes de grammaire

1. He'll have finished by next Monday. Il aura fini d'ici lundi prochain.  
 Ici on emploie le « future perfect » (futur antérieur).

Mais :

He'll leave when he's phoned his mother.

Il partira quand il aura téléphoné à sa mère.

Rappelez-vous bien qu'on n'emploie jamais le futur ni le futur antérieur après « when », « as soon as », « till » et « after » dans les phrases à sens futur.

2. Ne pas confondre :

I used to eat snails. Je mangeais des escargots.

I'm used to eating snails. J'ai l'habitude de manger des escargots.

I'll get used to eating snails. Je m'habituerai à manger des escargots.

## Traduisez en anglais

1. Quand il arrivera en Écosse, il aura battu trois records britanniques.
2. J'ai envie de ne rien faire.
3. D'abord tout semblera étrange, mais tu t'habitueras très vite à travailler ici.
4. Dépêche-toi ! Le mariage sera terminé avant que nous n'arrivions à l'église.
5. Il emménagera dès qu'on aura réparé les fenêtres.
6. Si elle arrive à minuit le voyage aura pris cinq heures.



## *1. Football fanatics and their fantasies*

---

|                         |                       |                            |                |
|-------------------------|-----------------------|----------------------------|----------------|
| <b>fanatic</b> (fan)    | fanatique (fana)      | <b>around</b>              | autour de      |
| <b>fantasy</b>          | fantaisie             | <b>to be interested in</b> | s'intéresser à |
| <b>(football) pitch</b> | terrain (de football) | <b>the day when ...</b>    | le jour où ... |
| <b>shorts</b>           | culotte/short         |                            |                |
| <b>shout</b>            | cri                   |                            |                |
| <b>ordinary</b>         | ordinaire             |                            |                |
| <b>whole</b>            | entier                |                            |                |

### Questions

1. Describe the street you're walking down
2. Are there many people walking with you?
3. Why do you think they're wearing red and white scarves?
4. Do you think the men are selling photographs of the royal family?
5. Why have you only got five minutes?
6. Are you the first to go into the ground?
7. Is there a lot of noise?
8. Why are the fans going mad?
9. What is a football fanatic?
10. Why is the young man's world a world of fantasy?

## *2. Don't shout! Use your imagination!*

---

|                  |          |                 |              |
|------------------|----------|-----------------|--------------|
| <b>battle</b>    | bataille | <b>loud</b>     | fort (son)   |
| <b>century</b>   | siècle   | <b>nowadays</b> | de nos jours |
| <b>king</b>      | roi      | <b>to seem</b>  | sembler      |
| <b>mind</b>      | esprit   |                 |              |
| <b>scientist</b> | savant   |                 |              |
| <b>space</b>     | espace   |                 |              |
| <b>victory</b>   | victoire |                 |              |

### Questions

1. What do you do when you want to talk to someone in the United States?
2. Is it easy to hear the person you're talking to?
3. How far away is the Moon?
4. Did Xerxes need many soldiers for his system of communication?
5. How did Xerxes' soldiers communicate?
6. Sometimes the soldiers didn't hear very well. Why not?
7. Was the message always the same when it reached its destination?
8. Do scientists understand our imagination?
9. What can you do in your imagination?
10. When do you write letters to relatives?

### 3. Torture, trumpets and teeth

---

|               |                   |                   |                     |
|---------------|-------------------|-------------------|---------------------|
| customer      | client            | to approach       | s'approcher de      |
| finger        | doigt             | to belong to      | appartenir à        |
| pincers       | pince             | to cover          | couvrir             |
| trumpet       | trompette         | to have toothache | avoir mal aux dents |
| somebody else | quelqu'un d'autre | to scream         | hurler              |
| surely        | sûrement          | to surprise       | étonner             |

#### Questions

1. Why wasn't the room very pleasant?
2. Who was with Henry Butler in the room?
3. What do you think the woman said when she came into the room?
4. Did Henry think she wanted him?
5. Did Henry really want to go to the chair?
6. Why did the dentist scream?
7. When a man had toothache in the eighteenth century, who did he go to?
8. How did he know where the « tooth puller » was?
9. When the patient was on the chair, did he open his mouth straight away?
10. Why did the assistant start playing his trumpet when the customer screamed?

### 4. Migration

---

|            |               |            |                        |
|------------|---------------|------------|------------------------|
| lighthouse | phare         | Sweden     | Suède                  |
| movement   | mouvement     | Irish      | irlandais              |
| Norway     | Norvège       | lonely     | solitaire              |
| rock       | rocher        | until      | jusqu'à/jusqu'à ce que |
| ship       | navire        | to be born | naître                 |
| storm      | orage/tempête | to migrate | émigrer                |
| swallow    | hirondelle    |            |                        |

#### Questions

1. Which country is to the west of Bishop's Rock?
2. Why is the light a sign of danger for ships?
3. Why do the birds need food?
4. How long do they stay at the lighthouse?
5. Is the lighthouse man glad when the birds leave?
6. In spring a lot of birds arrive in Britain. Where have they come from?
7. Do lemmings live near the sea?
8. Do you think the farmers in Norway and Sweden like lemmings?
9. The army of lemmings is bigger at the end of the journey than at the beginning. Why?
10. Why is the migration of lemmings different from the migration of birds?

### 5. Thunder and Lightning

---

|           |                       |                            |                     |
|-----------|-----------------------|----------------------------|---------------------|
| barn      | grange                | to count                   | compter             |
| drop      | goutte                | to rise                    | s'élever            |
| heat      | chaleur               | They looked at each other. | Ils se regardèrent. |
| lightning | des éclairs/la foudre | with a bang                | avec fracas         |
| thunder   | tonnerre              |                            |                     |
| almost    | presque               |                            |                     |

#### Questions

1. How did the farmer know the weather was going to change?
2. Why did he look sadly at his wheat?
3. Why was the warm air rising?
4. What was happening at the centre of the cloud?
5. Why is lightning dangerous?
6. Why do you think the men looked at each other?
7. Did they hear the thunder at the same time as the two masses of air came together?
8. Why did they start counting? What did they want to know?
9. Which travels more slowly - sound or light?
10. Why doesn't a pilot want to take his plane through the centre of a storm?

## 6. Two ships in the night

|                                    |                                       |
|------------------------------------|---------------------------------------|
| <b>crew</b> équipage               | <b>panic</b> panique                  |
| <b>ice</b> glace                   | <b>(enough) room</b> (assez de) place |
| <b>lifeboat</b> canot de sauvetage | <b>side (of a ship)</b> flanc         |
| <b>lounge</b> salon                | <b>ton</b> tonne                      |
| <b>monster</b> monstre             | <b>unsinkable</b> insubmersible       |
| <b>Newfoundland</b> Terre-Neuve    | <b>to sink</b> couler                 |

### Questions

1. Look at the first paragraph. How do you know the white ship is not an ordinary ship?
2. Where do icebergs come from?
3. Why are they dangerous?
4. How much of an iceberg do you see above the surface of the sea?
5. Where was the « Titanic » going? Was she an American ship?
6. Did the people who built her think she was going to sink?
7. How were the passengers feeling that night?
8. When the ship hit the iceberg, were all the passengers in bed?
9. When the passengers fought to get into the lifeboats, how did they feel?
10. Why did some of the passengers jump into the sea?

## 7. The great white whale

|                                 |                                     |
|---------------------------------|-------------------------------------|
| <b>body</b> corps               | <b>mysterious</b> mystérieux        |
| <b>giant squid</b> calmar géant | <b>soft</b> mou                     |
| <b>sperm whale</b> cachalot     | <b>wide</b> large                   |
| <b>tail</b> queue               | <b>to breathe</b> respirer/souffler |
| <b>tentacle</b> tentacule       | <b>to last</b> durer                |
| <b>great</b> grand              | <b>to seize</b> saisir              |

### Questions

1. How many years ago did Melville write « Moby Dick »?
2. Why was Moby Dick different from other whales?
3. How did Ahab and his crew earn their money?
4. Why did Ahab want to find Moby Dick?
5. How did the whale sink the « Pequod »?
6. Why does the whale attack the giant squid?
7. How does the squid protect itself?
8. Did Ahab think that Moby Dick was simply an ordinary animal?
9. Is there more land than sea on the Earth?
10. Do we know everything about the sea?

## 8. The fifth of November

|                                  |                            |
|----------------------------------|----------------------------|
| <b>bar</b> barre                 | <b>iron</b> fer            |
| <b>barrel</b> baril              | <b>parnament</b> parnement |
| <b>bonfire</b> feu de joie       | <b>straw</b> paille        |
| <b>cellar</b> cave               | <b>among</b> parmi         |
| <b>fireworks</b> feux d'artifice | <b>to arrest</b> arrêter   |
| <b>flame</b> flamme              | <b>in power</b> au pouvoir |
| <b>gunpowder</b> poudre          |                            |

### Questions

1. Why did the man move carefully among the barrels?
2. Why didn't he want to destroy the room above the cellar immediately?
3. Did he use the iron bars to hide the barrels?
4. Why did he want to kill the king and his government?
5. When did Guy Fawkes know that his plan had failed?
6. How have the people made the bonfire?
7. What can you hear and see round the bonfire?
8. Are the people burning a real person?
9. How often do English people remember Guy Fawkes?
10. How many years ago did Guy Fawkes try to kill James the First?

## 9. Vampires

---

**bat** chauve-souris  
**black magic** magie noire  
**blood** sang  
**castle** château  
**scream** hurlement

**shape** forme  
**witch** sorcière  
**human** humain  
**to whistle** siffler

### Questions

1. Were there many houses near the castle?
2. When had the guests gone to bed?
3. When did the clouds suddenly disappear?
4. What did the young man think the shape was?
5. Did it come into his room? How do you know?
6. Centuries ago, what did it mean if bats slept near your house?
7. Why is the vampire bat dangerous?
8. Why do bats whistle?
9. Why can't the human ear hear this sound?
10. Do bats sleep at night? When do they go hunting?

## 10. The Abominable Snowman

---

**ape** grand singe  
**climber** alpiniste  
**entrance** entrée  
**ice-axe** piolet  
**jaw** mâchoire  
**snowman** bonhomme de neige  
**alone** tout seul

**frozen** gelé  
**hairy** poilu  
**to appear** apparaître  
**to lead** mener  
**to light** allumer  
**to look up** lever les yeux

### Questions

1. How many times had Edward been to the Himalayas?
2. Had George and Eric been climbing before?
3. Why was Edward alone in the tent?
4. Who did he think was outside the tent?
5. Why did he seize his ice-axe?
6. How do we know that the yeti is not a man?
7. Are scientists sure that the yeti is a Gigantopithecus?
8. Why did Sir Edmund Hillary go to the Himalayas again in 1960?
9. Do you think he believes that the yeti exists?
10. Is the « Abominable Snowman » a friendly animal?

## 11. Journey into space

---

**angel** ange  
**planet** planète  
**star** étoile  
**clear** clair  
**deep** profond  
**Polish** polonais

**further** plus loin  
**to prove** prouver  
**in two million years' time** dans deux millions d'années  
**thanks to** grâce à

### Questions

1. If you look at the sky, can you see all the stars in the Universe?
2. What does an astronomer do?
3. What do you know about the Earth that Aristotle didn't know?
4. Did Aristotle believe that the planets moved automatically?
5. Which planet did he think was fixed in the third sphere?
6. In which century was the first telescope built?
7. Do modern astronomers know everything about the Universe?
8. Do you think we'll ever know all the secrets of the Universe? Why not?
9. What is the approximate distance between the Earth and the Sun?
10. Do our new discoveries about space make us feel bigger or smaller?

## The Loch Ness monster

|            |              |               |                 |
|------------|--------------|---------------|-----------------|
| truth      | vérité       | unfortunately | malheureusement |
| narrow     | étroit       | to breed      | se reproduire   |
| scientific | scientifique |               |                 |

### Questions

1. How many years ago was the monster first seen?
2. What did Saint Columba want one of his friends to do?
3. When did the monster appear?
4. What do you think it was going to do to the man?
5. Why did the saint lift his hand and shout?
6. How many people have seen the monster since the sixth century?
7. What made it come to the surface while the men were building the road?
8. Was the monster swimming in the loch when the man and his wife saw it?
9. Why may there be more than one creature in the loch?
10. Have people made great efforts to discover the truth?

## Hands up!

|        |              |            |           |
|--------|--------------|------------|-----------|
| bone   | os           | weapon     | arme      |
| brain  | cerveau      | blind      | aveugle   |
| finger | doigt        | deaf       | sourd     |
| joint  | articulation | rarely     | rarement  |
| nerve  | nerf         | to control | gouverner |
| thumb  | pouce        |            |           |
| tool   | outil        |            |           |

### Questions

1. What do you use to open a bottle of ink?
2. Which parts of your body get tired more quickly than your hands?
3. How does the brain help you to move your fingers?
4. Why did prehistoric man start making weapons and tools?
5. How do hands help a deaf person?
6. Often, when you look for something, you use your fingers instead of your eyes. Give an example of this. Don't use the one in the passage.
7. Is it always possible to see a bad joint when you're making a model?
8. How many bones are there in a hand?
9. Is there anyone in the world who has fingerprints like yours?
10. When you're glad to see a friend, you shake his hand. What do you do with your hands when you're a. angry b. horrified?

## Stonehenge

|          |                   |                      |                                |
|----------|-------------------|----------------------|--------------------------------|
| calendar | calendrier        | to point at          | indiquer                       |
| cart     | charrette         | to slide             | (se) glisser                   |
| god      | dieu              | B.C. (before Christ) | av. J.-C. (avant Jésus-Christ) |
| pillar   | pilier            | in relation to       | par rapport à                  |
| sunrise  | lever du soleil   |                      |                                |
| sunset   | coucher du soleil |                      |                                |

### Questions

1. Where is Stonehenge?
2. How long has it existed?
3. Why will you want to go nearer when you see the pillars of stone?
4. Is there still a complete circle of stones at Stonehenge?
5. When the sun disappeared during an eclipse, how do you think the people felt?
6. When was Stonehenge built?
7. Would it be more difficult to build Stonehenge today?
8. Did the people who built Stonehenge find all the stone locally?
9. What did they have to do to put the pillars of stone in place?
10. What do the stones make us think about?

## 15. Scott of the Antarctic

---

**disappointment** déception  
**flag** drapeau  
**full stop** point (punctuation)  
**heart** cœur  
**sledge** traîneau

**frostbitten** gelé (pour les hc)  
**Norwegian** norvégien  
**to freeze** geler  
**to move forward** avancer

### Questions

1. What had happened a month before Scott and his friends arrived at 1
2. How did Scott and his men feel when they saw the Norwegian flag?
3. How do we know the story of Scott's journey?
4. Did the weather improve after the Englishmen had left the Pole?
5. Why was the sledge difficult to pull?
6. Did the weather get warmer on February 27th?
7. Did Scott tell his friends they would never escape?
8. Why did Scott and his men have to stop when a blizzard started?
9. On March 21st, what did they need?
10. Where was the depot?

## 16. It's time we had a i

---

**candle** bougie  
**error** erreur  
**hand (of a clock)** aiguille  
**season** saison  
**twin-sister** sœur jumelle

**mech**  
**to divide**  
**to measure** mes  
**to wonder** se deman

### Questions

1. If clocks didn't exist, what would or wouldn't you be able to do? V sentences about yourself.
2. Why would modern air travel be impossible?
3. Why do we go on holiday?
4. What did the Babylonians study before they made their calendars?
5. Why did they divide the year into twelve months?
6. The Egyptians used the shadow of a stick to measure the hours. Do y this method was always successful?
7. How long ago was the first mechanical clock built?
8. Why were clocks with hands more precise?
9. How fast does light travel?
10. Do you think we'll ever be able to travel at the speed of light?

## 17. Krakatoa

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**ash** cendre  
**cubic kilometre** kilomètre cube  
**rumbling** grondement  
**smoke** fumée

**wave** vague  
**thick** épais  
**uneasy** mal à l'aise

### Questions

1. How many years ago did the island explode?
2. Why had people been watching the island?
3. What caused the rumbling that the people could hear?
4. Describe the explosion. Use your own words.
5. Why did the sky get dark?
6. What caused the great wave?
7. Why couldn't the people see the « angry mountain »?
8. Can you imagine why there were extraordinary red sunsets?
9. What had happened under the sea between 1883 and 1928?
10. Is the new volcanic island as dangerous as Krakatoa?

## Aux professeurs

« Imagine you're English » Book 3 poursuit le même but que les livres 1 et 2 : faire parler l'anglais d'aujourd'hui. Ici encore les structures grammaticales sont présentées en une variété de situations divertissantes ; les élèves sont encouragés à se servir de leur imagination et de leurs facultés créatrices afin de mettre en œuvre chaque nouvelle structure acquise. Les aptitudes orales des élèves seront constamment soutenues et améliorées par l'acquisition méthodique et cohérente de la grammaire.

Simultanément à la présentation d'éléments nouveaux de grammaire, le Book 3 contient une révision des principales structures apprises au cours des deux premières années. Celles-ci sont développées dans des situations nouvelles ; leur utilisation est élargie et approfondie. De ce fait la révision constitue toujours une progression.

### Expression

L'importance du travail oral est aussi grande dans le troisième livre que dans le premier. Nous souhaitons que les élèves commencent à parler anglais d'une façon expressive. A cette fin, nous utilisons trois moyens :

— Tout au long du livre nous enseignons systématiquement des expressions idiomatiques courantes. Leur emploi donne déjà un ton très anglais.

— Nous avons sélectionné dans le dialogue principal de chaque chapitre des phrases clés où l'humeur de la personne qui parle est marquée par le « stress » et l'intonation. Elle seront l'objet d'exercices particuliers.

— Les situations offrent aux élèves de nombreuses occasions d'improviser librement, manière la plus vivante de mettre en pratique les moyens acquis.

**Le livre** Chacun des 28 chapitres comporte 4 pages.

Dans la première page la structure grammaticale est présentée dans une situation naturelle, qui démontre clairement son utilisation.

Sous la rubrique « Ask and answer questions like these » on trouvera une série de questions qui aident d'abord à élucider le sens de la structure, et font ensuite, et c'est capital, utiliser les formes interrogatives de cette structure. Une fois que les élèves ont assimilé les modèles donnés ils peuvent poser leurs propres questions et répondre.

Enfin, grâce à la rubrique « Practise what you know » les élèves se servent de leur imagination pour utiliser, dans des situations nouvelles, les structures apprises.

Dans les pages 2 et 3 de chaque chapitre, apparaît le dialogue principal en 2 parties, A et B. Chaque dialogue concerne la famille Chase et particulièrement les deux enfants, Michael et Helen, qui s'affirment dans une variété de situations vraisemblables et stimulantes. Ce dialogue principal comprend d'autres exemples de la structure découverte dans la première page. Une fois que les élèves ont écouté

les dialogues, les ont assimilés par le jeu des questions et des réponses et se sont exercés sur certains points clés de l'intonation, ils peuvent passer au stade de la dramatisation. Le but de cette dramatisation n'est pas de reproduire exactement le texte original, mais d'improviser en re-crétant la situation.

Dans la 4<sup>e</sup> page du chapitre, sous la rubrique « Expressions », sont présentées deux constructions idiomatiques, chacune dans une situation qui la rend évidente. De cette façon les élèves peuvent accumuler un bon nombre de ces expressions, **fondamentales** pour qui veut parler un anglais « naturel ». Chacune de ces expressions est utilisée dans le dialogue principal ; elle peut être enseignée avant que le dialogue ne soit étudié.

En page 4 il y a aussi un « Passage for Comprehension and Dictation ». Ce texte représente une consolidation de la structure et du vocabulaire du chapitre. Il est suivi d'un ensemble de questions. En principe, une partie seulement du passage sera dictée.

Le dialogue de chaque chapitre est illustré par des dessins qui mettent en place le cadre et l'ambiance et rendent plus concrets les personnages. Une grande partie du nouveau vocabulaire peut d'ailleurs être enseignée par l'image. Les élèves apprécieront l'humour et la chaleur des dessins de Brian Wood, qui donnent au livre une incontestable ambiance anglaise.

### **Les textes de lecture**

Il y a dans ce livre, à intervalles réguliers, des textes en prose. Ils sont de nature littéraire plutôt que « colloquial » : **ils servent à habituer les élèves à la lecture silencieuse.**

Les textes couvrent une large variété de sujets embrassant l'histoire et la culture anglaise et les merveilles de la nature et de la science. Ils sont complètement intégrés dans la progression grammaticale et lexicale du livre. On ne les étudiera qu'après avoir travaillé les chapitres qui les précèdent. Ils permettront de lancer des discussions en classe.

### **Le Triliber**

Nous appelons ainsi le petit livret collé à l'intérieur du livre. Il offre deux possibilités d'utilisation :

#### **1. Triliber ouvert et livre ouvert.**

Une seule page (gauche) du Triliber est alors visible. On y trouve la liste du vocabulaire anglais-français du chapitre et l'explication en français de certains points de grammaire rencontrés dans le chapitre. Cet usage, très restreint, de **la langue maternelle** nous semble cependant efficace pour faire comprendre à moindre frais un point difficile. Cette page est surtout destinée à aider l'élève dans son travail personnel de révision. Nous avons aussi introduit **6 phrases à traduire** en anglais. Ce sera sans doute la première tentative de l'élève pour traduire et ce premier effort sera facilité par la présence sur la même page de la liste de vocabulaire et des notes de grammaire.

#### **2. Triliber ouvert et livre fermé.**

La page de droite du Triliber est alors visible. C'est une page de travaux dirigés et d'exercices qui comprend :

— Une série de « questions de compréhension » sur le



dialogue principal. On doit y répondre oralement, puis, une fois le dialogue étudié, par écrit.

— Un ensemble d'exercices sur les structures et le vocabulaire du chapitre.

— Un « Composition exercice » — le dernier exercice du chapitre. Les élèves écrivent un dialogue ou une courte rédaction utilisant tout le contenu du chapitre. Pour cet exercice les élèves ne se servent que de leur intelligence et de leur mémoire puisque le livre est fermé et que le vocabulaire et la grammaire du jour ne sont pas visibles (ils sont au verso).

A la fin du Triliber les élèves trouveront une liste de vocabulaire et un groupe de questions pour chaque texte en prose.

**Ainsi, en un seul volume, les élèves ont un livre pour la classe, comprenant des textes de lecture, le tout en anglais, un cahier de travaux dirigés et un guide pour leur travail personnel.**

### **Les bandes magnétiques**

Il y a 14 bandes. Pour chaque chapitre (excepté le chapitre 7 qui traite de la manière d'écrire des lettres), nous avons enregistré :

— les dialogues courts ou les monologues de la première page de chaque chapitre ;

— le dialogue principal des pages 2 et 3.

Les phrases clés du dialogue ont été enregistrées ensuite avec des blancs de répétition : pour entraînement à l'intonation.

— le « Passage for comprehension and dictation » de la page 4 ;

— un groupe de « drills » structuraux à utiliser en classe ou au laboratoire de langues.

**Chaque passage enregistré est marqué d'un signe ◎◎ dans le livre de l'élève.**

### **Révision**

Tout au long du livre les structures et le vocabulaire se répètent, la révision est ainsi automatique et constante. Cependant nous avons prévu des **exercices de révision** après les chapitres 5, 10, 15, 20, 25 et 28.

A la fin du livre un ensemble d'exercices de révision peut servir de test de fin d'année.

### **Fichier pédagogique**

Pour cet ouvrage comme pour les précédents, il nous a paru intéressant de fournir un fichier pédagogique très complet. Les professeurs y trouveront de nombreux moyens d'exploitation du livre, ainsi que le texte des « drills » supplémentaires enregistrés.

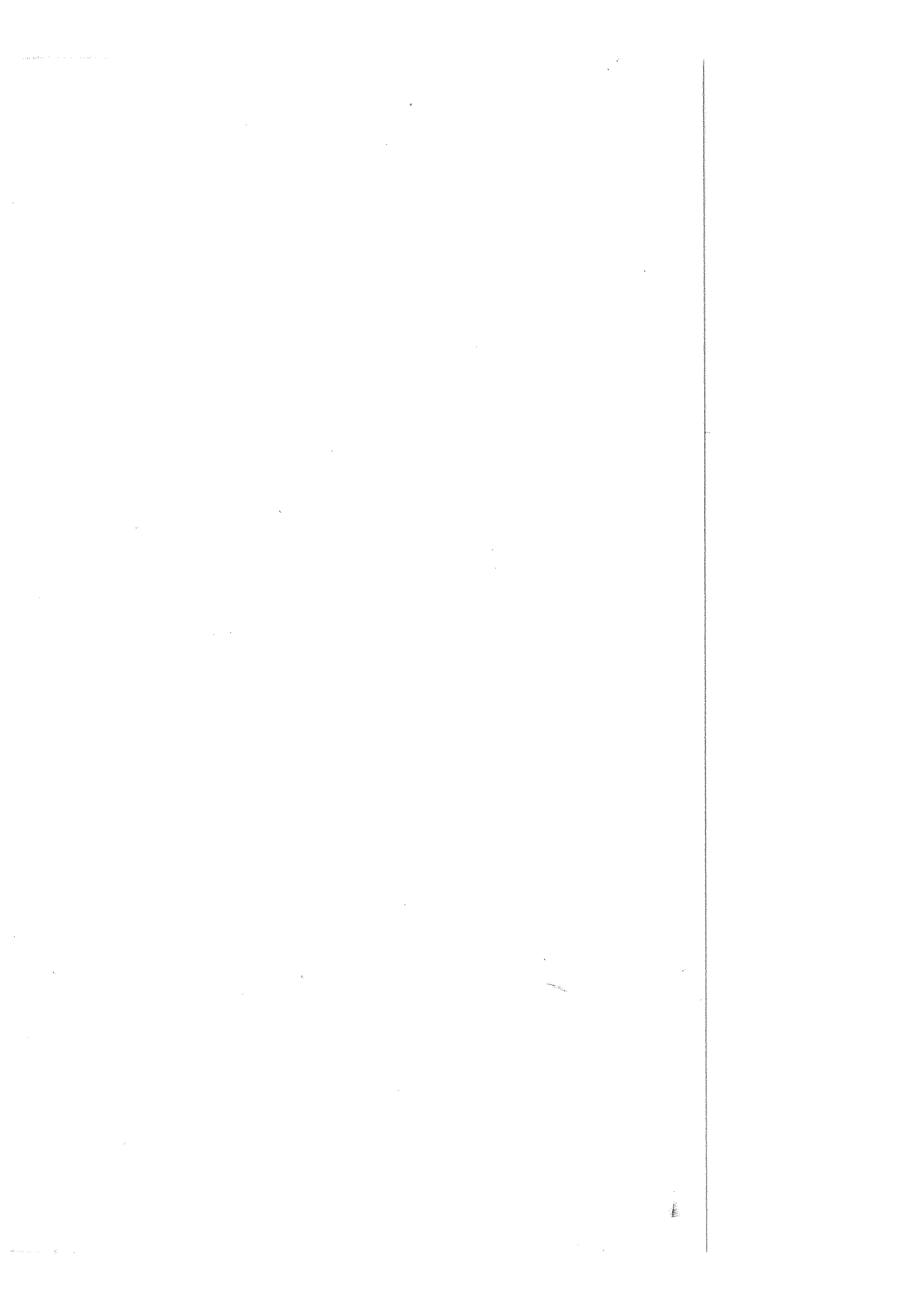
# Progression

| CHAP. | PAGES | GRAMMATICAL STRUCTURES   | DIALOGUES                          | EXPRESSIONS   | TAPES |
|-------|-------|--|------------------------------------|---|-------|
| 1     | 9     | Simple present<br>Present continuous   | I think he's going mad!            | So am I. Neither do I.<br>She's dying to sit down.              | 1     |
| 2     | 13    | Have got. Have got ... on<br>To like/hate/love/enjoy<br>+ - ing              | It's because it's Monday.          | How about Switzerland?<br>It's time for bed.                    |       |
| 3     | 17    | Future « will »<br>« When » in future statements                             | How about cleaning the car for me? | He's very good at football.<br>I'm fed up with cabbage.         | 2     |
| 4     | 21    | Much, many, a lot of, plenty of<br>« To need » and the infinitive of purpose | A return ticket to New York.       | I don't mind.<br>I'd better phone the doctor.                   |       |
| 5     | 25    | Simple past  | A fantastic trip.                  | He went swimming.<br>I don't mind waiting.                      | 3     |
|       | 29    | Revision exercises: 1  |                                    |   |       |
|       | 31    | Texts: 1 Football fanatics and their fantasies                               |                                    |   |       |
|       | 32    | 2 Don't shout! Use your imagination!   |                                    |   |       |
| 6     | 33    | Going to, will   | Let's look at the adverts!         | Why not try the back door?<br>Stop smoking!                     |       |
| 7     | 37    | Letters  | Thank you for your letter.         | Take the exam again!<br>It's worth waiting.                     |       |
| 8     | 41    | « Can » used for ability, possibility and permission                         | Who's speaking, please?            | Tell me how to get there.<br>It's the wrong bus.                | 4     |
| 9     | 45    | Some, any, no, none<br>Must, will have to, had to                            | When can I come and see the flat?  | What a funny girl!<br>What floor is it on?                      |       |
| 10    | 49    | Present perfect  | Why do you want to be a reporter?  | He's very keen on sailing.<br>It's up to you.                   | 5     |
|       | 53    | Revision exercises: 2  |                                    |   |       |
|       | 55    | Texts: 3 Torture, trumpets and teeth   |                                    |   |       |
|       | 56    | 4 Migration  |                                    |   |       |
| 11    | 57    | Present perfect with « for » and « since »                                   | Have you got any hobbies?          | To London: in London.<br>He did his best.                       |       |
| 12    | 61    | Verb + accusative + infinitive<br>« Do » with the imperative                 | We're going backwards!             | What on earth are you doing?<br>Let's have an omelette instead! | 6     |
| 13    | 65    | Comparatives: more, less, fewer, as much as, as many as                      | That cow's a bull!                 | It's better than being at school.<br>I'm afraid so.             |       |
| 14    | 69    | Omission of the definite article   | Can you open the window, please?   | He isn't old enough.<br>She went on singing.                    | 7     |
| 15    | 73    | Past continuous<br>« Must be »   | We've had burglars.                | What does he look like?<br>Thank you for coming.                |       |
|       | 77    | Revision exercises: 3  |                                    |   |       |
|       | 78    | Texts: 5 Thunder and lightning   |                                    |   |       |
|       | 79    | 6 Two ships in the night   |                                    |   |       |
|       | 80    | 7 The great white whale  |                                    |   |       |

| CHAP. | PAGES                           | GRAMMATICAL STRUCTURES  | DIALOGUES                           | EXPRESSIONS  | TAPES |
|-------|---------------------------------|---|-------------------------------------|--|-------|
| 16    | 81                              | Conditional   | Let's send a petition to the mayor! | I can't stand living here. I'd rather go home.     | 8     |
| 17    | 85                              | Present perfect continuous<br>« May » and « might »   | Go to the end of the queue!         | I haven't been here for ages. I can't see a thing. |       |
| 18    | 89                              | « Used to ... »<br>The superlative  | What about some music?              | At the moment. I can't help it.                    | 9     |
| 19    | 93                              | Have got to, have to, must<br>Haven't got to, don't have to, mustn't  | Can you lend me a jet?              | So will I. He managed to escape.                   |       |
| 20    | 97                              | Past perfect<br>Past perfect continuous   | What's the matter with you?         | The car's so big that ... You look angry.          | 10    |
|       | 101<br>102<br>103<br>104        | Revision exercises: 4<br>Texts: 8 The fifth of November<br>9 Vampires<br>10 The Abominable Snowman  |                                     |  |       |
| 21    | 105                             | Reported speech   | Ooh! That hurts!                    | It's your turn. It's good for you.                 |       |
| 22    | 109                             | Future + $\left\{ \begin{array}{l} \text{when, as soon as} \\ \text{+ simple present} \\ \text{when, as soon as} \\ \text{+ present perfect} \end{array} \right.$ | I've got the job!                   | What's going on? They turned him down.             | 11    |
| 23    | 113                             | Past perfect after « as soon as, after, when, till »  | I've never seen such a good film!   | What's it about? She made him wear a tie.          |       |
| 24    | 117                             | The passive   | Has a purse been handed in?         | It's such a shame! Hundreds of people.             | 12    |
| 25    | 121                             | Should, ought to<br>Should have, ought to have  | I don't think I should.             | It's time you went to bed. He's getting worried.   |       |
|       | 125<br>126<br>127<br>128        | Revision exercises: 5<br>Texts: 11 Journey into Space<br>12 The Loch Ness Monster<br>13 Hands up!   |                                     |  |       |
| 26    | 129                             | Position of frequency adverbs<br>Very few, very little  | What do you fancy?                  | It sounds awful. What do you fancy?                | 13    |
| 27    | 133                             | Past conditional  | It's worse than going to school!    | He isn't used to travelling. He let her go.        |       |
| 28    | 137                             | Future perfect  | What a story!                       | I feel like sitting down. You'll get used to it.   | 14    |
|       | 141<br>142<br>144<br>145<br>146 | Revision exercises: 6<br>Texts: 14 Stonehenge<br>15 Scott of the Antarctic<br>16 It's time we had a holiday<br>17 Krakatoa  |                                     |  |       |

On trouvera en outre :

- des exercices de révision synthétique, page 148 ;
- un tableau des formes verbales, page 150 et une liste des verbes irréguliers, page 153 ;
- une liste des contractions, page 152 ;
- un index du vocabulaire nouveau contenu dans l'ouvrage, page 155 ;
- une carte d'Europe, page 159.



# CHAPTER 1

simple present  
present continuous

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## *Do you always wear those socks?*

Harold Black's a famous pianist. He gives two or three concerts every week. He travels a lot and this week he's in New York. He's staying at an expensive hotel. He's at his hotel now. He's having his breakfast in the dining-room. He's drinking a cup of coffee and he's reading a newspaper. Harold's always very busy. He plays the piano regularly. He practises for four hours every day. He doesn't go to bed late and he always gets up early. But he sometimes gets dressed too quickly, and this morning he's wearing one blue sock and one red one!

### **Ask and answer questions like these:**

What does Harold do every week?  
Where's he staying this week?  
Does Harold play the piano regularly?  
Is he playing the piano now?

### **Practise what you know**

1. Imagine you're a detective. You're following a suspect. You're watching him now. By radio you're telling a Police Inspector what the man's doing.

*Example:*

He's leaving his office now, sir. He's getting into a taxi.

You're in your car and you're following the taxi. Continue your report.

2. Imagine you're a reporter for the B.B.C. You're interviewing Harold Black, the famous pianist. You're asking him questions about the things he does.

*Example:*

What time do you get up? What do you usually have for breakfast?

Work in pairs. Ask other questions and give Harold's answers.

## ***I think he's going mad!***

PART A  


*Michael and Helen are standing at the door of their father's bedroom. They're watching him and listening to him.*

HELEN: Michael, look at Dad!

MICHAEL: What's he doing, Helen? I don't understand.

HELEN: No, neither do I. Listen! He's talking to himself!

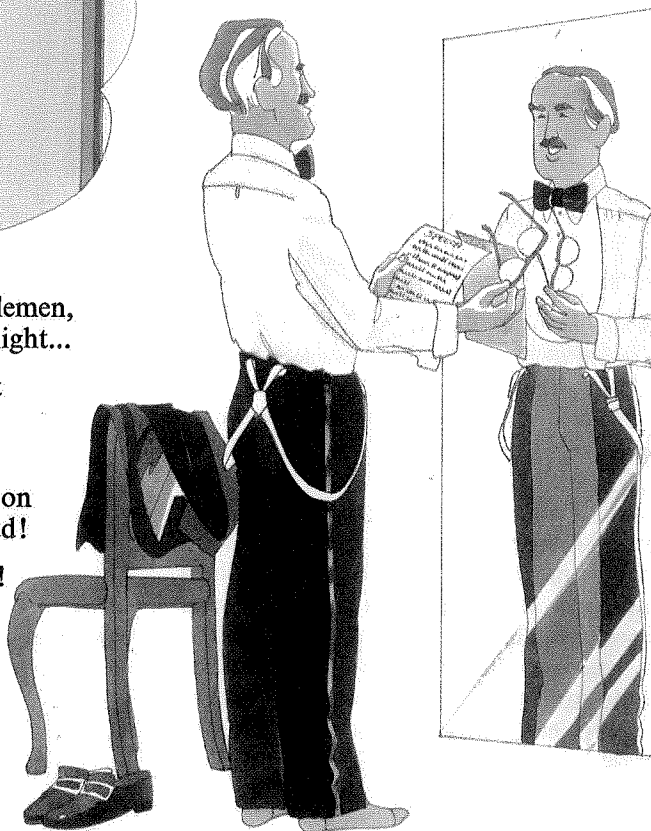


MR CHASE: Ladies and gentlemen, I'm very glad to be here tonight...

HELEN: Now he's looking at himself in the mirror.

MICHAEL: He's taking off his glasses and putting them on again! I think he's going mad!

HELEN: Yes, so do I. Listen! He's talking again.



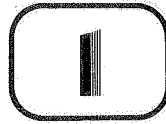
MR CHASE: Well, that's all, ladies and gentlemen. Thank you very much.

MICHAEL: He's clapping now. Look!

HELEN: I'm dying to know what he's doing.

MICHAEL: So am I. Come on! Let's ask him.





HELEN: Hello, Dad. Er . . . Dad, do you always talk to yourself?

MR CHASE: What do you mean?

HELEN: You aren't going mad, are you?

MR CHASE: Of course I'm not going mad.

MICHAEL: But Dad, do you always clap when you look at yourself in the mirror?

MR CHASE: Of course I don't.

HELEN: Well, tell us, Dad! What are you doing?

MR CHASE: Well, I'm going to a big dinner in London tonight and I'm making a speech.

MICHAEL: Ah, I see. You're practising your speech, aren't you? Well, I think it's very good, Dad.

HELEN: So do I.



## expressions

These situations will help you to learn the expressions.

### *So am I - Neither do I*

Susan's at school. She's having a French lesson. She thinks French is awful. Her friend Janet thinks it's awful too.

Susan: I don't like French.

Janet: No, neither do I.

Susan: I think it's awful.

Janet: Yes, so do I.

Susan: I'm glad it's nearly the end of the lesson.

Janet: So am I.

### *She's dying to sit down*

Susan's walking home after school. She's wearing new shoes, and they're hurting her feet. She's dying to take them off. She's very, very tired. She's dying to sit down. She's very thirsty too. She's dying to have a drink.

## comprehension and dictation

Harold Black's in bed. He's dreaming. In his dream he's playing the piano at a big concert. This isn't very strange because he often plays at concerts. But this concert is different because it's on the top of a mountain. There's a big crowd listening to Harold, but it's a very strange crowd. There are horses, cows, dogs, cats, lions, elephants and birds. They're all clapping and laughing. Four cats and a lion are sitting on the piano. Harold's very worried because the lion's eating the pages of his music. Harold doesn't know the piece of music very well, and the pages are slowly disappearing into the lion's mouth. Harold's making a lot of mistakes.

Harold Black often dreams about animals. Perhaps that's because his two cats sleep on his bed every night. And when he practises they always sit on the piano and watch him.

1. Where's Harold Black?
2. What's he doing?
3. What's he doing in his dream?
4. Why is this concert different?
5. Are there any people in the crowd?
6. What are the animals doing?
7. What's the lion doing?
8. Does Harold know the piece of music well?
9. Is he playing it well?
10. Does Harold often dream about animals?
11. Do his cats sleep in the kitchen every night?
12. Where do they sit when Harold practises?



# CHAPTER 2

have got  
have got ... on  
like/hate/love/enjoy + -ing

## *What's he got on?*

Susan and Janet are sitting in a restaurant. Susan thinks the man at the next table is Joe Gold, a famous film-star.

SUSAN: That's Joe Gold!

JANET: No, it isn't. Joe Gold hasn't got a moustache.

SUSAN: No, not the waiter, you idiot! Look! That man at the next table. He's got sunglasses on.

JANET: Oh yes! Have you got a pen? I want his autograph.

**Ask and answer these questions:**

Has Joe Gold got a moustache?

Has the waiter got a moustache?

What's Joe Gold wearing?

Has he got sunglasses on?

Has Janet got a pen?

**Practise what you know**

Describe the person who's sitting next to you.

*Example:*

She's got brown eyes and blond hair.

She's got a blue dress on.

## *I love playing football*

John's telling Alan about the sports he likes. His favourite sport is football. Alan prefers books and music.

JOHN: I like playing tennis and rugby, and I enjoy playing volleyball. But football's my favourite sport. I love playing football!

ALAN: Don't you like books or music?

JOHN: No, I hate reading and listening to music.

**Ask and answer questions like these:**

What does John like doing?

Does he like reading?

**Practise what you know**

What sort of holiday do you enjoy?

What do you like/love/hate/enjoy doing?

*Example:*

I like going to the sea. I love swimming.

## *It's because it's Monday*

PART A



*It's Monday morning. Mr and Mrs Chase are in the kitchen. Breakfast's ready, but Michael's still in bed. Helen's talking to him.*

HELEN: Michael! <sup>She's</sup> Get up! It's time for school.

MICHAEL: Oh, go away! I'm not getting up today.

HELEN: Why not?

MICHAEL: Because I've got a headache.

HELEN: That's because you always stay in bed so late.

MICHAEL: No, it isn't. It's because it's Monday.

I hate getting up on Mondays.

