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
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!

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
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:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>size/length</td>
<td>shape/width</td>
<td>young</td>
<td>Russian</td>
<td></td>
<td></td>
<td>girls</td>
</tr>
<tr>
<td>long</td>
<td>narrow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>streets</td>
</tr>
<tr>
<td>small</td>
<td></td>
<td>old</td>
<td>blue</td>
<td>plastic</td>
<td>shopping</td>
<td>bags</td>
</tr>
</tbody>
</table>

**SPEAKING**

5. Now answer your teacher’s questions.

**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 / l/ . /
2. English / old/ desk / a / wooden / black/ small / nice/ saw / l/ writing/ . /
3. wooden/ was / room/ large/ a/ there/beautiful/ table/ in/ round / the/ . /
4. painting / old / interesting / saw / Italian / small / an/ l/ . /
Could you tell me what to do?

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

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
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.

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

1. After Jane tasted the soup, she added ....................salt to it.
2. I try to avoid a lot of salt on my food. I add ....................salt to my food.
3. Do you have ....................minutes? I’d like to ask you ....................questions. I need ....................more information.
4. I have to go to the post office because I have ....................letters to post.
5. Driving downtown to the post office was easy. I got there quickly because there was ....................traffic.
6. I feel sorry for her. She has ....................friends.

### 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. (negative meanings)

His book is very difficult, but **a few** students understand it. (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 / office / a / . /
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

(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 + base form’ is more usual.
The chairman insisted that the manager should be sent to London immediately.
It is important that the Minister should resign.
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.

WRITING

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

Grammar Hints

**Emailing friends**

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

*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

Grammar Focus

♦ Subjunctive in that-clauses
♦ Email writing

SPEAKING

7. Now answer your teacher’s questions.

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 / . /
How to take a day trip to Stonehenge from London?

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
LISTENING AND READING

1. 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 traveltime, 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.

LISTENING

2. 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  (     )  (     )  (     )  (     )
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

3. 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.
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 directions, as in (a), or instructions, 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.
SPEAKING

4. 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 / ? /
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.
The Mystery Of Stonehenge

As it is located near Salisbury in England, you can easily visit Stonehenge, which is one of the World Heritage Sites, for a day trip from London.

How was it built?

There are many great unknown mysteries connected to Stonehenge. How it was built is one of them. It is said that the first stones, called the bluestones, originated from a place in Wales. Some theories include the stones being moved to Stonehenge by glaciers. Another theory is that the stones were transported by water to within a couple of miles of Stonehenge and then were sledged for the site. The origins of the Sarsen Stones, the larger stones, on the other hand, lie in a place only 20 miles away. The weight of some of them exceeds 40 tons! But how did they transport these heavy stones without modern machinery? How did they erect the huge stones without modern aids?

What was Stonehenge used for?

What was the purpose of Stonehenge? Why did they make Stonehenge? Nobody knows for sure. One thing is certain, though. It has something to do with death, because you can see the burial mounds. People lived away from the site, because this is a secret area. According to some theories, the large stones were set to worship the gods of the ancients and sacrifices may have occurred there. Another theory is that it was a place of pilgrimage because some miracles of healing may take place, because the bluestones first brought to Stonehenge were thought by some ancient societies to have healing properties. Some speculate that it was some sort of calendar for a predominantly farming community, while others think that it was to do with astronomy.

When was it built?

Although the purpose is unknown, we know when it was built. It was built 5,000 years ago in around 3,100 BC.

Its purpose is unknown, but the mystery of Stonehenge continues to attract people’s curiosity and is part of the appeal of visiting Stonehenge. Why don’t you visit Stonehenge and find out what conclusions you arrive at?
Unit Fifteen

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/ . /

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a unique or an unique?

✔ a unique /juːniːk/
× 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.