

Unit Eleven

Did you go shopping in London?



Target Language

- ✦ I bought a pair of beautiful brown Spanish leather riding boots.
- ✦ I saw a nice small old black English wooden writing desk

<Key Vocabulary>

NOUNS

passion
horseback riding
boots
writing desk

ADJECTIVES

equestrian
wooden
of interest = interesting



Unit Eleven

LISTENING AND READING

1. Watch Q-rex and Q-ty.

2. Read and listen

Q-ty : Hi, Q-rex. Did you go shopping in London?

Q-rex : Yes, Q-ty, I did.

Q-ty : What did you buy?

Q-rex : I bought a pair of beautiful brown Spanish leather riding boots. They are very nice.

Q-ty : I didn't know you go horseback riding.

Q-rex : Well, that's my new passion!

Q-ty : That's good. You know England is a great place for horseback riding. We have many wonderful equestrian centres.

Q-rex : Yes, I know. In fact I'd like to try one while I am here.

Q-ty : Did you find anything else of interest in London?

Q-rex : I saw a nice small old black English wooden writing desk in an antique shop in Chelsea. But I didn't buy it. I didn't think I could carry it on the plane back home!

A **riding boot** is a boot made to be used for horse riding.

Traditionally, a **writing desk** is for writing letters by hand. It usually has a top that closes to hide current work, which makes the room containing it look tidy

'Centre' Versus 'center'
'Centre' is the British spelling and
'center' is the American spelling.

3. Listen and repeat.

Let's take a break! British English Versus American English

An old joke speaks of an American couple who decides to take a trip to England. When they get back they tell their friends they had such a lovely time. The castles, the food, and the countryside were all great. The only thing that would make it better is if the natives could speak English!

WRITING

4. Put the adjectives in brackets in the correct position.

1. a (wooden / large/ beautiful / round) table
2. an interesting (Italian/ old/ small) painting
3. (red/ white/ yellow/ enormous) umbrellas
4. (white/ old/ cotton/ big/ French) shirts

Unit Eleven

Grammar Reference

Position of adjectives'

Most adjectives can go in two places in a sentence.

- (a) before a noun ('attributive position'):
He is a *happy* child.
- (b) after linking verbs ('predicative position'):
The child seems *happy*.

Adjective order

Sometimes we use two or more adjectives together before nouns.

- Adjectives like nice/ beautiful/ delicious/ interesting are '*opinion*' adjectives. They tell us what somebody thinks of something or somebody. When you use more than one opinion adjective, it does not usually matter what order they go in, but if one of the adjectives is more general, it is likely to come first. E.g. It was a nice, old-fashioned film.
- Adjectives like new/ large/ round/ wooden/ Japanese are '*fact*' adjectives. They give us factual information about the noun. When several fact adjectives come before noun, they usually have to be put in a particular order. For example, we don't say an old fat lady, but we say a fat old lady.
- '*Opinion*' adjectives usually go before '*fact*' adjectives.
- 'great big' generally goes before any other adjectives: a great big lovely old house.
- Very often (but not always) we put fact adjectives in this order:

how big?		how old?	color?	origin?	material?	purpose?	NOUN
size/ length	shape/width						
tall	thin	young		Russian			girls
long	narrow						streets
small		old	blue		plastic	shopping	bags

SPEAKING

5. Now answer your teacher's questions.

Grammar Focus

- ◆ Position of adjectives
- ◆ Adjective order

WRITING

Check 11 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. riding/ Spanish / bought /pair /brown / leather /boots / beautiful / of/ a / I / . /
2. English / old/ desk / a / wooden / black/ small / nice/ saw / I / writing / . /
3. wooden/ was / room/ large/ a/ there /beautiful/ table/ in/ round / the/ . /
4. painting / old / interesting / saw / Italian / small / an/ I / . /

Unit Twelve

Could you tell me what to do?



Target Language

- ✦ I'm going to stay in England for a few more days.
- ✦ I don't know where else to go.
- ✦ You could try Cambridge.