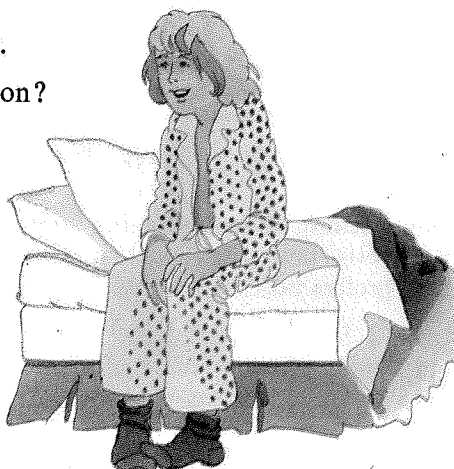
What's for breakfast?



HELEN: Sausages and tomatoes.

MICHAEL: Sausages and tomatoes! I'm coming.

HELEN: Michael, why have you got your socks on?



MICHAEL: I always wear my socks in bed. That's why I never lose them.

*Michael and Helen are in the kitchen with their parents. They're having breakfast.*

MRS CHASE: Good morning, you two. How are you today?

HELEN: I'm fine Mum, but Michael's in a bad mood, because he doesn't like getting up on Mondays.

MRS CHASE: Never mind, dear. You're going on holiday soon.

HELEN: Yes, Michael Chase, remember that! You're going to New York. I'm not.

MICHAEL: Well, I deserve a holiday. It's nearly the end of term, and I'm tired.

HELEN: Tired? But you never work. You just like eating and sleeping and playing football.

MR CHASE: That's enough, you two. Remember, you're leaving school soon, and you haven't got jobs yet.

MRS CHASE: Yes, what do you want to do? What about you, Helen? How about being a secretary?

HELEN: Well, I'm the secretary of the school magazine, and I enjoy doing that. I'd like to work for a magazine in London.

MR CHASE: And what about you, Mike?



MICHAEL: No problem, Dad. I don't want a job. I love doing nothing.

## expressions

*These situations will help you to learn the expressions.*

### ***How about Switzerland?***

Mr Sharp's at a travel agency. He's arranging a holiday. The travel agent's suggesting certain places.

Travel agent: What about going to Italy?

Mr Sharp: No, I hate eating spaghetti.

Travel agent: How about flying to Russia?

Mr Sharp: No, I don't enjoy flying.

Travel agent: Well, how about Switzerland?

Mr Sharp: Oh, yes! I love skiing.

### ***It's time for bed***

Simon's seven. He always goes to bed at eight o'clock. It's eight o'clock now, but Simon's still in the garden. His mother's calling him.

Mother: Come on, Simon! It's time for bed. It's time to come in now.

## comprehension and dictation

Albert Thistle has got a marvellous sense of humour. He loves telling funny stories. He's got a little blue book which is full of stories. His friends like inviting him to dinner, because when Albert's there, everybody laughs.

I know Albert Thistle very well. He loves spending money. He doesn't like telling me funny stories. He always tells me very sad stories, and I never laugh when I see him. You see, I'm his bank manager.

1. Is a person with a sense of humour a sad person?
2. What does Albert Thistle love doing?
3. What's in Albert's book?
4. Why are his friends pleased when he comes to dinner?
5. Does Albert like money?
6. Who knows Albert very well?
7. Does he laugh when he sees Albert?
8. Does Albert tell him funny stories?

# CHAPTER 3

future « will »  
« when » in future statements

## *Will it be windy?*

Mr Sharp's going to Scotland by car today. He wants to know what the weather will be like, so he's phoning the London Weather Centre.

Mr SHARP: What will the weather be like today?

WEATHERMAN: It'll be fine and sunny in the south, and road conditions will be good.

Mr SHARP: Will it be windy?

WEATHERMAN: There'll be a strong wind in the north, so the motorway will be dangerous.

Mr SHARP: It won't rain, will it?

WEATHERMAN: I'm not certain, but I'll be able to tell you that tomorrow!

Ask and answer Mr Sharp's questions.

### **Practise what you know**

A lot of people want to know their future. Imagine you're visiting a fortune-teller. You're asking her questions.

*Example:*

Will I be very rich?

No, you won't.

Work in pairs. Ask the fortune-teller other questions and give her answers.

## *When his mother comes*

Harold Black's a very good pianist, but he hates doing the housework. His house is always very untidy. His mother's coming to have lunch with him tomorrow. Harold's thinking:

"What will Mum say when she sees the house? She'll be horrified. What shall I do? I know! I'll make the bed when I get up. I'll buy some food when the shops open at nine. When I get home, I'll do the housework. Then, when the house is clean, I'll cook the lunch. But look at the kitchen! The sink's full of dirty plates. I hate doing the washing-up. I think I'll leave it, and then Mum will do it when she comes!"

Ask and answer questions like this:

When will Harold make the bed?

He'll make it when he gets up.

### **Practise what you know**

Imagine it's eight o'clock on Saturday morning. You're going to see your aunt today. You're in a hurry because your train leaves at nine. You want to clean your teeth, but your mother's in the bathroom. You want some money, but your father's still in bed. You haven't got your train ticket yet. You want to buy your aunt a present, but the shops are still closed.

What will you do? And when?

*Example:*

I'll clean my teeth when Mum comes out of the bathroom.

What else will you do? And when?

## *How about cleaning the car for me?*

PART A  
⊙ ⊙

MR CHASE: Hey! Michael! How about cleaning the car for me?

MICHAEL: Oh Dad, not again! I'm fed up with cleaning your car. And anyway, I'm busy.

MR CHASE: You're busy?

MICHAEL: Yes, I'm thinking. Dad, I want to be a professional footballer when I leave school.

MR CHASE: A professional footballer?

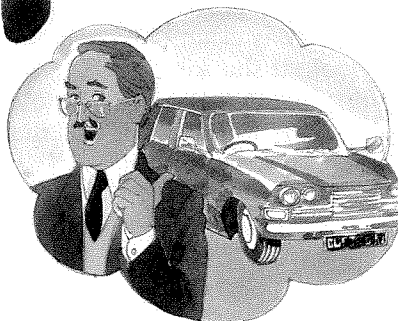
MICHAEL: Yes. Why not? I'm very good at football.

MR CHASE: But you won't be able to play football all your life, will you?

MICHAEL: No, I won't. But I'll play for the Borchester Football Club for ten years. Then, when I'm too old, I'll be the manager.

MR CHASE: Michael, you're dreaming again. Football's a very risky career. You'll be fed up with it after a few years.

MICHAEL: Fed up with football! Never!



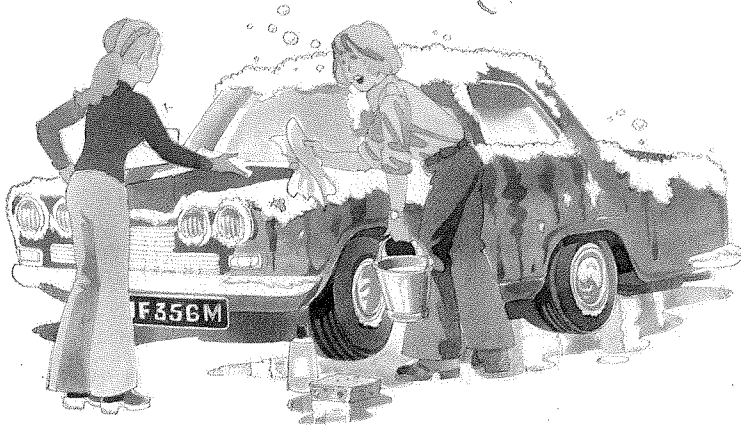
MR CHASE: Anyway, Mike, what about my car?

MICHAEL: Oh, all right, Dad.

## PART B

*Michael's cleaning the car. Helen's coming into the garden.*

MICHAEL: Hello, Helen. How about helping me with the car?



HELEN: Can't you do it yourself?

MICHAEL: Yes, I can, but it'll be easier with two of us.

HELEN: Oh Michael, you're so lazy. Give me the bucket!

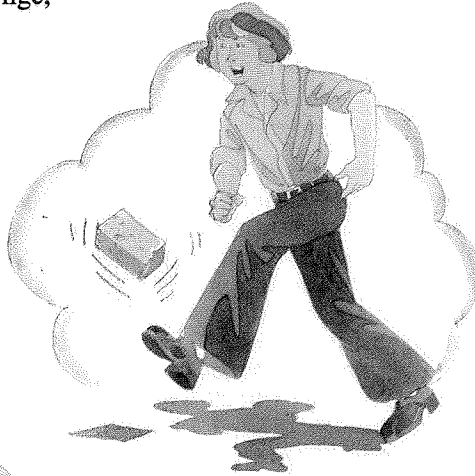
MICHAEL: Thanks, Helen. You're my favourite sister.

HELEN: Yes, I know. Give me the cloth!

MICHAEL: That's smashing! Dad'll think it's a new car when he sees it.

HELEN: What are you doing with that sponge, Michael? It isn't a football.

MICHAEL: I'm just practising. Chase has got the ball ... will he score? ...



HELEN: Michael, the bucket! (CRASH!)  
Are you sure you want to be a professional footballer?

## expressions

These situations will help you to learn the expressions.

### *He's very good at football*

Harold Black's a professional pianist. He's very good at playing the piano.

John's very good at football. He practises every day and he's the captain of the school team.

### *I'm fed up with cabbage*

Janet and Susan usually have their lunch at school. The meals aren't very interesting, and they have cabbage nearly every day. They're having cabbage again today.

Janet: I'm fed up with school lunches.

Susan: Yes, so am I. I'm fed up with eating cabbage. I think I'll bring some sandwiches tomorrow!

## comprehension and dictation

I went to see a fortune-teller yesterday. Here's what she said to me: "You're a lucky person and you'll have a very good year. You'll probably travel a lot. You'll go to France, to Africa and perhaps to China. When you go to France, you'll eat very well and you'll learn how to cook. When you go to Africa, some very strange things will happen, but I can't give you any details. At the end of the year you'll marry a professional footballer. You'll have three children and you'll be very happy. You won't be ill this year. You'll only go to the doctor's once, and I'm not sure why." I said thank you to the fortune-teller and I went home. When I got to my house, I couldn't find my key. I tried to climb into the house through a window. I fell and I spent the evening at the doctor's!

1. Where did the narrator go yesterday?
2. Will she have a bad year?
3. Where will she go this year?
4. What will happen when she goes to France?
5. What will happen when she goes to Africa?
6. Does the fortune-teller know exactly what will happen?
7. Who will she marry, and when?
8. How many children will she have?
9. How many times will she go to the doctor's?
10. What happened when the narrator got home?
11. What did she try to do?
12. Where did she spend the evening?



# CHAPTER 4

**much, many, a lot of, plenty of  
« to need » and the infinitive of purpose**

---

## *He makes a lot of films*

Joe Gold's a famous film star. He makes a lot of films. His films are very popular, so Joe's got a lot of money. He's got a lot of friends too and he loves having parties. Everyone enjoys his parties, because there's always plenty of food and plenty of wine. Joe doesn't read many books. He doesn't watch television much either. He's always very busy. He travels a lot, so he doesn't spend much time at home. He spends a lot of time at the cinema. He thinks his films are marvellous and he usually sees them four or five times!

**Ask and answer questions like these:**

Does Joe make many films?  
Has he got much money?  
Does he travel much?

**Practise what you know**

Mr A's very rich, and Mr B's very poor. Make sentences comparing the two men.

*Example:*

Mr A buys a lot of new clothes. Mr B doesn't buy many new clothes.

---

## *She'll need a tent to sleep in*

Alice Wright's an explorer. She's in Africa. She wants to go into the jungle to find an old African village. She's arranging her trip now. She'll need a lot of equipment. She'll need a tent to sleep in. The sun will be hot, so she'll need a hat to protect her head. She wants to talk to the people in the village, but she can't speak their language, so she'll need a dictionary. She doesn't know exactly where the village is, so she'll need a guide to show her the way. She won't find a doctor in the jungle, so she'll need a lot of medicine. She'll need plenty of food too.

**Ask and answer questions like these:**

What's Alice going into the jungle for?  
What will she need?  
Will she need a tent?  
What will she need a tent for?

**Practise what you know**

Imagine your friend's going camping for the first time. He doesn't know what he'll need. You're telling him what he must take, and why.

Work in pairs and write the conversation.

## A return ticket to New York

PART A



*Michael's at the Borchester Travel Agency. He's arranging a trip to the United States. He's going to New York to visit his aunt and uncle. He's talking to the travel agent.*

MICHAEL: Good morning. I want to book a return ticket to New York, please.

TRAVEL AGENT: Certainly. Can I have your name?

MICHAEL: Michael Chase.

TRAVEL AGENT: When do you want to leave, Mr Chase?

MICHAEL: On the twentieth of August.

TRAVEL AGENT: And when do you want to come back?

MICHAEL: On the ninth of September, or the tenth. I don't mind.

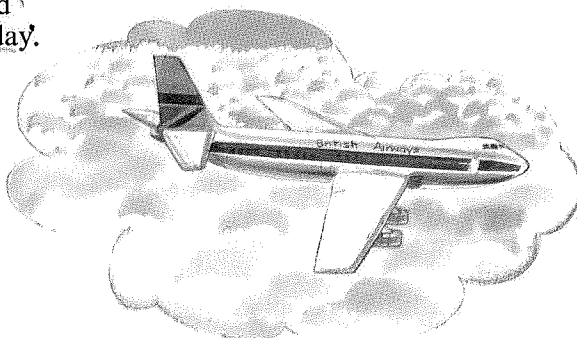


TRAVEL AGENT: Well, there's a flight to New York every day from Heathrow. It leaves London at ten o'clock and arrives at Kennedy Airport at midday.

MICHAEL: I'll only have two hours on the plane!

TRAVEL AGENT: No, Mr Chase. You'll have about seven hours on the plane. When it's ten o'clock in London it's only five o'clock in New York.

MICHAEL: Oh, I see!



MICHAEL: I've got a passport. What else will I need?

TRAVEL AGENT: You'll need a visa to go to the States. You can get one at the American Embassy.

MICHAEL: All right. I'll go to the Embassy when I'm in London next week.

TRAVEL AGENT: And you'd better take plenty of money. New York's very expensive.

MICHAEL: Yes, I know. But I won't need much money. I'm going to stay at my uncle's.

TRAVEL AGENT: You're very lucky. Have you got many relatives in the States?

MICHAEL: No, just my aunt and uncle. I want to take them a present. If I buy some whisky, will I be able to take it through the customs?

TRAVEL AGENT: Yes, but the American customs are very strict, so you'd better not take too much!



MICHAEL: No, I won't. I don't want to spend my holiday in prison!

TRAVEL AGENT: Anyway, Mr Chase, your ticket will be ready next week.

MICHAEL: That's fine. Thank you very much. Goodbye.

## expressions

These situations will help to you learn the expressions.

### *I don't mind*

John and Alan are going out this afternoon. They don't know where to go. John doesn't want to decide. He'll do what Alan wants to do.

Alan: What shall we do this afternoon?

John: I don't mind.

Alan: What about going to the cinema? Or how about a football match?

John: I don't mind. Why don't you decide?

### *I'd better phone the doctor*

Mr and Mrs Sharp's daughter, Susan, is ill. Her parents are talking about her.

Mr Sharp: Susan's very ill. She needs a doctor.

Mrs Sharp: Yes, I know. I'd better phone Dr Morgan.

Susan's friend, Janet, is talking to Mrs Sharp.

Janet: Can I come and see Susan tonight?

Mrs Sharp: No, you'd better not come tonight. She's very ill.

## comprehension and dictation

Mr and Mrs Grant are arranging a camping holiday in England.

Mrs Grant: What do you think we'll need?

Mr Grant: Well, we've already got the tent and the sleeping-bags.

Mrs Grant: How much food will we need?

Mr Grant: A lot. Enough for two weeks.

Mrs Grant: Will we need many clothes?

Mr Grant: No, not many. A couple of raincoats and an umbrella!

Mrs Grant: Oh, it won't rain. It never rains in July.

Mr Grant: It always rains in July. Don't forget the umbrella!

Mrs Grant: O.K. We'll take one. It'll protect us from the sun!

1. What sort of holiday are Mr and Mrs Grant arranging?
2. What equipment have they already got?
3. Will they need much food?
4. What clothes does Mr Grant think they'll need?
5. What does Mrs Grant think the weather will be like?
6. Why does Mr Grant want to take an umbrella?
7. What will Mrs Grant use the umbrella for?

# CHAPTER 5

simple past

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## *What did you see in your dream?*

Last night I had a dream. I was in a long, dark street. I didn't know why I was there. I walked very quickly, because I felt frightened. Suddenly a man came out of one of the shops in front of me. His face was cruel, and his eyes shone green in the night. I went past him. He followed me. I didn't look behind me, but I could hear him. I tried to run, but my legs felt heavy. I tried to shout for help, but when I opened my mouth, nothing came out. At first I thought there was no one else in the street, but then I saw a policeman. I was safe at last! I ran to him and touched his arm. The policeman turned round and smiled. His face was cruel, and his eyes shone green in the night...

**Ask and answer questions like these:**

When did the writer have a dream?  
Did he know why he was in the street?  
Why did he walk quickly?

**Practise what you know**

A reporter's talking to two astronauts about their trip to the Moon.

REPORTER: Did you have a comfortable trip?

ASTRONAUT 1: Yes, we did. It was very comfortable.

REPORTER: Did you sleep well in the space-ship?

ASTRONAUT 2: Yes, we slept very well.

Now continue the interview and use other verbs.

*Example:*

to see, to eat, to take, to feel, to find,  
to leave.

## A fantastic trip

PART A  
⊙ ⊙

*Michael's at home again after his trip to the States. He's telling Helen about his holiday.*

HELEN: Well, did you have a good holiday?

MICHAEL: Yes, it was a fantastic trip.

HELEN: Come on, tell me!  
Where did you go? What did you see?



MICHAEL: I'll never forget the view of New York from the plane. I saw the Statue of Liberty and all the skyscrapers. It was like a concrete forest.

HELEN: What were the people like?

MICHAEL: Smashing! They were always friendly, and they didn't mind explaining things to me. I met a lot of great people.

HELEN: Did you see Broadway?

MICHAEL: Yes, at night. The lights were incredible. You couldn't escape from the advertisements — Coca Cola, Canadian Club Whisky, neon signs everywhere!



HELEN: Did you go shopping in Fifth Avenue?

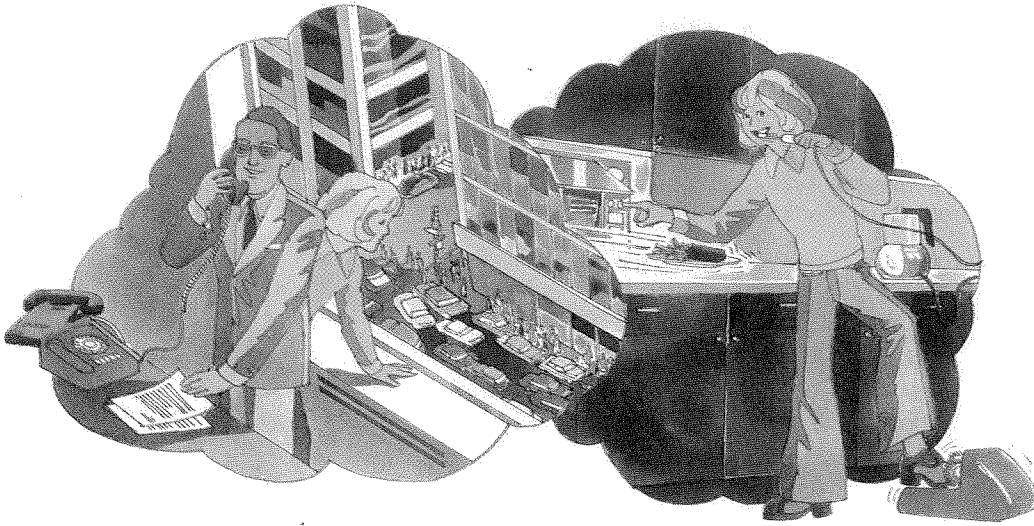
MICHAEL: Yes, I went to the shops with Auntie, and I bought you a present.

HELEN: Ooh! What did you buy?

MICHAEL: I'll show you in a minute.

HELEN: What was Uncle's flat like?

MICHAEL: Amazing! Everything was automatic. I simply pressed a button to open the doors, to cook a steak, to watch television and even to clean my teeth!



HELEN: Did you walk to the top of the Empire State Building?

MICHAEL: Did I walk? It's 381 metres high. There are 102 storeys! You need at least three pairs of shoes to reach the top. No, I took the lift, you idiot!

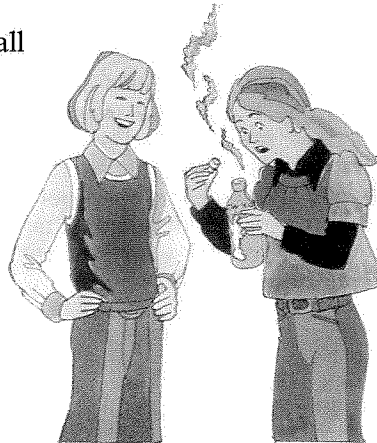
HELEN: What was the traffic like?

MICHAEL: Frightening! I used the underpasses to cross the roads, and I loved watching the cars from uncle's office, twenty-five storeys high. They were like a lot of miniature toys.

HELEN: Er... What about my present?

MICHAEL: Oh yes, here you are! Something that all New Yorkers have got.

HELEN: Oh! It's an empty bottle. Thank you!



MICHAEL: Yes, an empty bottle full of dirty New York air!

## expressions

*These situations will help you to learn the expressions.*

### *He went swimming*

John's very energetic and he's always busy. Last Monday he went swimming. On Tuesday he went climbing in the mountains. On Wednesday he went skiing. On Thursday he went riding, and on Friday he went fishing.

### *I don't mind waiting*

Mr Sharp's at the bank. He wants to see the manager. The manager's secretary is talking to him.

Secretary: I'm sorry, Mr Sharp. The manager's busy. He can see you in ten minutes. Is that all right?

Mr Sharp: Yes, that's fine. I don't mind waiting.

## comprehension and dictation

Where did you go for your holiday this summer? I went to the States, to New York in fact. I stayed with a cousin whose apartment was ten storeys high. There was a lift, but it didn't work very well. One day it stopped between the seventh storey and the eighth. I knew I was in a difficult situation. I pressed all the buttons, but nothing happened. I shouted for help, and at last the lift began to move very slowly. Then it stopped, and the door opened. I got out quickly and decided never to use the lift again. After two days I left my cousin's apartment and went to stay with an aunt who lives near New York in a two-storey house!

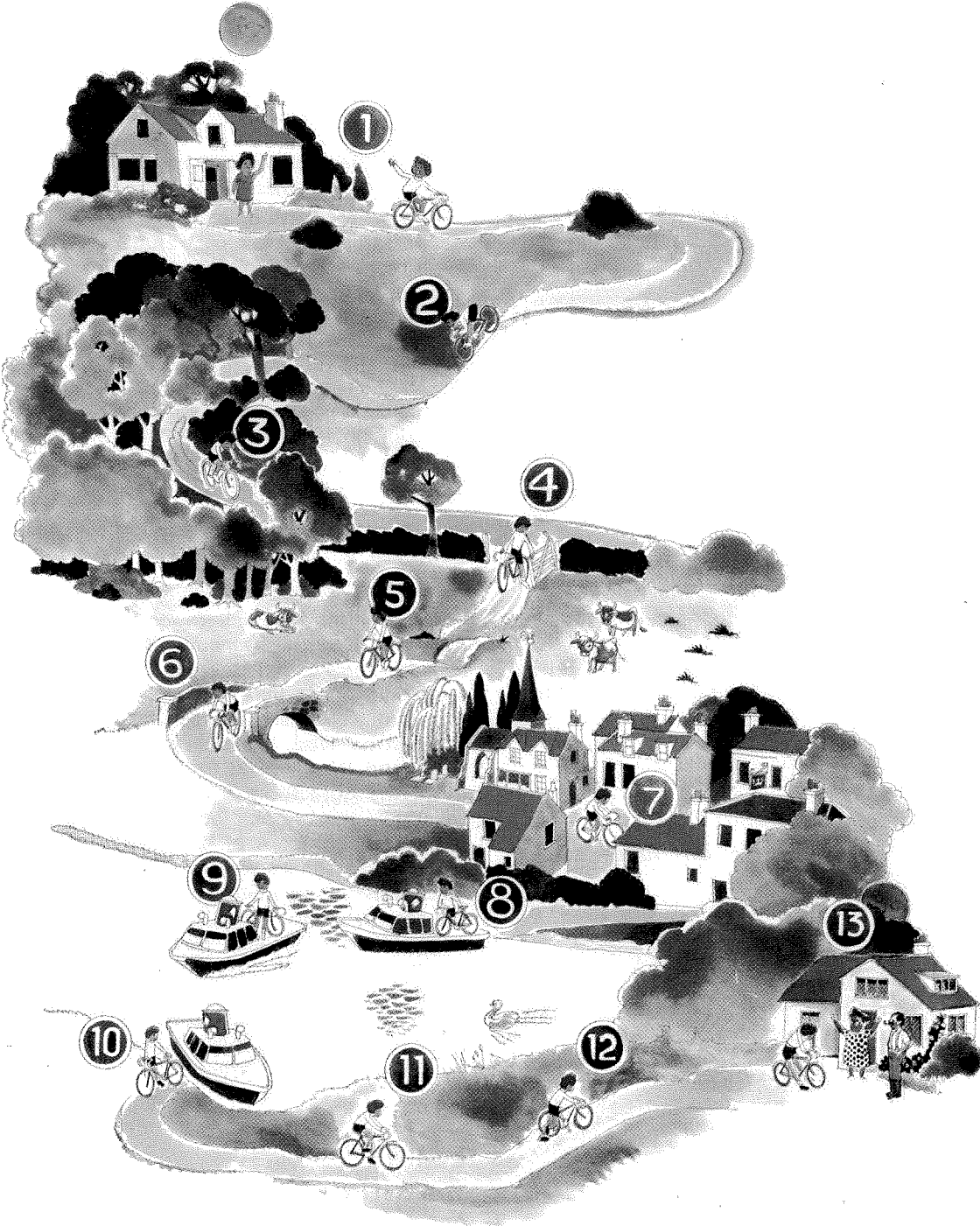
1. Where did the narrator go for her holiday?
2. How high was her cousin's apartment?
3. What happened between the seventh storey and the eighth?
4. What happened when she pressed the buttons?
5. Why did she shout?
6. Did the lift begin to move very fast?
7. When she got out of the lift, what did she decide to do?
8. Describe her aunt's house.



## Revision exercises: 1

### Exercise 1

John went to see his grandparents yesterday. Can you describe his journey?



### Exercise 2

Use each of these words or phrases in a sentence.

1. suspect
2. to go mad
3. sense of humour
4. to wake up
5. fortune-teller
6. career
7. embassy
8. a couple of
9. skyscraper
10. amazing

### Exercise 3

Put the verbs into the correct tense (the present continuous or the simple present).

1. A lot of people (not work) on Saturdays.
2. Why (you leave) so early today?
3. Don't talk! He (make) a speech.
4. (She speak) Spanish well?
5. I (not want) a cigarette, thank you. I (not smoke).
6. Helen (look for) a job now.
7. What (that man do)? He's asleep, isn't he?
8. He's very strange. He always (sleep) in the bath!
9. Come and listen to the radio. The President (speak).
10. What (it mean)? I (not understand).

### Exercise 4

Write sentences like this one:

He hates eating fish.

1. She (love) ... on the motorway.
2. They (be fed up) with ... the bus.
3. (You mind) ... in a sleeping-bag?
4. She (go) ... in Switzerland every winter.
5. He (be good at) ... speeches.
6. I (not enjoy) ... volleyball.
7. She (hate) ... to the dentist's.
8. They (love) ... by plane.
9. How about ... to the United States?
10. What about ... a professional footballer?

### Exercise 5

Put the verbs into the future or the simple present.

1. I (clean) the car when you (give) me the bucket and the sponge.
2. They (probably arrange) their holiday next week.
3. She (be) very surprised when she (see) her present.
4. I (not go) tomorrow if the road conditions (be) bad.
5. He (marry) her when he (be) twenty-five.

### Exercise 6

Complete these sentences using «much, many, a lot of, plenty of» with a noun.

1. How ... has the house got?
2. Are there ... in the garden?
3. There isn't ... in the cupboard.
4. There weren't ... at the concert.

5. Of course we can buy it. We've got ...
6. I don't think there's ... in the mountains this winter.
7. Do they learn ... in their first year at school?
8. Don't invite ... to the party!
9. We eat well at home. There's always ... in the fridge.
10. There are ... in New York.

### Exercise 7

Each of these sentences is the answer to a question. Write the questions.

1. I saw my bank manager.
2. He arrived at half past eight.
3. I met her in Russia.
4. I don't know why he left.
5. Because his face was cruel.
6. Yes, he did.
7. No, she didn't.
8. Yes, they were.
9. He couldn't come because his mother was ill.
10. They ate four.

### Exercise 8

Write three different stories about Alice.

Yesterday (morning/afternoon/evening) Alice went to the (cinema/park/library) because she wanted to (read in the sun/see her favourite film star/read about the Romans). When she arrived she (bought a ticket/showed her ticket/opened the gate) and then looked for (a nice place to sit/the right room/a good seat). She sat down and took (some sweets/her glasses/a book) out of her pocket. After ten minutes she decided she was fed up with (sitting down/being inside/watching the same faces) so she (left her seat/got up/went outside) and went home. Her mother was very surprised to see her. "Didn't you enjoy (being outside/reading/it)?" she asked. "No," replied Alice. " (It was too cold/It wasn't very good/I prefer the cinema)."

### Exercise 9

Write about your last holiday. The answers to these questions will help you.

Where did you go? When did you go? Who did you go with? How did you travel? Where did you stay? How long did you stay? What was it like? Who did you meet? How did you spend each day? Why did you enjoy the holiday? What didn't you enjoy? Do you want to go there again?



*The fans are going mad*

## 1. Football fanatics and their fantasies

Imagine a cold, wet Saturday afternoon in the middle of November. You are walking down a long street full of little houses. It seems that the whole world is walking with you. You are in the middle of an enormous crowd of people wearing red and white scarves. On both sides of the street men are selling hamburgers and photographs, but you are not interested in them because it is five to three. You have only got five minutes. Where are you? In England? Yes. In Manchester? Yes. Where are you going? To the cinema? No. To the station? No. You are going to a football match.

You can hear the noise of the spectators who are already inside the ground. And suddenly you are with them in the middle of a sea of heads. Sixty thousand voices are talking and shouting. It is difficult to move, and a hundred and twenty thousand eyes are watching the

pitch. They are waiting for their heroes - eleven incredible men - their team. Here they are now! Around you the fans are going mad - their heroes are on the pitch. Listen to the shouts of adoration!

These people are the fanatics of English football. They come to watch every match. If their team wins, they are happy. If it loses, they are sad.

Some of the fans live in a world of fantasy. Next to you in the crowd there is a young man - an ordinary spectator. He is wearing a grey raincoat and carrying a brown paper bag. He is dreaming of the day that will never come - the day when one of the players will be ill and he will take his place. He is dreaming of the goal he will score. And he is ready! Under his raincoat he is wearing a red shirt and white shorts, and there is a pair of football boots in his paper bag.



*The message goes from one hill to the next*

## 2. Don't shout! Use your imagination!

Today it is easy for you to talk to a friend who lives in the United States. The telephone carries your voice across the Atlantic, and when your friend answers, he seems to be in the next room. We can see men walk on the Moon. Television sends us these pictures across 380,000 kilometres of space.

Centuries ago Xerxes, the king of the Persians, invented a marvellous system of communication. He put a chain of soldiers on hills. Each soldier had a megaphone and a very loud voice. He shouted the king's message to the man on the next hill, and the message went from one hill to the next. A message could cross the country in twenty-four hours. Of course, there were problems. When it was windy the soldiers did not hear very well, and the final message was often different from the first! Imagine a general's message

after a battle: "Victory!" Imagine the king's surprise when he heard: "Fish for tea!"

Nowadays we do not hear men shout messages from hills. Our systems of communication are much better, but there is one sort of communication that scientists are still trying to understand - the force of our imagination. Now you are sitting in the classroom. Think for a moment and go home. Your mind travels very quickly. Now go to an island in the Pacific. You can feel the sand on your feet. You can hear the sea. Now think of one of your relatives - your uncle perhaps. You can see him. You can talk to him in your imagination, but perhaps he does not know you are talking to him. Perhaps one day he will know, and he will be able to answer you. Then it will not be necessary to write that letter to thank him for your birthday present!

# CHAPTER 6

going to, will

## *He's going to swim to Calais*

There are a lot of reporters and photographers on the beach at Dover. They're all watching a man who's wearing a swimming-costume. His name's Mr Duff. He's going to swim across the Channel. There are two men pushing a boat into the water. They're going to follow Mr Duff. Mr Duff's walking towards the water now. He's going to start.

A reporter's talking to Mr Duff's wife.

REPORTER: What are your plans, Mrs Duff?

Mrs DUFF: I'm going to meet my husband on the beach at Calais.

REPORTER: Are you going to take the ferry?

Mrs DUFF: No, I don't like sailing. I'm going to go by plane.

REPORTER: Are you and your husband going to come back to England straight away?

Mrs DUFF: No, we aren't. We're going to have a week's holiday in France.

**Ask and answer questions like these:**

Where's Mr Duff ?

What's he doing now ?

What's he going to do ?

**Ask and answer questions like these:**

Has Mrs Duff got any plans ?

What's she going to do ?

Is she going to stay in Dover ?

## *It'll soon be midnight*

Mr Duff swam across the Channel in eight and a half hours. It was a new record. He's now in his hotel room in Calais with his wife. There are a lot of reporters outside the door.

Mr DUFF: Why don't those reporters go away? It'll soon be midnight, and I'm tired.

Mrs DUFF: I know! I'll tell them you're asleep. I'll tell them you'll talk to them tomorrow. You'll feel better tomorrow.

Mr DUFF: All right, dear. I think I'll have a bath and go to bed. Good heavens! There's a reporter in the bathroom!

REPORTER: Hello, Mr Duff. I want to hear your story. Was the Channel very cold?

Mr DUFF: If you don't leave immediately, I'll throw you into the Channel, and then you'll know if it's cold or not!

**Ask and answer questions like these:**

When will Mr Duff talk to the reporters?

What does he think he'll do now?

**Practise what you know**

1. What are you going to do this evening?

2. What will a visitor to New York see?

3. Imagine you're going to a party this evening. What are you going to wear?

4. What do you think life will be like in the year 2500?

## Let's have a look at the adverts!

PART A



*Michael and Helen are looking for jobs in the newspaper.*

MICHAEL: Here's the paper, I'm going to look at the adverts.

HELEN: Yes, so am I. I hope there are some good jobs.



MICHAEL: Here's one for you, Helen. You want to work for a women's magazine, don't you?

HELEN: Oh, yes! What does the advert say?

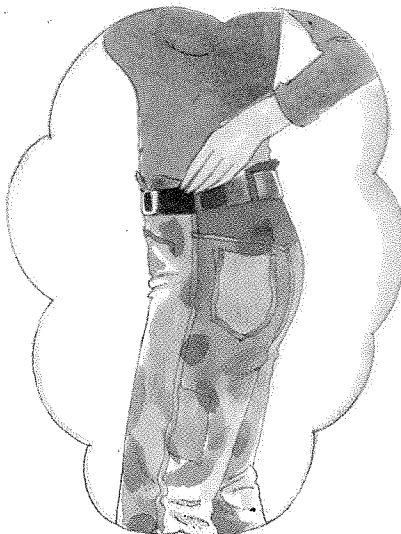
MICHAEL: It says you must write to Miss Binks, "Woman's Life", 28, Fleet Street, London.

HELEN: That's interesting. I'll certainly write to her.

MICHAEL: There's another one here. How about being a receptionist in a London hotel?

HELEN: Why not? Do they give any information about the job?

MICHAEL: Well, they want someone who's intelligent and who dresses well. I don't think they'll give you the job. Look at your jeans!



HELEN: Oh, stop being silly! I think I'll apply for that one too.



PART B



HELEN: Well, we'd better find something for you now. Here's one. How about being a cook?

MICHAEL: A cook! You're joking! I can't even make a cup of tea. Helen, be serious!

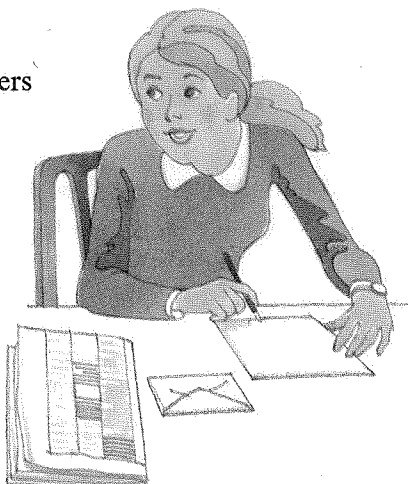
HELEN: All right. Let's see ... here's one. The Borchester Echo wants a reporter.

MICHAEL: A reporter! That's a good idea. I'll see my name in the newspaper every week. What's the address?

HELEN: The Editor, Borchester Echo, 5, Birch Street, Borchester. Why not write to him?

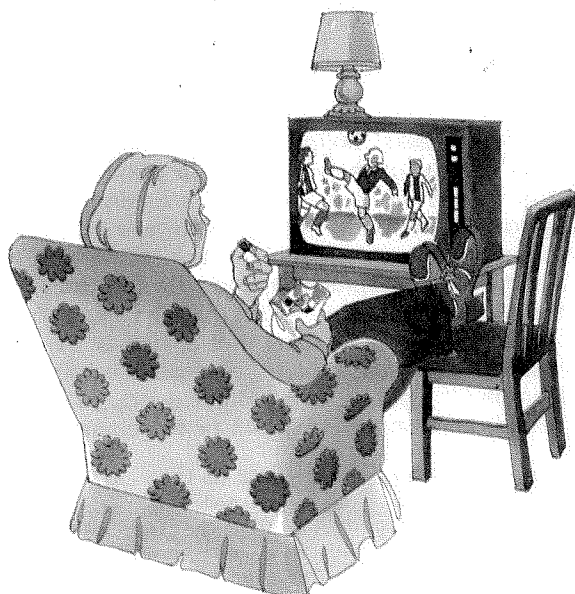
MICHAEL: Yes, I will.

HELEN: Well, I'm going to start writing my letters straight away.



MICHAEL: I'm going to write mine tomorrow. I've got a lot to do this afternoon.

HELEN: What do you mean? It's Saturday.



MICHAEL: I know it's Saturday. There's a football match on television. I'm going to watch that.

## expressions

These situations will help you to learn the expressions.

### *Why not try the back door?*

Harold Black has got a new piano. It's outside the front door. Harold can't bring it into the house because it's too big. His mother's trying to help him. She's making suggestions.

Mother: Why not try the back door?

Harold: No, that's too small.

Mother: Why not cut the legs off the piano?

Harold: No, Mum. I can't do that.

Mother: Well, why not buy a smaller piano?

Harold: Yes, I think I will.

### *Stop smoking!*

Mr Sharp's at the doctor's. He isn't feeling very well. He's very tired and he's got an awful cold. The doctor's telling him what he must do.

Doctor: You must stop smoking and you must stop drinking beer! You must eat regularly and you must start going to bed early!

## comprehension and dictation

I'm going to have four weeks' holiday next summer. I know a little hotel which is near a river in the country. I'm going to stay there. There are plenty of fish in the river, and I love fishing. I like sailing too, so I'm going to take my boat. I'm going to take my camera too. I'm not a very good photographer, but I enjoy taking photographs. I'd like to have some photographs of myself. But I'll only have my dog with me when I go on holiday, so who'll take my photograph? I don't like asking strangers. Last year I met a man at my hotel. He seemed very pleasant, so I asked him. "Excuse me, do you mind taking my photograph?" I said. "No, I don't mind," he answered. Then he disappeared, and I never saw him or my camera again.

1. Is the narrator going to have a week's holiday next summer?
2. Where's he going to stay?
3. Are there many fish in the river?
4. Why is he going to take a boat?
5. What else is he going to take?
6. Is he good at taking photographs?
7. What would he like to have?
8. Will he have any friends with him on holiday?
9. Does he like asking people he doesn't know?
10. Who did he meet last year?
11. What was the man like?
12. What did the narrator say?
13. What happened when he gave the man his camera?



# CHAPTER 7

letters

## *A letter to a friend*

Susan lives in London. She's writing a letter to her friend, Lucy, who went to live in Manchester last month.

3, Grange Road,  
London N.4.

May 3rd

Dear Lucy,

How are you? I hope you're enjoying living in Manchester. What's your new school like? Have you got many new friends?

We all miss you very much. I hope I'll be able to come and see you next month. Please write soon and tell me all your news.

Love,  
Susan

### **Practise what you know**

Write a letter to a friend who went to live in New York last month.

## *A letter to your teacher*

John's on holiday in France. He's writing a letter to his French teacher in England.

Hôtel Bel-Air,  
12, rue Saint-André,  
75006 Paris

July 22nd

Dear Mr Downes,

I arrived in Paris two days ago. It's a beautiful place, and I like it very much. Yesterday I spent a couple of hours in the Louvre, and then I went to the top of the Eiffel Tower. The view was amazing.

I'm eating very well. I love French food. You'll be glad to know I'm speaking a lot of French. I'm going to write a report on my visit, and I'll show it to you when I come back to school.

Yours sincerely,  
John Newby

### **Practise what you know**

Imagine you're on holiday in England. Write a letter in English to your English teacher.

