

Unit Six

At a restaurant



Target Language

- ❖ I was wondering if you are free this Saturday evening.
- ❖ Let's have dinner together, shall we?
- ❖ I can't wait to see you.
- ❖ Are you ready to order now?
- ❖ Would you like anything to drink?

<Key Vocabulary>

VERBS

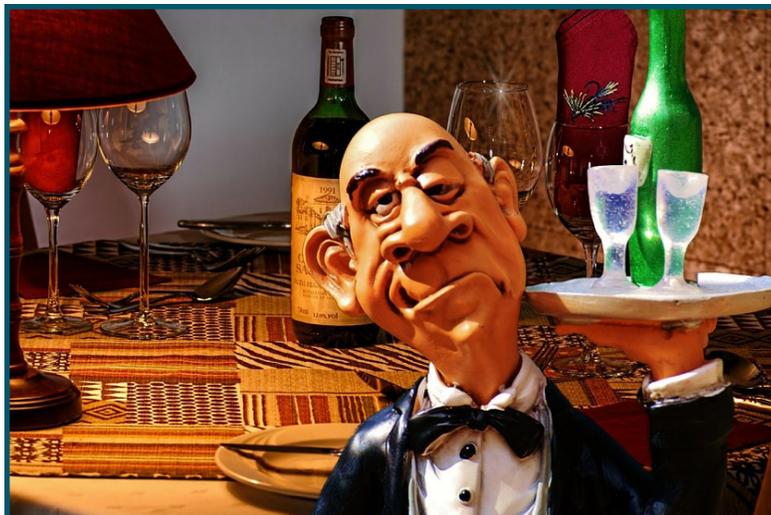
suit
scan
recommend
wonder
tick
order

NOUNS

reservation
restaurant host/
hostess

ADJECTIVES

ready



Unit Six

LISTENING AND READING

1. Watch your teacher playing the roles of Q-rex and Q-ty on the phone.
2. Read and listen.

Q-ty : Hello?

Q-rex : Hello. Is that Q-ty? It's Q-rex here. I was wondering if you are free this Saturday evening.

Q-ty : Hi, Q-rex. Yes. I'll be free after 6 o'clock.

Q-rex : Oh, good. Let's have dinner together, shall we?

Q-ty : I'd love to. What time?

Q-rex : Would Saturday at seven suit you?

Q-ty : I can't wait to see you.

GRAMMAR MEMO

After 'Let's + infinitive', the question-tag is 'shall we?'

3. Listen and repeat.

Informal expression

• I can't wait to see you.



Formal expression

I look forward to seeing you.

(or I am looking forward to seeing you.)

×I look forward to see you.

N.B. 'to' is a preposition here.

• Are you free this Saturday?



I was wondering if you are free this Saturday.

ROLE PLAYING

4. Roleplay. Your teacher is Q-rex. You are Q-ty.
5. Change roles.

LISTENING AND READING

6. Q-rex and Q-ty are at a restaurant. Watch your teacher playing the roles of Q-rex and a restaurant host.
7. Read and listen.

Host : Good evening. Welcome to Ristorante Sabatini.

Q-rex : Thank you. A table for two please.

Host : Have you made a reservation?

Q-rex : Yes. Q-rex for seven o'clock.
(The host scans through the list and ticks the name.)

Host : Of course. Please come this way.

GRAMMAR MEMO

Restaurant hosts (or hostesses) are responsible for greeting guests when they arrive at the restaurant. They also seat the guests at tables and make sure that they enjoy their meal.

8. Listen and repeat.

ROLE PLAYING

9. Roleplay. Your teacher is the restaurant host. You are Q-rex.
10. Change roles.

Unit Six

LISTENING AND READING

11. Watch your teacher playing the roles of Q-rex and a restaurant waiter.

12. Read and listen.

Waiter : Are you ready to order now?

Q-rex : Yes, I think so. I'll have the roast lamb with a salad and my friend will have the chicken and rice with tomatoes.

Waiter : And would you like anything to drink?

Q-rex : I'd like some red wine. Is there an Italian wine you can recommend?

Waiter : Well, the Valpolicella is very nice.

Q-rex : Yes, a bottle of the Valpolicella then, please.