<Key Vocabulary>

NOUNS

coast
riverside
plumber
salt
leak
traffic

VERBS

stay
repair
add
avoid

ADJECTIVES

worth
far - farther - farthest
else
possible

Cambridge



Brighton



Windsor



Unit Twelve

LISTENING AND READING

1. Watch Q-rex and Q-ty.
2. Read and listen.

Q-rex: Hi, Q-ty. I'm going to stay in England for a few more days. I'd like to spend a day outside the city. I've been to Oxford and Stratford-upon-Avon. I don't know where else to go. Could you tell me what to do?

Q-ty : Well, You could try Cambridge. It would be number one on my list. Brighton on the south coast is worth a day trip if you like beaches, but it's a bit farther away. And Windsor is nice. You have Windsor Castle and nice riverside walks.

Q-rex: Wow! I didn't know there are so many possible day trips from London.

Else

Used after question words to refer to another place, person, or thing.
Where else do you want to go?
Who else went there?
What else did you buy?

You could try Cambridge.

The word '**could**' in this context doesn't talk about the past. We often use '**can**' to make suggestions about possible solutions to a problem, or possible actions.

'I'm in trouble. What shall I do?' - - - 'You can try asking David for help.'
In order to make suggestions less strong or more polite, we use '**could**'.
'You **could** try asking David for help.'

3. Listen and repeat.

WRITING

4. Rewrite the following sentences with the same meaning by using to-infinitives.

1. She told me when I should come. → *She told me when to come.*
2. The plumber told me how I could repair the leak in the pipe.
3. I've done everything. I don't know what else I can do.
4. Can you tell me where I could find it?
5. I don't know which book I should buy.

Grammar Reference

Question words followed by to-infinitives

Question words (when, where, how, what, etc.) may be followed by a to-infinitive.

- I don't know what to do. = I don't know what I should do.
- Tell me how to get to the railway station. = Tell me how I can get to the railway station.
- Can I ask you where to go? = Can I ask you where I should go?

Each pair of sentences in the examples has the same meaning. Please notice that the meaning expressed by the to-infinitive is either *should* or *can/could*.

Unit Twelve

WRITING

5. Complete the sentences with *a few*, *(very) few*, *a little*, or *(very) little*.

1. After Jane tasted the soup, she addedsalt to it.
2. I try to avoid a lot of salt on my food. I addsalt to my food.
3. Do you haveminutes? I'd like to ask youquestions. I needmore information.
4. I have to go to the post office because I haveletters to post.
5. Driving downtown to the post office was easy. I got there quickly because there wastraffic.
6. I feel sorry for her. She hasfriends.

Grammar Reference

- **A few + countable nouns = a small number of countable nouns**
He has a few friends. (= some friends)
- **A little + uncountable nouns = a small amount of uncountable nouns.**
I want to save a little money. (= some money)
- **Few = not many**
I feel sorry for him. He has (very) few friends.
- **Little = not much**
I have (very) little money.

His book is very difficult: **few** students understand it.
His book is very difficult, but **a few** students understand it.

(negative meanings)
(positive = some)

SPEAKING

6. Now answer your teacher's questions.

Grammar Focus

- ◆ Question words followed by to-infinitives
- ◆ few/ a few/ little/ a little

WRITING

Check 12 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. in / stay/ few / am /to /days / for/ England / a / more/ going/ I / ./
2. know / to/ where/ else / don't /I / go / ./
3. to / station/ tell/ to/ the / how /get / railway/ me / ./
4. go / few / post / letters /I /post/ I/ the / because / have/ have/ to/ to/ to / office/ a / ./

Unit Thirteen

I suggested that she visit Stonehenge.



Target Language

- ✦ The doctor recommended that she stay in bed.
- ✦ It is important that you be fully informed.
- ✦ I look forward to getting it.

<Key Vocabulary>

NOUNS

site

VERBS

suggest
insist
demand
recommend
propose

ADJECTIVES

unusual
historic
fascinating
mysterious

ADVERBS

indeed
forward



Unit Thirteen

LISTENING AND READING

1. Watch Q-rex and Q-ty.

2. Read and listen.

Q-ty : Q-rex. You are interested in visiting unusual historic sites, aren't you?

Q-rex : Yes, I am indeed.