## Thank you for your letter

PART A

*Michael has got a pen-friend whose name is Pete. Pete lives in Canada. He writes to Michael about once a month. Michael got a letter from him this morning.*

1524, Wood Avenue S.W.,  
Calgary, Alberta,  
Canada.

September 14th

Dear Michael,

Thank you for your letter. I'm sorry I didn't reply sooner, but I had exams at school last week, so I was busy. The Chemistry and Maths exams weren't bad, but the History exam was awful. I only answered three questions out of ten! Well, it isn't worth worrying about them now. Let's talk about something else.

Next weekend I'm going hunting with my father. We've got a little chalet in the mountains. I never kill anything, so I'm sure the animals will be safe. The last time we went hunting, the only thing I hit was a tree!

It was my birthday on Thursday, and I had a big surprise. My aunt in Toronto offered me the choice of some new clothes or a motorbike. You won't be surprised to hear that I chose a motorbike. It's fantastic. I can get to school in ten minutes — twice as fast as on the bus.

Well, that's all for now. Write soon and send me all your news.

All the best,  
Pete



PART B

*Here's Michael's letter to Pete.*

103, Common Lane,  
Borchester.

September 20th

Dear Pete,

Your letter arrived this morning. Thanks very much. It was great to hear from you. I'm going to reply straight away before I lose your letter! I suppose you're glad your exams are over. I took English, Maths, Geography, and History at "O" level this year. My results weren't very good, but I passed the History exam!

I hope you enjoyed your weekend at the chalet. I don't like hunting. I think it's cruel. I'm very glad you never kill anything. You must send me a photograph of your motorbike. You're so lucky. I'd really like one, but I'm afraid I haven't got a rich aunt in Toronto!

Helen and I are still looking for jobs. Helen wants to work for a women's magazine. She wrote a letter to them last week. I wrote to the Borchester Echo yesterday. They're looking for a reporter. I hope they'll give me the job. Then, when I'm famous, I'll earn a lot of money and I'll be able to come and see you!

I'll write again next month. Don't fall off your bike!

Best wishes,

Michael

## expressions

*These situations will help you to learn the expressions.*

### ***Take the exam again!***

John isn't very good at French. There was a French exam at school last week, and he thought it was very difficult. He knows the result now, and his mother's asking him about it.

Mother: Well, John, did you pass the French exam?

John: No, I didn't. They only gave me fifteen out of a hundred.

Mother: Oh dear! Can you take the exam again?

John: Yes, I'm going to take it again next year.

### ***It's worth waiting***

Joe Gold and his wife are at the cinema. They're watching Joe's new film. Mrs Gold's fed up. She isn't enjoying the film and she wants to go.

Mrs Gold: I don't think it's worth seeing the rest of this film. Let's go home.

Joe: We mustn't go yet. It's worth waiting for the next scene. The next scene's marvellous. I'm in it!

## a letter of invitation

15, King Street,  
London S.W.6.

May 26th

Dear John,

I'm having a party on Saturday, June 3rd. Do you think you'll be able to come?

The party will start at about seven o'clock. There'll be plenty of food, so don't eat too much before you come! I'm inviting about twenty people, so it'll be worth arriving early before all the food disappears.

Can you bring some records, please? I haven't got many and we can't dance without music!

Please reply soon to tell me if you can come or not. I hope you can.

See you soon,  
Janet

*Now reply to this letter.*

# CHAPTER 8

« can » used for ability, possibility and permission

## *She can play the piano well*

It's Wednesday today. It's Janet's favourite day, because every Wednesday she has a music lesson at school. She enjoys the lessons very much. She can sing and she can play the piano well. She's learning how to play the guitar too, and her music teacher thinks she'll soon be able to play it well. But Janet's ill today, so she can't go to her music lesson. She can't play her guitar, because it's at school. There's a piano in the living-room, but she can't play that either. She's staying in bed all day.

**Ask and answer questions like these:**

Can Janet sing well?  
Can she sing today? Why not?

**Practise what you know**

Practise this dialogue:

A: Can you *skate*?

B: Yes, I can.

A: Shall we *go skating this afternoon*?

B: I can't *go this afternoon. I'm going to the dentist's.*

Work in pairs and write a similar dialogue. Change the words that are in italics.

## *Can I go, Dad?*

Janet wants to go to a pop music festival at the weekend. She's talking to her father about it.

JANET: Can I go to the pop festival, Dad?

FATHER: No, you can't.

JANET: Why can't I go?

FATHER: You can't go because I don't like pop festivals.

**Ask and answer these questions:**

Can Janet go to the pop festival?  
She can't go, can she?  
Why can't she go?

**Practise what you know**

Imagine you want to borrow your brother's record-player. You're asking him if you can.

Work in pairs and write the conversation.

## Who's speaking, please?

### PART A



*Yesterday Helen received a letter from Miss Binks, the editor of the magazine "Woman's Life". She's phoning her now to arrange an interview.*

HELEN: Hello, is that "Woman's Life"?

SECRETARY: Yes, can I help you?

HELEN: Can I speak to Miss Binks, please?

SECRETARY: Who's speaking, please?

HELEN: This is Helen Chase.

SECRETARY: Ah, yes. Hold on, Miss Chase. I'll see if Miss Binks is in.



MISS BINKS: Hello, Miss Chase. Marjory Binks here. When can you come and see me?

HELEN: Well, I'm free all this week. Can you suggest a time?

MISS BINKS: Hold on a moment. I'll look in my diary. What about Thursday? Can you come at eleven thirty?

HELEN: Yes, that'll be fine. Can you tell me how to get to your office, please?

MISS BINKS: Yes, of course. You can catch a number fifteen bus to Fleet Street. It stops outside our office.

HELEN: Thank you very much. I'll see you on Thursday then. Goodbye.



PART B  
◎◎

*This morning Michael received a letter from the editor of the Borchester Echo, and now he's phoning to arrange an interview.*

MICHAEL: Hello? Is that the Borchester Echo?

A VOICE: No, this is the Borchester Abattoir. Can I help you?



MICHAEL: Oh, I've got the wrong number. I'm sorry. Goodbye.



MICHAEL: Hello? Is that Borchester 3572?

SECRETARY: I'm sorry, I can't hear you.  
It's a very bad line. Can you speak up, please?

MICHAEL: Yes. Is that the Borchester Echo?

SECRETARY: Yes, what can I do for you?

MICHAEL: I want to speak to the editor, please.  
This is Michael Chase speaking.

SECRETARY: Hold on, sir. I'll put you through to his office ... There's no reply,  
sir. I'm afraid he isn't in. Can I take a message?

MICHAEL: Yes, can you tell him I'll ring back this afternoon? ... hello? hello? ...  
That's funny. The line's dead.

## expressions

*These situations will help you to learn the expressions.*

### ***Tell me how to get there***

Mario's in London. He wants to go to the British Museum, but he doesn't know where it is. He's asking a man in the street.

Mario: Excuse me! Can you tell me how to get to the British Museum?

Man: Certainly. Turn left at the traffic lights, then go straight on, and you'll find the British Museum at the end of the street.

### ***It's the wrong bus***

Mario wants to go to Buckingham Palace. He's on a number nineteen bus, but he isn't sure where the bus is going. He's asking the man who's sitting next to him.

Mario: Excuse me! I want to go to Buckingham Palace. Am I going the right way?

Man: No, I'm afraid you aren't. You're on the wrong bus. You must catch a number eighty-eight. That's the right bus for Buckingham Palace.

## comprehension and dictation

⊙ Marcel's on holiday in England. He spent last week in London, but yesterday he decided to leave London and spend a few days in the English countryside. Marcel can drive well, but his car was at home in France, so he went to a garage and hired one. He travelled all day and, at nine o'clock in the evening, he decided to stop at the next village and find a hotel. But suddenly his car stopped. There wasn't any petrol left. What could he do? He couldn't see anyone on the road and he didn't know how to get to the nearest garage. Then he found a telephone and he phoned a garage. Marcel hates using the phone in England, because he can't speak English very well. He couldn't remember the English word "petrol". A man answered the phone. "Hello," said Marcel. "I want some 'essence'." "I'm afraid you've got the wrong number," the man replied. "This is a garage."

1. Does Marcel live in England?
2. Where did he spend last week?
3. What did he decide to do yesterday?
4. Can Marcel drive?
5. Did he have his car with him?
6. Did he go to the garage to buy a car?
7. Why did his car stop?
8. Was there anyone on the road?
9. Did he know where the nearest garage was?
10. Why doesn't he like using the phone in England?
11. Did he know the English word "petrol"?
12. Did the man at the garage know what Marcel wanted?



# CHAPTER 9

some, any, no, none  
must, will have to, had to

## *They must find some food*

Alice Wright, the explorer, and her guide, Saboo, are in the jungle. They're going to cook their dinner.

ALICE: We must make a fire. Is there any dry wood, Saboo?

SABOO: Yes, there's some under the trees. Shall I collect some?

ALICE: Yes, please. Have we got any tins of meat left?

SABOO: No, I'm afraid we haven't. There are no tins left, and there's no fruit either.

ALICE: Well, we must drink something. I think we've got some coffee.

SABOO: I'm afraid there isn't any coffee in your bag, Miss Wright, and there's none in mine either...

**Ask and answer questions like these:**

What must they do?

Is there any dry wood?

Have they got any tins of meat left?

**Practise what you know**

1. Imagine you're having a party this evening. What must you do? What must you buy?

2. At the party, you're asking your friends what they would like to eat and drink. They're asking you what you've got.

Make a conversation using "some, any, no, none".

## *What did they have to do?*

Alice and Saboo didn't have any food, so the next morning Saboo had to go hunting. Alice wasn't feeling very well, so she had to stay in the tent. She had to wait a long time, because Saboo came back late in the afternoon. She had to make a big fire to protect herself from the animals in the jungle.

**Ask and answer questions like these:**

What did Saboo have to do?

Why did he have to go hunting?

## *What will they have to do?*

When Saboo came back, Alice could see that he was ill.

ALICE: Saboo! What's the matter?

SABOO: Look at my leg, Miss Wright! A snake bit me.

ALICE: A snake! We'll have to find a doctor.

SABOO: There's a village a mile away. We'll have to go there.

ALICE: I've got a walking stick. Can you walk with that?

SABOO: No, I can't. You'll have to carry me, Miss Wright. And we'll have to be quick!

**Ask and answer questions like these:**

What will they have to do?

Why will they have to find a doctor?

**Practise what you know**

1. What did Michael Chase have to do before he went to New York?

2. Imagine you're going skiing next week. What will you have to take with you?

## ***When can I come and see the flat?***

PART A  
⊗ ⊗

*Helen's cousin, Jill, is an air-hostess. She's looking for a flat in London. She saw an advert in this morning's paper. She's phoning the owner of the flat, Mr Jackson.*

JILL: Hello, is that Mr Jackson?

MR JACKSON: Yes, Mr Jackson speaking.

JILL: I'm phoning about the flat.  
Is it still available?

MR JACKSON: Yes, it is.



JILL: Oh, good! Can I have some details, please?  
How many rooms has it got?

MR JACKSON: It's got four. There's a living-room,  
a bedroom, a bathroom and a small kitchen.

JILL: How much is the rent?

MR JACKSON: Eighteen pounds a week.

JILL: And is it furnished?

MR JACKSON: Yes, it is. All the furniture's new, so you'll have to be careful!

JILL: Yes, of course. Is there any heating?

MR JACKSON: Yes, there's central heating. There's a radiator in each room.

JILL: That's fine. Can I come and see the flat this afternoon?

MR JACKSON: Yes, certainly.  
The address is 38, Stanhope Road.

JILL: What floor is it on?

MR JACKSON: It's on the ground floor.



JILL: Thank you very much, Mr Jackson. I'll see you this afternoon.

*Mr Jackson's showing Jill the flat. Helen's with them.*

MR JACKSON: Here's the kitchen. There's a cooker and a fridge.

JILL: Is there any crockery, Mr Jackson?

MR JACKSON: No, I'm afraid there's no crockery. You'll have to buy that.

JILL: Oh, my mother will give me some. She's got plenty at home.

MR JACKSON: Let's have a look at the living-room now.

HELEN: Oh, what a lovely room! It's so big. You'll be able to have some good parties here, Jill.

MR JACKSON: Er ... yes, but you mustn't make any noise after eleven o'clock. The neighbours don't like it. And I don't want any stains on my new carpet!

JILL: Don't worry, Mr Jackson! I'll be very careful.

HELEN: Oh Jill, I think it's a smashing flat. You must take it.

JILL: Yes, I think I will. When can I move in, Mr Jackson?

MR JACKSON: You can move in at the weekend if you like.

JILL: That'll be fine. The rent's eighteen pounds a week, isn't it?



MR JACKSON: Yes, that's right. You'll have to pay it regularly. The last tenants didn't, and they had to leave!

## expressions

*These situations will help you to learn the expressions.*

### ***What a funny girl!***

Mr and Mrs Sharp are looking at some old photographs. Mr Sharp's looking at a photo of a little girl.

Mr Sharp: What a funny girl! What strange hair! And what awful clothes! Who is it?

Mrs Sharp: It's me when I was eight!

### ***What floor is it on?***

Susan's going to see her father at his office. Mr Sharp works in a big building. There are ten storeys, and Susan doesn't know exactly where her father's office is. She's asking the man at the door.

Susan: I'm looking for Mr Sharp's office. What floor is it on?

Man: You'll have to take the lift, miss. It's on the ninth floor.

## comprehension and dictation

“Would you like some tea?” When English people hear this question, they always reply, “Yes, please. I'd love some.” Pierre Duval was not English. He was French, but he wanted to be English. He could speak English very well, and he had a flat in London. But he had one big problem. He didn't like tea.

“I must solve the problem. I'll have to practise,” he thought. He decided to have a week's holiday. He bought twenty packets of tea, some milk and some sugar. He told his friends that he was ill, and he didn't have any visitors. He went into his kitchen and stayed there for a week. At the end of the week his mouth was brown, his face was white, and he had to walk with a stick. His neighbour saw him.

“Pierre, are you ill?” he said. “Would you like some tea?” Pierre fell on to the floor, but his last words were: “Yes, I'd love some.”

1. When do English people say: “Yes, please. I'd love some.”?
2. What did Pierre Duval want to be?
3. What was his problem?
4. What did he decide to do?
5. What did he buy?
6. What did he tell his friends?
7. What did he do for a week?
8. At the end of the week could Pierre walk easily?
9. What did his neighbour think?
10. What did Pierre do when he heard his neighbour's question?

# CHAPTER 10

present perfect

## *How many books have you written?*

Susan Sharp loves reading books about animals, and her favourite author is William Wagstaffe. Her father knows Mr Wagstaffe quite well, and the famous author is at Susan's house now.

SUSAN: I love your books, Mr Wagstaffe. How many have you written?

Mr WAGSTAFFE: I've written six, Susan. I'm writing my seventh now.

SUSAN: I've only read four of your books. I must get the others.

Mr WAGSTAFFE: Have you read "A Cat in the Mountains"?

SUSAN: Yes, I have. I read it last summer. I enjoyed it very much.

Mr WAGSTAFFE: I wrote that one when I was in Canada a couple of years ago.

SUSAN: Have you travelled much, Mr Wagstaffe?

Mr WAGSTAFFE: Yes, I've been to Canada, the States and Africa, and I'm going to Russia next year.

SUSAN: How exciting! When did you go to Africa?

Mr WAGSTAFFE: I went there last autumn. It was marvellous. I saw some very interesting animals.

SUSAN: And are you writing about them in your new book?

Mr WAGSTAFFE: Yes, I am. The book's called "Death in the Jungle". But I haven't finished it yet.

SUSAN: Well, I hope you'll finish it soon. I'm dying to read it!

### **Ask and answer questions like these:**

Do we know exactly when Mr Wagstaffe wrote his books?

Is he still writing books now?

How many books has he written?

Has he finished his seventh book yet?

Has Susan read "A Cat in the Mountains"?

When did she read it?

### **Practise what you know**

Imagine it's Saturday afternoon and your mother's in a bad mood. She's telling you to clean your shoes, to make your bed, to put your books away, to write to your uncle, to do the shopping and to do your homework. You're very angry because you did all these things this morning.

Work in pairs and write the conversation.

#### *Example:*

Go and clean your shoes!

But I've already cleaned them.

When did you clean them?

I cleaned them this morning.

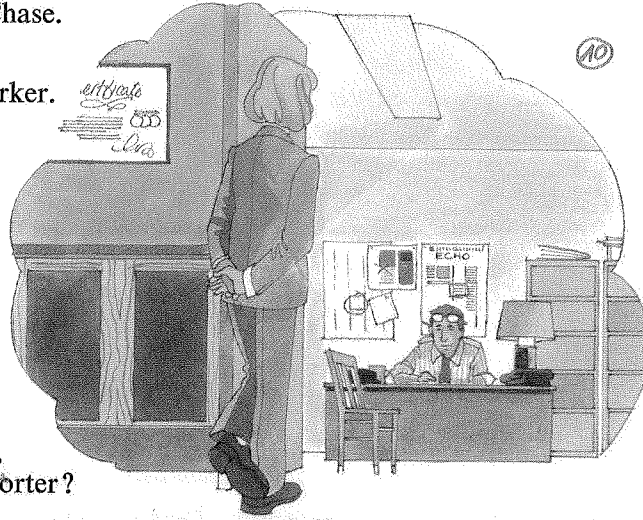
# Why do you want to be a reporter?

PART A  


Michael's at the offices of the Borchester Echo. He's having an interview with Mr Barker, the editor of the newspaper.

MR BARKER: Come in, Mr Chase.  
Sit down, please.

MICHAEL: Thank you, Mr Barker.  
What a lovely day, isn't it?



MR BARKER: Er ... yes,  
it's beautiful. Well, Mr Chase,  
why do you want to be a reporter?

MICHAEL: Well, I enjoy asking people questions, and I'm very keen on writing.

MR BARKER: Have you taken any "O" level exams yet?

MICHAEL: Yes, I have. I took History, Maths, Geography and English last summer, and I passed all of them.

MR BARKER: Good! You say you like writing. What sort of things have you written?

MICHAEL: Well, I wrote several articles for the school magazine last term. And I wrote reports on the football matches we played too.

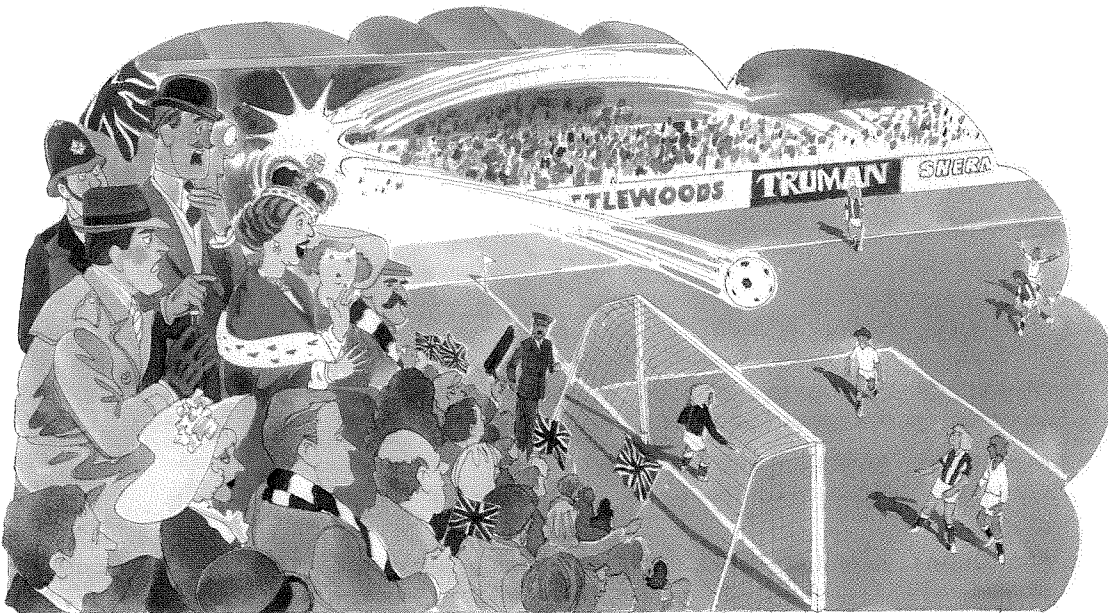


MR BARKER: Have you travelled much?

MICHAEL: I've been to the United States.  
I went to New York in August.

MR BARKER: What did you think of New York?

MICHAEL: It was very noisy, but very exciting. The food was good too.



MR BARKER: All right, Mr Chase. Now, imagine that the Queen was at a football match yesterday — England against Scotland. Suddenly, a player sent the ball into the crowd. The ball fell on to the Queen's head and then bounced back on to the pitch. Give me a headline for today's paper!

MICHAEL: Er ... I know! "The Queen must play for England".

MR BARKER: Yes, not bad, Mr Chase, not bad. Have you ever read the Borchester Echo?

MICHAEL: Oh yes. I read it every week.

MR BARKER: What must a local newspaper like mine do?

MICHAEL: I think it must fight against local injustice.

MR BARKER: What do you mean exactly, Mr Chase?

MICHAEL: Well, if the mayor of Borchester doesn't pay his taxes, then it's up to the Borchester Echo to tell people about it.

MR BARKER: That's fine, Mr Chase. Do you want to ask me any questions?

MICHAEL: Yes, Mr Barker. Will I have to get up early if I'm a reporter? I don't mind working hard, but I hate getting up early.

MR BARKER: I'm afraid you'll have to be available all the time, day and night.

MICHAEL: Oh, I see.

MR BARKER: Well, Mr Chase. I'll write to tell you if I can offer you the job.

MICHAEL: Thank you very much, Mr Barker. Goodbye.



## expressions

These situations will help you to learn the expressions.

### *He's very keen on sailing*

Mr Duff, the man who swam across the Channel, has just bought a new boat. He's very keen on sailing and he always spends his holidays by the sea. His children enjoy going to the sea, because they're very keen on swimming. Mrs Duff always enjoys herself too. She isn't keen on sailing and she doesn't like swimming either, but she loves sitting on the beach in the sun.

### *It's up to you*

Mr and Mrs Chase are in a shop. Mrs Chase is looking at a very expensive dress. Is she going to buy it? She can't decide.

Mrs Chase: Shall I buy this one, dear?

Mr Chase: I don't mind. I'm not going to wear it. It's up to you to decide.

Mrs Chase: It isn't up to me, dear. You're going to pay for it. It's up to you.

## comprehension and dictation

I love reading and I'm very keen on William Wagstaffe's books. He's an author who has written several books about animals. He's travelled a lot and he tells stories about the animals he's seen. I've just finished his new book. It's called "Death in the Jungle". It's a marvellous story about a snake that lived in the African jungle. The jungle is a cruel and dangerous place, and even a snake has a lot of enemies. At the end of the story the snake had to protect its family against an enormous crocodile. It fought against the crocodile, but, after a terrible battle, it died. I've seen snakes at the zoo, and I must admit I've never really liked them. But I think I understand them better now, and, at the end of the book, I was really sad when the snake died.

1. What does the narrator love doing?
2. Does she like Mr Wagstaffe's books?
3. What has Mr Wagstaffe written?
4. Has he visited many different countries?
5. Did the narrator read his new book a long time ago?
6. Is "Death in the Jungle" a story about lions?
7. Is the snake's life easy?
8. What did the snake have to do?
9. What happened after the terrible battle?
10. Where has the narrator seen snakes?
11. Has she ever liked them?
12. How did she feel when the snake died?



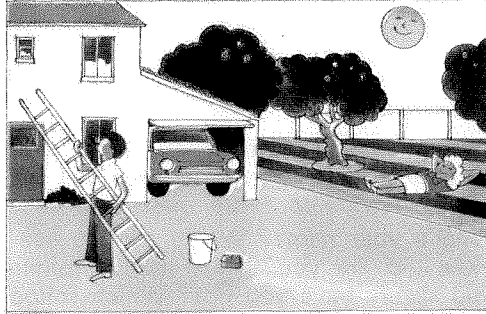
## Revision exercises: 2

### Exercise 1

Look at the pictures and tell the story. The answers to these questions will help you.



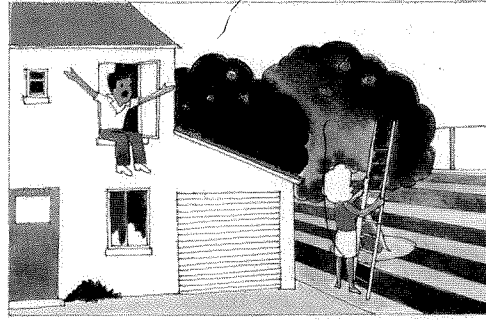
1. Where are Mr and Mrs Smith? What's the weather like? What has Mr Smith done? What's he doing now? What has Mrs Smith done? What's she doing now?



2. Look at Mrs Smith! What has happened? Is the car still in front of the house? Where has Mr Smith put it? What's Mr Smith carrying? What's he going to do? What will he need to clean the windows?



3. Is Mrs Smith still asleep? What has she done? What does she want to do? Where are the apples? What does she need to get the apples? What's Mr Smith doing?



4. Can Mrs Smith see her husband? What has she done? How does Mr Smith feel? What do you think he's saying to his wife?

### Exercise 2

Complete these sentences with « some any, none, no ».

- Do you have to pay ... rent?
- Would you like ... tea?
- There isn't ... crockery in the kitchen.
- There are ... adverts in that paper, and there are ... in this one either.
- He took ... beautiful photographs.
- There are ... eggs. I'll go and buy ....
- Can I have ... sugar, please?
- Are there ... trains to London today?
- Can you give me ... spaghetti, please?
- There won't be ... exams, will there?

### Exercise 3

Complete this dialogue.

- A.  
B. I went to Italy.
- A.  
B. Haven't you? You must go. It's beautiful.
- A.  
B. I stayed at a small hotel near the sea.
- A.  
B. Marvellous! It was hot and sunny all the time.
- A.  
B. Yes, I did, but I lost my camera.
- A.  
B. I've decided to go to Italy again.
- A.  
B. Because I want to find my camera.

#### Exercise 4

Complete these sentences with question-tags.

1. The king won't arrive today,
2. You're going to tell us a story,
3. He'll probably be late,
4. There'll be a lot of people at the party,
5. He isn't going to leave,

#### Exercise 5

Imagine you're writing your first letter to your English pen-friend. He/she will need answers to these questions:

What's your name? Where do you live? How old are you? How many brothers and sisters have you got? Which school do you go to? What are you interested in? Can your pen-friend come and visit you? Can you speak English well? How often will you write to your pen-friend?

#### Exercise 6

Put the verbs into the correct form.

1. He (not be able to) play football on Saturday because he's got a cold.
2. She (have to) phone the owner before she could see the flat.
3. Judy (be able to) speak five languages when she was ten.
4. There aren't any buses. We (have to) take a taxi.
5. I (not able to) go riding yesterday because I (have to) take an exam.
6. I'm afraid you (have to) hire a car because I (not able to) lend you mine tomorrow.
7. We (have to) walk home because we missed the bus.

8. The manager (be able to) see you at three thirty tomorrow.
9. We (not have to) do any work yesterday because all the teachers were ill.
10. It was too difficult. Nobody (be able to) do it.

#### Exercise 7

Put the verbs into the correct tense (the present perfect or the simple past).

1. I (not buy) a carpet yet, but I (look at) some last week.
2. His father (give) him a watch for Christmas, but he (already lose) it.
3. I can't phone him because I (forget) the number.
4. Last year Joan (spend) two months in Madrid, but she (forget) how to speak Spanish now.
5. Tim (take) my bicycle this morning and he (not come back) yet.
6. I (buy) a newspaper this morning. I (read) the headlines and then I (put) the paper in my bag.
7. Pierre doesn't want to leave Paris because he (always live) there.
8. He (not finish). He's still writing his report.
9. There's nobody here. I suppose they (go out).
10. I (not do) my homework yet because I (be) ill last night.

#### Exercise 8

Use each of these words or phrases in a sentence.

1. to borrow
2. to ring back
3. to have a look
4. to get to
5. to be interested in
6. traffic lights
7. neighbour
8. available
9. to move in
10. to pay for

### 3. Torture, trumpets and teeth

Henry Butler sat on his chair in the cold room. There was no one else in the room with him. The door was closed, and he could hear nothing. There was a window, but it was high in the wall, and he could only see a bit of sky. He could imagine the torture in a few moments. Suddenly the door opened. A woman wearing a white coat called his name. His name did not usually surprise him, but it surprised him now. Was his name Henry Butler? Surely that was somebody else. But he followed her into the next room, and he saw the chair; he saw the big lamp; he saw the instruments of torture. He walked automatically to the chair. His legs did not seem to belong to him. A man in a white coat approached him and very quickly put two fingers into his mouth. Henry bit them, and the dentist screamed. Henry Butler hated going to the dentist's.

But Henry was lucky. In the eighteenth century a man who had toothache had to go to the market to find the "tooth puller". It was always easy to find him because his assistant had a trumpet which everyone could hear. Then the customer sat on a chair, looked at the sky and opened his mouth. The "tooth puller" found the bad tooth and attacked it with pincers. Then he pulled and pulled, and the patient screamed and screamed. This frightened the other customers, so the "tooth puller's" assistant started playing his trumpet to cover the man's shouts. Yes, Henry Butler was lucky!

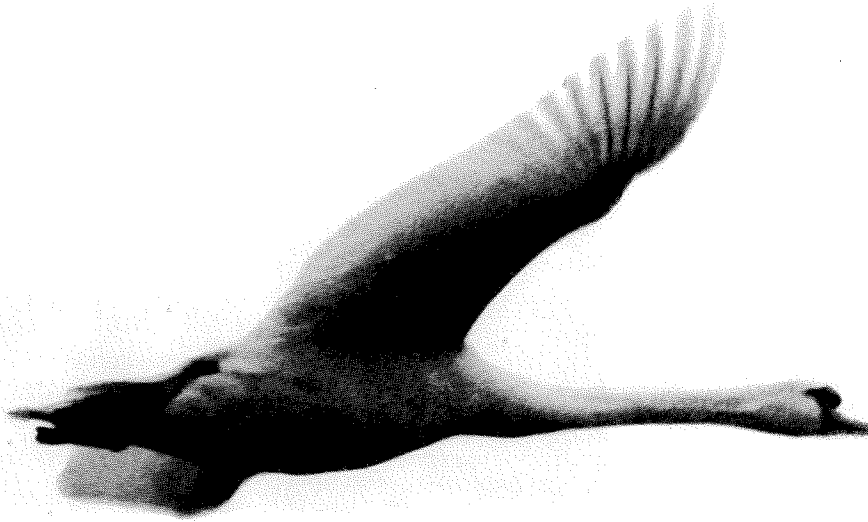


*Which tooth is it, sir ?*



*Lauris-Giraudon*





*I know where I'm going*  
*Atlas-Photo (cl. Marguier)*

## 4. Migration

In the Irish Sea, a few kilometres from the west coast of Wales, there is a rock, Bishop's Rock. On the rock there is a lighthouse. At night the light is a sign of danger for ships. But it is also an invitation - to tired birds that have fought against Atlantic storms. They are not frightened of men now, and they need food. The lighthouse man feeds them and he is glad to see them, because his life is lonely. But his visitors do not stay long - perhaps for a couple of days. They eat the food he gives them, but then they leave to continue their necessary journey. They know when it is time to go. The man is sad, but he knows that the birds must leave. Migration is movement - these birds cannot stop.

We do not know exactly why birds migrate. A lot of birds leave the Tropics and fly to colder places where their young are born. The swallow, so small and so

fragile, flies 10,000 kilometres every year to and from Britain. These distances show us why migration is often risky. A lot of birds die.

But there is one strange example of migration where the animals always die. Perhaps you have read stories about the lemmings of Scandinavia. These little animals live in the hills of Norway and Sweden. Sometimes they decide to come down from the hills. They travel together like an enormous army, but they only move at night. They reach the farmers' fields and eat everything they can find. Their young are born during this strange migration. They never change direction - they swim across lakes and rivers. Finally, after a year, or even three, they reach the sea. They do not stop. They swim and swim until they die. Why do they do it? We do not know. But Nature accepts this incredible suicide.

# CHAPTER II

present perfect with « for » and « since »

## *How long has he been a conductor?*

Henry Fernstein's a composer and a conductor. He lives with his wife in London. He composed his first piece of music in 1924, when he was six. In 1939 he became a conductor. He had a small orchestra in London. In 1942 he met Miss Lily Bung. He married her in 1943, and they bought a flat in London. In 1965 he became the conductor of the London Symphony Orchestra. He's still a composer and a conductor now.

Mrs Fernstein works at Buckingham Palace. She's the Queen's hairdresser. She became a hairdresser in 1953 and she started working for the Queen in 1969. She still works for the Queen now. Mrs Fernstein and her husband have got a son called Sam. He was born in 1948. He lives in Manchester now. He went to live there in 1970. Sam's very good at tennis. He started playing when he was twelve, and now he plays for Great Britain. He played his first match for Great Britain in 1971.

### **Ask and answer questions like these:**

Mr Fernstein's still a composer, isn't he?  
How long has he been a composer?  
He's been a composer since 1924/since he was six.

*Or:*

He's been a composer for ... years.

### **Practise what you know**

Ask and answer these questions:

How long have you been at your school?  
How long have you been at school today?  
How long have you been in your class?  
How long have you known your English teacher?  
How long have you lived in your town?  
How long have you known your best friend?  
How long have you had your shoes?  
How long have you been able to speak English?

## Have you got any hobbies?

PART A  
● ●

*Helen's at the offices of "Woman's Life" in Fleet Street. She arrived late, because there was a lot of traffic.*

HELEN: Good morning, Miss Binks. I'm sorry I'm late. I did my best to get here on time, but there were traffic jams everywhere.

MISS BINKS: Don't worry about that. Come and sit down. Well, Miss Chase, why did you decide to write to me?

HELEN: Well, I've been interested in magazine work for two years now. You see, I was the secretary of the school magazine.

MISS BINKS: That's interesting. What did you have to do exactly?

HELEN: I had to read all the articles we received. Then I had to choose the best ones and type them.

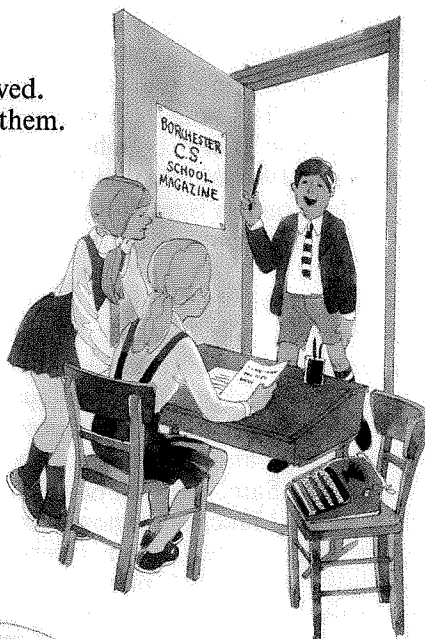
MISS BINKS: Did you write anything yourself?

HELEN: Yes, I had to answer the readers' questions.

MISS BINKS: What sort of questions did they ask?

HELEN: Well, a little boy in the first form once asked, "Why are our school lunches so bad? We've had carrots forty times in the last month!"

MISS BINKS: And what did you reply?



HELEN: I replied, "You've been very lucky. You've had forty school lunches in the last month. I've only had twenty!"



PART B



MISS BINKS: How long have you lived in Borchester, Miss Chase?

HELEN: I've lived there since I was born.

MISS BINKS: Will you enjoy working in London?

HELEN: Oh yes! I love coming to London. It's more exciting than Borchester.

MISS BINKS: Have you got any hobbies?

HELEN: Yes, I have.  
I'm very keen on painting  
and I collect stamps.  
I like reading too.



MISS BINKS: Do you read much?

HELEN: Yes, I read at least a book a week. I've just read one about Queen Victoria.

MISS BINKS: And what do you think of her?

HELEN: I think she showed that women are as efficient as men!

MISS BINKS: Yes, I agree. Now Miss Chase, can you type this letter for me, please?

HELEN: Yes, all right, Miss Binks. I'll do my best.



## expressions

*These situations will help you to learn the expressions.*

### ***To London - in London***

Mr Chase is on the train. Another passenger's talking to him.

Passenger: Where are you going?

Mr Chase: I'm going to London.

Passenger: Oh, I live in London.

Mr Chase: How long have you lived in London?

Passenger: For twenty years, but I'm going to France next year.

Mr Chase: Are you going to live in France?

Passenger: Yes. In Paris.

### ***He did his best***

Yesterday John had to go to the dentist's at three o'clock. He went to the dentist's on the bus, but there was a lot of traffic and the bus was slow. He knew he was going to be late. He got off the bus and took a taxi. But the taxi was slow too, so he got out of the taxi and ran to the dentist's. He arrived at half past three. The dentist was angry.

Dentist: You're very late, John.

John: Yes. I'm sorry, but I did my best to arrive on time.

## comprehension and dictation

My name's Sam Fernstein. I'm a tennis player. I started playing tennis when I was twelve. I practise every day and I've improved a lot since I began. Now I play for Great Britain. I've played for Great Britain since 1971. I've got a lot of hobbies too. I like painting, riding, swimming and collecting old cars. My favourite car is a 1935 Rolls Royce. I've had it for four years. The Queen sold it to me. You see, I know the Queen quite well, because my mother's been her hairdresser for five years. This Rolls Royce is a marvellous car, particularly when I'm in a hurry and there's a traffic jam. When a policeman sees my car, he thinks I'm one of the royal family. He stops all the traffic for me, and I drive past the others like a king!

1. When did Sam start playing tennis?
2. Is he a better player now than he was when he began?
3. How long has he played for Great Britain?
4. What are his hobbies?
5. How long has he had his Rolls Royce?
6. Who sold it to him?
7. Why does he know the Queen?
8. When is his car particularly useful?
9. When a policeman sees Sam's car, what does he think?
10. What does the policeman do?



# CHAPTER 12

verb + accusative + infinitive  
«do» + the imperative

## *What do you want me to do?*

A married couple have just left the church. A photographer's trying to take their photograph, but they aren't listening to him. He's angry.

PHOTOGRAPHER: Now, I want you to stand together near the car.

HUSBAND: Where?

PHOTOGRAPHER: Near the car! I told you to stand near the car! Now, madam, I want you to look at your husband.

WIFE: At my mother?

PHOTOGRAPHER: No! I asked you to look at your husband! O.K. Don't move!

HUSBAND: Can you give me a cigarette, darling?

PHOTOGRAPHER: Sir! I asked you not to move. Do you want me to take your photograph or not?

HUSBAND: No. But can you drive a car?

PHOTOGRAPHER: Yes.

HUSBAND: Good. I want you to take us to the reception!

### **Ask and answer questions like these:**

Where does the photographer want them to stand?

Where did he tell them to stand?

What did he ask the wife to do?

### **Practise what you know**

What do you want to do when you're older?

What do you want to be?

What do your parents want you to do?

What do your parents want you to be?

## *Do watch me!*

Harold Black, the pianist, is sitting at the piano. The concert's going to begin. The orchestra's ready, but Harold isn't watching the conductor.

CONDUCTOR: Harold! Watch me! Do watch me!

HAROLD: But I can't see you. My chair's too low.

CONDUCTOR: Well, find another one. Don't just sit there!

### **Practise what you know**

Imagine you're on the train. You're cold and you've got a headache. Your friend has opened the window; he's smoking; he's playing his guitar; he's singing. You asked him to stop, but he didn't listen to you, so you're asking him again.

*Example:*

Do close the window!

## ***We're going backwards!***

PART A  


*Helen's now seventeen and she's learning to drive a car. She's having a driving lesson. She's in the car with her driving instructor, Mr Stewart.*

MR STEWART: Now, Helen, I want you to start the car. That's it. Now, do look in your mirror!

HELEN: There's nothing behind us. Can I go?

MR STEWART: Yes.  
Now, go into first gear.



HELEN: Oh! What on earth's happening? We're going backwards!

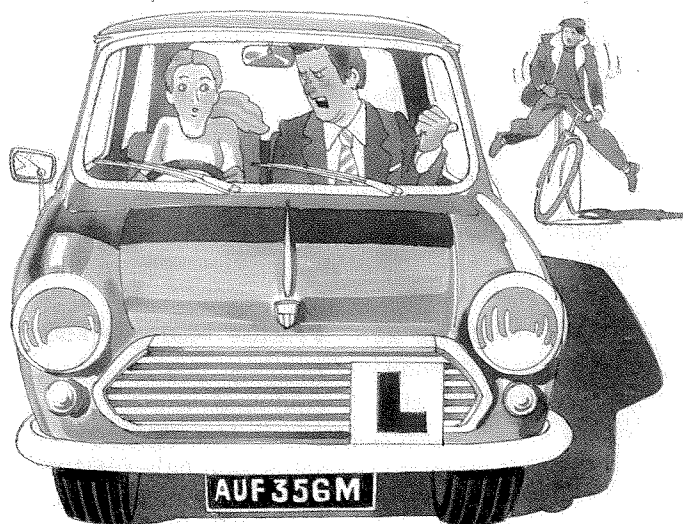
MR STEWART: Brake! I told you to go into first gear, not reverse! Now, try again. Good!

HELEN: Where do you want me to go?

MR STEWART: Drive straight on along the High Street as far as the traffic lights.

HELEN: Oh dear! There's a lot of traffic on the road. I'm scared. Look at that cyclist!

MR STEWART: Yes, I can see him. Now, overtake him. Don't go too close, for heaven's sake!



HELEN: Ooh! Did I hit him?

MR STEWART: Nearly! I asked you to overtake him. I didn't ask you to kill him!

MR STEWART: Now, slow down! We're coming to the traffic lights. Ah, the light's red. Do be careful! Brake! Stop... stop... STOP!