Waiter : Thank you.

13. Listen and repeat.

ROLE PLAYING

14. **Roleplay.** Your teacher is the waiter. You are Q-rex.

15. **Change roles.**

SPEAKING

16. Now answer your teacher's questions

Grammar Focus

- ◆ After 'Let's + infinitive', the question-tag is 'shall we?'
- ◆ look forward to
- ◆ I was wondering if

WRITING

Check 6 Word order

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

- wondering / evening / I / you / was / free / Saturday / are / this / if / ./
- order / are / now / to / ready / you / ? /
- to / like / anything / you / would / drink / ? /

Unit Seven

His books are never boring.



Target Language

- ❖ That's why I have chosen this restaurant.
- ❖ Are you reading anything interesting now?
- ❖ You know I'm fond of reading fiction.
- ❖ What do you think of the book?

<Key Vocabulary>

NOUNS

paperback
fiction
author
intrigue

ADJECTIVES

glad
fascinating
interesting
exciting
leading
boring

ADVERBS

definitely



Unit Seven

LISTENING AND READING

1. Watch your teacher playing the roles of Q-rer and Q-ty.
2. Read and listen.

Q-ty : Q-rer. This Italian restaurant is lovely.
Q-rer : I'm glad you like it here. I know you like Italian food. That's why I have chosen this restaurant. I also know you like reading paperback books.
Q-ty : Are you reading anything interesting now?
Q-ty : Yes. You know I'm fond of reading fiction. And now I'm reading a book titled 'Avenger' by Frederick Forsyth. He is the author of fascinating books, such as 'The Day Of The Jackal', 'The Dogs of War' and 'The Odessa File'.
Q-rer : What do you think of the book?
Q-ty : I think it's really exciting. Forsyth is a leading author of suspense and international intrigue. All his books have been international bestsellers. His books are never boring.
Q-rer : Maybe I should read it myself.
Q-ty : Yes, definitely. I recommend that you read it. I've almost finished reading it. And I must say I'm looking forward to reading his next book!

GRAMMAR MEMO

Modal verb '*should*' expresses what, in the speaker's opinion, is right or good for people to do.

1. **Suggestion or advice**
I think you should exercise more.
2. **Mild obligation**
American citizens in this country should register with the American Embassy.

3. Listen and repeat.
4. Underline and number (from 1 to 12) all the ~ing forms in the text.
5. Say which of the underlined words are:
 - a) -ing forms acting as nouns (e.g. I love reading.)
 - b) adjectives formed by adding -ing (e.g. an interesting book)
 - c) present participles, functioning as components of a verb phrase (e.g. He is reading a book.)

Complete the chart for the ~ing forms. Write the examples from the dialog.

-ing nouns	-ing adjectives	-ing verbs
1. like <u>reading</u>		
2.		Are (you) <u>reading</u>
3.	anything <u>interesting</u>	
4. of <u>reading</u>		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Unit Seven

Grammar Reference

-ing form

- (a) -ing nouns* = gerund = *nouns* (formed by adding '-ing' to the verb)
- (b) -ing adjectives = participial *adjectives* (formed by adding '-ing' to the verb) to modify nouns
= the present participle functioning as an adjective
- (c) -ing verbs = progressive tenses made with forms of *be* + *present participle* '-ing'

- * Remember that a *to-infinitive* never follows a preposition, but an *-ing* form or a noun does.
×He is good at to swim. ✓He is good at swimming.
- * The *-ing* nouns act like a verb and a noun at the same time. It can be followed by an object (e.g. *reading paperback books*), but it can also itself be the subject (e.g. *Reading books will do you good.*), the object (e.g. *I like reading books.*), or the complement of a sentence (e.g. *His hobby is reading books.*)

EVERYDAY ENGLISH

Asking and giving opinions

What do you think of ~?

✓I recommend (that) you (should) read it
×I recommend you to read it.

SPEAKING

6. Now answer your teacher's questions

Grammar Focus

- ◆ Difference in *-ing* forms
- ◆ Modal verb 'should'
- ◆ Asking and giving opinions

WRITING

Check 7 Word order

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

1. bestsellers / have / international / books / his / all / been / ./
2. book / looking / reading / next / his / forward / I'm / to / ./
3. anything / you / interesting / are / now / reading / ? /
4. book / what / you / think / the / of / do / ? /

Unit Eight

I was really impressed by the fascinating plot.