Q-ty : Then I think Stonehenge is the place to go! Last year, when a friend of mine came from Spain, I suggested that she visit Stonehenge. When she came back, she said it was fascinating because it was such a mysterious place. If you like, I'll send you some information by e-mail about how to take a day trip to Stonehenge from London and also the mystery of Stonehenge. I think it is important that you be fully informed about the place before you go there.

Q-rex : That's kind of you. I'm looking forward to getting it.

Grammar Hints

- × I look forward to get it.
✓ I look forward to getting it.

(a) I want to get it.

(b) I look forward to getting it.

In the above sentences, 'to' is really two different words. One of them is just a sign of the infinitive (= infinitive marker), as in (a).

The other 'to' is a preposition, as in (b), so we use a noun or the -ing form (gerund) after the preposition 'to' in this sentence.

Common examples of 'to + ~ing' are: object to ~ing, be used to ~ing, in addition to ~ing.

3. Listen and repeat.

WRITING

4. Give the correct form of the verb in parentheses. Some of the verbs are passive.

1. He insisted that the new baby (name)after his grandfather.
2. She demanded that her husband (tell)her the truth.
3. It is important that he (return).....home immediately.
4. The doctor recommended that she (stay).....in bed for a few days.
5. The governor proposed that a new highway (build).....

Grammar Reference

Subjunctive in that-clauses

We use the subjunctive (the basic form of the verb) in that-clauses when we are expressing the idea that something should be done, or is important. This happens in two structures.

• After verbs like *suggest, request, insist, order, ask, propose, advise, recommend, demand*, and other verbs with similar meanings.

The chairman *insisted that* the manager *be sent* to London immediately.

• In the construction *it is important/vital/necessary/essential/desirable* (and other adjectives with similar meanings) *that* . . .

It is important that the Minister *resign*.

This subjunctive is more common in American English. In British English, 'should + bare form' is more usual.

The chairman *insisted that* the manager *should be sent* to London immediately.

It is important that the Minister *should resign*.

Unit Thirteen

E-MAILING FRIENDS

5. E-mails to friends are usually very informal and grammar words are often left out.

Read the following e-mail and note any features that are typical to e-mails.


Send Save now Discard

From: qty@abc.com

To: qrex@hij.com

[Add Cc](#) | [Add Bc](#)

Subject: Stonehenge Information

 [Attach a file](#) How to get there.pdf; The Mystery of Stonehenge.pdf

B B B Plain Text

Hi Q-rex

Nice talking to you today. As promised, I'm sending you Stonehenge information. Please find attached two files on Stonehenge, 'How to get there' and 'The mystery of Stonehenge'.

Hope the info is useful to you.

Regards
Q-ty

WRITING

6. Write a short e-mail in reply to Q-ty, acknowledging receipt of her e-mail.

Grammar Hints

Emailing friends

- Subjects** : Give the message a subject. Short but specific headings are needed.
- Greetings** : Start the message with a greeting. It is becoming quite common to write the greeting without a comma.
- Purpose** : Start with a clear indication of what the message is about.
- Attachments** : Make sure you refer, in the main message, to any attachments you are adding.
- Endings** : Common endings: Best wishes; Best regards; Regards; Take care; Love (depending on who you are writing to).

If you did not put a comma after the greeting at the beginning of the message, then do not put a comma after the ending.

Unit Thirteen

SPEAKING

7. Now answer your teacher's questions.

Grammar Focus

- ◆ Subjunctive in that-clauses
- ◆ Email writing

WRITING

Check 13 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. that / bed / doctor / she / in / stay / recommended / the / . /
2. is / be / informed / important / fully / you / it / that / . /
3. to / it / forward / getting / look / I / . /
4. to / sent / chairman / that / manager / be / immediately / the / London / insisted / the / . /

Unit Fourteen

How to take a day trip to Stonehenge from London?



Target Language

- ✦ Choose a day and time.
- ✦ Purchase train tickets.
- ✦ Timetables are also available online.

Where is Stonehenge?

<Key Vocabulary>

NOUNS

timetable
schedule
admission
monument

VERBS

choose
need
purchase
arrange
include
allow

ADJECTIVES

available
whole
reasonable



Unit Fourteen

LISTENING

1. Listen to your teacher read the different stages for taking a day trip to Stonehenge from London. However, they are in the wrong order. Re-order the sentences to make the correct sequence. You start with B.