HELEN: Oh, I'm sorry. I pressed the accelerator instead of the brake.

MR STEWART: Why on earth did you do that? You're going to kill us.

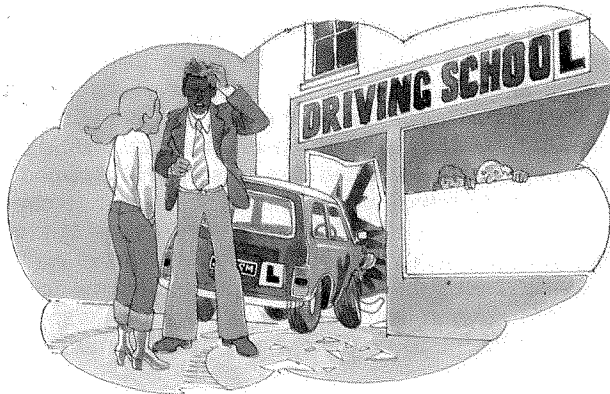
HELEN: What do you want me to do now?

MR STEWART: Well, I think we'd better go back to the driving school. I don't enjoy risking my life!

HELEN: When do you think I'll be able to take my driving test, Mr Stewart?

MR STEWART: Well, I'm not sure.  
In a few years perhaps.

HELEN: Ah, at last!  
Here's the driving school.



MR STEWART: Now, park the car in front of the school. Slowly... slowly... BRAKE!  
(CRASH!) I asked you to park the car in front of the school, not in the school!

HELEN: Oh, I'm sorry, Mr Stewart. You'll need a new door.

MR STEWART: I'll need a new car too!

## expressions

*These situations will help you to learn the expressions.*

### ***What on earth are you doing?***

Mr and Mrs Gold have invited some friends to dinner. Joe's in the kitchen. He was taking the dinner out of the oven when he dropped it all over the floor. Mrs Gold has just come into the room.

Mrs Gold: Joe! What on earth are you doing on the floor?

Joe: I'm afraid I've just dropped the dinner.

Mrs Gold: Oh no! What on earth are we going to eat?

### ***Let's have an omelette instead!***

Mr and Mrs Gold don't know what to do. Their friends are waiting, but there isn't any dinner for them now.

Mrs Gold: Well, we can't eat the chicken now. It's all over the floor!

Joe: There are some eggs in the fridge. Let's have an omelette instead of the chicken.

Mrs Gold: No. We'll go to a restaurant instead of eating at home.

## comprehension and dictation

It was my first visit to Greece, and I couldn't speak the language very well. My hotel was a few miles from the station, so I took a taxi. I showed the driver the address of my hotel and asked him to drive me there. He started the car, and we left the station. He drove fast and overtook everything on the road. I told him to slow down, and he thought I wanted him to stop. He stopped at a café and told the waiter to bring two glasses of beer and two sandwiches. I tried to explain to him that I didn't want him to stop, but he gave me my beer and told me not to worry. When he asked the waiter to bring a bottle of wine, I was furious, but he persuaded me to stay. After an hour he was asleep in his chair. The waiter didn't want me to wake him up, and he told me to be patient and brought me another bottle of wine.

1. Could the narrator speak Greek well?
2. Was his hotel very near the station?
3. Did the taxi-driver drive slowly?
4. Did the narrator want the taxi-driver to stop?
5. What did the waiter bring to the table?
6. Did the narrator want any beer?
7. What did the taxi-driver tell him to do?
8. What did the taxi-driver ask the waiter to bring next?
9. Did the narrator leave the café?
10. Why did the waiter tell the narrator to be patient?

# CHAPTER 13

comparatives: more, less, fewer, as much as, as many as

## *He'll eat more than we do*

Maurice Wop is a strange scientist. He's making a robot whose name is Henry. He's got an assistant called Jane. He doesn't like Jane very much. She talks a lot and she sleeps a lot too. She's late every morning.

Jane's talking to Mr Wop now. She's asking him about Henry.

JANE: Will Henry be very different from ordinary men?

Mr WOP: Oh, yes. He'll be more intelligent and he'll be stronger too.

JANE: What sort of food will he eat?

Mr WOP: He'll eat more food than we do. He'll have ten eggs for breakfast. He'll drink more than we do too. He'll need twenty cups of tea a day.

JANE: Will he be able to talk?

Mr WOP: He'll talk less than you do, thank goodness! He'll need less sleep and fewer holidays. He'll make fewer mistakes than you and he'll be more efficient.

JANE: What do you mean, Mr Wop?

Mr WOP: Henry's going to be my new assistant. He'll work harder than you do and he'll cost less.

JANE: But what about me, Mr Wop?

Mr WOP: Well, Henry will be hungrier than ordinary men, and you're fatter than ordinary women. You won't be here, Jane. Henry's going to eat you!

Ask and answer questions like these:

Will Henry be as intelligent as ordinary men?

Will he eat as much food as we do?

Will he drink as much as we do?

Will he need as much sleep as Jane?

Will he need as many holidays as Jane?

Practise what you know

Describe your ideal school. What will it be like? What will you do there? Compare it with your present school.

Example:

The classrooms will be bigger.

There'll be fewer people in each class.

## *That cow's a bull!*

PART A  
⊙ ⊙

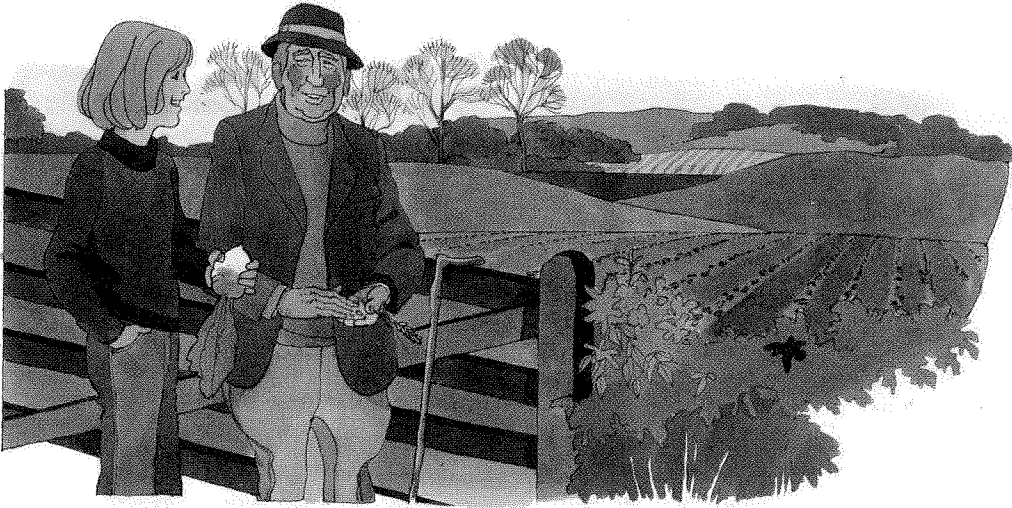
*Michael's spending the day on his grandfather's farm near Borchester. His grandfather's been a farmer for fifty years. He and Michael are walking round the farm.*

MICHAEL: How much land have you got, Granddad?

GRANDFATHER: About two hundred acres, Mike — a hundred and fifty acres of arable land and fifty acres of pasture for the sheep and cows.

MICHAEL: Was the harvest good this year?

GRANDFATHER: No, I'm afraid not. It was worse than last year. The potatoes and turnips were good, but the wheat and barley weren't as good.

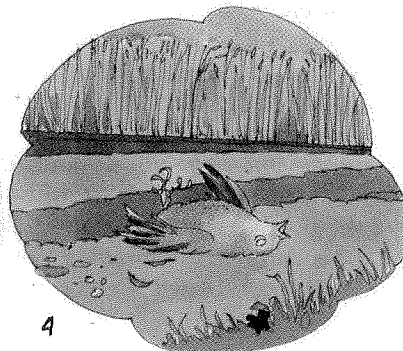
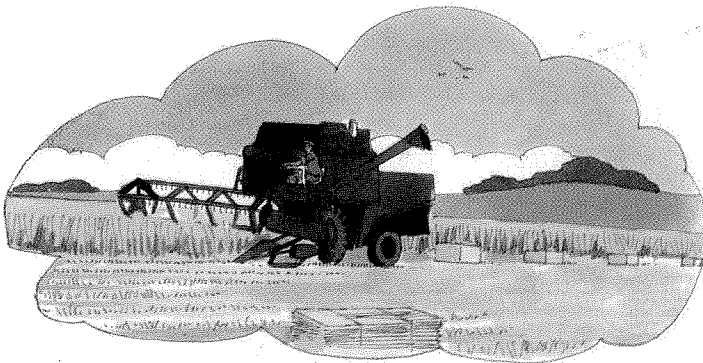


MICHAEL: What was farming like when you were younger, Granddad? Was it better than working on a modern farm?

GRANDFATHER: Oh, yes! A lot pleasanter, Mike. Perhaps the horse wasn't as efficient as the tractor, but I could talk to him. It's more difficult to talk to a tractor.

MICHAEL: How do you harvest the crops now?

GRANDFATHER: I hire a combine-harvester. A marvellous machine, I must admit.



4

MICHAEL: What do you think of all the fertilisers and weed-killers? Are they dangerous?

GRANDFATHER: I'm afraid so, Mike. I think a lot of weed-killers are responsible for the death of a lot of birds and small animals. Farming mustn't kill the countryside. We must do more to protect the countryside.

MICHAEL: Oh, look! The cows are coming in. I suppose you'll have to milk them. Can I help you?

GRANDFATHER: Oh, that won't be necessary. I've got an electric milking machine. I simply plug in and watch. It's easier than watching television!

MICHAEL: Do you think farming's a good career nowadays, Grandad?

GRANDFATHER: Yes, I think so. Britain must have more agriculture. We depend too much on imported food.

MICHAEL: Yes, and with all the new towns and new roads there's a lot less farming land.



GRANDFATHER: I know. We must stop building roads. We must try to reduce the population, and we must increase agriculture. Bigger farms and happier people!

MICHAEL: Look, Grandad! That cow isn't a cow, is it?



GRANDFATHER: No, I don't think so. That's my bull. Come on! I think we'd better go!

## expressions

*These situations will help you to learn the expressions.*

### ***It's better than being at school***

John's teacher has taken the class to the theatre. John wasn't very keen on going. He wanted to play football instead. But he prefers the theatre to school. The teacher's asking John about the play.

Teacher: Well, John, what do you think of it?

John: It's better than being at school, but it isn't as good as playing football.

### ***I'm afraid so***

Nobody likes Angela. Alan has brought her to Susan's birthday party. Susan isn't very pleased, and Alan's sorry.

Susan: You haven't brought Angela, have you?

Alan: Yes, I'm afraid so.

Susan: Nobody likes her, do they?

Alan: No, I don't think so.

Susan: Never mind! Have you got my birthday present?

Alan: No, I'm afraid not. I've forgotten to bring it!

## comprehension and dictation

Is your life as exciting as your grandfather's was when he was young? Your life is certainly different. Nowadays there are more cars, more towns and more people. There's more noise too. Your grandfather's life was slower than yours. People travelled less. There were fewer cars and trains, and there weren't as many aeroplanes as there are now. What will your grandchildren's life be like? I suppose their world will be even noisier than ours. The population will increase. There'll be less countryside. There'll be more motorways. There'll probably be fewer birds and animals. We mustn't destroy the pleasant things. We must protect the countryside. The air must be cleaner. We must all think more about the future. Tomorrow's world must be better than today's.

1. Is your life the same as your grandfather's was?
2. Are there fewer cars and towns nowadays?
3. Are there fewer people now?
4. Do people travel more nowadays?
5. Were there as many cars and aeroplanes when your grandfather was young?
6. Will your grandchildren's world be quieter than ours?
7. Will there be fewer people in the world in the future?
8. Will there be as much countryside as there is now?
9. Will there be as many birds and animals?
10. Must we think less about the future?
11. If we destroy the pleasant things, what will tomorrow's world be like?



# CHAPTER 14

## omission of the definite article

### *I went to school in Edinburgh*

Alice Wright, the explorer, is talking about her life.

« I was born in the south of England. When I was four, my family moved to Scotland, and I went to school in Edinburgh. My mother often came to the school to talk to my teachers, because I wasn't a very good pupil! When I was eighteen, I went to university, and I was at university for three years. The university I went to was marvellous, and I was very happy there. Then I had a car accident and I was in hospital for several months. After that I went to live in an African village. I worked in the hospital there. I went to work at six every morning and I went to bed at midnight. I was at work for eighteen hours every day except Sunday. On Sundays I stayed in bed all morning, and then I went to church in the evening. A year later I decided to leave the hospital and become an explorer. One Sunday evening a man came to the church to see me. He was looking for a job. We decided to work together, and he's now my guide, Saboo. »

**Ask and answer questions like these:**

Where did Alice go to school?  
Why did her mother come to the school?  
When did she go to university?  
What was the university like?

**Practise what you know**

Make two sentences with each of these words: school, university, church, hospital, bed.

*Example:*

I go to school at nine o'clock.  
The school I go to is in King Street.

### *I don't like noise*

Here's a man who doesn't like noise:

« I don't like noise. I don't like planes because planes are noisy. I don't like airports because airports are full of planes. But I live near the airport in London. Life is very unpleasant if you live near an airport. I love music and I often try to listen to the music on the radio. But I can't hear it. I can only hear the noise the planes make. I like people, but the people who live next door don't like me. They always complain when they hear me. Why do they complain? Well, I play in an orchestra and I practise a lot at home. My neighbours don't like noise either, and I play the trumpet. »

**Ask and answer questions like these:**

Does he like noise?  
What noise can he hear from his house?  
Does he like music?  
What music does he try to listen to?

**Practise what you know**

Make two sentences with each of these words: wine, food, people, music, clothes, books, animals.

*Example:*

Wine is cheaper in France than in England.  
The wine we drank yesterday evening was excellent.

## Can you open the window, please?

PART A

*Helen's cousin, Jill, has moved into her new flat in London. Jill's an air-hostess. She works for British Airways. Helen has come to see her.*

HELEN: Oh, the flat's beautiful, Jill! What lovely posters!



JILL: Yes, they're nice, aren't they? I love travel posters. I brought the posters I've got here from work.

HELEN: Can you bring me some? They're lovely. Greece, Cyprus, Canada, the States. I suppose you've been to all these places. You are lucky!

JILL: I don't know them all very well. Sometimes we arrive at the airport, spend a night in a hotel and then fly back. Last week I was lucky. I had two days in New York.

HELEN: How marvellous! Life's so exciting for you!

JILL: Not all the time.  
Passengers are sometimes very difficult.  
For example, last week an old man  
wanted me to open a window.

HELEN: You're joking!

JILL: No, I'm serious.  
He couldn't understand why  
I refused. He went on  
complaining for half  
an hour.



HELEN: What do you do during a long flight, Jill?

JILL: Oh, I serve meals, bring drinks, answer questions about the flight. And don't forget! Air-hostesses must always smile! It isn't as easy as you think.

HELEN: Are you ever frightened when you're in a plane, Jill?

JILL: Oh, no. There are more accidents on the roads than in the air nowadays. Planes aren't nearly as dangerous as cars.

HELEN: Yes, I suppose you're right. I've just started learning to drive, and I must admit my instructor's terrified when I drive!

JILL: When are you going to take your test, Helen?

HELEN: Not for a long time. I'm not nearly good enough yet.

JILL: Don't worry! I'm sure you'll soon improve. Anyway, let's have some lunch. Do you like curry?

HELEN: Curry! Mmm! Lovely!

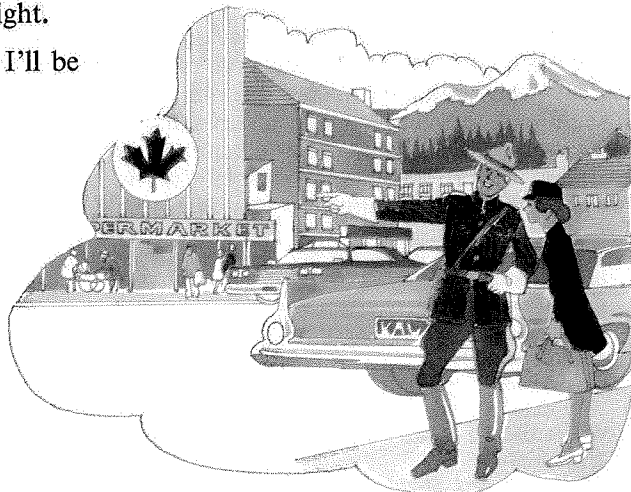
JILL: Well, I hope you like it. I went to Bombay last week. I'm afraid it won't be as good as the curry I had there.



HELEN: I don't mind. I'm starving. When's your next trip, Jill?

JILL: Well, I'm going to Canada tomorrow. I'll be in Toronto tomorrow night.

HELEN: Toronto! Think of me! I'll be in bed in Borchester.



## expressions

These situations will help you to learn the expressions.

### *He isn't old enough*

Alan's very interested in politics. He reads all the newspapers and he goes to a lot of meetings. There's an election in England next week, and Alan wants to vote. In England you can't vote until you're eighteen. Alan's only fifteen, so he can't vote because he isn't old enough.

### *She went on singing*

Mr Fernstein loves music, but he hates noise. He was trying to compose some music yesterday, but he couldn't work because his wife was making a lot of noise. She was doing the washing-up in the kitchen and she was singing very loudly. Mr Fernstein wanted her to stop, so he shouted at her. But she didn't hear him and she didn't stop. She went on doing the washing-up and she went on singing. She went on making a lot of noise.

## comprehension and dictation

Mr Sharp belongs to the local Labour Party. He often goes to meetings and he makes a lot of speeches. Mrs Sharp doesn't like politics. She hates meetings and she thinks her husband's speeches are boring. But she never complains and she always goes with him. She takes a tape-recorder to record what Mr Sharp says. He likes listening to his speeches at home.

Yesterday Mr Sharp went to the hospital in Borchester to make a speech. Mrs Sharp found a seat at the back of the room, and she turned on the tape-recorder. Her husband started talking. At first she listened to him, but after a few minutes she went to sleep. Mr Sharp went on talking. At the end of the speech Mrs Sharp woke up, and she and her husband went home. "Well, I thought my speech was very interesting this evening," said Mr Sharp. "Let's listen to it." He turned on the tape-recorder. After a few minutes he heard some very strange noises. He was furious. "Listen!" he said. "Someone's snoring!" Mrs Sharp said nothing.

1. What's Mr Sharp interested in?
2. Is Mrs Sharp interested in politics too?
3. Does she think Mr Sharp's speeches are interesting?
4. Does she ever refuse to go with him?
5. Why does she take a tape-recorder?
6. Where did Mr Sharp go yesterday? Was he ill?
7. Where did Mrs Sharp sit?
8. What did she do?
9. When she went to sleep, what did her husband do?
10. What did Mrs Sharp do at the end of the speech?
11. How did Mr Sharp feel when he heard the strange noises?
12. Who was snoring during the speech?

# CHAPTER 15

past continuous  
« must be »

## *While I was driving along Park Street ...*

A policeman has just caught a thief. They're at the police station now. The policeman's writing his report. Here it is:

I was driving along Park Street at midnight when I saw a man on the wall by the bank. I stopped, and just as I was getting out of the car, he jumped on to the pavement and ran towards the station. He was carrying a black briefcase and he was wearing a brown coat and black gloves. I decided to follow him. While I was following him, he took off his gloves and put them into his briefcase. As we were approaching the station, he realised I was watching him. He dropped the briefcase and called a taxi. Just as he was getting into the taxi, I asked him to stop. I opened the briefcase. It was full of five-pound notes. While I was asking him some questions, he tried to escape, but I stopped him. Then he admitted he was guilty.

**Ask and answer questions like these:**

When did the policeman see the man?  
When he was driving along Park Street.

When did the man jump on to the pavement?

Just as the policeman was getting out of the car.

**Practise what you know**

Imagine you're the thief. You're telling a friend what happened.

*Example:*

While I was standing on the wall, I saw a police car.

Now continue your story.

## *You must be tired*

Mr Sharp has had a very busy day at work. He's just got home.  
It's ten o'clock. He's talking to his wife.

Mr SHARP: What a day! I've worked for thirteen hours.

Mrs SHARP: Oh, darling, you must be very tired. Have you eaten anything?

Mr SHARP: No, I haven't eaten since breakfast.

Mrs SHARP: You must be starving! What do you want to eat?

**Ask and answer these questions:**

Why must Mr Sharp be tired?

Why must he be starving?

**Practise what you know**

Imagine you're sitting in a train. You're looking at the other passengers. Guess what their jobs are, or what they must be doing.

*Example:*

One man's carrying some Spanish books.  
He must be a teacher.

*Or:*

He must be learning Spanish.

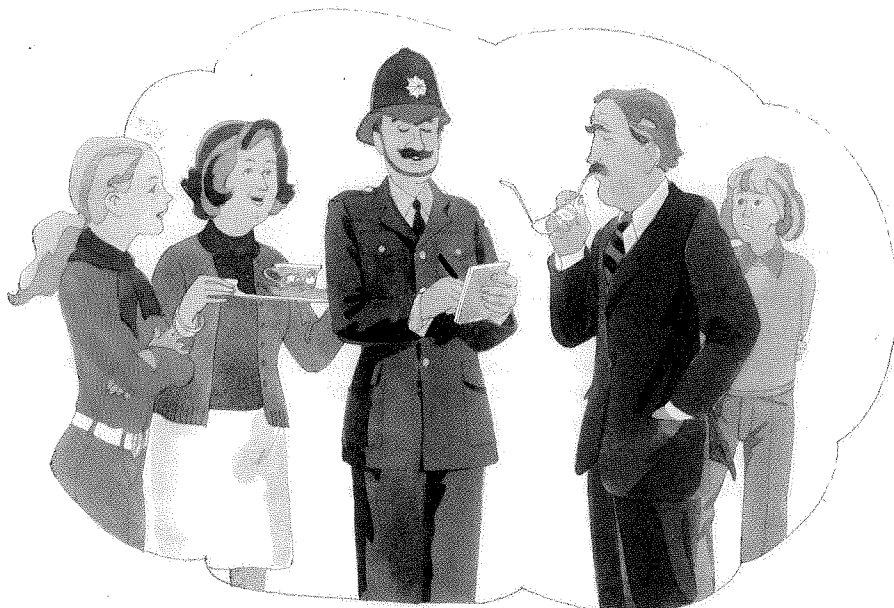
## ***We've had burglars!***

PART A



*It's five thirty on Saturday evening. The Chases have had burglars. Mr Chase has telephoned the police, and a policeman has just arrived at the house.*

MR CHASE: Ah, good evening, officer. We've had burglars, I'm afraid. I think they came between three o'clock and five, didn't they, darling?



MRS CHASE: That's right, because I got home at five o'clock.

POLICEMAN: Hmm... What were you doing at four o'clock, sir?

MR CHASE: Well, I was doing some extra work at the office.

POLICEMAN: What were you doing, Mrs Chase?

MRS CHASE: I was shopping in Borchester.

POLICEMAN: And what about the children?

MICHAEL: I was still playing football  
— we were losing 3-1, and the...

POLICEMAN: And you, Miss?

HELEN: At four o'clock I was sitting in my cousin's  
flat in London — we were digesting a very good curry!

POLICEMAN: What did the burglars steal, sir?  
Can I have a list?

MR CHASE: Well, my wife has lost a necklace, and  
I've lost a gold watch and a silver cigarette box.

POLICEMAN: Anything else, sir?

MR CHASE: Yes. As I was going upstairs, I noticed that three valuable paintings  
were missing, and a transistor radio has disappeared from our bedroom.

POLICEMAN: O.K. Now I'll phone C.I.D., and they'll send a fingerprint expert. Try  
not to touch anything!



*The policeman has just left, and Mr Chase has gone to see his neighbours, Mr and Mrs Short.*

MR CHASE: Good evening, Mr Short. I'm afraid we had burglars this afternoon.

MR SHORT: Good heavens! How awful! You must be feeling very upset.

MR CHASE: Yes, I am. Did you see anyone near the house between three o'clock and five?

MR SHORT: Hmm . . . There was a van outside your house this afternoon.

MR CHASE: Really? When did you see it?

MR SHORT: While I was making a cup of tea in the kitchen. It was about four o'clock.

MR CHASE: Was there anyone in the van?

MR SHORT: I didn't see anyone, but I'll ask my wife. She came home at about four. Jean! Did you see anyone outside Mr Chase's house this afternoon?

MRS SHORT: Yes, I did. I was coming back from the hairdresser's when I saw two men get out of a van.



MR CHASE: What did the men look like? Did you notice, Mrs Short?

MRS SHORT: No, I'm afraid not. Just as I was walking past, they went into the house. I thought they were going to mend the television!

MR CHASE: Well, they must be the men we're looking for. Thank you very much for giving me the information. Goodbye.

## expressions

*These situations will help you to learn the expressions.*

### ***What does he look like?***

Harold Black has got an uncle who lives in the States. He's coming to England on holiday, and Harold's going to meet him at the airport. He's never seen his uncle before. He's talking to his aunt on the telephone. He's asking her to describe him.

Harold: What does Uncle Sam look like?

Aunt: He's very tall. He's got grey hair and a big moustache. He's very fat, and he always wears a red shirt. I'm sure you'll recognise him.

### ***Thank you for coming***

Harold's at the airport. He's just met his uncle.

Harold: I'll take you to your hotel, uncle. I booked it for you last week.

Uncle: That's very kind of you, Harold. Thank you for coming to meet me, and thank you for finding me a hotel too.

## comprehension and dictation

I was having a bath yesterday when the phone rang. "That must be my mother," I thought. As I was getting out of the bath, I put my foot on my watch and broke it. The phone was still ringing. I ran out of the bathroom and hit my head on the door. It hurt terribly, and I wanted to sit down for a moment, but the phone was still ringing. "Please wait a minute, mother," I thought. The cat was sitting at the top of the stairs. I didn't see it and I fell. At the bottom of the stairs I got up. My right leg was hurting more than my head. The phone was still ringing. At last I answered it. It was my mother. "Hello, dear. Is everything all right?" she said.

1. What was the narrator doing when the phone rang?
2. Who did he think was phoning him?
3. When did he break his watch?
4. What happened when he ran out of the bathroom?
5. Why couldn't he sit down for a moment?
6. Did he walk down the stairs?
7. What was hurting more than his head?
8. Do you think he was pleased to hear his mother's question?



## Revision exercises: 3

### Exercise 1

Complete these sentences using «for or since».

1. I've voted at elections ... I was eighteen.
2. She hasn't seen him ... last Christmas.
3. I've wanted to be an explorer ... the day I met Alice Wright.
4. Henry has been married ... thirty years.
5. He hasn't had a bath ... he fell in the river ten years ago.
6. He's in the United States. He's been there ... March.
7. Listen! He's snoring already. He's only been in bed ... two minutes.
8. She's worked at the travel agency ... a long time.

### Exercise 2

Example:

He wants (we/write) these sentences.  
He wants us to write these sentences.

1. Her driving instructor didn't want (she/go) into reverse.
2. The photographer told (they/not move).
3. Mr Stewart asked (Helen/slow down).
4. Mrs Field wants (her son/be) a farmer.
5. The teacher told (she/turn on) the tape-recorder.
6. The air-hostess asked (he/stop) trying to open the window.
7. She was very lonely. She wanted (I/stay) with her.
8. The policeman asked (I/drive) more carefully.

### Exercise 3

Put «the» in the following sentences where necessary.

1. Susan's in ... hospital.
2. She hates ... boys with ... long hair, so you'd better cut your hair.
3. I think ... women are more intelligent than ... men.
4. ... weed-killers are responsible for ... death of a lot of birds.
5. Albert doesn't like ... people. He prefers ... books and ... music.
6. Have you seen ... books I bought yesterday?
7. I don't like ... carrots, and I don't like ... turnips either.
8. I think ... History is very boring.
9. I'm afraid he isn't here. He's at ... work.
10. Have you seen ... headlines in today's paper?

### Exercise 4

Put the verbs into the correct form (the past continuous or the simple past).

1. I (see) the burglar just as he (steal) the painting.
2. When he (see) the bull he (jump) over the gate.
3. She (hit) the van while she (have) a driving lesson.
4. The driver (kill) the dog because he (not watch) the road.

### Exercise 5

Complete these sentences with «fewer or less».

1. He'll have to go out ... when he goes back to school.
2. It isn't a modern farm. They've got ... machines than we have.
3. This necklace is ... valuable than that one.
4. He's got ... hobbies than I have.

### Exercise 6

Write this story, choosing the correct words in each bracket. Only one of the phrases is the correct one.

Albert (left/was leaving/has left) his office the other day when suddenly he (listened to/heard/has heard) an explosion. "Good heavens!" he (replied/thought/spoke). "That noise (was coming/came/has come) from my office." He ran (back/backwards) to the door as fast (that/than/as) he could. "It must be a thief," he said (to him/to himself/at him). Then the door (opened/was opening/has opened) and Albert (was seeing/has seen/saw) his secretary, Miss Tripp. Her face was black. "What on earth (have you been/was happening/has happened)?" said Albert. "Are you all right?" "Yes, I (am afraid/think) so," replied Miss Tripp. "Well, what (was/is/has been) that awful noise?" asked Albert. "Well, sir," said Miss Tripp. "I (was plugging/have plugged/plugged) in the lamp when everything suddenly (explodes/exploded/was exploding) and the ceiling fell (at/down/on) my head!"

### Exercise 7

Use each of these words or phrases in a sentence.

- |                      |                |
|----------------------|----------------|
| 1. to improve        | 6. against     |
| 2. on time           | 7. to complain |
| 3. conductor         | 8. boring      |
| 4. instead of        | 9. to notice   |
| 5. combine-harvester | 10. valuable   |



Atlas-Photo (cl. Bocher)

*Open your eyes and watch!*

## 5. Thunder and Lightning

It was a hot afternoon in August, and the air was heavy. In a field a farmer and his men were harvesting the wheat crop. The sun was shining, but above the trees at the end of the field the sky was changing. The men could see a mass of dark cloud. They went on working, but the farmer looked sadly at his wheat. Suddenly the birds stopped singing. Everything was strangely quiet. But near the ground the air was colder, and this colder air was pushing the warm air up into the mass of cloud where it formed millions of drops of water. The air at the centre of the cloud was moving violently, and each drop of water was now full of electricity. The movement became more violent, and the tension increased. Suddenly there was a flash of light. The heat at its centre was incredible, about 1,500 ° centigrade. The lightning cut the air in the cloud in two and hit a tree at the end of the field. The tree fell. The men in the field stopped working and looked at each other. In the

cloud the two masses of air came together almost immediately with a frightening bang. But the men did not hear the bang straight away. When they saw the lightning, they started counting. They counted to five - five seconds - and then thunder broke the silence. Light travels about a million times faster than sound. The men saw the lightning immediately, but they had to wait to hear the thunder because sound travels at 340 metres a second. They knew that the storm was close - less than 2 kilometres away. Clouds covered the sun, and it started raining. The men ran to a barn and waited...

There are about 50,000 thunderstorms in the world every day. They can be frightening; they can be dangerous - think of the tree, or imagine a plane in the centre of a storm - but they are always exciting. So, wait for the next one, and then open your eyes and take your fingers out of your ears!

## 6. Two ships in the night

Look! A white ship on a blue and green sea. It is spring, and the sea is cold, but the sun is shining. The white ship is moving slowly. It has come from the Arctic, and it is travelling south. It has no captain. It has no crew. It is following the sea, and the sea is taking it south.

This white ship is an iceberg. In spring these mountains of ice escape from the glaciers of the Arctic and the Antarctic, and, like strange ships, they move with the sea. Some of them are more than seventy metres high and can exist for several years. They are beautiful, but dangerous - four fifths of their mass is invisible under the surface of the sea.

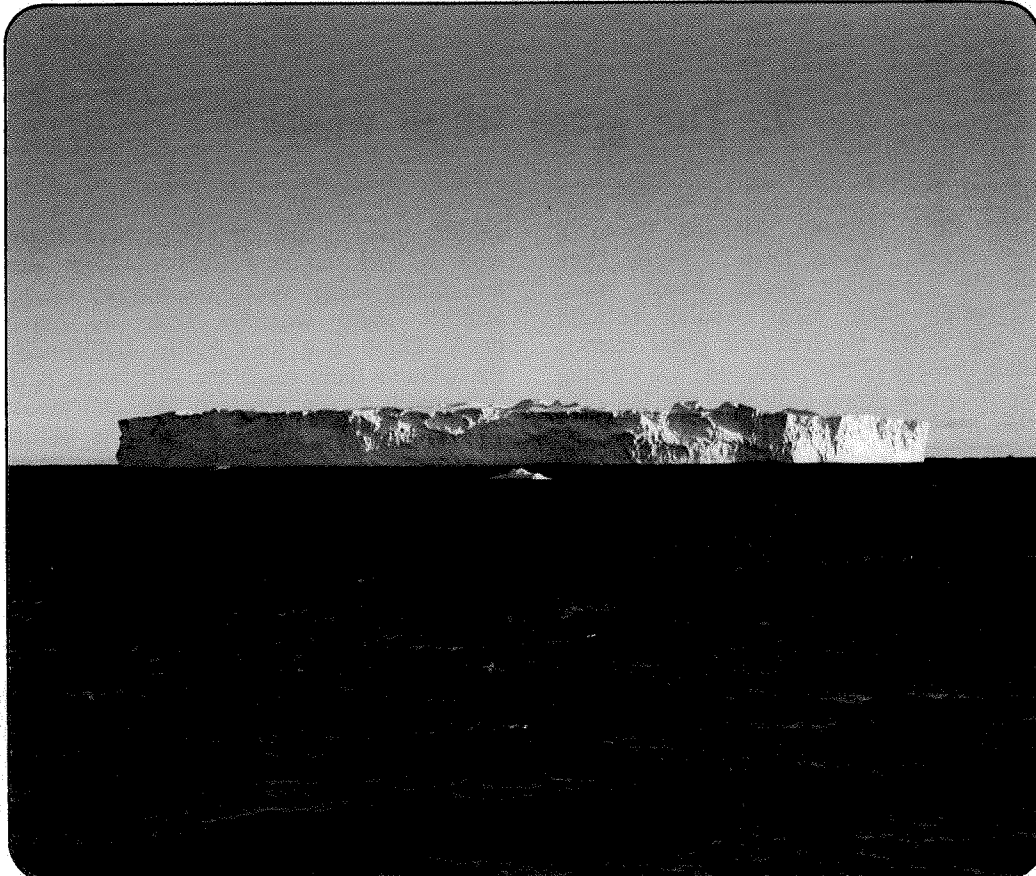
It was 11.45 p.m. on April 14th, 1912. A hundred and fifty kilometres south of Newfoundland a big ship was sailing towards the American coast. This was her first voyage - from England to the United States. She was carrying 2,224 passengers and crew. She was a monster of 46,000 tons.

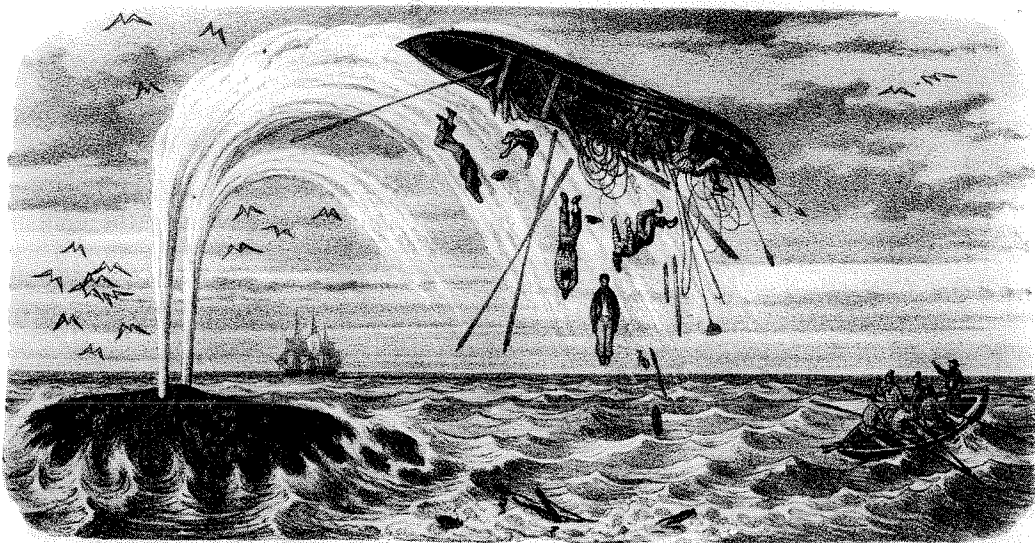
Her name was "Titanic". She was unsinkable.

All the passengers were happy that night. They were approaching the end of a marvellous trip across the Atlantic. They were soon going to see their friends and relatives in New York. Some of them were already in bed. Others were still dancing in the lounge, and some were drinking at the bar. Then, just before midnight, there was a noise like thunder. A mass of cold ice hit the ship and left a hole 100 metres long in her side. The dancers fell. The happy people at the bar dropped their glasses. The passengers asleep in their cabins woke up in terror. Then there was panic. Passengers fought to get into the lifeboats, but there was not enough room for all of them. Some of them jumped into the ice-cold sea. 1,513 people died. At 2.20 a.m. on April 15th the "Titanic" sank.

The white ship could not stop. It went on moving slowly towards the south. But now it sailed on an empty sea.

*The white ship sailed on an empty sea*





Roger-Viollet

*I hope they can swim*

## 7. The great white whale

In 1851 Herman Melville wrote a book called "Moby Dick". Moby Dick was an enormous sperm whale, more frightening than other whales because he was white. He had one great enemy, Ahab, captain of the "Pequod", a whaling ship. Captain Ahab only had one leg - his other leg was inside the great white whale. He followed Moby Dick everywhere, and, at last, one day, he saw him again. This was the last battle. It lasted three days. On the third day Moby Dick attacked the ship with his enormous head, and the "Pequod" sank. At the last moment Ahab's harpoon hit the whale, but the monster pulled him down into the sea.

The sperm whale is a mysterious animal. Its enormous head can sink a ship. Its tail is about seven metres wide. It comes to the surface to breathe, but it often goes hunting at the bottom of the sea, in places that man has never seen. There it meets another monster - the giant squid. The

squid's body is soft, but it protects itself with its ten tentacles (two of them are ten metres long). When the hungry whale attacks, these tentacles seize its great head. There is a long battle, but finally the whale's teeth reach the soft body, and the squid disappears into the enormous mouth. We can only imagine this battle of the giants because no one has ever seen it, but men have found parts of the giant squid's tentacles inside dead sperm whales.

Ahab hated the big white whale. He wanted vengeance, but he also felt a strange respect for his enemy. He thought that inside the whale's enormous head there were secrets that men could never learn. Since Melville's death we have climbed Everest, we have reached the Moon. But the secrets of the sea still belong to the whale. The sea, which covers nearly three quarters of the Earth, is still a country no one really knows.

# CHAPTER 16

conditional

## *If he was dead ...*

Lord and Lady Silchester live in a beautiful old house in the country called Padworth Hall. Lord Silchester is very rich, and Padworth Hall is full of valuable paintings. Lady Silchester doesn't love her husband any more, and she wants his fortune for herself. She often dreams of the day when Lord Silchester will die and she will be the owner of Padworth Hall. She's got a friend who lives in the village. His name's Rudolph. Rudolph wants to marry Lady Silchester. She often tells him about her dreams. She's talking to him now.

⊗ LADY SILCHESTER: Rudolph, if my husband was dead, I'd be rich, and Padworth Hall would be mine.

RUDOLPH: Yes, I know. And if he was dead, you'd be able to marry me, and we could be happy.

LADY SILCHESTER: Oh, Rudolph! What shall I do?

RUDOLPH: If I were you, I'd find a gun and I'd kill him.

LADY SILCHESTER: No! I can't do that. If I killed him, I'd go to prison. I'd never see you again.

RUDOLPH: But if his death was an accident, you wouldn't have to go to prison, would you?

LADY SILCHESTER: What do you mean, Rudolph?

RUDOLPH: We must arrange an accident!

**Ask and answer questions like these:**

Is Lady Silchester's husband dead?

No, he isn't.

Is Lady Silchester rich?

No, she isn't. But if her husband was dead, she'd be rich.

What would happen if her husband was dead?

What would Rudolph do?

**Practise what you know**

Look at this dialogue:

A: What would you do if *there was a lion in the classroom*?

B: I'd *sit on its back*.

A: Would you? I wouldn't.

B: Well, what would you do?

A: I'd *jump out of the window*.

Work in pairs and write another dialogue like this one. Change the phrases that are in italics.

## *Let's send a petition to the mayor!*

PART A



*Helen, Michael and Mr Chase are sitting in the living-room. Michael's reading the Borchester Echo.*

MICHAEL: Hey, Dad! Have you seen this week's paper?

MR CHASE: No, I haven't read it yet. Why?

MICHAEL: Well, you know the old clock in Borchester? There's an article here that says they're going to knock it down.

MR CHASE: The old clock! They can't do that. It's been in the square since the eighteenth century. Borchester wouldn't be the same if the clock wasn't there.

HELEN: Why are they going to knock it down, Mike?