Target Language

- ❖ It was a page turner for me.
- ❖ I was also amused by the twist ending.
- ❖ I'm getting excited to read his next novel.

<Key Vocabulary>

NOUNS

page turner
plot
adventure

VERBS

miss

ADJECTIVES

fascinating
satisfying
fast-moving
impressed
amused
satisfied
disappointed
excited



LISTENING AND READING

1. Listen to Q-ty.
2. Read and listen.

Hello, (S's name). I just finished Frederick Forsyth's 'Avenger'. It was a page turner for me. I was really impressed by the fascinating plot. And I was also amused by the twist ending. A smooth and satisfying read. Forsyth fans will enjoy this fast-moving adventure and they will be satisfied without doubt.

I've loved Forsyth since I read 'The Day of the Jackal' when I was about fifteen years old. I've read all the books he wrote and I have never been disappointed. I'm getting excited to read his next novel. I don't want to miss it.

Unit Eight

- Listen and repeat.
- Underline and number the participles, both the -ing participles and the past participles, (from 1 to 11) in the text.

Grammar Hints

Adjectives and adverbs

- (a) Adjectives describe nouns. We normally use adjectives in two positions: before nouns ("attributive adjectives"; e.g. She is a beautiful woman.) and after 'linking' verbs, such as *be, get, seem, appear, become, turn, grow, feel, look, taste, sound, smell, etc.* The latter is called "predicative adjectives"; e.g. She is beautiful. She looks happy.
- (b) With verbs, we usually use adverbs, not adjectives.
 xShe sang beautiful. ✓She sang beautifully.
 But with 'linking' verbs, we use adjectives.
 xShe looked beautifully. ✓She looked beautiful.

Participial adjectives

- The present participle (Verb-ing) conveys an active meaning.
 - The game excites the people. → It is an exciting game. → The game is exciting.
 In (a): The noun "game" performs an action, causing the people an emotion of excitement.
- The past participle (Verb-ed) conveys a passive meaning.
 - The people are excited by the game. → They are excited people. → They are excited.
 In (b): The noun "people" receives the action. Thus, they are described as "excited people."

5. Complete the sentences with the present or past participle of the verbs in *italics*.

- | | |
|---|-----------------------|
| 1. The game <i>bored</i> the people. | It is a game. |
| 2. The people <i>are bored</i> by the game. | They arepeople. |
| 3. The news <i>surprised</i> the man. | It wasnews. |
| 4. The man <i>was surprised</i> by the news. He was aman. | |
| 5. The work <i>exhausted</i> the men. | It waswork. |
| 6. The men <i>were exhausted</i> by the work. | They weremen. |

6. Complete the sentences with the present or past participle of the verbs in parentheses.

- The(steal) car was recovered.
- A(damage) earthquake occurred in Japan recently.
- People are still repairing the many(damage) buildings and streets.
- The teacher gave us a(challenge) assignment.

GRAMMAR HINTS

In the United States, "bracket" usually refers specifically to the "square" or "box" type; in British usage it normally refers to the "round" type, which is called a parenthesis mark in American usage.

Square brackets – also called simply **brackets** (US) []

Parentheses (singular, **parenthesis**) – also called simply **brackets** (UK), or **round brackets** ()

Unit

Eight

7. ERROR ANALYSIS

Find and correct errors in the following.

1. John is interesting in politics.
2. The news was shocked.
3. The breaking window needs to be repaired.
4. John thinks that politics is interested.
5. Is your life interested?
6. I am exciting by the prospect of a promotion.

SPEAKING

8. Now answer your teacher's questions.

Respond with a present or past participle.

1. (a) If a noise annoys you, how would you describe the noise? *The noise is annoying.*
(b) How would you describe yourself? *I am annoyed (by the noise).*
2. (a) If a book disappoints you, how would you describe the book?
(b) How would you describe yourself?
3. (a) If an event amazes you, how would you describe the event?
(b) How would you describe yourself?
4. (a) If the weather depresses you, how would you describe the weather?
(b) How would you describe yourself?