ANSWER

B → () → () → () → () → ()

In person

If you do something 'in person', you do it yourself rather than letting someone else do it for you.

LISTENING AND READING

2. Here's 'How to Take a Day Trip to Stonehenge from London' in the correct order. Read and listen.
 1. () Get a timetable from Waterloo Train Station and check times for trains to Salisbury. Timetables are also available online.
 2. () Choose a day and time. Keep in mind that travel time, one way, to Salisbury is about 90 minutes, so you will need a whole day for this trip.
 3. () Purchase train tickets. You can buy them in person at Waterloo train station.
 4. () Arrive in Salisbury and arrange for a taxi to take you to Stonehenge or find the local bus schedule. Buses run regularly to Stonehenge from Salisbury and are cheaper than a taxi.
 5. () Tour Stonehenge and listen to the audio tour on headphones. Admission to the monument is reasonable. The headphones are included in the price if you would like to listen.
 6. () Take the bus back to Salisbury to catch the train. Make sure you have allowed enough time to make the return train.

WRITING

3. Fill in the blanks (from 1 to 6) in the above instructions with adequate sequencers.

1. () 2. () 3. () 4. () 5. () 6. ()

Unit

Fourteen

Grammar Hints

How to Give Instructions in English

A. Sequencers are the words that help order your instructions. It is like the 1, 2, 3, 4 of your actions. The most common are : **First(ly)...** **Secondly ...** **Thirdly ...** **(And) then...** **Next...** **After that...** **Finally (or Lastly)...**

More linking expressions:

Beginning : The first thing you do is ...To begin with ... To start with ...

Continuing : Following this...When (this is done) / (you've done this)...Once (this is done) / (you've done this)...

Ending : To finish ...

B. Describing the process

One common feature when describing a process, such as giving instructions, is the use of the imperative. The imperative form is made by using the bare infinitive of the verb (the infinitive without 'to') without grammatical subjects.

SPEAKING

4. Make a polite request in the following situations.

1. You don't have a watch. You want to know what time it is.
2. Your car is in the garage, being repaired. You want your friend to give you a ride home.
3. You call the airport. You want to know what time Flight BA107 arrives.
4. You are in a room. You are hot. The window is closed.
5. You're in the middle of the city. You're lost. You're trying to find the bus stop. You stop someone on the street to ask for directions.

Grammar Reference

Imperative sentences

- We use imperatives to make people do things.
- To form imperatives, we use the basic form of the Verb.
- An imperative sentence can be used to give instructions , as in (a), or directions, as in (b).
(a) Turn right at the corner. (b) Take two tablets with a glass of water.
- An imperative sentence can be used to give an order, as in (c).
(c) Shut the door.
- Imperatives can be impolite. To make a request a little more polite, add 'please' at the beginning or end of the sentence, as in (d).
(d) Please shut the door. Shut the door, please.
- To make a request more polite, add 'Could you please' with a question mark.
(e) Could you please shut the door?
- To make an imperative negative, add 'don't' before the verb, as in (f).
(f) Don't shut the door.

Unit

Fourteen

SPEAKING

5. Now answer your teacher's questions.

Grammar Focus

- ◆ How to give Instructions in English
- ◆ Imperative sentences

WRITING

Check 14 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. are /online / available / timetables / . /
2. me / bus / direct/ to/ the / could / please / you / stop / ? /
3. to/ for/ taxi / Stonehenge / to / you / a/ take/arrange / . /
4. what / arrives / Flight BA107 / could / tell / time / me/you / ? /

Unit Fifteen

The mystery of Stonehenge.



Target Language

- ❖ One of the major mysteries of Stonehenge was how it was built.
- ❖ The debate over the purpose of Stonehenge has raged for centuries.