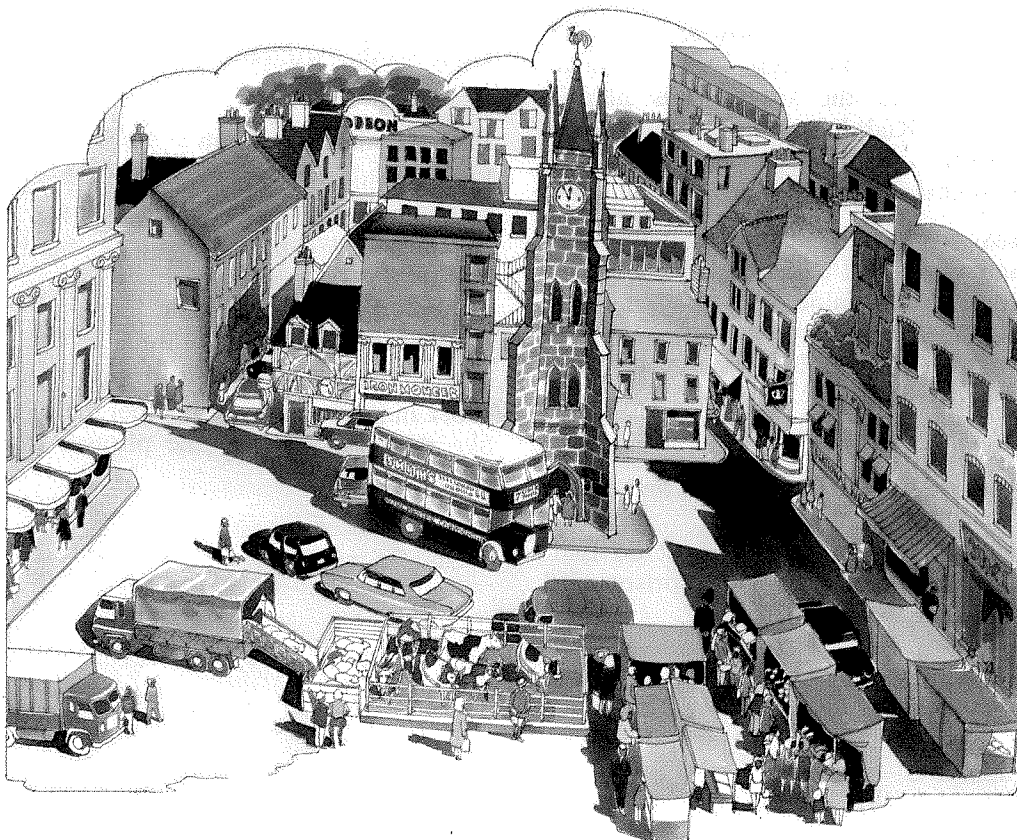
MICHAEL: Well, the article says that a big company wants to build a supermarket in the square.

HELEN: How awful! I'd rather keep the clock. If I were the mayor, I'd tell the company to build the supermarket somewhere else.

MICHAEL: I've got an idea. If we wrote to the mayor, perhaps he'd do something to save the clock.

MR CHASE: I'm afraid one letter wouldn't be enough, Mike.

HELEN: I know! Let's send him a petition. If a lot of people said they wanted to keep the clock, he'd have to listen!



## PART B



*Michael's in the square in Borchester. He's collecting signatures for the petition.*

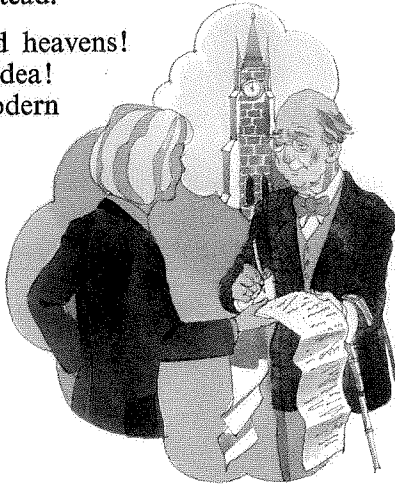
MICHAEL: Excuse me, sir! Would you like to sign this petition?

OLD MAN: That depends, young man. What's it for?

MICHAEL: Well, there's a plan to knock down the old clock and build a supermarket in the square instead.

OLD MAN: Good heavens!

What an awful idea!  
I can't stand modern  
buildings. I'll  
certainly sign it.



MICHAEL: Thank you very much, sir.  
Er ... excuse me, madam. Would you like  
to sign this petition?

WOMAN: No, I'm in a hurry.

MICHAEL: But, madam, you must sign it.  
They're going to build a big supermarket  
here in the square.

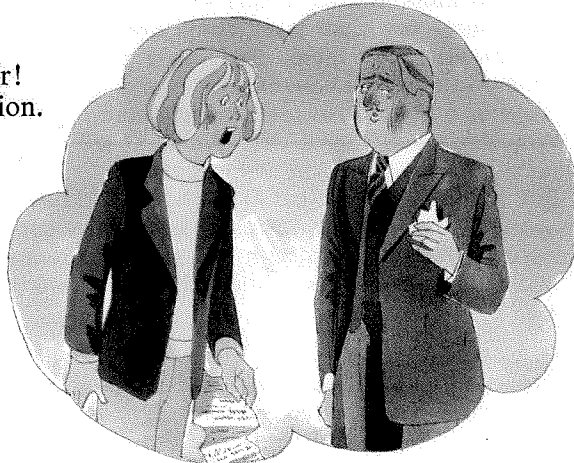


WOMAN: Yes, I know. I think it's a marvellous idea.  
I can't stand that old clock.  
I'd rather have a supermarket.

MICHAEL: Oh, I see. Excuse me, sir!  
I'm collecting signatures for a petition.

MAN: What sort of petition is it?

MICHAEL: Well, there's a plan  
to knock the old clock down.



MAN: Oh, well I'd better not sign it. I'm afraid it's my company that's going to  
build the supermarket!

## expressions

These situations will help you to learn the expressions.

### *I can't stand living here*

Alice Wright has got a brother called Tom. Tom's a teacher in Scotland. He's come to stay with Alice for a few weeks. They're living in the middle of the African jungle. Tom hates the jungle and he isn't enjoying himself. Alice wants to know why.

Alice: What's the matter, Tom? Why aren't you enjoying yourself?

Tom: I can't stand living in the jungle. I can't stand living in this climate. It's too hot. And I can't stand sleeping in this awful tent. It's full of insects, and I can't stand insects.

### *I'd rather go home*

Alice's brother has decided to go home. Alice doesn't want him to leave.

Alice: Please don't leave yet, Tom. You've only been here for three days.

Tom: I'm sorry, Alice. I'd rather go home now. I don't like Africa. I'd rather be at home in Scotland.

## comprehension and dictation

Mrs Barlow has got a problem. She can't stand cats. When she sees a cat, she starts running or she shouts for help. Every night she dreams about them - big black cats, small grey ones, enormous white ones. If she could forget them, she would, but she can't. She loves other animals, and if all cats were dogs, she'd be happy. She told her doctor about her problem. He tried to help her.

"Why don't you buy a cat, Mrs Barlow? If you buy a very young one, you'll probably start liking cats."

"But, doctor, if I had a cat in the house, I'd have to live in the garden. It wouldn't be possible for us to live in the same room."

"I see. But if you needed a cat, perhaps things would be different. There's the solution, Mrs Barlow. I want you to go and buy a hundred mice."

1. Does Mrs Barlow like cats?
2. What happens when she sees a cat?
3. What does she dream about every night?
4. If all cats were dogs, how would Mrs Barlow feel?
5. What sort of cat did the doctor want her to buy?
6. What did he think would happen if she had a young cat?
7. What would Mrs Barlow have to do if there was a cat in the house?
8. What did the doctor tell Mrs Barlow to go and buy? Why?



# CHAPTER 17

present perfect continuous  
« may » and « might »

## *What have they been doing?*

Martin Taylor's a reporter for the B.B.C. He's watching a sausage-eating competition between the American champion, Arnold Slag, and the English champion, Betty Lump. He's describing the scene.

MARTIN TAYLOR: Good evening, ladies and gentlemen. I've been watching this fascinating competition for an hour. The two champions have been sitting at the table since seven o'clock. Arnold Slag has been eating very quickly. He's eaten seventy-two sausages so far. The world record is two hundred and twenty-three sausages in three hours. Arnold has been trying to break the record for two years. He's tried six times. Will he succeed this evening? Betty Lump has been eating more slowly. She's only eaten thirty-eight sausages. She's been trying to beat the American champion for a year now. She's met him three times, but he's beaten her each time. Will she beat him this evening? Well, we'll see...

Ask and answer questions like these:

How long has Martin been watching the competition?  
Has the American been eating quickly?  
How many sausages has he eaten?  
How many times has he tried to break the world record?

Practise what you know

Imagine you're sitting by a lake. You're fishing. You've been there all morning. You've been trying to catch a big fish that you've often seen in the lake. Someone has come to sit next to you, and he's asking you questions.

Work in pairs and write the conversation. Include questions with "How long..?", "How many...?", and "How many times...?"

## *He might attack you*

Maurice Wop, the scientist, has lost his robot, Henry. Henry escaped from Mr Wop's laboratory this morning. The police are looking for him. What will he do? Mr Wop isn't sure. He's talking to a policeman.

Mr WOP: You must be careful. He might be dangerous. We can't be sure. I don't know what he'll do. He may hurt someone. But don't frighten him, because he might attack you. When you find him, tell me, and I'll talk to him. He might not talk to you. He can't stand policemen!

POLICEMAN: Where do you think he'll go, Mr Wop?

Mr WOP: I don't know. He might go into the town, or he might go into the forest. He may even come home.

Ask and answer questions like these:

Is Mr Wop sure Henry will be dangerous?  
What might/may Henry do?

Practise what you know

Imagine you're going on holiday to Switzerland. What had you better take, and why? You aren't certain what the weather will be like, or what you'll do.

Example:

I'd better take a raincoat, because it may rain.

What else had you better take? (a warm pullover, your sunglasses, your skis, your swimming-costume) Why? Remember! You aren't certain, so use « may » or « might ».

## Go to the end of the queue!

PART A  
⊙ ⊙

*It's nine o'clock in the morning. Michael and Helen are outside a big theatre in London. There's a folk music concert at the theatre next week, and they want to book tickets for it. The box-office opens at ten, but there are already a lot of people waiting. Michael and Helen have just arrived.*



MICHAEL: Oh, no! Look at all those people, Helen! We'll have to wait for ages.

HELEN: I thought there might be a lot of people. But it'll be worth waiting. You'll be happy when we get the tickets.

MICHAEL: We might not get any tickets. There must be about five hundred people here.

HELEN: I'll ask the man in front of us. He might know. Excuse me! Do you think there'll be enough tickets for everybody?

MAN: Yes, I think so.

HELEN: Have you been standing here long?

MAN: No, I only arrived about five minutes ago. The people at the front of the queue have been waiting since midnight. They've got food, sleeping-bags and blankets!

HELEN: Good heavens! They've been waiting for ages.

MICHAEL: Well, I hope there'll be some tickets left for us.

MAN: Don't worry! I've queued here several times and I've always been able to get tickets.

HELEN: Well, thanks for telling us. Do you feel better now, Mike?

MICHAEL: No. I'd feel better if we were at the front of the queue. I can't stand waiting!

*Michael and Helen are still waiting. A woman has just arrived and, instead of going to the end of the queue, she's decided to stand in front of Michael and Helen.*

MICHAEL: Excuse me, madam!  
You can't stand here.

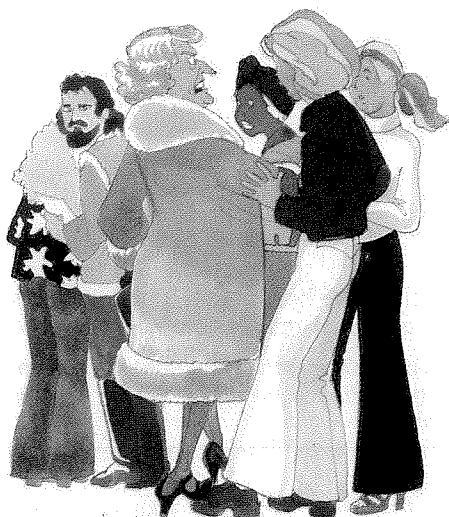
WOMAN: What do you mean, young man?  
Don't be so rude!  
I'm going to book my tickets.

HELEN: Yes, so are we. But we were here  
before you. We've been queueing for half  
an hour.

WOMAN: I don't care how long  
you've been queueing. I'm staying here.

MICHAEL: That isn't fair!  
You must go to the end of the queue!

WOMAN: Young man, I'm a very busy  
woman. I haven't got time to queue.  
I suppose you don't work. Young people  
are so lazy nowadays. They never do a thing.



MICHAEL: We aren't lazy. When I find a job,  
I'm sure I'll work harder than you do!

WOMAN: Oh, you rude boy!

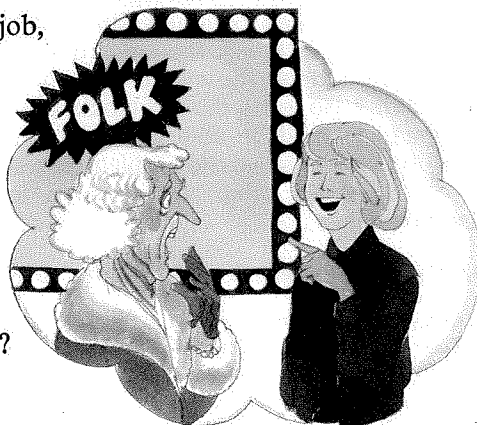
HELEN: And we aren't rude either.  
You're the one who's being rude.

WOMAN: Young lady, please be quiet!  
I shall leave when I've got my tickets  
for the opera, and not before!

MICHAEL: Did you say the opera, madam?

WOMAN: Yes, I did.

MICHAEL: Well, I'm afraid you're at the wrong  
theatre. This queue's for the folk music concert.



## expressions

*These situations will help you to learn the expressions.*

### ***I haven't been here for ages***

Harold Black has taken his mother to Paris. She hasn't been to Paris since she was a girl.

Mother: Look, Harold! There's the Louvre!

Harold: No, Mum. That's Notre-Dame.

Mother: Oh yes, of course. I've forgotten everything. I haven't been to Paris for ages.

### ***I can't see a thing***

Harold and his mother are in Notre-Dame. They're listening to a guide, but Harold's mother doesn't understand what he's saying.

Mother: Oh dear! He's speaking French. I don't understand a thing.

Harold: Please be quiet, Mum. I'm trying to listen and I can't hear a thing.

Mother: Sorry, Harold. It's very dark in here, isn't it? I can't see a thing.

Harold: Why don't you take your sunglasses off, Mum? Then you'll be able to see better!

## comprehension and dictation

Everyone in Borchester is talking about the old clock in the square. The company still wants to knock it down and build a supermarket. A lot of people want to keep the clock; others would rather have a supermarket, and others don't care. The mayor of Borchester has been trying to solve the problem for ages. The people who want to save the clock have been collecting signatures. So far the mayor has received three petitions. But the company has been trying to persuade him to knock the clock down. The directors have sent him at least ten letters. The mayor wants to be fair to everyone, but what can he do? He loves the old clock, but he knows that if there was a supermarket, he'd be able to do his shopping more quickly! There's only one way to solve the problem. It's up to the people of Borchester to decide. He's going to ask them to vote for the clock or the supermarket.

1. What's everyone in Borchester talking about?
2. What does the company want to do?
3. Are all the people in Borchester worried about the problem?
4. Has the mayor been trying to solve the problem for a long time?
5. How many petitions has he received?
6. Has the company persuaded him to knock the clock down?
7. Does the mayor want to consider everyone's opinion?
8. If there was a supermarket, would it be useful to the mayor?
9. Is it up to the company to decide?
10. How are the people going to decide?

# CHAPTER 18

« used to ... »  
the superlative

## *What did he use to do?*

Bob Brown has been in prison for several years now. He often thinks about the things he did before he went to prison. His life was very different then. He used to go out every evening and he never used to go to bed early. But the prison rules are very strict, and Bob goes to bed at ten every night now. He used to have an exciting life and he used to have a lot of friends. But his life in prison is lonely and boring. Bob didn't use to stay indoors at the weekend. He used to go fishing and he used to go sailing too. But he isn't allowed to go out now, so he reads and he watches television. Bob will have to stay in prison for a long time, because he used to be a burglar.

**Ask and answer questions like these:**

Does Bob go to bed early now?  
Did he use to go to bed early?

**Practise what you know**

Imagine you're eighty and you're telling your grandson or granddaughter what you used to do when you were fourteen.

*Example:*

I used to go fishing at the weekend.  
I never used to do my homework.

## *The biggest and the best*

You remember that Michael Chase went to New York. While he was there, he wrote a letter to his parents.

Dear Mum and Dad,

I've never seen anything as exciting as New York. The skyscrapers are enormous. They're the highest buildings I've ever seen. The streets here are always full of people. They must be the busiest streets in the world.

Uncle showed me his car this morning. The seats were like armchairs! It's the most comfortable car I've ever been in. The food at uncle's is delicious. Last night I had the biggest steak I've ever eaten.

This is the best holiday I've ever had. There's always something to do in New York. It must be the least boring place in the world. There's only one problem. I can't understand everybody. Americans speak the worst English I've ever heard!

See you soon,  
Michael

**Ask and answer questions like this:**

Are the buildings in New York high?  
Yes, they are. They're the highest buildings Michael's ever seen.

**Practise what you know**

Write a television advertisement. You think that the thing you're advertising is the best in the world, so use a lot of superlatives.

*Example:*

Holidays at the top of Mount Everest!  
The highest hotel in the world. The most exciting holiday you've ever had, and the least expensive - only ten pounds a week!

## What about some music?

PART A  
⑤ ⑥

*This evening Michael's going to a party at Sue's house. Sue used to be in Michael's class at school. Her father's a pilot with British Airways, and they live in the biggest and most beautiful house in Borchester. It's also the oldest. It used to belong to Sue's grandfather, who was one of the richest farmers in the area. The rooms are big, and it's the best place for a party Michael has ever seen. He's just arrived at the house. He's brought some records.*

MICHAEL: Hello, Sue. I hope I'm not too late.

SUE: Hello, Mike. No, you aren't too late. There are only fifteen people here, and I've invited thirty.

MICHAEL: I can't hear any music. You'd better take these records. They're the best I could find.



SUE: That's smashing! Thanks for bringing them. Now, take your coat off and come and have a drink. What would you like? We've got wine, cider and, for my most important guests, whisky!

MICHAEL: I'll have a whisky. I didn't use to like it, but Dad gave me some when I was ill. It's the finest medicine I've ever had!

SUE: Well, don't drink too much! I want you to dance with me!

MICHAEL: Where's your father at the moment, Sue?

SUE: He's in South America. He flew to Rio last night.

MICHAEL: How exciting! I'd love to be a pilot.



SUE: Well, why not come and talk to Dad? He'd be able to give you a lot of information.

MICHAEL: Yes, that's a good idea. Do you think I'd be a good pilot, Sue?

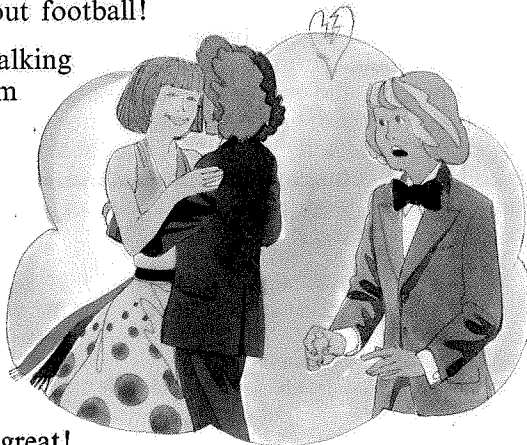
SUE: No, I think you'd be a very dangerous one. Pilots aren't allowed to drink much. That's your second glass of whisky!

MICHAEL: Yes, I know. Oh, look! There's John. We used to play in the same team at school. He used to be a very good footballer.

SUE: Oh, please don't start talking about football!

MICHAEL: I can't help it, Sue. I like talking about football. Hello, John. Which team do you play for now?

JOHN: I play for Croft Athletic. I scored five goals for them last Saturday.



SUE: Er ... excuse me, John! Would you like to dance?

JOHN: Yes, all right, Sue. This music's great!

MICHAEL: Hey! What about me?

## expressions

*These situations will help you to learn the expressions.*

### *At the moment*

Mr Sharp has just met his friend William Wagstaffe, the author, in London. He hasn't seen him for a long time.

Mr Sharp: Hello, William. How are you? I haven't seen you for ages. Are you still writing?

William: Yes, I am. I'm writing my eighth book at the moment.

Mr Sharp: You must tell me about it. Let's go and have a drink.

William: I'm afraid I can't at the moment. I'm in a hurry. I'm going to catch a train.

### *I can't help it*

Mr and Mrs Sharp went to the cinema last night. The film was very sad, and Mrs Sharp couldn't help crying. She didn't want to cry, but she couldn't stop herself. Several people turned round and looked at her, and her husband couldn't help feeling embarrassed. "I know everyone's looking at me," she said. "But I can't help it!"

## comprehension and dictation

Harold Pilling used to sell newspapers in London. He didn't use to earn much money and he always used to eat at the cheapest cafés in town. He couldn't help dreaming of the day when his life would change. He used to think that one day he might be rich. One morning, about two years ago, he went to wash his hands in the bathroom. When he touched the soap, it turned into gold. He couldn't believe it, so he touched his shoes. They turned into gold too. It was the most amazing moment of his life. Then he put his hand on the door, the mirror, the towel and the floor, but nothing happened. At first Harold didn't understand, but he learned the secret when he touched a shirt and a spider and they turned into gold. He sold his shoes, the soap, the shirt and the spider, and now he's one of the richest men in England. When he needs some money, he just touches a stick or a sock and sells it. He always eats at the most expensive restaurant in London. His friends can't understand why he never uses a spoon, and why he never eats sausages, or soup, or snails, or steak. Do you know why?

1. What did Harold Pilling use to do?
2. Did he use to eat at expensive restaurants?
3. What did he use to dream of?
4. What happened when he touched the soap?
5. Was he very surprised?
6. What happened when he touched the door?
7. When did Harold learn the secret?
8. Did he keep his shoes and the soap?
9. Has he got much money now?
10. What does he do when he needs some money?
11. Does he eat at cheap cafés now?
12. What would happen if he touched a sausage?



# CHAPTER 19

have to, have got to  
mustn't, don't have to, haven't got to

## *I've got to stay here*

John's staying at a camp in Scotland. The rules at the camp are strict, and the boys have to work very hard. John's mother has come to see him. She wants John to tell her about the camp.

MOTHER: What do you have to do here, John?

JOHN: Well, we have to get up at six o'clock every day. We have to have a cold shower, and then we have to cook our breakfast. During the day we go climbing in the hills.

MOTHER: You must be careful, dear. They give you good equipment, don't they?

JOHN: Oh, yes. We have to take maps, climbing boots and ropes.

MOTHER: Are you going climbing tomorrow?

JOHN: No, I'm afraid not. I've got to stay here tomorrow. I've got to look after the camp. I've got to go to the farm in the morning to get some eggs and milk. In the afternoon I've got to wash the kitchen floor and clean all the windows. Then, in the evening, I've got to make the dinner.

Ask and answer questions like these:

What does John have to do every morning?

Does he have to have a cold shower?

What has he got to do tomorrow morning?

Has he got to stay at the camp?

Practise what you know

1. Mrs Mop is always very busy. She's got a big house and fifteen children. What does she have to do every day?

Example:

She has to cook the meals.

2. Imagine your friend wants you to go out next Saturday. You can't go because you're going to be very busy.

Tell your friend why.

Example:

I've got to go to the dentist's at nine.

## *You haven't got to buy them*

The boys at the camp are going skiing next weekend. John has never skied before, so he's talking to the camp leader.

JOHN: Do we have to pay for the ski-lift?

LEADER: No, the camp pays for that. You don't have to pay, John.

JOHN: And have I got to buy skis and boots?

LEADER: No, you haven't got to buy them. We can lend you some.

JOHN: I've never skied before. Will I learn quickly?

LEADER: Well, you might, but you mustn't be impatient!

Ask and answer these questions:

Does John have to pay for the ski-lift?

Has he got to buy skis and boots?

He mustn't be impatient, must he?

Practise what you know

Imagine you've got a brother who's a lot older than you are. He's allowed to do a lot of things that you can't do, because you aren't old enough. Why is he luckier than you are? What doesn't he have to do?

Example:

He's lucky because he doesn't have to come home early in the evening.

## Can you lend me a jet?

PART A  
⊙ ⊙

*It's Saturday. Sue's father, Mr Reeves, hasn't got to work this weekend, so he's invited Michael to his house. He's telling him about his job.*

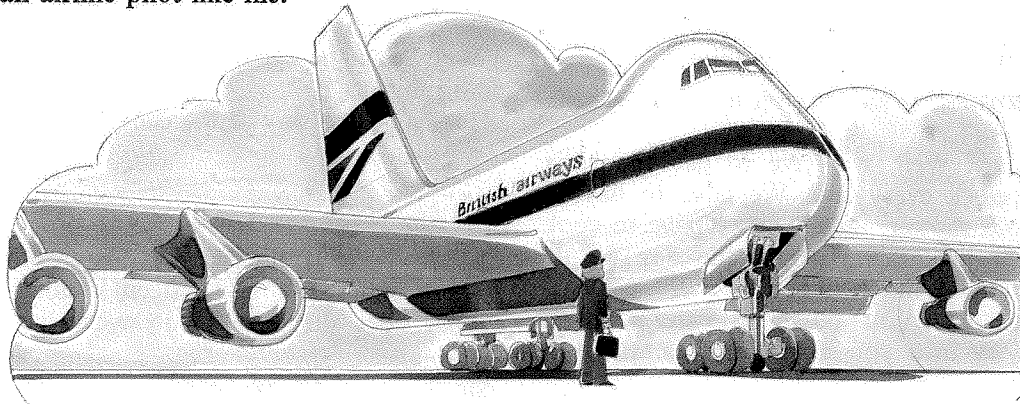
MR REEVES: Would you like to be a pilot, Mike?

MICHAEL: Oh, yes. It must be fascinating.

MR REEVES: But I thought you wanted to be a reporter.

MICHAEL: I do, but I might not get the job.

MR REEVES: Well, there are two choices. You can join the R.A.F., or you can be an airline pilot like me.



MICHAEL: I suppose you have to be very fit.

MR REEVES: Oh, yes. I have to have regular medical examinations. A pilot mustn't be ill when he's got a hundred passengers on board!

MICHAEL: What about the R.A.F., Mr Reeves?

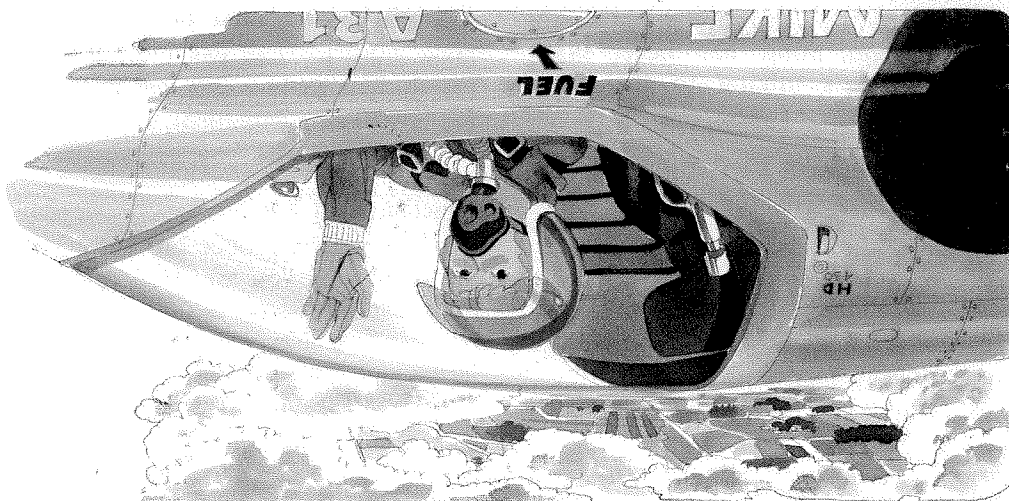
MR REEVES: Well, I used to be a fighter-pilot. But I don't advise you to do that.

MICHAEL: Why not? What's a fighter-pilot's job like?

MR REEVES: Fast and frightening! He has to concentrate all the time. Once I had to fly for three minutes upside down!

MICHAEL: Good heavens! I wouldn't like to do that every day.

MR REEVES: No, neither would I!



MR REEVES: How about a drink? You don't have to have tea!

MICHAEL: I'll have a beer, please.

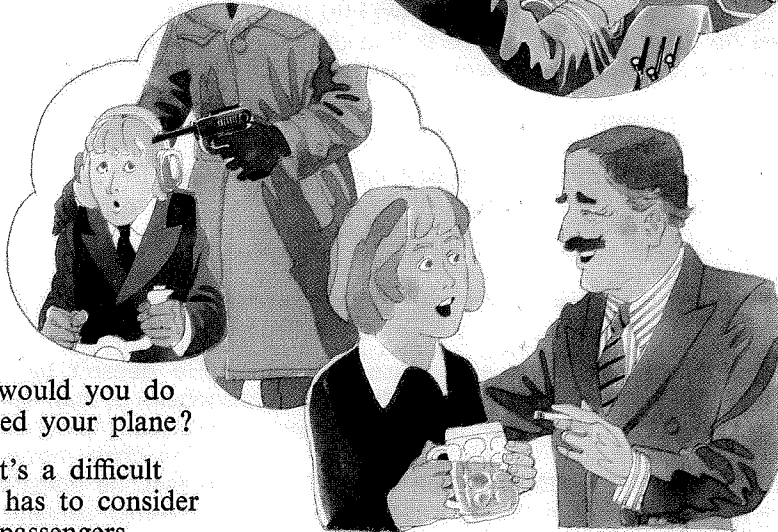
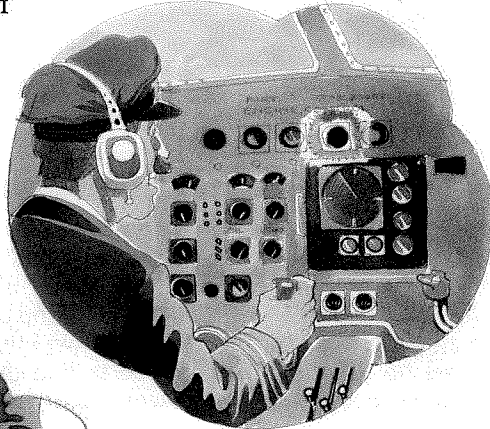
MR REEVES: Yes, so will I. Now, what else do you want to know?

MICHAEL: What's the most frightening moment you've had in a plane?

MR REEVES: That was last year. I took off from Heathrow in one of the big Boeings. We were going to the States. After five minutes an engine failed, and I had to fly back.

MICHAEL: What was the landing like?

MR REEVES: Not easy, but fortunately I managed to land safely. I was worried, I must admit.

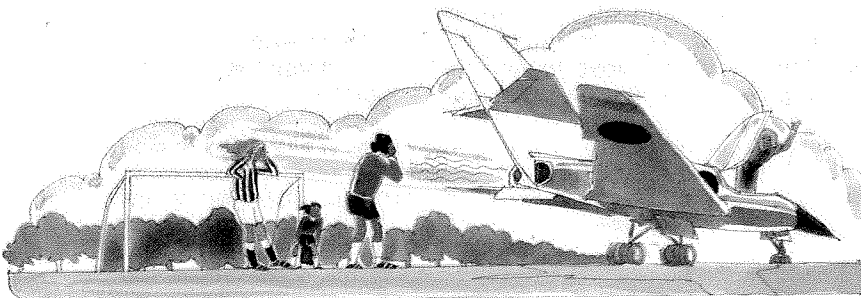


MICHAEL: What would you do if someone hijacked your plane?

MR REEVES: That's a difficult question. A pilot has to consider the safety of his passengers. He's at the mercy of the hijacker.

MICHAEL: Well, Mr Reeves, thanks very much for talking to me.

MR REEVES: You don't have to thank me. I enjoy talking about my job.



MICHAEL: Well, I've got to go now. I'm late already. I've got to be at the Football Club at two. Can you lend me a jet?

## expressions

These situations will help you to learn the expressions.

### *So will I*

- |                           |                                     |
|---------------------------|-------------------------------------|
| A. I'll have some coffee. | A. I wasn't listening.              |
| B. Yes, so will I.        | B. No, neither was I.               |
| A. I'm going to dance.    | A. I don't understand.              |
| B. Yes, so am I.          | B. No, neither do I.                |
| A. I queued for ages.     | A. I've never seen him before.      |
| B. Yes, so did I.         | B. No, neither have I.              |
| A. I've got to go now.    | A. If he phoned, I wouldn't answer. |
| B. Yes, so have I.        | B. No, neither would I.             |

### *He managed to escape*

Bob Brown, the burglar, escaped from prison yesterday. It wasn't easy, but he managed to climb out of a window when the guards were asleep. There was a high wall round the prison, but Bob managed to climb over it, and he jumped down into the street. He didn't know where he was, but he managed to find the way to the nearest town. He stole a car and disappeared into the night!

## comprehension and dictation

Paul Petty's a millionaire, a very lazy millionaire. He doesn't have to travel by bus or train, because he goes everywhere by car. He doesn't have to drive his car, because he's got a chauffeur. At home, he's got a chair with wheels and a little engine. The chair moves automatically, so he doesn't even have to walk. In fact, he doesn't have to do anything in the house, because he's got twenty servants who look after him.

But Paul Petty isn't very fit, and tomorrow he's got to have a medical examination. He's got to be at the doctor's at nine o'clock, so he's got to get up early. The last time he went to the doctor's, he couldn't get into the room because he was so fat. Six people had to help him and, at last, they managed to push him into the doctor's room. Paul wasn't very pleased, and neither was the doctor. He told Paul to eat less and to use his legs more often. But Paul didn't listen, and now he's even fatter than he used to be. In fact, the doctor might even need ropes to pull him through the door tomorrow!

1. Does Paul Petty work hard?
2. Why doesn't he have to travel by bus or train?
3. Why doesn't he have to drive his car?
4. What's his chair like?
5. Why doesn't he have to walk?
6. What does Paul have to do in the house?
7. What do his servants do?
8. Why has he got to have a medical examination tomorrow?
9. The last time Paul went to the doctor's, did he manage to get through the door himself?
10. What did the doctor advise him to do? Why?
11. Is Paul as fat now as he was then?
12. What might the doctor need to pull him through the door tomorrow?

# CHAPTER 20

past perfect  
past perfect continuous

## *What had happened?*

Last Sunday afternoon Henry, Maurice Wop's robot, escaped again. Mr Wop was very upset. At half past six he had a phone call from the local vicar. Henry was in the church. The vicar wanted Mr Wop to come quickly. But Mr Wop was too late. When he arrived, Henry had broken three windows. He'd eaten fifteen bibles and the vicar's best hat. He'd locked the choir in a little room at the back of the church. He'd put the vicar into a cupboard, and he'd thrown the organist into the river! Everyone else had run away. When Mr Wop got to the church, Henry was trying to play the organ. Mr Wop managed to catch him. Then he helped the vicar to get out of the cupboard. He thought the vicar would be furious, but he was very pleased, because it was the first time Mr Wop had come to church!

**Ask and answer questions like these:**

What was Henry doing when Mr Wop arrived?

What had he done when Mr Wop arrived?

**Practise what you know**

Imagine you arrived home yesterday and found a window open. When you went indoors, you saw that a lot of things were missing. The fridge was empty. Your transistor radio wasn't on the table, and the television wasn't in the corner. What had happened?

## *What had been happening?*

Harold Black arranged to meet his mother for lunch yesterday. They were going to meet at one o'clock at a restaurant in town. Mrs Black got to the restaurant at five to one. Harold didn't arrive until two o'clock. Mrs Black was furious, because she'd been waiting for Harold for over an hour. She'd been sitting in the restaurant since five to one. She'd tried to telephone Harold four times and she'd read the menu eight times. Everyone in the restaurant had been looking at her, and she'd felt very embarrassed. Harold had forgotten the name of the restaurant. He'd been trying to find his mother for an hour. He'd been looking for her since one o'clock. He'd been to ten different restaurants, and now, at last, he'd found the right one!

**Ask and answer questions like these:**

How long had Mrs Black been waiting when Harold arrived?

How many times had she tried to phone him?

**Practise what you know**

Imagine you queued for tickets for a concert yesterday. You arrived outside the theatre at nine o'clock. There were already a lot of people there. One of your friends had arrived at midnight. He had a sleeping-bag, some sandwiches, some coffee and some magazines. What had he been doing when you arrived? What had he done?

*Example:*

He'd been sitting on the pavement since midnight. He'd drunk five cups of coffee.

## What's the matter with you?

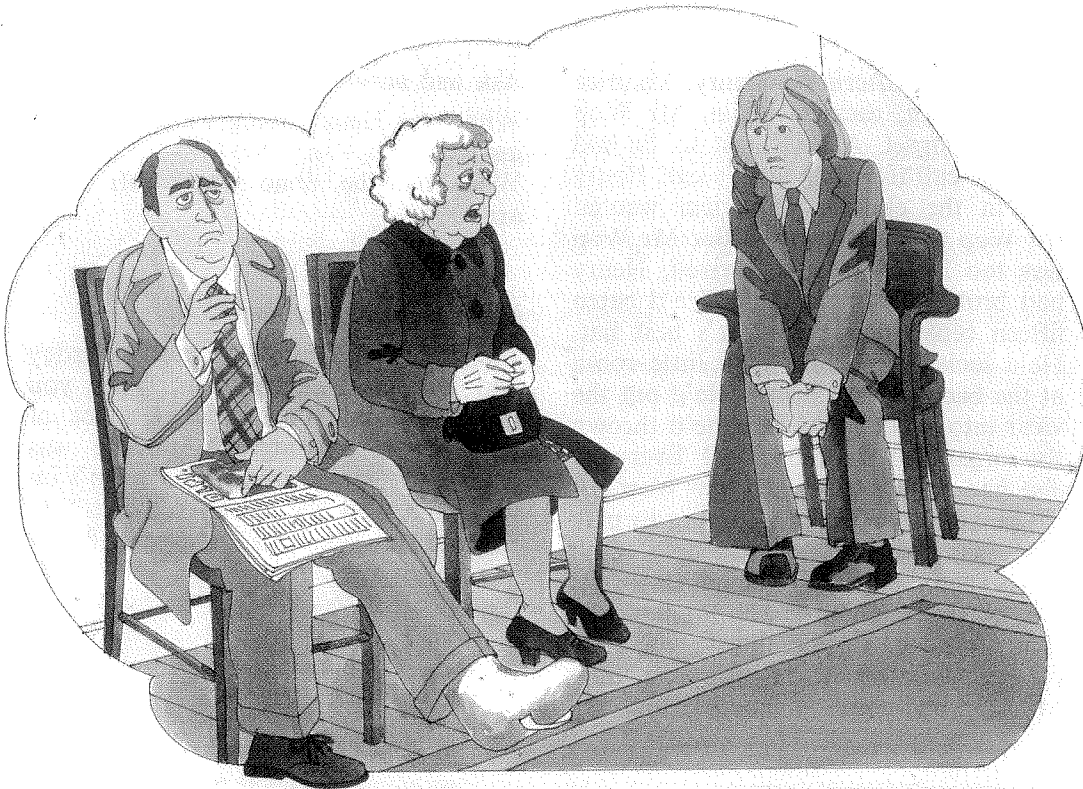
PART A



*Last Wednesday Michael went to the doctor's because he hadn't been sleeping or eating well. Mrs Chase had made an appointment for him at six o'clock. At five to six he was sitting in the waiting-room. One of the other patients, an old lady, started talking to him.*

OLD LADY: Hello, young man. You look ill.

MICHAEL: Well, I haven't been eating very well and I've been sleeping badly.



OLD LADY: Mmm ... I see. Have you been worrying about anything?

MICHAEL: Yes, I have. You see, I applied for a job a few weeks ago and I'm still waiting for a reply.

OLD LADY: Ah yes. Just like my Elsie.

MICHAEL: Pardon?

OLD LADY: Just like my Elsie. She's my granddaughter. She was very ill last summer. She'd been looking for a job and she hadn't found anything. Then, in July, she was so ill that she had to go to hospital.

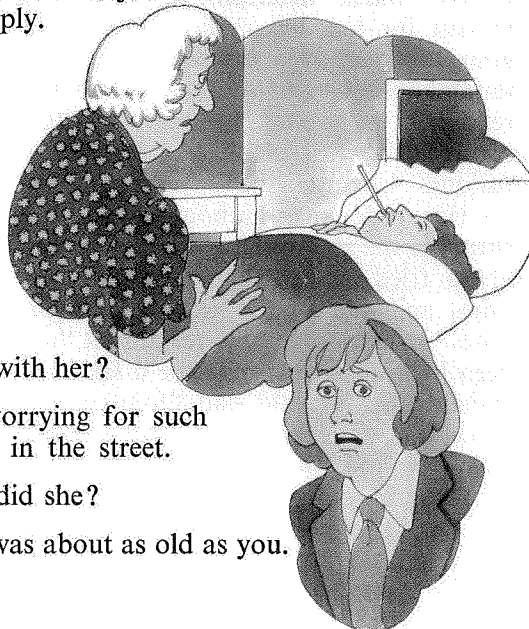
MICHAEL: Oh dear! What was the matter with her?

OLD LADY: Well, you see, she'd been worrying for such a long time that, one day, she collapsed in the street.

MICHAEL: She collapsed! She didn't die, did she?

OLD LADY: No, but she nearly died. She was about as old as you.

MICHAEL: Oh no! I feel worse already!





RECEPTIONIST: Mr Chase? Can you go into Dr Morgan's surgery now, please?

MICHAEL: Yes, thank you.