Grammar Focus

- ◆ Participial adjectives
- ◆ Adjectives vs Adverbs
- ◆ Parentheses and Brackets

WRITING

Check 8 Word order

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

1. never / disappointed / been / have / I / ./
2. me / was / turner / for / page / a / it / ./
3. novel / next / excited / read / to / getting / I'm / his / ./

Unit Nine

The food smells nice.



Target Language

- ❖ This is our living-dining room.
- ❖ The room looks really comfortable!
- ❖ You look hungry.
- ❖ The soup tastes good.

<Key Vocabulary>

NOUNS

living-dining room
helping

VERBS

greet
taste

ADJECTIVES

comfortable



LISTENING AND READING

1. Listen to the conversation between Q-ty and Q-rex. Q-ty invited Q-rex to come to her house for dinner.

Unit

Nine

2. Read and listen.

(Q-ty greets Q-rex at the door.)

Q-rex : Hi, Q-ty.

Q-ty : Hi, Q-rex. Glad you could come.

(Q-rex gives her a bottle of wine.)

Q-ty : Thanks, but you didn't have to bring anything.

Please come this way. This is our living-dining room.

Q-rex : Wow! The room looks really comfortable!

Q-ty : Please make yourself at home.

Q-rex : And the food smells nice.

Q-ty : Good! You look hungry. Would you like to start with the soup?

Q-rex : Yes. . . The soup tastes good. I'll have a second helping, please!

3. Listen and repeat.

EVERYDAY ENGLISH

- When invited to someone's home for dinner, it is proper etiquette to show your appreciation by bringing a thoughtful gift such as flowers, a bottle of fine wine, etc. The hostess/ host will usually say, "Thanks, but you didn't have to bring anything."
- You say, "Please make yourself at home." to tell your guest to relax and feel less formal.
- When you like the food and want more, you say, "I'll have a second helping, please!"

Grammar Reference

Linking verbs(=Copulative verbs)

A linking verb is a verb which links the subject(noun) and a complement(noun or adjective).

Linking verbs do not describe action.

1. This is our living-dining room.
(Subject) (Linking verb) (Complement: noun) → S = C

'**Is**' in this sentence is a linking verb

2. You looked hungry.
(Subject) (Linking verb) (Complement: adjective) → S = C

In this sentence '**looked**' is a linking verb.

3. You looked for food.
(Subject) (Action verb) (Modifier: preposition + noun) → S ≠ M

'**Looked**' is an action verb in this sentence. 'Look for' means 'search for'.

© Some common linking verbs include:

- *be / become (and get/ turn/ grow/ when they mean 'become')*
- *look/ seem/ appear/ smell/ sound/ taste/ feel/ remain/ stay/ keep.*

Unit Nine

4. Choose the correct form (adjective or adverb) in parentheses.

1. This problem looks (easy/ easily). I'm sure I can solve it (easy/ easily).
2. This milk tastes (strange/ strangely).
3. You'd better hurry. You're always so (slow/ slowly).
4. The soup tastes (good/ well).

5. Complete each sentence with a verb (in the correct form) and an adjective from the boxes.

turn	be	sound
smell	seem	keep
get	feel	

grey	exciting	angry
warm	wrong	good
old	unhappy	

1. Jane seemed unhappy this morning. Something must be wrong with her.
2. My grandmother is Her hair is
3. It's cold outside. You'd better
4. Mike has just come back from Brazil. Rio de Janeiro really
5. Mm! Something
6. I to discover that I had been omitted.

6. Put in the correct word.

1. I always feel (happy/ happily) when the sun is shining.
2. The child was playing (happy/ happily) on the beach.
3. If a story is (exciting/ excited), you are (exciting/ excited) when you read it.
4. After a (tiring/ tired) day at work, you feel (tiring/ tired).
5. If an explanation is (confusing/ confused), you get (confusing/ confused).

ROLE PLAYING

7. **Roleplay.** Your teacher is Q-rex. You are Q-ty.