<Key Vocabulary>

NOUNS

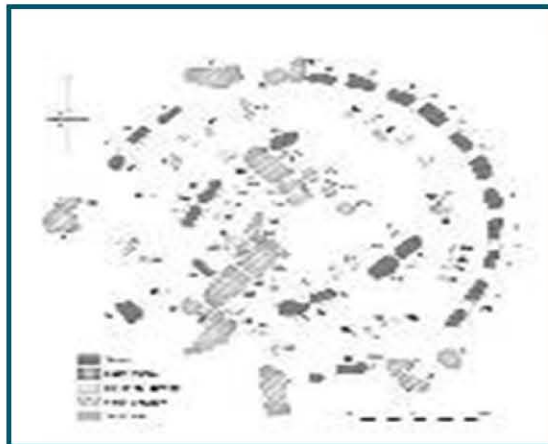
World Heritage Site
theory
glacier
aid
shortage
mound
evidence
pilgrimage
astronomy
purpose
debate

VERBS

locate
transport
sledge
erect
speculate
worship
heal
rage

ADJECTIVES

accessible
common
burial



1. Listen to your teacher read 'The Mystery Of Stonehenge' twice.
2. Answer the True-False questions.

1. Stonehenge is not a World Heritage Site.
2. How Stonehenge was built is well known.
3. Stonehenge was built 3100 years ago.
4. We know how old Stonehenge is.

Unit

Fifteen

READING COMPREHENSION AND SPEAKING

3. Read the passage. Answer the questions.

1. There are three headings. What does each refer to?
2. Where exactly is Stonehenge?
3. What is the connection between Stonehenge and Wales?
4. What do we know for sure about Stonehenge?

The Mystery Of Stonehenge

As it is located in the countryside of Southwestern England, just 8 miles north of the charming historic town of Salisbury, Stonehenge, a World Heritage Site, is easily accessible from London and makes for a unique day trip.

How was it built?

One of the major mysteries of Stonehenge was how it was built. The first stones, the bluestones, were sourced from a place in Wales, nearly 200 miles away. The common theory is that these stones were transported largely by water to within a couple of miles of Stonehenge and then were sledged specially for the site. Other theories include the stones being moved to Stonehenge by glaciers.

The larger stones, the Sarsen Stones, came from only about 20 miles away, and some weigh in at over 40 tons per stone! But again with no modern machinery and before the wheel how did they transport these stones through the undulating countryside? The common theory is that they were rolled along on top of tree trunks. Stand next to one of the big Sarsen Stones and you begin to understand what a task this would be even today. Erecting the stones also would have been problematic without modern aids.

What was Stonehenge used for?

There is no shortage of theories, but nobody knows for sure what Stonehenge was used for. For sure it has something to do with death. Just look around the Stonehenge landscape and see the burial mounds. The evidence is that this is a sacred area, people lived away from the site. Some have speculated that the large stones were set to worship the gods of the ancients and that sacrifices may have taken place there.

One theory is that Stonehenge was thought to be a place of pilgrimage where miracles of healing may take place. The bluestones first brought to Stonehenge were thought by some ancient societies to have healing properties. No place has generated so much speculation and wild theories as the standing stones of Stonehenge. There is speculation that it was to do with astronomy, and others suggest that it was some sort of calendar for a predominantly farming community.

When was it built?

The debate over the purpose of Stonehenge has raged for centuries and will continue to do so. But while its purpose remains a mystery, we do know how old it is. It was built 5,000 years ago in around 3,100 BC.

Its purpose has been lost to history, but its magnificence has stood the test of time. The mystery of Stonehenge is part of the appeal and fun of visiting Stonehenge. Just come to your own personal conclusions.

Unit Fifteen

a unique or an unique?

- ✓ a unique /ju:ni:k/
- ✗ an unique

The article 'an' is used when the following word begins with a vowel sound. Phonetic symbol /j/ is a consonant, not a vowel.

SPEAKING

4. Now answer your teacher's questions.

Grammar Focus

- ◆ Speed reading: Scanning and Skimming
- ◆ 'a' unique or 'an' unique?

WRITING

Check 15 Word order

Write the words in the correct order. Each sentence must begin with a capital letter.

1. Stonehenge/ the /of /how / it / built / mysteries / one/ was/ was / major/ of /.
2. purpose/ history / to / lost/ has /been / its/ ./
3. trip/ unique / makes /a/ for / Stonehenge/ day / ./