DR MORGAN: Hello, Michael. Now, what's the matter with you? You haven't broken a leg, I hope?

MICHAEL: No, but I've been worrying about finding a job. I've been eating and sleeping badly.

DR MORGAN: Hmm... You look a bit tired, but that isn't too serious.

MICHAEL: Are you sure, Dr Morgan? I talked to a woman in the waiting-room and, after she'd told me about her daughter who had nearly died, I didn't feel very happy.

DR MORGAN: Ah, Mrs Gripe talked to you! Don't worry! She says the same thing to everybody. I suppose she told you about Elsie.

MICHAEL: Yes, she did, and it was a frightening story.

DR MORGAN: Don't worry, Michael! I'm going to give you some tablets to bring back your appetite. Here's the prescription.



MICHAEL: Thanks very much, Dr Morgan. I hope I won't meet Mrs Gripe. I feel a bit better now, so I'd rather not see her at the moment.

## expressions

*These situations will help you to learn the expressions.*

### ***The car's so big that...***

Joe Gold has just bought another car. It's a very big one. It's so big that he can't put it in his garage. The garage isn't big enough. What's Joe going to do? Well, it's such a lovely car that he's going to build a bigger garage.

### ***You look angry***

Mrs Sharp gave her husband a steak for his dinner yesterday. She had cooked it too long, and it was black. Mr Sharp looked at it. His face was red.

Mrs Sharp: You look angry, dear.

Mr Sharp: I am angry. I'm starving, and this steak looks awful!

## comprehension and dictation

I looked at the big, white door. I had to knock, but I was so nervous that I couldn't. This was William Wagstaffe's house — William Wagstaffe, the famous author! I'd met him the week before in the street. He'd lost his dog, and I'd found it for him. He'd been so pleased that he'd invited me to dinner. I'd been thinking about our appointment all day. I'd put on my best clothes and I'd taken a taxi to the house. Now I was standing at the front door. The house was just like a palace. At last I knocked. I heard footsteps, and the door opened. William Wagstaffe looked very surprised when he saw me. "Hello," he said. "Do come in! You're twenty-four hours late. The dinner was yesterday. Can I take your coat?"

1. Why didn't the narrator want to knock at the door?
2. Is William Wagstaffe well known?
3. When had the narrator met him?
4. Why had William Wagstaffe invited him to dinner?
5. Was the narrator worried about the appointment?
6. Had he walked to the house?
7. Where was he standing now?
8. What did he hear when he knocked at the door?
9. Did William Wagstaffe look pleased when he saw him?
10. Had he arrived on time?



## Revision exercises: 4

### Exercise 1

Complete these sentences.

1. She'll be angry if <sup>my</sup> I ~~make~~ <sup>not</sup> ~~work~~
2. I'd buy it if ...
3. If the plane doesn't take off soon, ...
4. Your teeth wouldn't be bad if ...
5. If I saw a spider, ...
6. You wouldn't feel so tired if ...
7. If you worked harder, ...
8. I wouldn't tell him if I ...
9. I'd like him better if ...

2. You really ... smoke. It's very bad for you.
3. Don't worry! You ... come if you don't want to.
4. I'll pay for everything. You ... bring any money.
5. Professional footballers ... be very fit.
6. "Why ... cut your hair?" — "Because I'm going to an interview tomorrow."
7. "... go now?" — "Yes, I have. It's very late."

### Exercise 2

Put the verbs into the correct tense (the present perfect or the present perfect continuous).

1. I (know) him for ages.
2. The cat (kill) all the mice.
3. He (sit) in the waiting-room for two hours. Shall I ask him to come in?
4. She (write) to me several times since she left England.
5. He (build) his house for the last two years, but he (not move in) yet.
6. I (wait for) the bus for half an hour.
7. I (always want) to buy a bicycle.
8. They (buy) a new flat. They (live) there for a week now.

### Exercise 6

Put the verbs into the correct tense (the simple past or the past perfect or the past perfect continuous).

1. There (be) a big bang, and he (know) that the lightning (hit) the house.
2. When the doctor arrived the man (already collapse).
3. When he (wake up) in hospital he (not remember) what (happen).
4. The farmers (be) worried because it (rain) for two months.

### Exercise 3

Complete these sentences using «used to, didn't use to or never used to».

1. They live in the country now, but they ...
2. She's got a lot of money now, but she ...
3. We don't often see them now, but we ...
4. I drink a lot of coffee now, but I ...
5. I like her very much now, but I ...

### Exercise 7

Complete this dialogue.

- A. Would you like to go to the circus this afternoon?  
B.  
A. But you don't have to mend it this afternoon. Why don't you do it tomorrow morning?  
B.  
A. Have you? I hate going to the dentist's. Well, let's go next Saturday then.  
B.  
A. Have you got to go and see her? Would she mind if you didn't go?  
B.  
A. Why on earth would she be furious? Why not ask her to come to the circus with us?  
B.  
A. Oh, has she? When did she go?  
B.  
A. No, she didn't. She said it was worse than going to the dentist's.  
B.

### Exercise 4

Example:

Jim/be/tall/person/class

Jim's the tallest person in the class.

1. He/be/frightening/doctor/town
2. It/be/long/river/world
3. He/know/funny/stories/class
4. She/buy/expensive/wine/shop
5. This/be/interesting/book/library

### Exercise 8

Use each of these words or phrases in a sentence.

### Exercise 5

Complete these sentences using «have got to, have to, haven't got to, don't have to or mustn't».

1. I'm afraid I can't see you this evening. I ... do my homework.

1. allowed to
2. to concentrate
3. guest
4. each other
5. headmaster
6. grandson
7. to turn into
8. choice
9. to advise
10. appointment



Atlas-Photo (cl. Marguier)

*Remember, remember the fifth of November*

## 8. The fifth of November

The cellar was dark, and the man, holding his lamp high, moved carefully among the barrels. If he fell and dropped the lamp, he would destroy himself and the empty room above the cellar. The room was empty now, but soon the king and his government would be there to open the new parliament. The man put his lamp down on the floor and, working quietly, put three heavy iron bars on the top of each of the barrels of gunpowder. These bars would increase the force of the explosion, and in a few hours England's king and her government would die.

The man smiled in the dancing light of the lamp. If his plan succeeded, his friends would soon be in power, and England would have a Catholic government and join the Church of Rome. He put the last bar in place. Then suddenly he heard footsteps outside the door. The door opened, and in a moment the cellar was full of soldiers. Their captain spoke: "Guy Fawkes, I arrest you in the name of the king!" The man realised that his

plan had failed. It was 1 a.m. on the fifth of November in 1605. The king was James I, and the cellar was under the Houses of Parliament in London.

Now let us come back to the twentieth century. It's a dark evening in autumn. In a field there are some people standing round an enormous fire of dead wood and boxes. Children are laughing and shouting; their faces are red in the light of the dancing flames. Around the fire fireworks are exploding and sending flashes of green and gold and silver into the dark sky. At the top of the pile of burning wood there is a strange man - a painted face, an old coat full of straw and a black hat. The painted face is watching the flames, and the coat is already burning. It is the fifth of November. This is Guy Fawkes Day. This is Bonfire Night. Every year on this date people in England burn the man who nearly killed their king. But there are not many people who imagine those frightening moments in a London cellar in 1605.

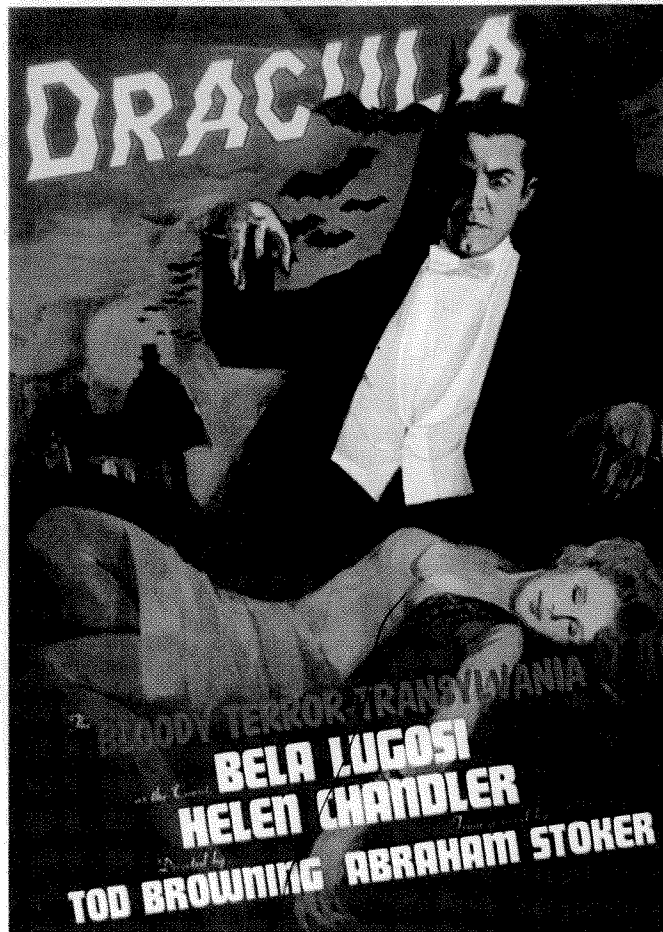
## 9. Vampires

In a lonely castle in Transylvania the guests had gone to bed. The evening had been very pleasant, and Count Dracula had given them an excellent dinner. But one young man could not sleep. He was lying on his bed and looking out of the window. Outside, clouds were moving across the sky, and he could hear the wind. He had been lying there for about an hour, when suddenly a clock struck midnight. At that moment the clouds disappeared, and the young man saw a big, yellow moon. Against the moon there was a small, black shape. Was it a bat? Soon it was so big that it covered the moon. Its black shadow seemed to fill his room. Terrified, he jumped out of bed. A horrible scream came from the next room...

When we think of bats, we think of witches and black magic. Centuries ago they used to arrest innocent people and say they were witches if bats slept near their house. Some people believed that if a bat flew near a person's head, that person would die. Certainly there is one bat in South America, the vampire bat, which drinks the blood of its victims. But it is the only dangerous one.

Nearly all bats eat insects. They hunt at night. It is not easy to fly when it is dark, but bats have a marvellous system. As they fly, they whistle and then they listen to the echo to see if they are close to an obstacle or not. The sound they make is so high that the human ear cannot usually hear it. During the day these little animals sleep. They sleep upside down in caves or in barns.

Well, what was the shape that the young man saw at his window? Was it a bat? No, it was too big to be a bat. It was just a very hungry Count Dracula!



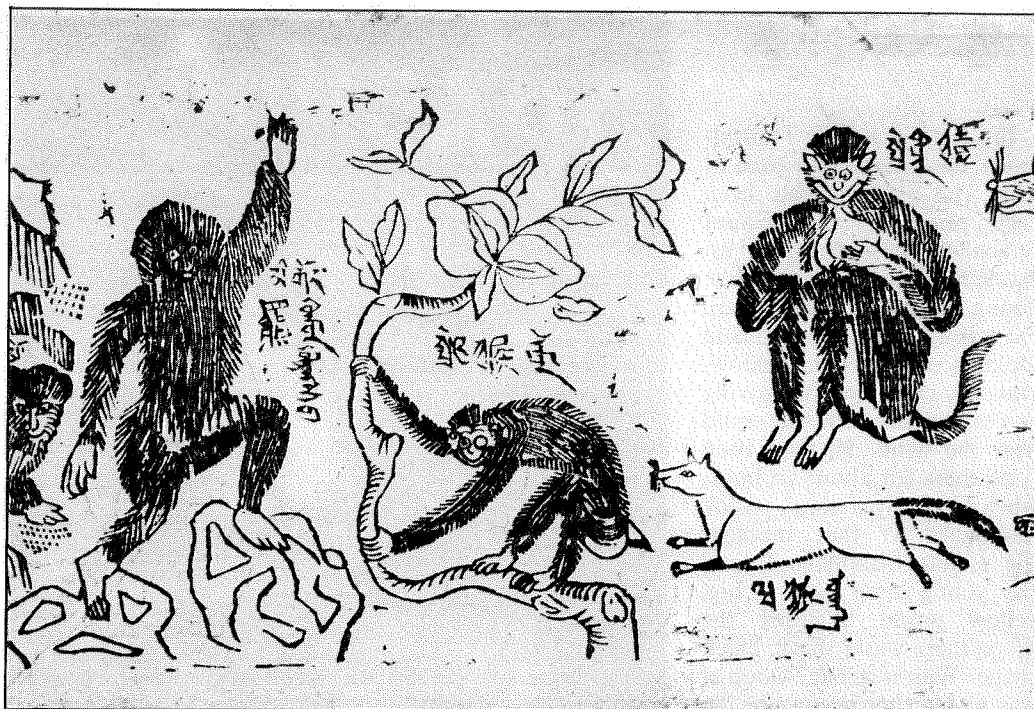
Swank International

*Don't worry! It's only a film!*

*A vampire bat*



Jacana (ci. Renaud)



Hello! We're the yetis!

## 10. The Abominable Snowman

It was the first time Edward had been to the Himalayas. He was with two expert climbers, George and Eric. They had been climbing for three days, and the weather had been good. But on the afternoon of the third day it had suddenly changed, and now Edward was sitting alone in his tent and listening to the blizzard outside. Before the blizzard, his two friends had left him and had gone to prepare the route for the next day. Edward was waiting for them. He lit the lamp and began to write in his diary. Then he heard somebody outside the tent. "Hello, you two. Come in! You must be frozen!" he said. A head appeared at the entrance. Edward looked up. He saw a brown face, two dark eyes, strong jaws and short, white teeth. Black hair covered the ears. Edward seized his ice-axe, and the face disappeared. He went to the entrance of

the tent and looked out. He saw a great, hairy shape, like an ape, disappear into the snow.

Several climbers in the Himalayas have found enormous footprints in the snow - thirty centimetres long and fifteen centimetres wide. One or two say they have seen the animal that Edward saw. In Nepal they call it a "yeti", which means "snowman". Several scientists believe that it might be a Gigantopithecus, an ape-man that lived a million years ago. Sir Edmund Hillary, the man who climbed Mount Everest in 1953, led another expedition to the Himalayas in 1960. He was looking for the yeti, but the expedition found nothing. It seems that the "Abominable Snowman", the English name for the yeti, does not want to meet its human cousins, but Edward's visitor seemed interested!

# CHAPTER 21

## reported speech

### *He told us to vote Labour*

There's going to be a general election in England next week.

The Labour Party candidate for the town of Croft is talking to the people:

“Don't listen to the Conservatives! They can't do a thing for you. They didn't help you last year, and they won't help you in the future either. What has happened during the last year? Prices have increased, and everyone's fed up. You must listen to the Labour Party. We're trying to help you. We'll reduce your taxes. We'll look after you. We're honest men. I think the Conservatives may promise you the same things. But you mustn't believe them. We can turn Croft into the most exciting town in the North. Vote Labour!”

Mr Sharp didn't hear the speech, but his wife did. She's telling him what the Labour candidate said:

“He told us not to listen to the Conservatives. He said they couldn't do a thing for us. He said they hadn't helped us last year, and they wouldn't help us in the future either. He asked us what had happened during the last year. He said that prices had increased and everyone was fed up. He said we had to listen to the Labour Party. They were trying to help us. He said they'd reduce our taxes and look after us. He said they were honest men. He thought the Conservatives might promise us the same things. He told us we mustn't believe them. He said they could turn Croft into the most exciting town in the North. He told us to vote Labour.”

#### Ask and answer these questions:

What did the Labour candidate tell the people to do?

What did he say?

What did he ask them?

What did he tell the people?

#### Practise what you know

1. What do you think the Conservative Party candidate for Croft said?

Write his speech. The Labour candidate's speech will help you.

2. You heard the Conservative candidate's speech (you wrote it!).

Imagine that your friend didn't hear it. Tell him what the Conservative candidate said. Use reported speech.

## Ooh! That hurts!

PART A  
◎◎

*Mrs Chase thinks she's too fat. This morning she asked the chemist what she could do. The chemist told her not to stop eating, but to do some exercises instead. She's doing her exercises now. Michael and Helen are very surprised.*

HELEN: Mum, what on earth are you doing? Why are you on the floor?

MRS CHASE: I'm trying to stand on my head. I'm doing my exercises.



MICHAEL: Exercises! But Mum, you're too old to do that.

HELEN: She's not too old, Michael. Are you trying to slim, Mum?

MRS CHASE: Yes, I am. I'm afraid I'm a bit too fat.

MICHAEL: Yes, you are a bit fat, Mum.

HELEN: Michael! Don't be so rude!

MICHAEL: I was only joking.

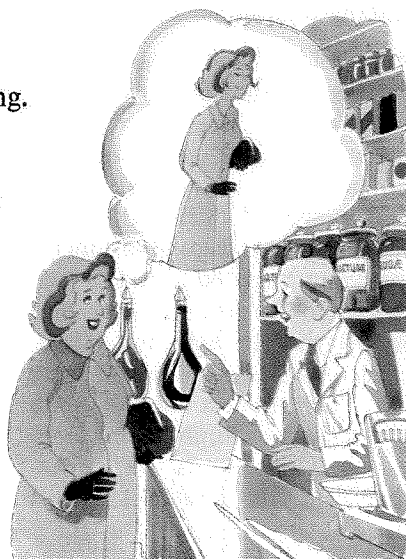
MRS CHASE: I talked to the chemist this morning. He said that if I did some exercises every day, I'd lose weight.

MICHAEL: Have you lost any weight yet, Mum?

MRS CHASE: I've only been doing the exercises for ten minutes, dear.

HELEN: You look tired, Mum. I think you'd better stop now.

MRS CHASE: Yes, I think I will. The chemist told me it would be difficult at first. I'm not very good at standing on my head and touching my toes!





HELEN: Why don't you sit down, Mum? I'll show you how to do these exercises. What shall I do first?

MRS CHASE: Well, he said you had to lie on your back and lift your legs very slowly.

HELEN: Ooh, that hurts! How many times have I got to do it?

MRS CHASE: He said five times would be enough.

HELEN: .. two, .. three, .. four, .. ooh! I can't do any more.

MICHAEL: You only did four, Helen. I thought you were going to show us how to do them.

HELEN: All right! Why don't you try? Come on, Tarzan! It's your turn now. Show us your strength!

MICHAEL: O.K. What do you want me to do?

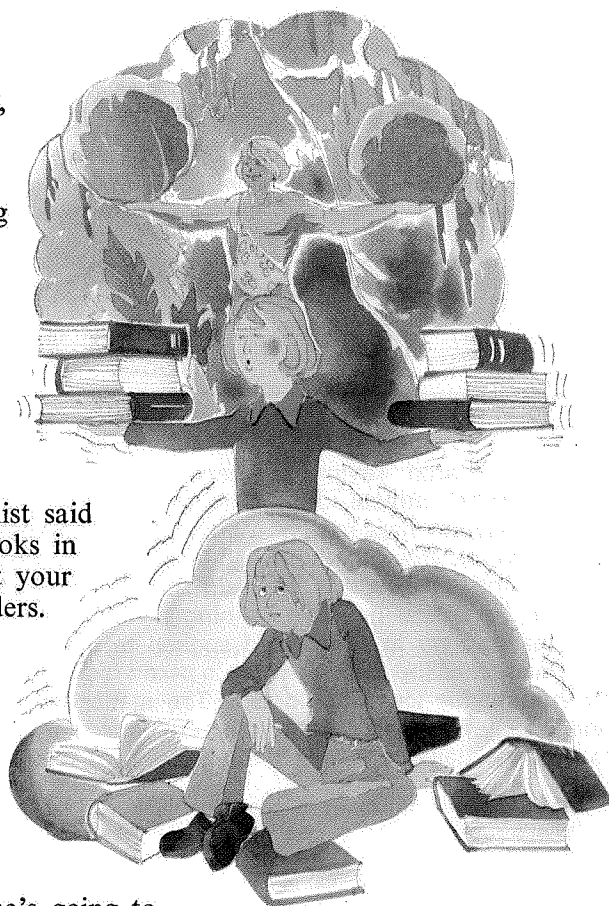
MRS CHASE: I know! The chemist said you had to hold three heavy books in each hand. Then you had to lift your arms to the level of your shoulders.

MICHAEL: That's easy. Now what do I have to do?

MRS CHASE: You have to stay like that for at least a minute. He said it was good for your shoulder muscles.

HELEN: I'll count ... five seconds, .. ten seconds, .. he's going to collapse ...! (CRASH!) You only did ten seconds.

MICHAEL: Well, I'm not fat. I don't have to lose any weight!



## expressions

*These situations will help you to learn the expressions.*

### *It's your turn*

Mrs Sharp's at the chemist's. There are a lot of customers in the shop, but Mrs Sharp's the first in the queue. There's a very rude woman standing behind her.

Chemist: Whose turn is it?

Woman: It's my turn. I want some toothpaste.

Mrs Sharp: Excuse me, madam. I think it's my turn. I was here before you.

Chemist: Yes, I think it's Mrs Sharp's turn. She was here first. What would you like, Mrs Sharp?

### *It's good for you*

Simon can't stand vegetables. His mother's very worried about him, because she knows that young children need vegetables. She's trying to persuade him to eat some now.

Mother: Simon! You must eat some cabbage. It's good for you. It's full of vitamins.

Simon: I don't care! I don't want any. I want some biscuits and a cake.

Mother: But they aren't good for you. You'll be fat if you eat them.

## comprehension and dictation

Yesterday Martin Taylor, the reporter, interviewed John Flash, a famous British athlete. John's going to run for Great Britain at the Olympic Games next month. Martin wanted to know what John did to improve his strength. John said he ate plenty of fruit and vegetables and did lots of exercises. He said that he did some exercises every morning, and that he went running in the park. He told Martin he was feeling very fit. After he'd spoken to John, Martin interviewed the manager of the British team. He asked him how many gold medals he thought his team would win. The manager said they might win one, if they were lucky. Everything depended on John. If he managed to beat the Italian champion, Spagotto, he'd win a gold medal.

1. Who did Martin interview yesterday?
2. What's John going to do next month?
3. What did John say he did to improve his strength?
4. Did he say he was feeling well?
5. What did Martin do after he'd spoken to John?
6. What did he ask the manager?
7. Was the manager sure they'd win a gold medal?
8. Who did everything depend on?
9. Who would John have to beat?
10. What would happen if he managed to beat Spagotto?



# CHAPTER 22

future + { when, as soon as, etc. + simple present  
when, as soon as, etc. + present perfect

## *As soon as you see her*

John and Alan are working on a farm during their summer holidays. They're looking after the horses. This morning John left a stable door open, and one of the horses escaped. It was Quicksilver, a very expensive horse. It'll be difficult to find him because the farm's surrounded by woods. The boys are very worried because Quicksilver's owner, Mrs Plant, is coming to see her horse in a few minutes. The boys are talking to each other.

### **Ask and answer these questions:**

- What does John think they must do before Mrs Plant arrives?
- What does Alan think they'll have to do?
- When will Mrs Plant be furious?
- When will John come and tell Alan?

JOHN: Alan, we must find Quicksilver before Mrs Plant arrives.

ALAN: We'll never find him in time, John. We'll have to wait till she comes.

JOHN: But she'll be furious when she hears he's missing.

ALAN: I know. Listen, I'll go and have another look in the stables. You'd better stand at the gate. As soon as you see Mrs Plant's car, come and tell me!

## *As soon as you've done that*

Mrs Plant has arrived at the farm. The boys have told her that Quicksilver has disappeared. She wants to find him before she leaves the farm.

### **Ask and answer questions like these:**

- When will Mrs Plant leave the farm?
- When will she and Alan start searching the woods?

Mrs PLANT: I won't leave the farm till I've found him. We must look everywhere. I'll look in the stables again. After I've done that, we'll start searching the woods. John, I want you to go to the big field behind the farm. When you've checked that Quicksilver isn't there, go and see Sergeant Potter at the police station. As soon as you've explained the situation to him, come back and wait here. Quicksilver might come back. If he does, put him in the stable as soon as you've caught him. Then come and find Alan and me, after you've locked the stable door!

### **Practise what you know**

Imagine you're having a party next Saturday. You're thinking about all the things you'll have to do. What will you do:

1. before the party begins?
2. when the guests arrive?
3. after the guests have gone?

#### *Example:*

Before the party begins, I'll make lots of sandwiches.

## ***I've got the job!***

PART A



*Helen has been waiting for a letter from Miss Binks since her interview. Every morning she rushes downstairs as soon as she hears the postman. But so far she's been disappointed. Perhaps there'll be a letter from Fleet Street this morning. The postman has just come to the house.*

HELEN: Good morning, Dad. Is there any mail for me?



MR CHASE: I haven't looked yet. Let's see... two letters for me. They'll be bills, I'm afraid. Here's one for you, and it's from London.

HELEN: Oh, can I have a look! Yes, it's from "Woman's Life". Oh, Dad, will it be "yes" or "no"?

MR CHASE: Well, you won't know until you've opened it. Go on! Open it!

HELEN: If she turns me down, I don't know what I'll do.

MR CHASE: Well, what does she say?

HELEN: "Dear Miss Chase,  
I am glad to inform you..."  
I've got the job, Dad! I've got the job!  
Oh, I must tell Mum and Michael.  
Where are they?

MR CHASE: Your mother's still asleep.  
Tell her when she comes down.  
You'd better tell Mike after he's got up,  
because he'll be so jealous  
that he'll want to stay in bed.



HELEN: Poor old Mike! But I'm sure the Echo will offer him the job. Wait till his letter comes!

*Mrs Chase has come downstairs into the kitchen.*

MRS CHASE: Well, what's going on? I thought the house had caught fire.

HELEN: Good news, Mum. Miss Binks has offered me the job in London.

MRS CHASE: That's marvellous, darling. Congratulations!

HELEN: I must tell Jill. Can I phone her now?

MRS CHASE: Be patient, darling. You can phone her after you've had breakfast. She'll still be in bed now!

HELEN: Yes, I suppose you're right. But she goes to the airport at ten. I must phone her before she leaves the flat. Ah, here's Mike.



MICHAEL: What on earth's the matter with everyone? You're all looking very excited. What's happened?

HELEN: They've offered me the job with "Woman's Life".

MICHAEL: Really? Well done!  
I don't suppose there was a letter for me this morning.

HELEN: No, I'm afraid not. But don't worry!  
I'm sure it'll come soon.  
Then, when they've offered you the reporter's job, we can all celebrate.



MICHAEL: Yes. Well, I'm going back to bed. Don't wake me up till the postman comes again!

## expressions

*These situations will help you to learn the expressions.*

### ***What's going on?***

When Mr Wright, the teacher, went into his classroom yesterday, there was a lot of noise, and the whole class was standing at the open window. Mr Wright didn't know what was happening, and he was very surprised.

Mr Wright: What's going on?

A pupil: Bill has just fallen out of the window, sir!

### ***They turned him down***

Harold Black wants to get married. Last week he asked Cynthia to marry him, but she said no. Yesterday he asked Celia, but she said no too. He's very upset. His mother wants to know why.

Mother: What's the matter, Harold?

Harold: Well, I asked Cynthia to marry me last week, and she turned me down.

Mother: Never mind, dear. Why not ask Celia? She won't turn you down.

Harold: I asked her yesterday. She turned me down too. Nobody wants me!

## comprehension and dictation

⊗ Mrs Potter was making the beds upstairs. It was such a warm day that she'd left the back door open. She was hoping that her husband would come home soon, because she wanted him to do the shopping. Suddenly she heard heavy footsteps outside, and someone came into the kitchen. "That must be Ronald," she thought. "Hello, dear," she shouted. "When you've had a cup of tea, can you do the shopping?" There was no answer. She shouted again, "As soon as you've drunk your tea, dear, can you go to the shops?" She heard the back door close, and someone started throwing plates around the kitchen. "Ronald, what on earth are you doing? What's going on?" she said. She rushed downstairs. When she reached the kitchen, she stopped and screamed. There was a horse standing in the middle of the kitchen surrounded by saucepans and broken chairs and crockery. "Good heavens! A horse!" said Mrs Potter. "You'd better stay here till Ronald comes home," she said, and she closed the kitchen door. She didn't realise it, but she'd caught Quicksilver, the horse that had escaped from the farm.

1. What was Mrs Potter doing upstairs?
2. Why had she left the back door open?
3. What did she want her husband to do?
4. Did Mrs Potter know who had come into the kitchen?
5. When does she want her husband to do the shopping?
6. Why did Mrs Potter have to repeat her question?
7. Why did she go downstairs?
8. Did she go downstairs slowly?
9. What had the horse done?
10. How long does Mrs Potter want the horse to stay in the kitchen?

# CHAPTER 23

past perfect after « as soon as, after, when, till »

---

## *When he'd reached the balcony...*

Do you remember Lady Silchester who lived at Padworth Hall? She wanted her husband's fortune, and she wanted to marry her friend Rudolph. She and Rudolph decided to kill Lord Silchester. One evening in winter everything was ready.

That evening Lord and Lady Silchester had dinner together at eight o'clock as usual. As soon as they'd finished their meal, Lord Silchester went upstairs to bed. Lady Silchester waited till he'd left the dining-room. Then she went outside into the garden to meet Rudolph. After they'd talked together for a few minutes, she went back into the house. She went quickly up to her husband's room and waited outside the door. When Lady Silchester had gone back into the house, Rudolph ran to the stables and looked for a bucket and a heavy stick. As soon as he'd found them, he went back to the house and stood under Lord Silchester's balcony. Then he started hitting the bucket with the stick. He made such a terrible noise that Lord Silchester rushed out of his room on to the balcony. Lady Silchester waited until her husband had reached the balcony, and then she went into the room. She pushed him over the balcony, and he fell on to the ground below. As soon as Rudolph had left Padworth Hall, she woke the servants up. She told them her husband had had a terrible accident.

### **Ask and answer these questions:**

Did Lord Silchester go to bed while they were eating their meal?

Did Lady Silchester leave the dining-room when her husband was there?

When did she leave Rudolph and go back into the house?

When did Rudolph run to the stables?

When did he leave the stables?

Did Lady Silchester go into the room when her husband was in bed?

Did she wake the servants up when Rudolph was still there?

### **Practise what you know**

Describe a day in the life of Mr Brown. One person must begin the story, and then everyone else must, in turn, add a sentence.

*Example:*

PUPIL 1: Mr Brown got up at eight thirty.

PUPIL 2: As soon as he'd got up, he did his exercises.

PUPIL 3: When he'd done his exercises, he had a shower.

Use sentences with "when", "as soon as", and "after" with the past perfect.

## ***I've never seen such a good film!***

PART A  

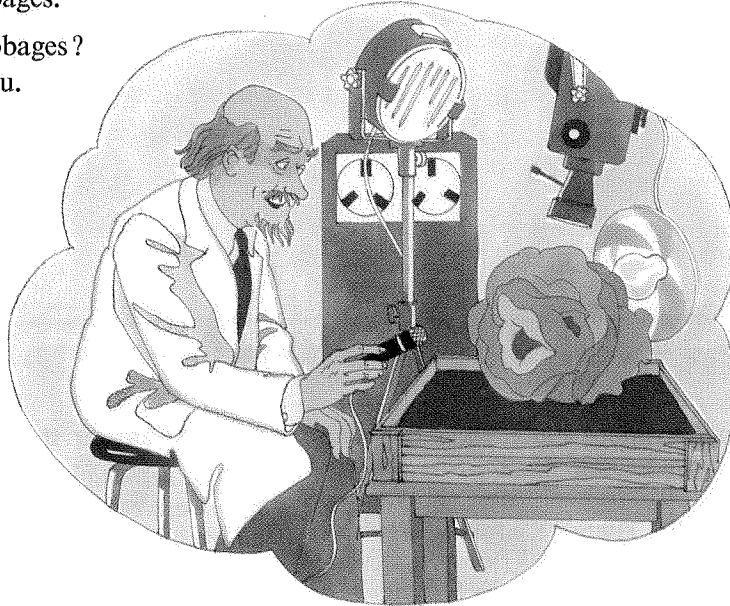

*Michael's telling Helen about a film he's just seen. It was a science-fiction story, and he really enjoyed it.*

MICHAEL: What an incredible evening! I've never seen such a good film.

HELEN: Really? What was it about?

MICHAEL: Well, the film was about a scientist who'd invented a method of communicating with cabbages.

HELEN: With cabbages?  
I don't believe you.

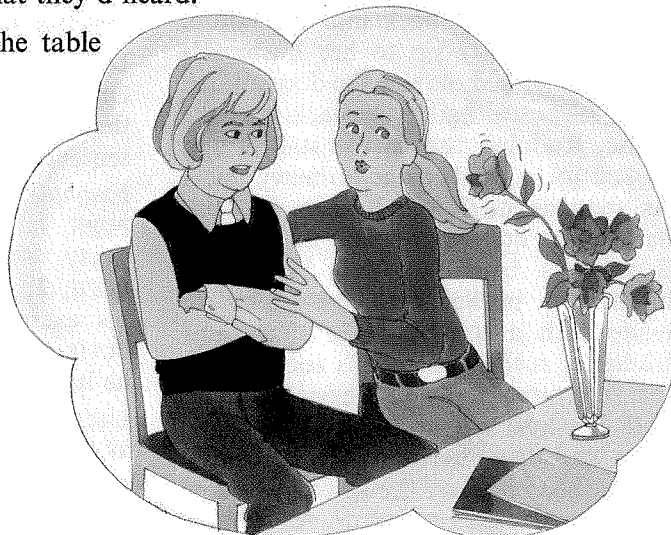


MICHAEL: Seriously! He'd studied plants for years. When he'd done some experiments, he realised that plants could communicate with each other and with human beings.

HELEN: And I suppose that when he looked at a cabbage, it smiled and said " Good morning "!

MICHAEL: No, it wasn't as simple as that, you idiot! He worked for years and, finally, his experiments were successful. With the help of a computer, his plants could tell him what they'd seen and what they'd heard.

HELEN: So these roses on the table are listening to us now?



MICHAEL: Yes, they might be. And they might know what you're thinking too! So be careful!

**MICHAEL:** After the scientist had perfected his method, he left his plants in foreign embassies to collect secret information.

**HELEN:** Ah, I see. His plants were spies. What a good idea!

**MICHAEL:** Yes, but one day one of his plants refused to give him any information. After he'd tried four or five times to make it answer, he finally lost his temper.



**HELEN:** And what happened?  
Did he make it talk?

**MICHAEL:** No, but he caused a revolution! When he lost his temper, all the plants in his laboratory started moving towards him.



**HELEN:** Ooh! How frightening!

**MICHAEL:** After a few minutes  
he was surrounded by a forest of leaves.

**HELEN:** Did he escape?

**MICHAEL:** No, I don't think so, because at the end of the film we saw his grave. And on the grave there was a vase of flowers!

## expressions

These situations will help to you learn the expressions.

### *What's it about?*

Alan has just read a book called "The Green Forest". John's going to borrow the book. He wants Alan to describe the book to him.

Alan: I know you'll enjoy it. It's very exciting.

John: What's it about?

Alan: It's about three explorers who go to the forests of the Amazon.

### *She made him wear a tie*

John doesn't like wearing his best clothes. He prefers his jeans and a pullover. Yesterday he went to the theatre with his parents. His mother wanted him to put his best clothes on. She made him wear his white shirt and his new trousers. She made him clean his shoes and brush his hair. She even made him wear a tie. John was furious, but he enjoyed the play. It was very funny and it made him laugh.

## comprehension and dictation

The other day I decided to buy a dog. After I'd taken it out of the shop, I realised it was brown and not black. I'd asked for a black dog, and the stupid man had given me a brown one. I can't stand brown dogs, and so I tried to pull the dog back into the shop. I pulled with all my strength, but it refused to move. I couldn't do a thing. Suddenly I realised that I was surrounded by a crowd of people. They made me feel so ridiculous. They thought I was being cruel to the dog, and someone went to find a policeman. The policeman arrived and asked me what on earth I was doing. At that moment the dog walked quietly back into the shop. As soon as it had disappeared inside, the policeman asked me for my name and address.

1. What did the narrator buy?
2. When did he realise it wasn't a black dog?
3. What had he asked for?
4. Does he like brown dogs?
5. Could he make the dog go back into the shop?
6. Were many people watching him?
7. How did he feel?
8. Why did someone go to find a policeman?
9. Was the policeman surprised?
10. When the policeman arrived, what did the dog do?
11. What did the policeman ask the narrator for?
12. Did he ask him for his name and address when the dog was there?



# CHAPTER 24

## the passive

### *Where is it kept?*

At the Fate Art Gallery one of the guards has just discovered that a famous painting, "The Fiona Lisa" by Soya, has disappeared. The police have arrived. An inspector's talking to the guard.

INSPECTOR: Where's the painting kept?

GUARD: It's kept in Room C.

INSPECTOR: Is it normally guarded?

GUARD: Yes, it's guarded during the day, and the doors are locked at 6 p.m. every evening.

### *What's being done?*

Some visitors want to go into the Gallery, but a policeman has stopped them.

POLICEMAN: You can't come in. The Gallery's being searched. A robbery's being investigated.

### *What's been taken?*

The director of the Gallery has just arrived, and the Police Inspector's telling him about the robbery.

INSPECTOR: A painting has been stolen, sir.

DIRECTOR: Oh no! Which one has been taken?

INSPECTOR: "The Fiona Lisa", I'm afraid, sir.

### *When was it stolen?*

In Room C a detective's writing his report. Here it is:

The painting was stolen between 6 p.m. and 8 a.m. It was taken from Room C. The robbery was discovered at 8.30 a.m. by one of the guards.

### *Will it be found?*

That evening on the radio the newsreader talked about the robbery.

NEWSREADER: The police said that the Gallery had been searched and that the guards had been questioned, but the thief had not been found. The director hopes that the painting will be found soon, because it's the finest example of Soya's work.

#### **Ask and answer these questions:**

Where's the painting usually kept?

Is it normally guarded?

When are the doors closed?

What's being done at the moment?

What's been stolen?

Which painting has been taken?

When was the painting stolen?

Where was it taken from?

When was the robbery discovered?

What did the police say had been done?

Had the thief been found?

What does the director hope will happen?

#### **Practise what you know**

There has been an earthquake in the town of Boma.

Write a report on the earthquake. The answers to these questions will help you.

Which town has been hit by an earthquake?

When was the town hit by the earthquake?

Where are the injured people being taken?

How many people have been killed?

What will be done with the buildings that have been hit?

Had the people of Boma been told about possible earthquakes?

How many earthquakes are reported each year near Boma?

## *Has a purse been handed in?*

PART A



*Helen's very upset. Yesterday she lost her purse in Borchester. Her front door key was in the purse, and a lot of money. Mrs Chase is telling her to go to the police station. Her purse might be there.*

MRS CHASE: Go to the police station now, darling. Things that are found are often taken there.

HELEN: Yes, but hundreds of purses are lost every week, and I don't think many are found again. What would you do if you found a purse?



MRS CHASE: I'd take it to the police station.

HELEN: Yes, I know you would. But everybody isn't as honest as you are.

MRS CHASE: Well, you never know, darling. It's certainly worth going to ask. It's better than sitting here and feeling sad.

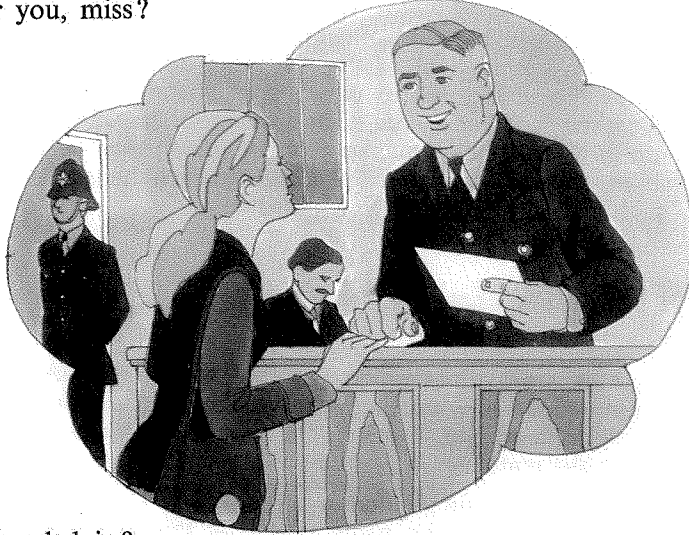
HELEN: It was such a nice purse. Mum. It was given to me for my birthday.

MRS CHASE: Yes, I know. It's such a shame! Never mind, darling. Perhaps it'll be found.

HELEN: Yes, I suppose so. I hope it's been handed in at the police station.

*Helen has arrived at the Borchester police station and she's talking to the officer on duty.*

OFFICER: What can I do for you, miss?



HELEN: Has a purse been handed in?

OFFICER: Where did you lose it, miss? And what does it look like?

HELEN: It's a black leather purse, and I lost it in the High Street yesterday.

OFFICER: I see. Well, I want you to fill in this form and answer the questions: Where was the purse lost? When was it lost? Was your address written inside, etcetera? Here's a pen.

HELEN: Oh, thank you.

OFFICER: You'll have to excuse me for a moment, miss. I've got another customer. Good morning, sir. Can I help you?

MAN: Yes, I found this in the High Street yesterday. It had been dropped near the Post Office.

OFFICER: All right, sir. Can you fill in this form and answer the questions: Where was it found? When was it found? When was it handed in? And... wait a minute! What's your name, miss?

HELEN: Helen Chase.