8. **Change roles.**

SPEAKING

9. **Now answer your teacher's questions.**

Grammar Focus

- ◆ Linking verbs
- ◆ Adjectives vs Adverbs

WRITING

Check 9 Word order

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

1. bring / anything / to / have / didn't / you / ./
2. helping / have / second / a / I'll / please / ./
3. sun / happy / shining / feel / always / the / I / when / is / ./

Unit Ten

What is solar energy?



Target Language

- ❖ Sunlight is a clean, renewable source of energy.
- ❖ It is a sustainable resource.
- ❖ We don't know when we will be able to make full use of this energy.

<Key Vocabulary>

NOUNS

energy
electricity
industry
businesses
source
resource
demand
potential
environment
installation

VERBS

provide

ADJECTIVES

solar
renewable
sustainable
available
significant



LISTENING AND READING

1. Listen to Q-rex.

Unit Ten

2. Read and listen.

What is solar energy? Solar energy means using the energy of sunlight to provide electricity, to heat water, and to heat or cool homes, businesses or industry. Sunlight, unlike gas, oil and coal, is a clean, renewable source of energy. It is a sustainable resource. It is available in plenty. In fact, it is interesting to know that one hour of solar power on the earth can meet the energy demand of the world for one year! It is well-known that solar power has great potential and solar energy is the energy of the future, but it is surprising that in 2008 solar power supplied less than 0.02% of the world's total energy supply. A significant problem with solar power is the capital installation cost, although the energy from the sun is practically FREE!

Solar energy is clean and sustainable. It plays an important role in protecting our environment. We don't know, however, when we will be able to make full use of this environmentally friendly energy.

3. Listen and repeat

4. Underline and number (from 1 to 6) every 'it' in the text. What does each 'it' refer to?

Grammar Reference

Gender-neutral pronoun 'it'

- 'It' often refers back to a noun or noun phrase already mentioned, in order to prevent repetition.
- It : preparatory subject
When the subject of a sentence is a to-infinitive or a that-clause, this is not usually put at the beginning. We often begin the sentence with it and put the real subject at the end.
 - To wear a safety belt is compulsory. → Uncommon and too formal
 - ✓ It is compulsory to wear a seat belt. → More natural
 - That she loves you is obvious. → Uncommon and too formal
 - ✓ It is obvious that she loves you. → More natural
- 'Empty' *it*
We use it as an 'empty' subject in talking about the time, the weather, and other background conditions.
 - What time is it? It's ten o'clock.
 - It's warm today.
 - How far is it to London?

WRITING

5. Change the question in parentheses to a noun clause.

- (How old is he?)
I don't know how old he is.
- (What was she talking about?)
What she was talking about was interesting.
- (Where do you work?)
Please tell me
- (What did she say?)
..... wasn't true.
- (How much does it cost?)
I can't remember
- (Why did she leave the country?)
..... is a secret.
- (How many letters are there in the English alphabet?)
I don't remember

Unit Ten

Grammar Hint

Noun clauses with question word

A noun clause is used as a subject or an object in a sentence.

(a) I don't know when she will arrive.

In (a) : 'when she will arrive' is a noun clause and the object of the verb *know*.

Do not use question word order in a noun clause.

× I don't know when will she arrive.

(b) I'll call you when she arrives.

In (b) : 'when she arrives' is an adverbial 'Time' clause and not the object of the verb *call*. So, it is not followed by *will*. (vid. Unit 2)

SPEAKING

6. Oral exercise with your book closed

Begin your response with "I don't know"

Example : What time is it?

Response : I don't know what time it is.

1. What is Q-ty's favourite colour?
2. How long has she been living here?
3. What is Q-ty's telephone number?
4. Why is she smiling?
5. Where did she go after work yesterday?

SPEAKING

7. Make a question from the given sentence. The words in parentheses should be the answer to the question you make. Use a question word (who, what, how, etc.), then change the question to a noun clause.