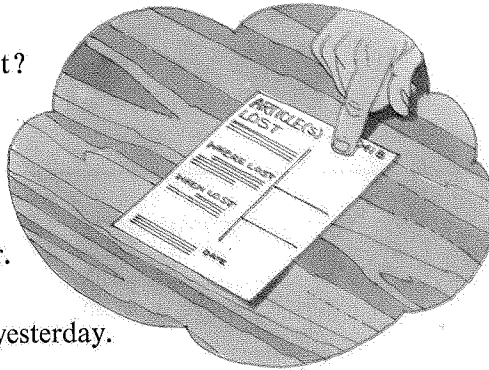
OFFICER: Helen Chase, 103, Common Lane, Borchester?

HELEN: Yes, that's right.

OFFICER: Here's your purse, miss!

HELEN: Oh, thank you.

OFFICER: Don't thank me. Thank this gentleman!



## expressions

*These situations will help you to learn the expressions.*

### ***It's such a shame!***

John Flash, the British athlete, broke his leg three days before the hundred metres final at the Olympic Games. Everyone had been certain he was going to win a gold medal. It was a sad situation. Everyone felt that it was such a shame that he wouldn't be able to run in the final. The manager of the British team said, "We thought John was going to win the final, but now he can't even walk. It's such a shame."

### ***Hundreds of people***

There was a big international football match in London last Saturday. John wanted to watch it. When he arrived, there were a lot of people outside the ground. They couldn't get in. His friend Alan's asking him about the match.

Alan: Did you see the match on Saturday?

John: No. When the game started at three o'clock, there were still hundreds of people outside. I couldn't get in.

Alan: Well, the game was on television. Thousands of people watched it at home.

## comprehension and dictation

Here is the nine o'clock news. We have just been told that the B.B.C. offices in Manchester were attacked last night by a crowd of men wearing bowler hats and carrying umbrellas. When they were asked why they were attacking the B.B.C., they said that there wasn't enough pop music on the radio. They were fed up with hearing the news ten times a day. The director of the B.B.C. in Manchester tried to make them leave, but he was hit by eggs and tomatoes and forced to return to his office. After the police had been called the men left the offices and went home. The B.B.C. would like to tell these men that pop music is played every day on Radio 1. Also we want to tell all our listeners that the news will be read again at ten o'clock.

1. What time is it?
2. Which offices were attacked last night?
3. What were the attackers wearing?
4. What were they carrying?
5. What did the men want?
6. What were they fed up with hearing?
7. What did the director try to do?
8. What was the director hit by?
9. When did the men leave the offices?
10. Is pop music often played on the B.B.C.?
11. What will happen at ten o'clock?

# CHAPTER 25

should, ought to  
should have, ought to have

## *What should she do?*

Elaine Dogsboddy is studying to be a vet. Her final exam takes place next week, but she isn't working very hard at the moment. She's going to a party tonight. Tomorrow she's going to spend the whole day in bed. Her parents are advising her to work harder.

Mr DOGSBODY: Elaine, you should do some work. Your exams start next week.  
Mrs DOGSBODY: Yes, dear, you ought to study more. You shouldn't go to that party tonight.

Mr DOGSBODY: And tomorrow you oughtn't to spend the whole day in bed. You should look at your books.

Mrs DOGSBODY: Elaine, why don't you listen? Be sensible! This is good advice.

ELAINE: I know, Mum. But I don't want to work.

**Ask and answer questions like these:**

What should Elaine do? What ought she to do?

Should she work harder? Ought she to work harder?

What shouldn't she do?

**Practise what you know**

Imagine you've got a friend who's a very bad driver. He doesn't look after his car. The tyres are very old. He doesn't drive carefully. He drives too fast and he tries to overtake all the other cars on the road. He never concentrates when he drives. He never wears a safety belt.

Tell him what he should do / ought to do.

## *She should have listened*

Elaine failed her exam, and so she couldn't be a vet. Now she's selling ice-cream at the market. She isn't happy. Her parents are talking about her.

Mrs DOGSBODY: Elaine's very unhappy, you know.

Mr DOGSBODY: Yes, I know. But it's her fault. She should have worked harder.

Mrs DOGSBODY: Yes, you're right. She shouldn't have wasted her time. She ought to have studied more.

Mr DOGSBODY: She shouldn't have been so lazy. She should have passed that exam, but she didn't and it's too late now.

**Ask and answer these questions:**

What should Elaine have done?

What ought she to have done?

What shouldn't she have done?

**Practise what you know**

Imagine you wanted to go to a folk music concert yesterday, but you didn't manage to get into the theatre. You arrived late because you walked instead of catching the bus. You weren't sure of the way to the theatre, and you didn't ask anyone. When you arrived, there was a long queue, so you had to wait. When you got to the box-office, there weren't any tickets left. You were very disappointed.

What should you have done / ought you to have done?

## ***I don't think I should***

PART A



*Michael's still waiting for a letter from the Borchester Echo. He's getting impatient, because he wants to start earning some money. Helen has already been accepted by "Woman's Life" and now she's telling Michael what she thinks he ought to do.*

HELEN: Why don't you phone the editor?

MICHAEL: He might get angry if he thinks I'm too impatient.

HELEN: Yes, but it's time you had a letter. You ought to phone him.

MICHAEL: O.K. But what shall I ask him?

HELEN: I think you should ask him if he can offer you the job. He won't mind. Do phone him!

MICHAEL: All right, I will. But I don't think I should. If Mr Barker turns me down, it'll be your fault.

HELEN: He won't turn you down. Don't be so silly! You want the job, don't you?

MICHAEL: Yes, but...

HELEN: Oh, Michael, do stop worrying! You're like an old woman sometimes. Go and phone him!



*Michael has phoned the Borchester Echo and now he's telling Helen what happened.*

HELEN: Well, what did he say? Was he angry?

MICHAEL: I didn't speak to the editor. I spoke to the secretary. She wasn't very pleased. I shouldn't have phoned.

HELEN: What did she say?

MICHAEL: She said the editor had already written to me and that my phone call wasn't necessary. I ought to have waited. You shouldn't have told me to phone.

HELEN: Well, at least you know that the letter is on the way. Ah, here's Dad. Hello, Dad. Michael has just phoned the Echo.

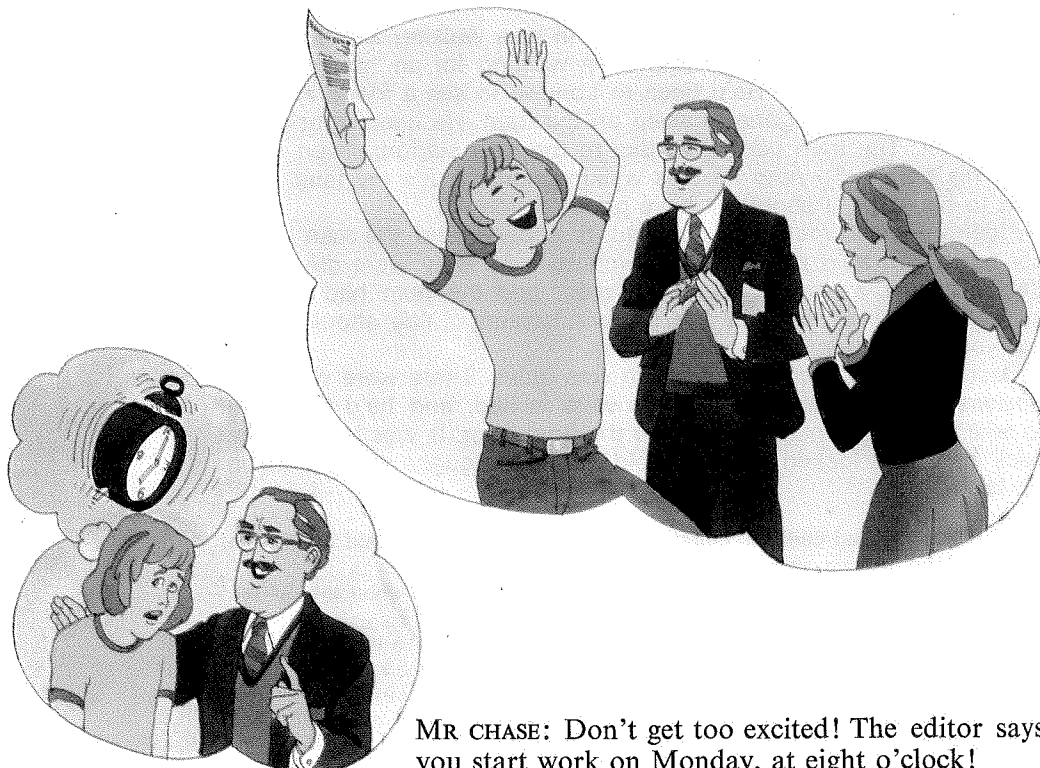
MR CHASE: Well, there's a letter for you here, Mike. Mr Short, the man who lives next door, gave it to me. It was delivered to him by mistake.

MICHAEL: Oh dear. I knew I shouldn't have phoned.

HELEN: Come on, open it! What does he say?

MICHAEL: "Dear Mr Chase, I am pleased to tell you..."

Incredible! He's offered me the job! Michael Chase, the greatest reporter of the century!



MR CHASE: Don't get too excited! The editor says you start work on Monday, at eight o'clock!

## expressions

*These situations will help you to learn the expressions.*

### ***It's time you went to bed***

It's nine o'clock, and Simon's still watching television. His mother wants him to go to bed. He should be in bed now. His mother's talking to him:

Mother: Come on, Simon! It's time you stopped watching television. It's time you went to bed.

Simon: All right, Mum. I'm coming.

### ***He's getting worried***

Mr Fernstein, the famous conductor, is giving a concert this evening. It's ten past eight, and the concert should've started at eight. One of the violinists hasn't arrived yet. Mr Fernstein's getting very worried. The people in the orchestra are looking at their watches. They're getting angry, because they're ready to begin. There are hundreds of people in the theatre, and they're all getting very impatient. They don't like waiting, and they want the concert to start.

## comprehension and dictation

It was one o'clock in the morning. John was walking along a dark, empty road in the country. He'd been walking for an hour and he was getting very tired. He'd been to London to see a friend and, on the way home, he'd gone to sleep on the train. He hadn't got off at Borchester. The train had taken him to the next station, seven miles from his house. So now he was walking home. "It's my fault," he said to himself. "I shouldn't have gone to sleep!"

Suddenly a car came down the road. It stopped, and the man in the car told John he'd take him to Borchester. As they were driving to John's house, a cat ran across the road, and the man had to stop suddenly. John's head hit the car windscreen. "You should have put your safety belt on!" said the man.

At last he arrived home. The house was quiet. There were no lights upstairs or downstairs. His parents were in bed, and he'd forgotten to take a key with him. He went to the front door. It was locked. The back door was locked too. Poor old John! He ought to have taken his key.

1. Why was the road dark and empty?
2. Was John getting tired? Why?
3. Where had he been? What for?
4. Why hadn't he got off the train at Borchester?
5. John had to walk home. Whose fault was it?
6. What did the man in the car say he'd do?
7. When did the cat run across the road?
8. What happened when the cat ran across the road?
9. What should John have put on?
10. How did John know that his parents were in bed?
11. Could John get into the house? Why not?
12. What ought he to have done?



## Revision exercises: 5

### Exercise 1

*Example:*

"I'm tired," he said.

He said he was tired.

1. "I'll pay for it tomorrow," he told me.
2. "I don't think he'll be able to come," she said.
3. "Where's the nearest post office?" he asked the policeman.
4. "Don't forget to bring your records, John!" she said.
5. "Have you ever seen an elephant?" he asked me.
6. "I'm going to travel round the world when I'm older," Mike said.
7. "Miss Pitts, I'm fed up with learning French," Helen said.
8. "Can you help me to mend my record-player, David?" I asked.
9. "She's the most beautiful girl I've ever seen," Peter said.
10. "Don't talk when I'm talking, Mike!" she said.

### Exercise 2

*Put the verbs into the correct tense (the simple present or the present perfect or the past perfect).*

1. It's a secret. I'll tell you after Martin (go).
2. Mrs Heath went home when she (finish) her shopping.
3. Stand up as soon as the king (come) into the room!
4. Bill was very tired after he (swim) across the Atlantic.
5. I can't leave yet. I'll have to wait until he (come back).
6. When she (choose) her mother's present, she left the shop.
7. You can leave when you (answer) all my questions.
8. The thief went into the bank as soon as the policeman (go) round the corner.
9. I must stop him before he (get to) the station.
10. He said we couldn't go into the theatre until we (buy) our tickets.

### Exercise 3

*Read this story, then imagine you're writing a newspaper report. Re-write the passage, putting the verbs into the passive where possible. Example:*

Last night Henry Hughes was killed. Last night somebody killed Henry Hughes, the famous millionaire. Somebody found his body in his flat in Miami early this

morning, and telephoned the police immediately. The police would like to talk to Mrs Hughes, but nobody has seen her since yesterday. Mr Hughes' secretary and bodyguard, Frank Spinoza, normally guards the flat. Nobody has seen him since last night. The police hope that someone will find Mrs Hughes and Mr Spinoza soon.

### Exercise 4

*Complete these sentences using "should", "ought to", "should have" or their negative forms.*

1. I'm not surprised you feel ill. You ... eaten all those cakes.
2. You look tired. You ... go to bed so late.
3. He didn't tell me he'd be late. He ... telephoned.
4. You're getting fat. You ... eat less.
5. The driver ... stopped at the traffic lights, but he didn't.

### Exercise 5

*Combine each of the following pairs of sentences into one sentence using «so or such a + that».*

*Example:*

It was very hot. I went to sleep.

It was so hot that I went to sleep.

1. It was a very sad film. It made me cry.
2. He was very nice. Everyone liked him.
3. It was very dark. We couldn't see a thing.
4. He was a very fat man. He couldn't get into the car.
5. It was a very good party. We stayed until two o'clock.

### Exercise 6

*Example:*

You must go to bed.

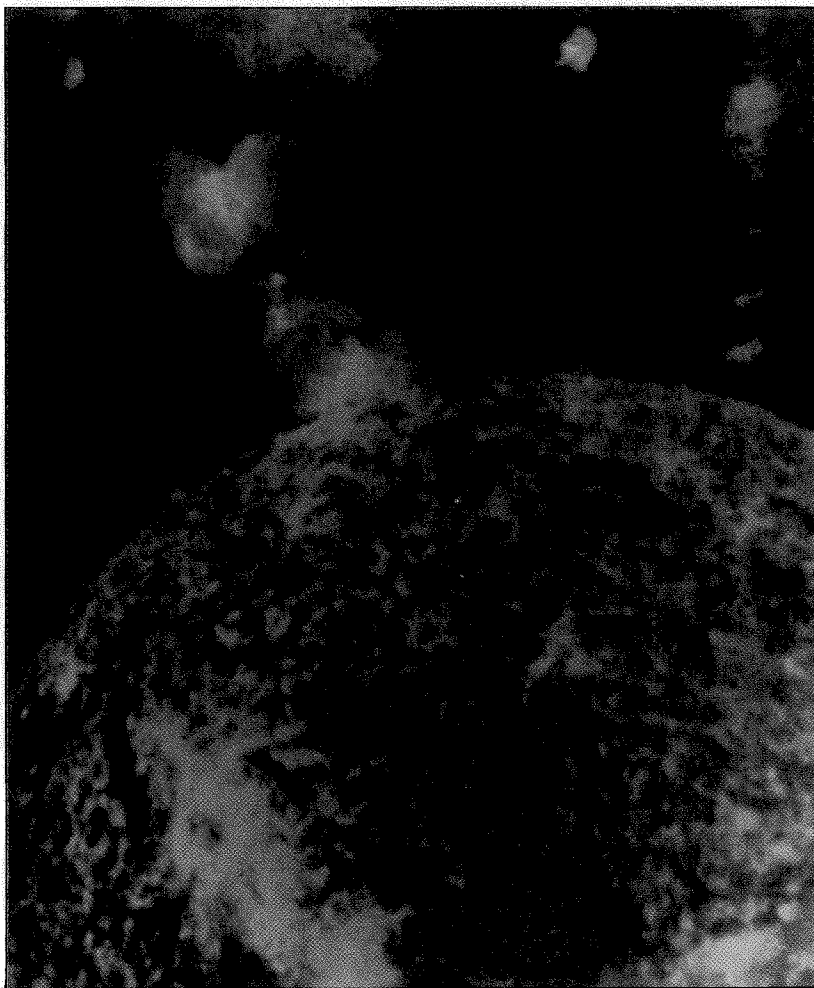
It's time you went to bed.

1. You must study more.
2. He must find a job.
3. They must go home.
4. You must learn how to speak English.
5. Harold must get married.

### Exercise 7

*Use each of these words or phrases in a sentence.*

1. to study
2. rude
3. to celebrate
4. foreign
5. general election
6. to search
7. as usual
8. surrounded by
9. to take place
10. computer



U.S.I.S. (et. N.A.S.A.)

*Explosions on the sun*

## 11. Journey into Space

Tonight, if the sky is clear, look at the stars. If you try to count them, you will find about a thousand. But now, thanks to the efforts of astronomers, you know that the stars you are looking at are only a very small part of the Universe.

Centuries ago the Greeks tried to find an answer to the question: What are the stars? Aristotle, the Greek philosopher, believed that the Earth was the centre of everything. It was surrounded by eight glass spheres which were transparent. A planet was fixed in each sphere - first the Moon, then Mercury, then Venus, then the Sun, then Mars, then Jupiter and finally Saturn in the seventh sphere. Then there was the final sphere full of fixed stars. Aristotle thought that all these glass circles were pushed round the Earth every day by angels!

In the sixteenth century the Polish astronomer, Copernicus, managed to prove that the Sun, and not the Earth, was the centre, and that the planets moved round

it. In the next century Galileo built the first telescope, and man started looking into the deep mystery of the Universe. Now, in our century, man is looking further into space, and enormous radio telescopes like the one at Mount Palomar in California are discovering new stars and new mysteries. In our Galaxy, there are millions of other stars like our Sun, and we know now that there are millions of other galaxies which our telescopes cannot reach. How many are there? Does space have a beginning and an end? Or does it go on for ever? Perhaps we will never know.

In space, distances are so great that it is difficult to imagine them. If we could travel at the speed of light (300,000 kilometres a second) we would be able to reach the Sun in eight minutes. But what about travelling to Andromeda, the nearest galaxy to ours? If we left the Earth now and travelled at the speed of light, we would arrive there in two million years' time!

## 12. The Loch Ness Monster

In the year 565 Saint Columba was staying in the north of Britain. One day he came to Loch Ness and asked one of his friends to swim to the other side of the lake to bring a boat. While the man was swimming across the loch, a great monster suddenly rose from the water like an enormous horse, and swam towards him. The people with Saint Columba were terrified, but the saint lifted his hand and shouted to the monster, "Do not touch that man! Go back!" When the creature heard the voice, it stopped, turned and disappeared.

Loch Ness is a long, narrow lake in the north of Scotland. Its black waters are over two hundred metres deep. Since the sixth century the monster that Saint Columba saw has often been seen again. In 1933 a road was built along the north side of the loch, and there were a lot of explosions as the men cut through the rock. The silence of the water was broken as heavy pieces of rock fell one after the

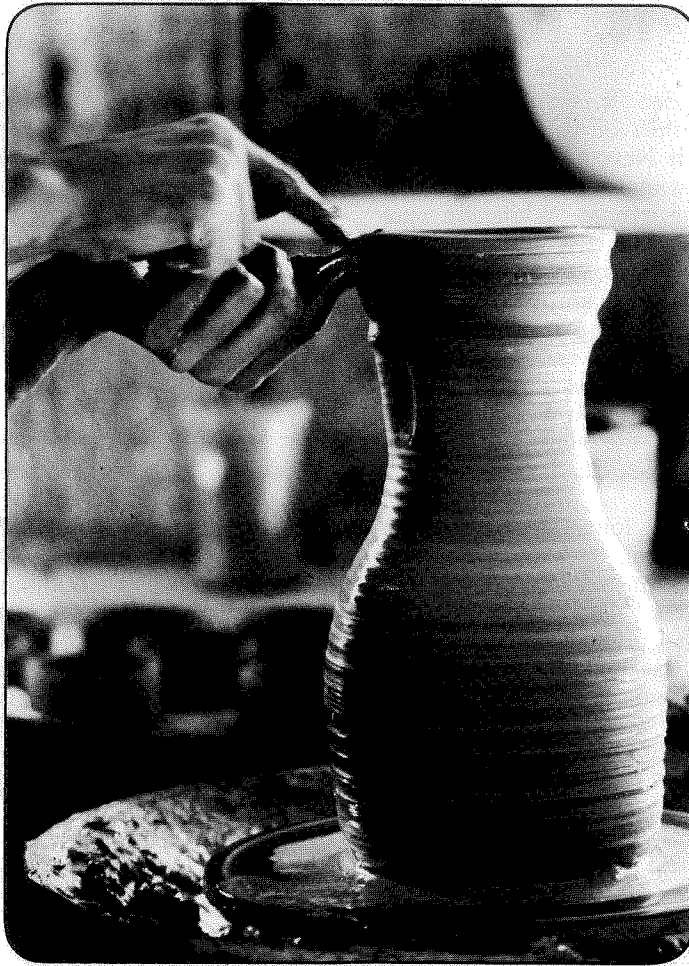
other into the loch. At this time the monster was seen again by several people. A man and his wife were walking near the loch very early one morning. Suddenly a strange creature crossed the road in front of them. It had a long neck and a small head, an enormous, heavy body and four legs. It was about twelve metres long. It was moving slowly towards the water.

All the reports have described an animal like the prehistoric Plesiosaur. If it is the Plesiosaur, the creature must breed. So there may be more than one monster in Loch Ness. They may hide in caves under the water. Unfortunately, even the most modern scientific equipment has not been able to discover the truth. But a lot of people have seen the monster, and they are sure they were not dreaming when they saw it. If it exists, it might be the last example of a prehistoric animal - the rarest animal on earth! So people still watch and wait at Loch Ness, and the mystery still lies under the surface.

*Loch Ness keeps its secret*



Atlas-Photo (cl. Perrin)



Top (cl. Duconse)

*A potter's magic hands. One day you must try!*

### 13. Hands up!

What are you doing at the moment? Perhaps you are drawing on the table with a pencil. Perhaps you are trying to open a bottle of ink. Or perhaps you are simply reading this passage, but soon you will have to turn to the next page. In all these actions you are using your hands.

A hand is a marvellous machine. It is one of the most precious parts of your body. It can work quickly and it rarely gets tired. It is controlled by one of the biggest parts of your brain, and when you move a finger, hundreds of messages come from the brain to help you.

Thousands of years ago prehistoric man had a lot of enemies. He had to protect himself from dangerous animals, so he started making weapons with his hands. He wanted to cut wood and build houses, so he started making tools. His hands helped him to become cleverer.

Hands can help people to see. A blind man can use his hands to read braille. A deaf person can have a conversation with someone who uses sign language.

If you have got three keys in your pocket, and you need one, you do not have to look at the keys. Your fingers will find the one you need.

At the end of your fingers there are thousands of nerves. They do a fascinating job. They tell you when a cup of tea is too hot. If you are making a model boat, they tell you when there is a bad joint in the plastic or the wood.

Think of the music you like. The fascinating sounds of a Spanish flamenco guitarist, the exciting rhythm of a pop group drummer, the delicate touch of a concert pianist. Try to play the guitar, or the drums, or the piano without your hands!

Your ten fingers gave humanity the decimal system. So when you count your pocket money, do not forget those fifty-four bones, those eight fingers, those two thumbs, those marvellous hands! But if you are a criminal, you might want to forget them. If your fingerprints are found, you will not escape - because, unfortunately, your fingerprints are unique!

# CHAPTER 26

position of frequency adverbs  
very few, very little

## *They don't normally disappear*

Yesterday Mr Fernstein lost his false teeth. He couldn't understand how he had lost them. At night he normally puts them in a glass in the bathroom. He occasionally puts them on a table near the bed. But he hardly ever loses them. They seldom disappear like that. In the morning his dog, Rex, nearly always wakes him up. He usually jumps on to Mr Fernstein's bed and starts barking at about eight o'clock. And Rex is rarely late. But yesterday morning Rex didn't bark. He had too many teeth in his mouth!

**Ask and answer questions like these:**

Where does Mr Fernstein normally put his teeth?  
Does he often lose them?

**Practise what you know**

Write seven sentences about the things you do. Use "normally, occasionally, hardly ever, seldom, nearly always, usually, rarely".

*Example:*

I normally have an English lesson on Tuesday.

## *Very little food*

Two climbers are in a hut in the Alps. It's snowing outside. One of the climbers has got a broken leg. They've been in the hut for twelve hours. There isn't much food left, and there isn't much wood for the fire.

**Ask and answer questions like these:**

Have they got much food?  
Have they got many cigarettes?

**Practise what you know**

Imagine it's Sunday and all the shops are closed. There's very little food in the house, but your neighbour wants to borrow some food (milk, butter, fruit, eggs, potatoes, etc.).

Work in pairs and practise the conversation.

*Example:*

A: Have you got any milk?

B: I've got very little, so I'm afraid I can't give you much.

CLIMBER A: How much food have we got?

CLIMBER B: Very little, I'm afraid. There's some cheese, a little bread and a few apples.

CLIMBER A: I'm so cold. Is there much wood left?

CLIMBER B: No, there's very little. But don't worry! We'll be rescued soon.

CLIMBER A: I hope so. My leg hurts. Have you got any cigarettes?

CLIMBER B: Very few, but you can have one.

CLIMBER A: Thanks. Have we got any matches?

CLIMBER B: There are very few, so be careful! We mustn't waste them.

## What do you fancy?

PART A



*Michael and Helen are with their parents in a big London restaurant. They have just accepted their first jobs and now they're celebrating. They're looking at the menu and choosing their meal.*

MR CHASE: Well, what are you two going to have? To start with, there's smoked salmon, asparagus soup, prawns, melon and grapefruit juice or pineapple juice.

HELEN: Mmm! They all sound lovely! I think I'll have the smoked salmon. We hardly ever have that at home.

MRS CHASE: I know we don't, darling. It costs a fortune for just a little. Michael, what do you fancy?



MICHAEL: Have they got any "escargottes"?

MRS CHASE: Any what, dear?

MICHAEL: "Escargottes", snails.

HELEN: Escargots, you idiot.

MR CHASE: I'm afraid not, Mike. Why not have a few prawns?

MICHAEL: I can't stand prawns! They nearly always make me feel ill and they look at you with their big, round eyes. Ugh! The asparagus soup sounds good. I'll have some of that, but very little, because I fancy eating a big main course.



MR CHASE: Now darling, what about you? You normally have a melon, don't you?

MRS CHASE: Yes, I love melons and there are very few in the shops at the moment. You seldom see them in Borchester.

MR CHASE: I fancy a melon too. We can order now. Where's the waiter?

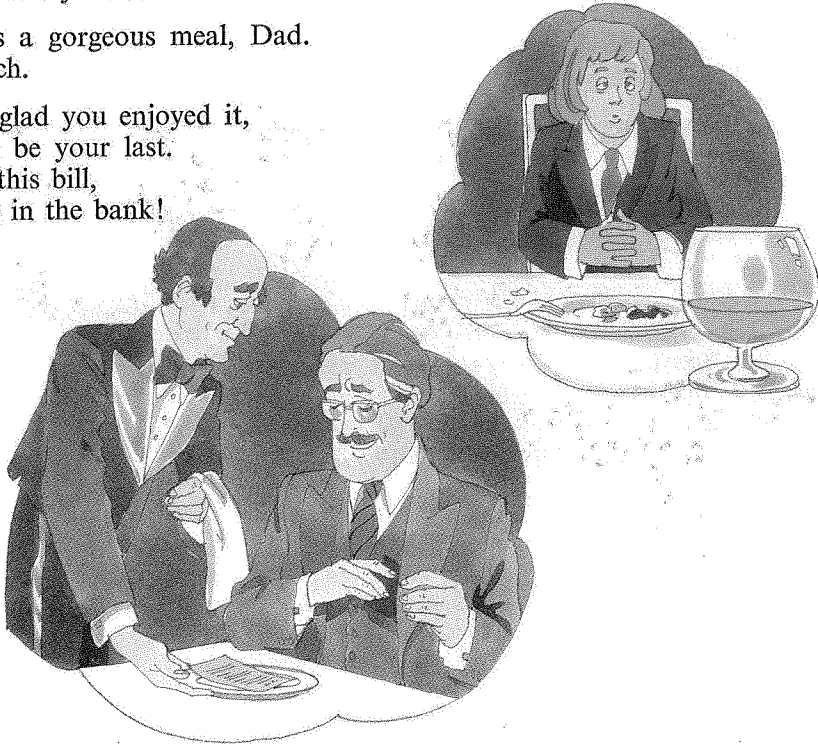
*The Chases have finished their meal and now they're drinking their coffee. Mr Chase has bought everybody a cognac too. Michael has eaten too much.*

MR CHASE: Well, has everybody had enough? Are you still hungry, Mike?

MICHAEL: Still hungry? I couldn't eat a thing. That steak was bigger than I am. It's coming out of my ears!

HELEN: That was a gorgeous meal, Dad. Thanks very much.

MR CHASE: I'm glad you enjoyed it, because it might be your last. When I've paid this bill, I'll have nothing in the bank!



MICHAEL: Don't worry, Dad. I'm going to be so rich that we'll all be able to eat here every day.

MR CHASE: Every day?

MICHAEL: Well, we could occasionally eat here. I don't think I could manage to eat such an enormous steak every day.

MR CHASE: Well, you two, I'm going to propose a toast.

Michael and Helen, here's to your new jobs! Let's hope you'll be successful and happy!

MRS CHASE: Yes, all the best, both of you.



MICHAEL: Oh, no! I've broken my glass. Can I have another cognac, Dad?

## expressions

These situations will help you to learn the expressions.

### *It sounds awful*

Mrs Gold went shopping this morning. She bought a new hat for herself and a present for Joe. She hasn't shown them to him yet. She's describing her hat.

Mrs Gold: My hat's green with big, red flowers. Would you like to see it?

Joe: No, thanks. I'd rather not. It sounds awful. Did you buy anything for me?

Mrs Gold: Yes, I did. I bought you a present.

Joe: That sounds interesting. Can I have a look?

### *What do you fancy?*

Harold Black has invited his mother to dinner. It's her birthday. He's asking her what she'd like to eat, and what she'd like to do.

Harold: What do you fancy for dinner, Mum?

Mother: I'd like a nice steak.

Harold: And what would you like to do this evening?

Mother: I fancy going to see a good film.

## comprehension and dictation

There are some things that Jeremy Burgess hardly ever does. He rarely travels by plane, because flying frightens him. He seldom eats fish, because he's often ill after he's eaten it. He hardly ever has a bath, because he believes that water's bad for the skin. He's got very few friends. His greatest friend is the B.B.C. weatherman, because every day he tells Jeremy if it's going to rain or not. Jeremy nearly always stays inside when it rains. But the B.B.C. weatherman is occasionally wrong. He was wrong yesterday. Jeremy was in the garden when suddenly it started raining. He was furious. His neighbour told him he ought to like rain. It was good for the plants in his garden. It made them grow. "Well, I'm not a plant," said Jeremy. "And I stopped growing a long time ago."

1. What does Jeremy Burgess hardly ever do?
2. Why does he rarely travel by plane?
3. Why does he seldom eat fish?
4. Why does he hardly ever have a bath?
5. Has he got many friends?
6. Who's his greatest friend?
7. What does he tell Jeremy every day?
8. What does Jeremy do when it rains?
9. Is the weatherman always right?
10. Where was Jeremy when it started raining?
11. What does rain do to the plants in the garden?
12. Is Jeremy still growing?



# CHAPTER 27

past conditional

## *What would he have done?*

Lady Silchester lived in Padworth Hall with her second husband, Rudolph. She told everyone that her first husband, Lord Silchester, had been mysteriously killed in an accident. He had fallen from the balcony of his bedroom.

Lady Silchester had never loved her husband, and after his death she married Rudolph. She became very rich, because she received all Lord Silchester's fortune. The people in the village didn't believe that Lord Silchester's death had been an accident. They thought that Lady Silchester had killed him. One night Lord Silchester came back to Padworth Hall. He came into his wife's bedroom at midnight. When Lady Silchester saw her husband's ghost, she was terrified. The ghost spoke to her:

THE GHOST: Good evening, Emily. You must be surprised to see me. If you had been an honest woman, I would never have come back. If you hadn't pushed me over the balcony, I wouldn't have died. If I'd realised your evil intentions, I would never have married you. If I'd known, I would have left my fortune to the gardener. But I didn't know. I loved you Emily. If I hadn't loved you, you wouldn't have become the rich woman you are now. If you had loved me, we would have been happy. You hated me, and I'll never forget. If I hadn't come back you would've forgotten perhaps. But you won't forget. Goodnight, Emily. Sleep well... Sleep well...

**Ask and answer questions like these:**

Was Lady Silchester an honest woman?

No, she wasn't.

Did Lord Silchester come back?

Yes, he did. But if she had been an honest woman, he wouldn't have come back.

Would Lord Silchester have died if she hadn't pushed him over the balcony?

**Practise what you know**

Three years ago, at a London theatre, the star of the play was ill. Carol Bunn, a young actress, took her place. A famous film director, Ben Russell, was in London that night. He'd hoped to have dinner with his sister, but she wasn't free. So Ben decided to go to the theatre instead. But when he went to the box-office, the man told him there weren't any tickets left. Then, just as he was leaving, he met a friend, Charlie. Charlie had arranged to see the play with his wife, but she'd decided to stay at home, so Charlie had an extra ticket. He gave Ben his ticket, and they went to see the play together. After the play had finished, the manager of the theatre had a party. Carol Bunn was invited to the party, and so was Ben Russell. He'd enjoyed the play very much, and so he decided to go and congratulate Carol. They started talking, and Ben offered Carol a part in his next film. The film was very successful. Carol became very well known, and now she's a rich and famous star.

Read the story several times, and then make sentences with "If ..."

*Example:*

If the star hadn't been ill, Carol wouldn't have taken her place.

## ***It's worse than going to school!***

PART A  
⊙ ⊙

*It's Michael and Helen's first day at work today. It's quarter past seven in the morning, and they're both in a hurry. Helen wants to wash, but Michael's in the bathroom.*

HELEN: Hurry up, Michael! Let me come in! I've got to catch a train at eight.

MICHAEL: All right!  
You don't have to shout.  
Ouch! Now I've cut myself.

HELEN: You've cut yourself?  
What on earth are you doing?

MICHAEL: I'm shaving.

HELEN: What on earth  
are you shaving for?  
You don't usually shave.



MICHAEL: I know, but I wanted to look smart today. Now I've got blood all over my face. It's your fault, Helen.

HELEN: My fault! What on earth do you mean?

MICHAEL: If you hadn't shouted at me, I wouldn't have cut myself.

MR CHASE: Come on, you two! Stop arguing! It's time you had your breakfast. Good heavens, Mike! What have you done to your face?



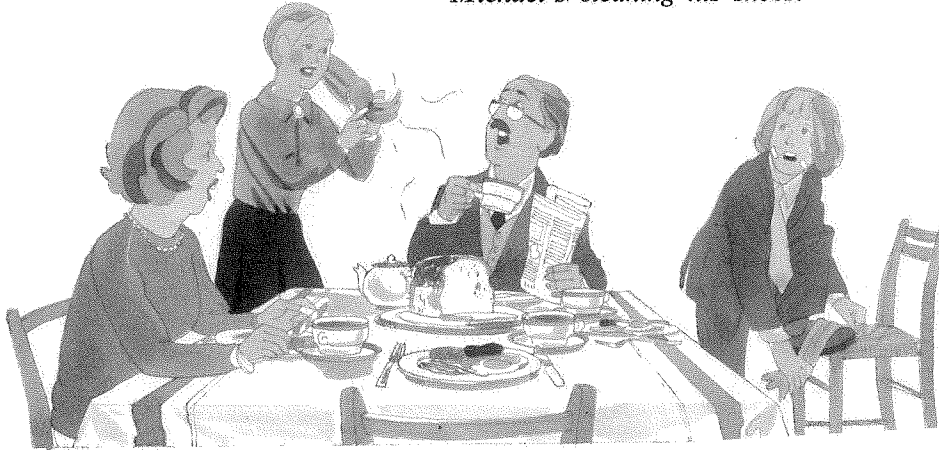
MICHAEL: Well, I'm not used to shaving yet, Dad. I'll improve.

MR CHASE: I hope so! Well, can I have the bathroom now?

HELEN: No, Dad. It's my turn.

MR CHASE: All right, dear, but be quick!

*The family are in the kitchen. Mr and Mrs Chase are sitting at the table, but Helen and Michael are still getting ready. Helen's brushing her hair, and Michael's cleaning his shoes.*



MRS CHASE: Michael, do come and sit down, dear! Your breakfast's getting cold.

MICHAEL: But I've got to clean my shoes, Mum.

MRS CHASE: You should've done that last night.

MICHAEL: I know, but I forgot. I would've cleaned them if I'd remembered.

MR CHASE: Helen, do you have to brush your hair in the kitchen? It's falling into my tea.

HELEN: I'm sorry, Dad. If I'd had time, I would've done it upstairs.

MR CHASE: Oh dear! I hope it won't be like this every morning. I'm not used to all this panic.

MICHAEL: No, neither am I. I'm tired already.

HELEN: Well, I must go. Are you coming, Michael?

MICHAEL: But I haven't eaten my breakfast yet.



HELEN: I know, but you've got to be at work at eight.

MICHAEL: Oh dear! This is worse than going to school!

## expressions

*These situations will help you to learn the expressions.*

### ***He isn't used to travelling***

Alice Wright, the explorer, is visiting London at the moment. She's brought her guide, Saboo, with her. Saboo didn't enjoy the journey to London at all. This is the first time he's ever left his home in Africa, so he isn't used to travelling. He's never eaten English food before. He thinks it's very strange. He isn't used to eating English food. He's used to eating African food. Saboo doesn't like London. The streets are crowded and noisy. He hates going out, because he isn't used to being with a lot of people. He isn't used to the cold weather either. It's always hot at home!

### ***He let her go***

Janet's father is very strict. Janet usually has to stay at home in the evening, because he doesn't let her go out. Last weekend Janet wanted to go to a party. Her father was in a very good mood. He let her go to the party. He even said she didn't have to come home early. He let her stay at the party till midnight!

## comprehension and dictation

A small plane had landed by mistake in an enormous tree near the airport. The pilot and his wife were in an embarrassing situation. They couldn't get down.

- Wife: What are we going to do now?  
Pilot: I'm not sure. Perhaps a helicopter will be sent to rescue us.  
Wife: Why did you decide to land in this tree?  
Pilot: If I hadn't landed here, we'd have been killed.  
Wife: If you hadn't landed here, we'd have been on the ground at least.  
Pilot: Listen! We landed here because we had no more fuel. We would never have reached the airport.  
Wife: If I'd known I was going to spend the afternoon sitting at the top of a tree, I would never have decided to come with you.  
Pilot: If I'd known you were going to complain like this, I would never have asked you to come.  
Wife: Oh, how are we going to get down?  
Pilot: Let's jump! You first!

1. Where had the plane landed?
2. What sort of a situation were the pilot and his wife in?
3. What might be sent to rescue them?
4. What would have happened if they hadn't landed in the tree?
5. Why didn't they reach the airport?
6. What would the wife have done if she'd known they were going to spend the afternoon in a tree?
7. Did the pilot know his wife was going to complain?
8. What would he have done if he'd known?
9. What did the pilot want his wife to do?

# CHAPTER 28

future perfect

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## *What will he have done?*

Do you remember Mr Duff, the man who swam across the Channel in eight and a half hours? Well, he wants to break another record. He wants to walk from one end of Great Britain to the other faster than anyone else. He's going to start at Land's End in Cornwall and he's going to walk to John O'Groats in Caithness in the north of Scotland. He loves trying to break records and he's looking forward to his long walk. He isn't going to carry much, just a tent, a sleeping-bag, some clean socks and five pairs of shoes. He isn't going to stop when he eats. He's going to walk and eat at the same time. He's going to eat at least five bananas a day and he's going to drink at least two bottles of milk. His wife's going to meet him when he arrives at John O'Groats. The journey will probably take over three weeks.

When he reaches John O'Groats, Mr Duff will have walked eight hundred and seventy-six miles. He'll have been through two countries, England and Scotland, and nineteen counties from Caithness to Cornwall. He'll have seen the mountains of Scotland, the industrial towns of the north of England, and the beautiful countryside of the southwest. He'll have eaten at least a hundred and five bananas and he'll have drunk at least forty-two bottles of milk. He'll have used at least three pairs of shoes and he'll have worn twenty pairs of socks. When he arrives at the end of his journey, he'll be very glad to see his wife and children. He won't have seen them for over three weeks.

### **Ask and answer questions like these:**

When Mr Duff reaches John O'Groats, how far will he have walked?  
Will he have been through Scotland?  
What will he have seen?

### **Practise what you know**

Imagine you've bought an old house in the country. It's very dirty, the windows are broken, there isn't a garage, the house hasn't been painted for ages, there isn't any heating and there isn't any furniture.

So what have you got to do?

You want to move in at the end of March. You're sure the house will be ready by then.

So what will you have done by the end of March?

*Example:*

By the end of March I'll have installed the heating.

## What a story!

PART A

*After her first day at work, Helen's dying to know about her brother's first day with the Borchester Echo. It's eight o'clock in the evening, and Michael has just arrived home after a very long day. Helen's talking to him.*

HELEN: Hello, Mike. You're late. What on earth have you been doing?

MICHAEL: I've been finding news for the paper. Mr Barker wanted me to fill half a column.

HELEN: You mean you've already started reporting?

MICHAEL: Of course. Why are you so surprised? When the next edition comes out on Thursday, I'll have written three reports.