1. Q-ty lives (in London).
Question : Where does Q-ty live?
Noun Clause : I want to know where Q-ty lives.
2. Jane bought (a new dictionary).
Question :
Noun Clause : Do you know
3. It is (150 miles) from here to London.
Question :
Noun Clause : I need to know
4. Q-rex was late for work (because he missed the bus).
Question :
Noun Clause : The head teacher wants to know.....
5. The plane is supposed to land (at 9:30 a.m.).
Question :
Noun Clause : Could you tell me

Unit Ten

SPEAKING

8. Now answer your teacher's questions.

Grammar Focus

- ◆ Gender-neutral pronoun 'it'
- ◆ Noun clauses with question word

WRITING

Check 10 Word order

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

1. renewable / of / is / source / energy / a / sunlight / ./
2. available / plenty / sunlight / is / in / ./
3. great / well-known / is / has / power / that / it / potential / solar / ./

Progress Check | Lessons 1 to 10

I. Make a zero conditional sentence using the words.

Example: Water / boil / heat / to 100 degrees

Answer: Water boils if you heat it to 100 degrees.

1. ice / floats / you / drop / it / in water
2. iron / rusts / it / gets / wet
3. my daughter / eats / too much chocolate / she / gets / sick
4. if / not / rain / the grass / not / grow / it
5. you / not / eat / you / die

II. A. Make a first conditional sentence using the words.

1. If I leave now, I _____ in Tokyo by 8:00 PM.
 - a. will arrive
 - b. arrive
2. If I bake a cake, _____ have some?
 - a. will you
 - b. do you
3. If he _____ that, he will be sorry.
 - a. will do
 - b. does
4. If you don't go to the party, I _____ very upset.
 - a. am
 - b. will be
5. If you _____ greasy food, you will become fat.
 - a. eat
 - b. will eat

B. Complete each sentence below with 'when' or 'if'.

1. (When/If) it rains tomorrow, we won't have a picnic.
2. I'm going to Japan. I'll phone you (when/if) I get back.
3. We'll catch the train (when/if) we leave immediately.
4. My father will buy me a car (when/if) I'm eighteen.
5. (When/If) John doesn't come in his car, we'll take the subway.

III. Fill in the gap using the verb in brackets. Some need negatives.

1. If she didn't take so long in the shower, she _____ more time for breakfast. (have)
2. I wouldn't do that if I _____ you. (be)
3. If you _____ so much beer, you wouldn't be so fat. (drink)
4. If I had more free time, I _____ a play. (write)
5. If they _____ so hard, they wouldn't be so tired all the time. (work)

IV. For each situation, write a sentence beginning with 'If'.

1. I didn't talk to her because she was rude to me.

2. The weather was so bad – that's why we didn't go out.

3. I didn't go out because I was so tired.

4. The accident happened because the road was icy.

Progress Check | Lessons 1 to 10

V. Complete the sentences with the present or past participle of the verbs in italics.

- | | |
|---|------------------------|
| 1. The game <i>bored</i> the people. | It is a _____ game. |
| 2. The people <i>are bored</i> by the game. | They are _____ people. |
| 3. The news <i>surprised</i> the man. | It was _____ news. |
| 4. The man <i>was surprised</i> by the news. | He was a _____ man. |
| 5. The work <i>exhausted</i> the men. | It was _____ work. |
| 6. The men <i>were exhausted</i> by the work. | They were _____ men. |

VI. Choose the correct form (adjective or adverb) in parentheses.

1. This problem looks (easy/easily). I'm sure I can solve it (easy/easily).
2. This milk tastes (strange/strangely).
3. You'd better hurry. You're always so (slow/slowly).
4. The soup tastes (good/well).

VII. Change the question in parentheses to a noun clause.

1. (How old is he?)
I don't know how old he is.
2. (What was she talking about?)
_____ was interesting.
3. (Where do you work?)
Please tell me _____.
4. (What did she say?)
_____ wasn't true.
5. (How much does it cost?)
I can't remember _____.
6. (Why did she leave the country?)
_____.

VIII. Match the sentence halves.

- | | |
|--|--------------------------|
| 1. I wish he lived nearer. | but you do. |
| 2. I wish I'd passed the test. | but you won't. |
| 3. I wish you would go away. | but I do. |
| 4. I wish I didn't have to go. | but he doesn't. |
| 5. I wish you wouldn't use bad language. | but it was so expensive. |
| 6. I wish I'd bought it. | but I didn't. |
| 7. I wish I hadn't done it. | but I can't. |
| 8. I wish she were here. | but I am. |
| 9. I wish I weren't going. | but I did. |
| 10. I wish I could see him more often. | but she isn't. |

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