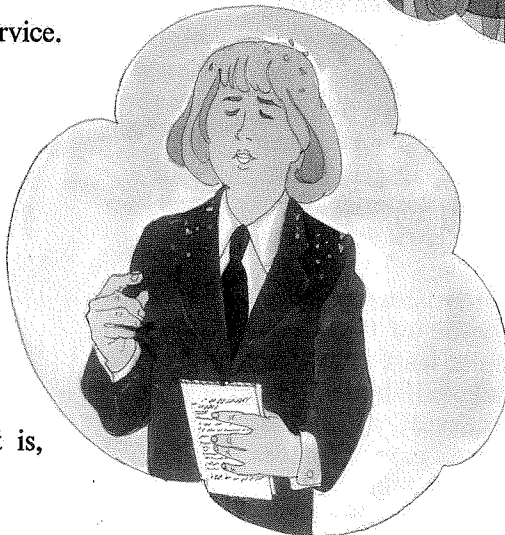
HELEN: Three reports! That's marvellous! But where have you been today? Did you interview any famous people?

MICHAEL: No, I went to two weddings and a funeral.



HELEN: Two weddings and a funeral? That doesn't sound very exciting.

MICHAEL: What do you mean? That sort of reporting is an essential public service.

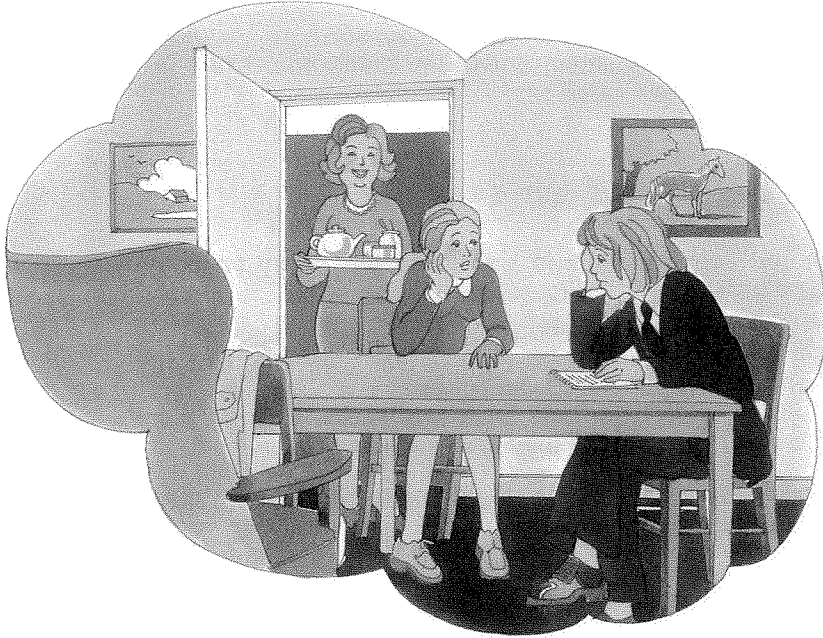


HELEN: Yes, I'm sure it is, but I thought you were going to meet a lot of important people.

MICHAEL: I will eventually. I'll have finished my training in six months, and then, who knows? "The Times" might offer me a job.

MICHAEL: I've never worked so hard in my life.

HELEN: Neither have I. I didn't even have time for lunch.



MICHAEL: Can you remember when we used to worry because we hadn't got jobs?

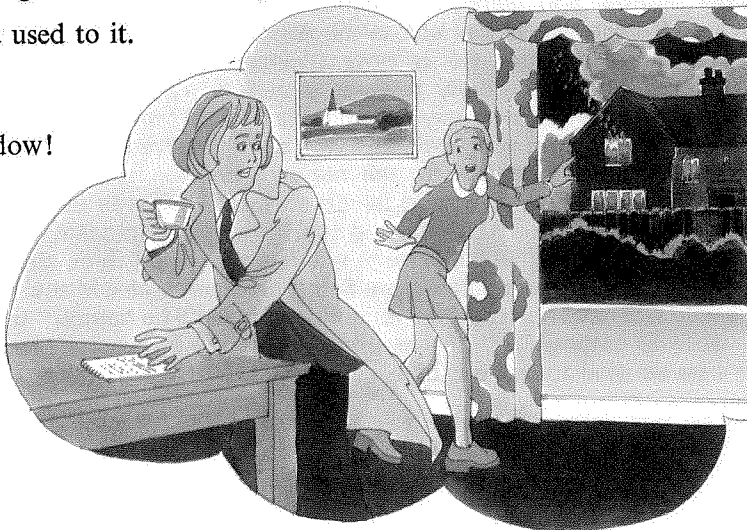
HELEN: Yes, I can. We never used to go to bed early then. But I feel like going to bed early tonight. I'm so tired.

MICHAEL: So am I. Let's see. We'll have finished dinner by quarter to nine, and then I think I'll go to bed. I feel like sleeping for at least a month!

HELEN: I suppose we'll get used to working hard, but it's difficult at the moment.

MICHAEL: I'll never get used to it.  
I want an easy life.

HELEN: Hey! Mike!  
Look out of the window!  
Mr Johnson's house  
is on fire!



MICHAEL: You're right! And look! There's the fire engine! Where's my notebook?  
What a story!

## expressions

*These situations will help you to learn the expressions.*

### *I feel like sitting down*

Janet and Susan are playing tennis. They've just finished a set. Janet's tired and she doesn't want to play another set. Susan isn't tired. She wants to go on playing.

Susan: I feel like playing another set. What about you?

Janet: I'm tired. I feel like sitting down. I'm thirsty too. I feel like having a drink. Let's go to a café.

### *You'll get used to it*

Alice Wright and Saboo are still in London. Saboo's very unhappy. He wants to go back to Africa. Alice wants to know why.

Alice: Aren't you happy here, Saboo?

Saboo: No, I'm not, Miss Wright. I don't like the food, and the weather's awful. It's so different from Africa.

Alice: But when you've been here for a few weeks, it won't seem so strange. You'll get used to the food and you'll even get used to the weather.

Saboo: I don't think I will, Miss Wright. I'll never get used to living in England. I want to go home.

## comprehension and dictation

Three months ago George Simpson, a bank manager, decided to give up his job and to sail across the Atlantic on a bed. He left Southampton a month ago. He is now twenty miles from the English coast. He's floating slowly towards America. Yesterday he told a reporter that his bed was very comfortable. It didn't move very quickly, but he was sleeping very well. His wife's waiting for him in America, and he asked the reporter to tell her that he was looking forward to seeing her again. The reporter asked him if he was eating well, and he said that he liked fish and that he enjoyed breakfast in bed. When he reaches America, George will have travelled three thousand miles and he will have eaten more fish than anyone else in the world. His wife will have had to wait a long time, but she'll be happy. "George never liked getting up in the morning, but when he reaches America, he'll be so glad to get out of bed," she said.

1. What was George Simpson's job?
2. What did he decide to do three months ago?
3. When did he leave Southampton?
4. How far has he sailed?
5. What did he tell a reporter yesterday?
6. Who was he looking forward to seeing?
7. Where did he enjoy having breakfast?
8. At the end of his trip what will he have done?
9. How long will his wife have had to wait?
10. What will he be glad to do when he reaches America?



## Revision exercises: 6

### Exercise 1

Complete these sentences using « a few, a little, very few, very little ».

1. I'm not going to offer you a cigarette because I've only got . . . .
2. Can you stay . . . longer?
3. We must be quick. We've got . . . time.
4. Alan must be lonely. He's got . . . friends.
5. We only spent . . . days on the beach because the weather was bad.

### Exercise 2

Complete these sentences.

1. Mr and Mrs Smith haven't got much money, so they rarely . . . .
2. Robert hardly ever . . . because he doesn't like getting wet.
3. I nearly always . . . at the weekend.
4. What time does he normally . . . ?
5. John doesn't smoke cigarettes now, but he occasionally . . . .

### Exercise 3

Put the verbs into the correct tense.

1. If they had more money they (go) to South America.
2. If you had dropped it, it (break).
3. I would have gone if you (give) me a ticket.
4. If I (see) a ghost I'd be terrified.
5. If the house had central heating it (not be) so cold.
6. If the dog (bark) we would have heard him.
7. He (be) furious if he had known.
8. I'm sure she (let) you if you asked her.
9. If I hadn't been alone I (not be) so frightened.
10. If they hadn't been so rich they (not be able to) buy a new house.

### Exercise 4

Put the verbs into the correct tense (the simple present, the present perfect or the future perfect).

1. He's very late. The meeting (finish) when he (arrive).
2. When we (reach) the next town, we (travel) two hundred miles.
3. By the end of the week we (finish) painting the house.
4. I can't give you the book tomorrow because I (not finish) reading it.
5. How long (they be) married by the end of the year?
6. He'll ring you back when he (have) his dinner.
7. We (finish) all our exams by next Friday.
8. I'll decide after I (talk) to her.
9. He'll be very glad when he sees them. He (not see) them for a month.
10. I'll give you your purse when you (fill in) this form.

### Exercise 5

Re-write these sentences using « let » or « make ».

Example:

His father said he could borrow the car.

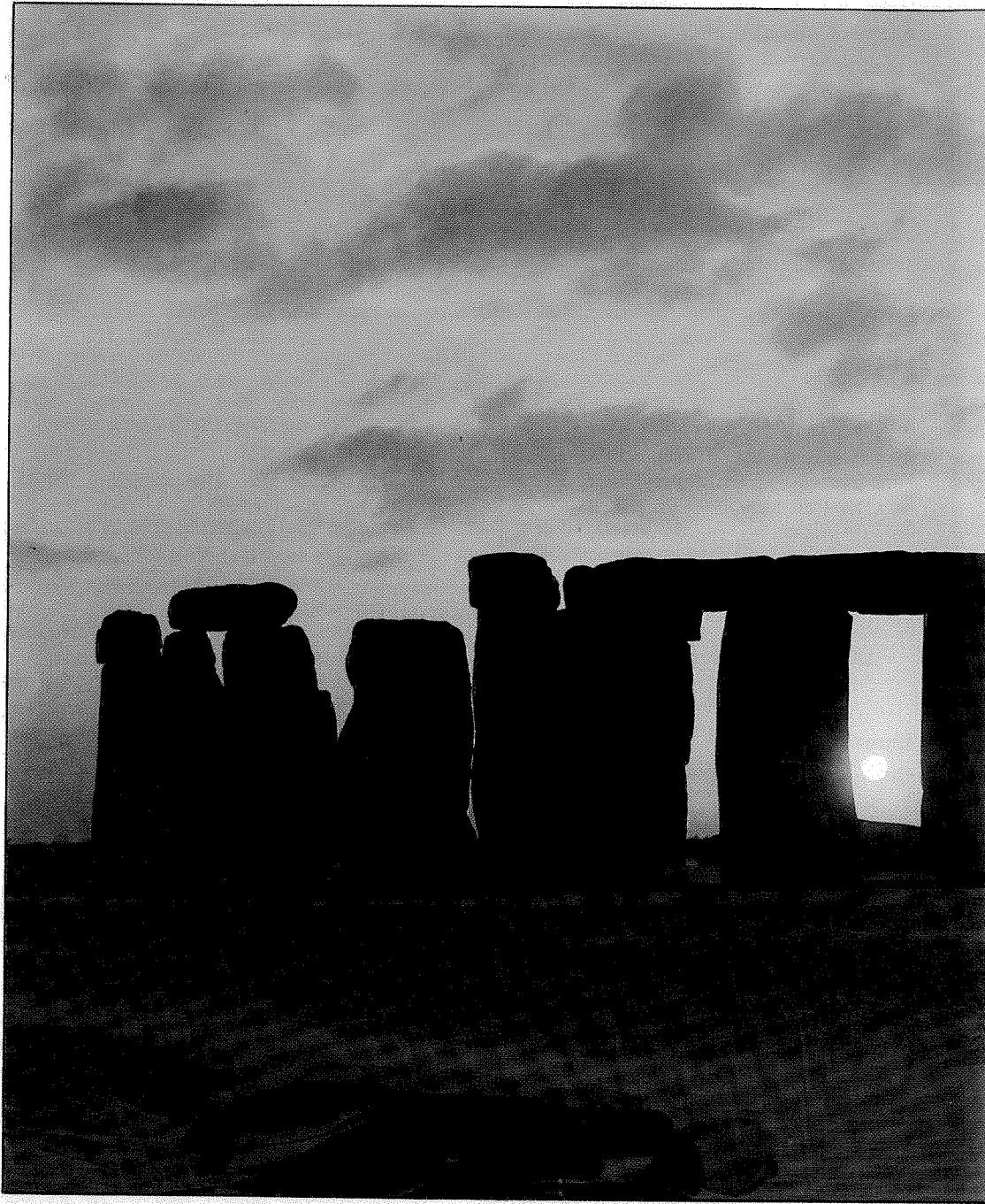
His father let him borrow the car.

1. My mother said I had to go to bed early.
2. He said we could watch the programme.
3. The teacher said I had to do it again.
4. The manager said she could have a holiday.
5. My sister said I could use her record-player.

### Exercise 6

Use each of the following words or phrases in a sentence.

- |                       |                   |
|-----------------------|-------------------|
| 1. to bark            | 6. skin           |
| 2. crowded            | 7. to grow        |
| 3. county             | 8. to get used to |
| 4. to look forward to | 9. wedding        |
| 5. to waste           | 10. to give up    |



## 14. Stonehenge

One day perhaps you will walk in the countryside near Salisbury in southwest England. I have walked there at sunset. I have been there at sunrise, when the world is quiet and the sky is like a painting. And each time I have stopped and looked at those old pillars of stone, grey and solid against the sky. They never seem to change. Stonehenge has been there for centuries, but its fascination is still as strong as ever. You may be tired. You may not feel like walking very far. But when you see those strange stone shapes on the horizon you will want to

go nearer. When you reach them, you will see that there used to be an enormous circle of these mysterious pillars. Some of them have fallen and are now lying on the ground. Some of them have disappeared. What are they? Who put them there?

Perhaps Stonehenge was a temple of the sun. Perhaps human sacrifices were made there when the sun disappeared during an eclipse and the people thought their god was angry. Perhaps Stonehenge was an enormous calendar, controlled by the sun's position in relation to the circle of stones. It is difficult to be sure,



*Stonehenge — the past, the present and the future...*

but one thing is certain - when you stand next to one of the pillars, next to fifty tons of stone, you feel very small, like the men who helped to build Stonehenge four thousand years ago.

Those men had no horses, no carts, no wheels and perhaps no metal tools. They had ropes made from animal skins and pieces of stone and wood. Some of the stone at Stonehenge came from South Wales - two hundred kilometres away! We can only imagine how Stonehenge was built. We can only imagine a day in 1900 B.C. ...

...They had been working for days and now the hole was ready. It was two and a half metres deep. There was a shout, and the team of two hundred men, standing in rows of four, started pulling. The heavy pillar of stone moved slowly on its bed of wood until one end was above the hole. Then ropes were attached to the other end. Again the men pulled, and the great pillar slid into the hole and stood like a finger pointing at the sun...

Stonehenge is old, and the stones keep their secret. We can only guess what they have seen.



*Scott, his friends and the Norwegian flag*

## 15. Scott of the Antarctic

On December 14th, 1911 the Norwegian, Roald Amundsen and his four friends became the first men to reach the South Pole. A month later five tired Englishmen found Amundsen's tent and the Norwegian flag, and they knew they were second. But they had to forget their disappointment and start the return journey. Their leader, Captain R. F. Scott, wrote the story of this fatal journey in a diary.

Scott, Wilson, Evans, Oates and Bowers left the Pole a few hours after they had arrived. It was terribly cold. The temperature often fell to  $-34^{\circ}\text{C}$ . At night there was ice inside their sleeping-bags, and in the morning their hair was often frozen to the tent. The weather got worse, and there were strong winds and snow. They carried their food and fuel on a sledge which was difficult to pull in these terrible conditions.

On February 16th Evans collapsed in the snow, but he did not stop. He went on moving forward on his hands and knees, but finally he had to stop. He died that night.

On February 27th the temperature fell to  $-40^{\circ}\text{C}$ , and it did not rise again.

On March 1st they knew in their hearts that they would not reach their destination, but nobody complained. For Oates, it was torture. His feet were terribly frostbitten.

On March 11th Scott told Wilson, the doctor, to give the men their opium tablets. Each man then had the choice of a natural death or an easier one.

On March 16th Oates got up in the morning and went out into the blizzard. He did not come back.

On March 21st they had very little food and even less fuel. They were only seventeen kilometres from a big depot of food and fuel, but outside the blizzard went on, and they could not leave the tent.

They were still there on March 29th. Captain Scott wrote twelve letters to his men's relatives and friends. He put the last full stop in his diary, and, with Wilson and Bowers, he waited for death.

The bodies of the three men were found eight months later.



Atlas-Photo (cl. Bresson)

*It won't last for ever*

## 16. It's time we had a holiday

Can you imagine what would happen if we destroyed all our clocks? A train would not be able to leave at 8.30 precisely. We would not be able to measure the world record for the 100 metres to the nearest hundredth of a second. Air travel would become so dangerous that it would be impossible. You would eat when you felt like eating. Only your stomach would tell you when it was time for lunch. Nowadays our lives are controlled by clocks. When we go on holiday we try to escape from the control of hours and minutes and seconds. When we lie on the beach all day, time does not seem so important.

In 3,000 B. C. the Babylonians realised that there were about thirty days between each new moon, and that after twelve new moons the cycle of the seasons started again. So they made calendars which divided the year into twelve months and which told them when they had to plant their crops.

The Egyptians wanted to know the time more precisely. They started measuring the hours of the day. They put a stick surrounded by twelve stones in the sun.

The shadow of the stick on the stones told them the time. Then water clocks were invented. Water passed slowly through a hole at the bottom of a bowl, and the level of the water in the bowl measured the hours. Later, sand was used instead of water. In the ninth century King Alfred of England used candles which burned for a certain number of hours. The first mechanical clock was built in the fourteenth century, and in the seventeenth century clocks with two hands, which measured hours and minutes, were made. Now, in the twentieth century, scientists have built an atomic clock which is so precise that it has an error of only one second in a thousand years!

I wonder if we will ever be able to escape from time. It would be possible if we could build a space-ship that could travel at the speed of light. If we travelled for a year at that speed, that year in space would be the same as ten years on earth. So, if you started your journey when you were fifteen and came back after a year, you would be sixteen, but your twin-sister would be twenty-five!

## 17. Krakatoa

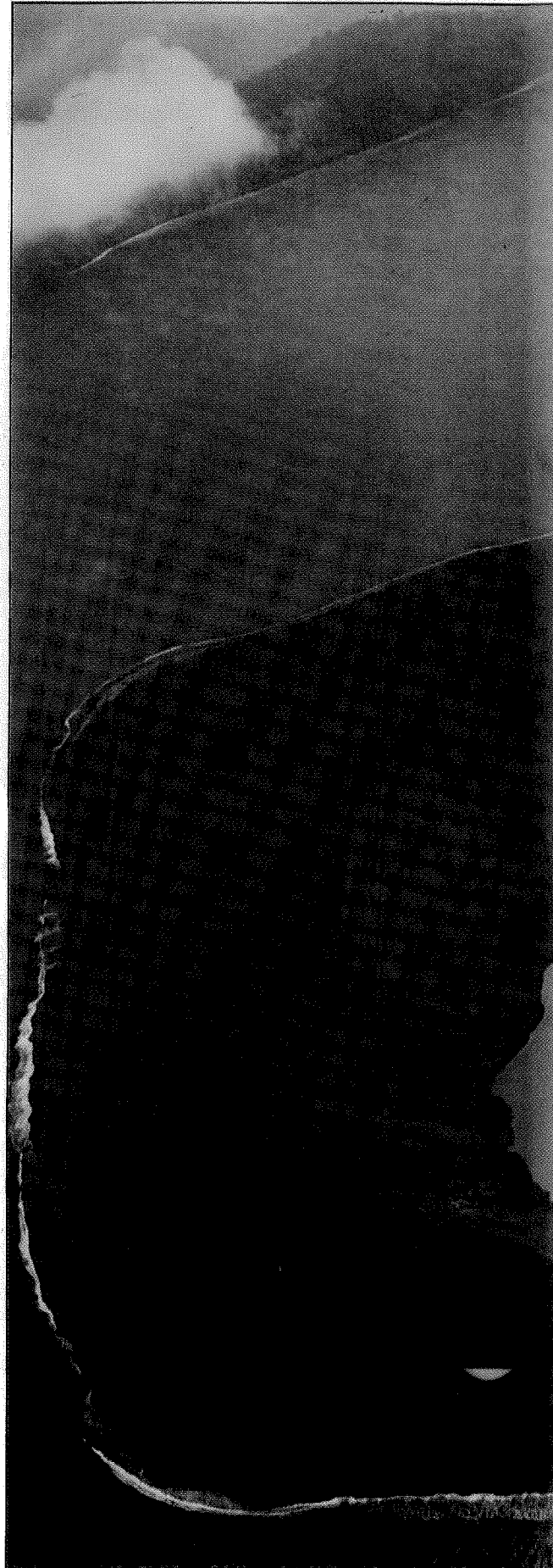
In 1883 a volcanic island in the Indian Ocean exploded and disappeared almost completely.

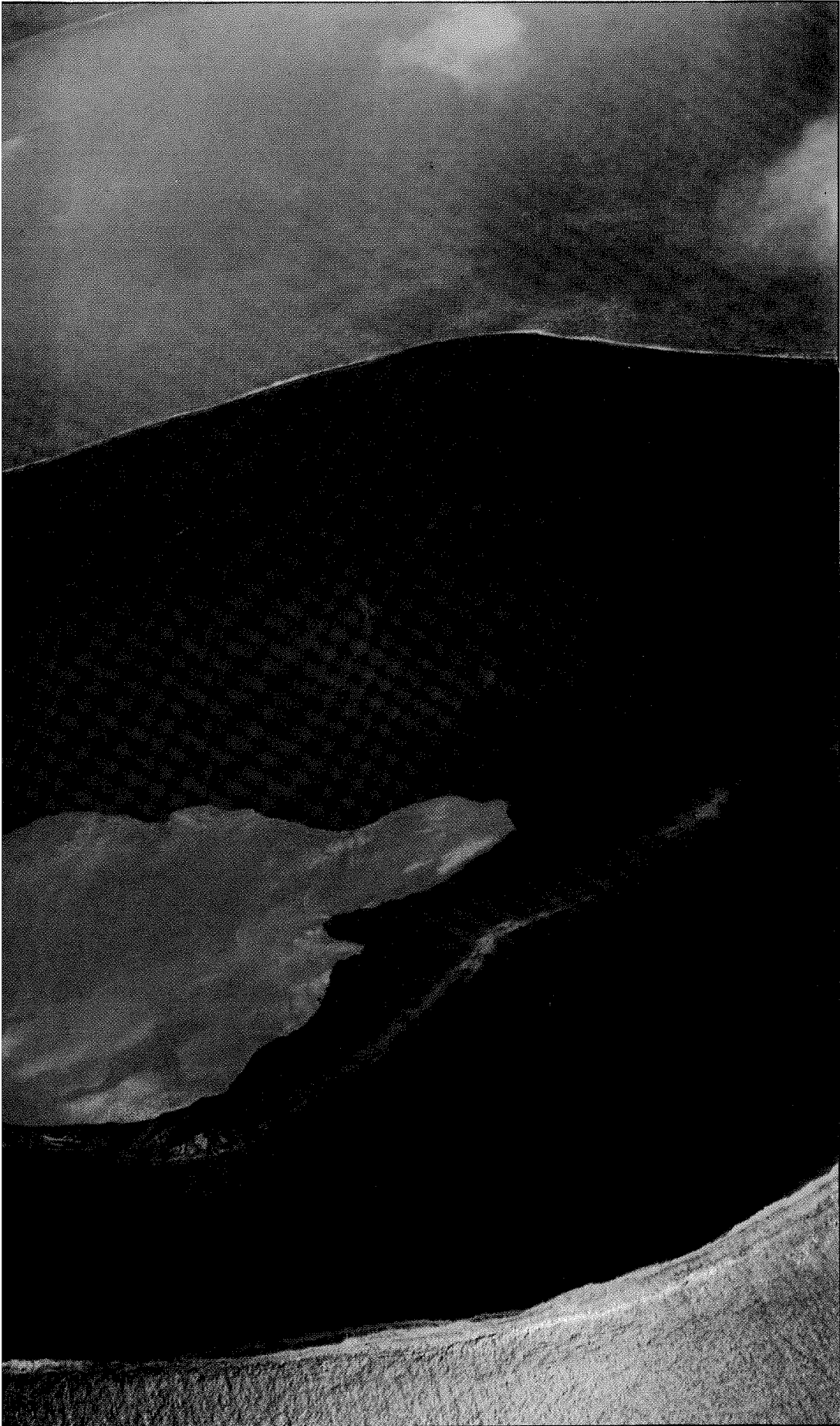
It happened on August 27th. People in Java and Sumatra had been watching the island for several days. Krakatoa seemed uneasy, and the cloud of smoke above the volcano was getting thicker all the time. They could hear a strange rumbling as the volcano moved in its sleep. The explosions inside the mountain had been getting louder as more and more gas escaped from the island's heart under the sea.

At ten o'clock in the morning on August 27th Krakatoa finally woke up. There was an extraordinary explosion which was heard by people 3,500 kilometres away in Australia. Twenty cubic kilometres of rock were thrown into the air. The August morning became dark as clouds of ash rose into the sky. The sea attacked the coasts of Java and Sumatra, and a wave forty metres high killed 36,000 people.

At last the sea became quiet and calm again. The sun got stronger. People stood on the coast and looked for the angry mountain. But it was not there. Only a small part of Krakatoa was visible above the surface of the water. In the sky the ash floated higher into the stratosphere. It went round the Earth several times, and for twelve months there were extraordinary red sunsets in different parts of the world.

But the island was not dead. By 1928 another volcanic cone had reached the surface. The Child of Krakatoa was born. Like all children, it has got bigger. It has its father's name. One day perhaps we will know if it has its father's violence.





Tariéff

## General revision exercises

### Exercise 1

Complete these sentences.

1. "I love watching horror films."  
— "Yes, ... I."
2. "What's your new school ...?"  
— "It isn't bad".
3. She's staying at home today because she ... a cold.
4. Peter's going to be in the school orchestra. He's very ... playing the violin.
5. He decided to go to Australia because he was ... England's weather.
6. Can you see him? He's got a red jacket ...
7. I don't think he's got ... intelligence.
8. You don't have to bring any equipment. We've got ...
9. You'd ... slow down. There's a police car behind us.
10. You must decide. It's ... to you.
11. I think it's ... asking him. He might say "yes".
12. Excuse me! Can you tell me how to ... the station?
13. Can I have ... paper and ... pencils, please?
14. Jane isn't very keen ... the idea.
15. What ... car have you got?
16. I haven't seen him ... last week.
18. Why ... are you standing on the fridge?
19. I need some money ... pay the bill.
20. "Is she very unhappy?" — "Yes, I'm afraid ..."
21. The telephone went ... ringing for ten minutes.
22. She doesn't want to go to the zoo. She can't ... animals.
23. I ... be able to come. I'm not sure yet.
24. "Must I go, too?" — "No, you ... if you don't want to."
25. The film was ... sad that she couldn't ... crying.
26. It was ... a beautiful house that he bought it straight ...
27. The houses and fields ... very small from the plane.
28. It was the first time he'd been to France. He wasn't ... speaking French.
29. "Did she say "yes" when you asked her to marry you?" — "No, she didn't. She ... me ..."
30. "What's that book ...?" — "It's ... a man who invented a robot."
31. There's very ... sugar left, so you can't have ...
32. I haven't got ... money as you have.
33. Alice has just described her new dress. It ... horrible!
34. You'll soon get ... working here.
35. "I can't speak Italian." — "No, ... can I."
36. I don't mind watching the film, but I'd ... watch the football match.
37. He wore jeans at his interview. He ... worn a suit.
38. I can't speak to him now. Tell him I'll ring him ...
39. I'm looking ... to seeing her again.
40. The doctor told him to give ... smoking.
41. Where have you been? I've been waiting ... an hour.
42. I hope I'll recognise him. What does he look ... ?
43. How ... going to a concert this evening?
44. I don't like this restaurant. Let's go somewhere ...
45. It was very crowded. There were ... people there.
46. What's the matter? What's going ... ?
47. I'm tired. I feel ... sitting down.
48. "I fancy some asparagus soup."  
— "So ... Helen."
49. It's very dark. I can't see a ...
50. Hold ..., please. I'll put you ...



## Exercise 2

*Put the verb into the correct form.*

1. "Do you like (play) football?" — "No, I prefer (watch) it."
2. Tom (eat) a lot of spaghetti when he lived in Rome.
3. Mr Thynne is the fattest man I (ever see).
4. Do you mind (close) the window, please?
5. The burglar made Mr Biggs (give) him the money.
6. A new bridge (be) built over the Thames at the moment.
7. It's getting late. It's time we (go) home.
8. He was very disappointed. He (try) to pass the exam for ages.
9. If I (be) you, I'd tell her straight away.
10. The doctor told him to stop (smoke) and to start (eat) regularly.
11. She (live) in France for three years when she (decide) to come back to England.
12. "What's the matter? Why (you cry)?" — "Because I (lose) my purse."
13. If he had asked me I (help) him.
14. This film isn't as good as the one I (see) last week.
15. Mrs Saunders is in hospital. She (be) injured in an accident last week.
16. I don't really feel like (do) these sentences.
17. Just as I (get on) the bus I realised that I (forget) my books.
18. I (telephone) you as soon as they arrive.
19. He won't give us any advice until he (read) the report.
20. "Why (you not eat) your cabbage? It's delicious!" — "I (not eat) it because I (not like) cabbage."
21. Jill (just find) a new flat. She (move in) tomorrow.
22. How many countries (you visit) after your next trip round the world?
23. He (be) ill since last week. He (have to) stay in bed until the weekend.
24. What would you do if you (be) attacked by an elephant?
25. Why (you watch) television? You (not finish) the washing-up yet!
26. "What (you think) of the film yesterday?" — "I (not be able to) understand a word. It (be) in Russian."
27. Who (you talk to) when I (see) you yesterday?
28. Do you want (I come) with you?
29. George (write) seven books. He (write) his eighth now.
30. "How long (you live) here?" — "I (live) here all my life."
31. What (you do) if you had been there?
32. We (run) as quickly as we (be able to), but, when we (arrive), the match (already begin).
33. Alan isn't very good at (play) tennis.
34. What (I need) for tomorrow's trip?
35. His plane (be) hijacked four times last year.
36. The monster (rise) from the water like an enormous snake.
37. He (feel) ill yesterday, so I (tell) him to go to the doctor's.
38. It isn't worth (wait). I don't think he (come).
39. Even if we (catch) the train, we wouldn't arrive on time.
40. It was so cold that we (have to) wear gloves and scarves.
41. I (sit) here since eight o'clock this morning, but I only (catch) one fish so far.
42. (You see) my umbrella? I can't find it anywhere.
43. If I were older, I (be able to) vote.
44. When I saw him, he (wait) in the restaurant for ages.
45. The dentist said that if I (not clean) my teeth, they (fall) out.
45. I'll go to the library when I (finish) my book.
47. I'll buy you a motorbike when you (be) sixteen.
48. As soon as he (eat) the cook, Dracula left the restaurant.
49. I haven't finished dinner yet, but I (finish) by nine o'clock.
50. How about (start) the next book now?

# Verb forms

## Simple present

|              |                      |                   |
|--------------|----------------------|-------------------|
| I work       | I do not work        | Do I work?        |
| You work     | You do not work      | Do you work?      |
| He/she works | He/she does not work | Does he/she work? |
| We work      | We do not work       | Do we work?       |
| You work     | You do not work      | Do you work?      |
| They work    | They do not work     | Do they work?     |

## Present continuous

|                   |                       |                    |
|-------------------|-----------------------|--------------------|
| I am working      | I am not working      | Am I working?      |
| You are working   | You are not working   | Are you working?   |
| He/she is working | He/she is not working | Is he/she working? |
| We are working    | We are not working    | Are we working?    |
| You are working   | You are not working   | Are you working?   |
| They are working  | They are not working  | Are they working?  |

## Simple past

|               |                     |                  |
|---------------|---------------------|------------------|
| I worked      | I did not work      | Did I work?      |
| You worked    | You did not work    | Did you work?    |
| He/she worked | He/she did not work | Did he/she work? |
| We worked     | We did not work     | Did we work?     |
| You worked    | You did not work    | Did you work?    |
| They worked   | They did not work   | Did they work?   |

## Past continuous

|                    |                        |                     |
|--------------------|------------------------|---------------------|
| I was working      | I was not working      | Was I working?      |
| You were working   | You were not working   | Were you working?   |
| He/she was working | He/she was not working | Was he/she working? |
| We were working    | We were not working    | Were we working?    |
| You were working   | You were not working   | Were you working?   |
| They were working  | They were not working  | Were they working?  |

## Future

|                    |                        |                     |
|--------------------|------------------------|---------------------|
| I shall/will work  | I shall/will not work  | Shall/will I work?  |
| You will work      | You will not work      | Will you work?      |
| He/she will work   | He/she will not work   | Will he/she work?   |
| We shall/will work | We shall/will not work | Shall/will we work? |
| You will work      | You will not work      | Will you work?      |
| They will work     | They will not work     | Will they work?     |

## Future perfect

|                           |                               |                            |
|---------------------------|-------------------------------|----------------------------|
| I shall/will have worked  | I shall/will not have worked  | Shall/will I have worked?  |
| You will have worked      | You will not have worked      | Will you have worked?      |
| He/she will have worked   | He/she will not have worked   | Will he/she have worked?   |
| We shall/will have worked | We shall/will not have worked | Shall/will we have worked? |
| You will have worked      | You will not have worked      | Will you have worked?      |
| They will have worked     | They will not have worked     | Will they have worked?     |

### *Conditional*

|                   |                       |                    |
|-------------------|-----------------------|--------------------|
| I would work      | I would not work      | Would I work?      |
| You would work    | You would not work    | Would you work?    |
| He/she would work | He/she would not work | Would he/she work? |
| We would work     | We would not work     | Would we work?     |
| You would work    | You would not work    | Would you work?    |
| They would work   | They would not work   | Would they work?   |

### *Past conditional*

|                          |                              |                           |
|--------------------------|------------------------------|---------------------------|
| I would have worked      | I would not have worked      | Would I have worked?      |
| You would have worked    | You would not have worked    | Would you have worked?    |
| He/she would have worked | He/she would not have worked | Would he/she have worked? |
| We would have worked     | We would not have worked     | Would we have worked?     |
| You would have worked    | You would not have worked    | Would you have worked?    |
| They would have worked   | They would not have worked   | Would they have worked?   |

### *Present perfect*

|                   |                       |                    |
|-------------------|-----------------------|--------------------|
| I have worked     | I have not worked     | Have I worked?     |
| You have worked   | You have not worked   | Have you worked?   |
| He/she has worked | He/she has not worked | Has he/she worked? |
| We have worked    | We have not worked    | Have we worked?    |
| You have worked   | You have not worked   | Have you worked?   |
| They have worked  | They have not worked  | Have they worked?  |

### *Present perfect continuous*

|                         |                             |                          |
|-------------------------|-----------------------------|--------------------------|
| I have been working     | I have not been working     | Have I been working?     |
| You have been working   | You have not been working   | Have you been working?   |
| He/she has been working | He/she has not been working | Has he/she been working? |
| We have been working    | We have not been working    | Have we been working?    |
| You have been working   | You have not been working   | Have you been working?   |
| They have been working  | They have not been working  | Have they been working?  |

### *Past perfect*

|                   |                       |                    |
|-------------------|-----------------------|--------------------|
| I had worked      | I had not worked      | Had I worked?      |
| You had worked    | You had not worked    | Had you worked?    |
| He/she had worked | He/she had not worked | Had he/she worked? |
| We had worked     | We had not worked     | Had we worked?     |
| You had worked    | You had not worked    | Had you worked?    |
| They had worked   | They had not worked   | Had they worked?   |

### *Past perfect continuous*

|                         |                             |                          |
|-------------------------|-----------------------------|--------------------------|
| I had been working      | I had not been working      | Had I been working?      |
| You had been working    | You had not been working    | Had you been working?    |
| He/she had been working | He/she had not been working | Had he/she been working? |
| We had been working     | We had not been working     | Had we been working?     |
| You had been working    | You had not been working    | Had you been working?    |
| They had been working   | They had not been working   | Had they been working?   |

## **Contractions**

|             |              |
|-------------|--------------|
| I'm         | I am         |
| He's        | He is        |
| We're       | We are       |
| You're      | You are      |
| They're     | They are     |
| He isn't    | He is not    |
| He's not    |              |
| They aren't | They are not |
| They're not |              |

|             |              |
|-------------|--------------|
| I wasn't    | I was not    |
| You weren't | You were not |

|           |            |
|-----------|------------|
| I've      | I have     |
| He's      | He has     |
| I haven't | I have not |
| He hasn't | He has not |

|            |             |
|------------|-------------|
| I don't    | I do not    |
| He doesn't | He does not |
| I didn't   | I did not   |

|          |              |
|----------|--------------|
| I'll     | I shall/will |
| He'll    | He will      |
| I shan't | I shall not  |
| I won't  | I will not   |

|              |                |
|--------------|----------------|
| I'd (worked) | I had (worked) |
| I hadn't     | I had not      |
| I'd (work)   | I would (work) |
| I wouldn't   | I would not    |

|             |               |
|-------------|---------------|
| I can't     | I cannot      |
| I mustn't   | I must not    |
| I shouldn't | I should not  |
| I should've | I should have |
| I would've  | I would have  |
| I'd have    |               |

# Irregular verbs

|                   |           |         |         |
|-------------------|-----------|---------|---------|
| <i>être</i>       | to be     | was     | been    |
| <i>battre</i>     | to beat   | beat    | beaten  |
| <i>devenir</i>    | to become | became  | become  |
| <i>commencer</i>  | to begin  | began   | begun   |
| <i>mordre</i>     | to bite   | bit     | bitten  |
| <i>casser</i>     | to break  | broke   | broken  |
| <i>élever</i>     | to breed  | bred    | bred    |
| <i>apporter</i>   | to bring  | brought | brought |
| <i>construire</i> | to build  | built   | built   |
| <i>brûler</i>     | to burn   | burnt   | burnt   |
| <i>acheter</i>    | to buy    | bought  | bought  |

|           |         |        |
|-----------|---------|--------|
| I can     | I could |        |
| to catch  | caught  | caught |
| to choose | chose   | chosen |
| to come   | came    | come   |
| to cost   | cost    | cost   |
| to cut    | cut     | cut    |

|          |        |        |
|----------|--------|--------|
| to do    | did    | done   |
| to draw  | drew   | drawn  |
| to dream | dreamt | dreamt |
| to drink | drank  | drunk  |
| to drive | drove  | driven |

|        |     |       |
|--------|-----|-------|
| to eat | ate | eaten |
|--------|-----|-------|

|           |        |           |
|-----------|--------|-----------|
| to fall   | fell   | fallen    |
| to feed   | fed    | fed       |
| to feel   | felt   | felt      |
| to fight  | fought | fought    |
| to find   | found  | found     |
| to fly    | flew   | flown     |
| to forget | forgot | forgotten |
| to freeze | froze  | frozen    |

|         |      |       |
|---------|------|-------|
| to get  | got  | got   |
| to give | gave | given |
| to go   | went | gone  |
| to grow | grew | grown |

|         |       |        |
|---------|-------|--------|
| to have | had   | had    |
| to hear | heard | heard  |
| to hide | hid   | hidden |
| to hit  | hit   | hit    |
| to hold | held  | held   |
| to hurt | hurt  | hurt   |

|               |            |            |
|---------------|------------|------------|
| to keep       | kept       | kept       |
| to know       | knew       | known      |
| to lead       | led        | led        |
| to learn      | learnt     | learnt     |
| to leave      | left       | left       |
| to lend       | lent       | lent       |
| to let        | let        | let        |
| to lie        | lay        | lain       |
| to light      | lit        | lit        |
| to lose       | lost       | lost       |
| to make       | made       | made       |
| to mean       | meant      | meant      |
| to meet       | met        | met        |
| I must        | I had to   |            |
| to pay        | paid       | paid       |
| to put        | put        | put        |
| to read       | read       | read       |
| to ride       | rode       | ridden     |
| to ring       | rang       | rung       |
| to rise       | rose       | risen      |
| to run        | ran        | run        |
| to say        | said       | said       |
| to see        | saw        | seen       |
| to sell       | sold       | sold       |
| to send       | sent       | sent       |
| to shine      | shone      | shone      |
| to show       | showed     | shown      |
| to sing       | sang       | sung       |
| to sink       | sank       | sunk       |
| to sit        | sat        | sat        |
| to sleep      | slept      | slept      |
| to slide      | slid       | slid       |
| to speak      | spoke      | spoken     |
| to spend      | spent      | spent      |
| to stand      | stood      | stood      |
| to steal      | stole      | stolen     |
| to strike     | struck     | struck     |
| to sweep      | swept      | swept      |
| to swim       | swam       | swum       |
| to take       | took       | taken      |
| to teach      | taught     | taught     |
| to tell       | told       | told       |
| to think      | thought    | thought    |
| to throw      | threw      | thrown     |
| to understand | understood | understood |
| to wake       | woke       | woken      |
| to wear       | wore       | worn       |
| to win        | won        | won        |
| to write      | wrote      | written    |

## Word List

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N.B. We have included here the vocabulary of the 17 reading texts.

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# Europe





