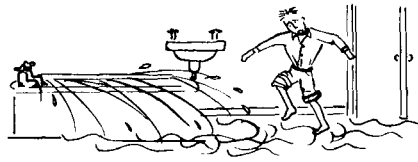


37 Everyday problems

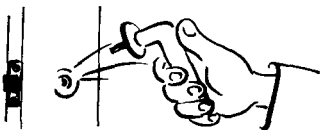
Things that go wrong in houses and flats



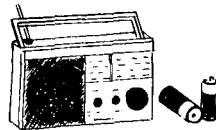
The lights are not working
there must be a power-cut.



Oh no! The bathroom's flooded!
Get a mop, quick!



The kitchen door-handle's
come off.



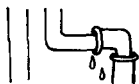
The batteries have run out.
I'll have to get some more.



The washing machine broke
down the other day. I'll
have to wash by hand.



Oh dear! This chair's broken.
I wonder how that happened?



This pipe's leaking.



I'm sorry, your cup's chipped.

B Everyday minor injuries



Sharon fell down and cut her
knee this morning.



I bumped/banged my head
against the cupboard door
and got a bruise.



She twisted her ankle
coming down the stairs.

C Other everyday problems

I've mislaid Bob's letter. Have you seen it anywhere? [put it somewhere and can't find it]
She spilt some coffee on the carpet. I hope it doesn't stain. [leave a permanent mark]
I overslept this morning and was half an hour late for work.
I've locked myself out. Can I use your phone to ring my wife?
The car won't start. I hope it's nothing serious.
The kitchen clock's slow/fast/stopped. What time d'you make it?

Exercises

37.1 What do you think happened to make these people do/say what they did?

Example: We had to send for a plumber. *Maybe a pipe was leaking/the lavatory was flooded.*

- 1 I had to call out our local mechanic.
- 2 Our neighbours let us use their washing machine.
- 3 Don't worry, it often does that; I'll screw it back on.
- 4 Come here and I'll put a plaster on it.
- 5 How many batteries does it take? I'll get some for you.
- 6 I don't know where you've put them. Try the bedside table.

37.2 Odd one out. Which of the three words is the odd one out in each case?

Example: spill flood chip *chip – the other two involve liquids.*

- | | | | | | |
|--------------|-------|-------|--------|----------|-------|
| 1 break down | smash | break | 3 leak | come off | chip |
| 2 run out | stain | stop | 4 cut | bruise | flood |

37.3 What would you do if...

- | | |
|---|------------------------------|
| 1 you mislaid your credit card? | 4 your TV set broke down? |
| 2 you noticed your guest's glass was chipped? | 5 you bruised your forehead? |
| 3 one of your coat-buttons came off? | 6 your watch was slow? |

37.4 Here is a matrix. There are the names of things and things that can go wrong with them. Not all of the words are on the left-hand page. Use a dictionary for any you are not sure of. Put just one tick (✓) along each horizontal line, for things that most typically go together, as in the example.

	<i>cake-tin</i>	<i>vase</i>	<i>elbow</i>	<i>clock</i>	<i>moped</i>	<i>sink</i>
banged						
cracked						
broken down						
dented						
stopped				✓		
blocked						

37.5 Complete these sentences using words and phrases from the opposite page.

Example: There was a power-cut so we... *had to sit in the dark / light candles.*

- 1 I was so tired when I finally went to bed that next morning I...
- 2 The wind blew the door shut and I realised I'd...
- 3 I would ring her but I'm afraid I've...
- 4 I can't take a photo, my camera's...
- 5 I tried to run over the rocks but I...

48 Daily routines

A Sleep

During the week I usually **wake up** at 6.30 a.m. I sometimes **lie in bed** for five minutes but then I have to **get up** (= get out of bed and get dressed). Most evenings, I **go to bed** at about 11.30 p.m. I'm usually very tired, so I **go to sleep** / **fall asleep** very quickly. Occasionally though, I can't **get to sleep** (= succeed in sleeping). When that happens, I sometimes manage to **fall asleep** about 3 a.m., then I **oversleep** (= sleep too long) in the morning. If I **have a late night** (= go to bed very late; ≠ an **early night**), I try to **have a nap** (= a short sleep, e.g. 20–25 minutes) in the afternoon. The weekends are different. On Saturday and Sunday I **have a lie-in**. (= stay in bed until later, e.g. 8 a.m. or 8.30 a.m.)

B Food

In the week I **have breakfast** at 7.30 a.m., lunch at 1.00 p.m., and dinner around 7 p.m. I also have one or two **snacks** (= small amounts of food), e.g. cakes, biscuits or fruit, during the day at work. As I **live alone** / **on my own** / **by myself** (= without other people), I also have to **make my own breakfast and dinner** (= prepare breakfast and dinner for myself), but during the week I don't **bother** (= make an effort) to cook very much. I also have to **feed** (= give food to) my two cats twice a day as well.

Note: With **breakfast**, **lunch** or **dinner** in general, there is no definite article (the).

C Keeping clean

In the summer I **have a shower** in the morning, but in the winter I often **have a bath instead** (= in place of a shower). Sometimes I **have a shave** at the same time, or I shave when I **have a wash** and **clean/brush my teeth** after breakfast. I **wash my hair** two or three times a week.

Note: In some contexts, it is more common in English to use **have + noun** than a single verb, e.g. I'm going to **have a wash**. [~~NOT I'm going to wash.~~]

D Work

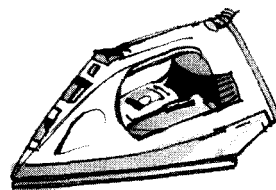
In the morning I **leave home** about 8.15 a.m. and **get to work** (= arrive at work) by 9 a.m. I **have a lunch break** (= stop work for lunch) from 1–2 p.m., and a couple of short **breaks** during the day. I **leave work** around 5.30 p.m. and **get home** about 6.15 p.m.

E Evenings

During the week I usually **stay in** (= stay at home) and **have a rest** (= relax and do nothing). But at the weekend I often **go out** (= leave the house for social reasons, e.g. go to the cinema or disco with friends), but quite often I also **have friends for dinner** (= invite friends to my house and cook dinner for them), or friends just **come round** (= visit me at the house) for a **chat** (*informal*) (= conversation) or we **play cards**, e.g. poker or bridge.

F Housework

I do the **shopping** (= buy the food) on Saturday. **Fortunately** (= luckily) I have a **cleaner** (= a person who cleans) and she does most of the housework: she **does my washing** (= washes the clothes), the **washing-up** (= washes the dishes) and **does most of the ironing**.



Exercises

- 48.1** The opposite page includes a number of expressions with 'have + noun', e.g. have breakfast, have a shower. Can you remember six more?

have	have
have	have
have	have

- 48.2** Now complete some more word partnerships and expressions by matching the verbs on the left with the correct word on the right.

1 fall	a rest
2 do	my teeth
3 have	the dog
4 play	asleep
5 go	cards
6 clean	the ironing
7 feed	early
8 get up	to bed

- 48.3** Complete this dialogue with suitable words or phrases from the opposite page.

A: Don't ⁽¹⁾..... to cook a meal this evening.
 B: Why not?
 A: We could ⁽²⁾..... instead.
 B: Yeah. Where?
 A: Well I'd like to go to that new Korean restaurant. We could ask Karen and Mike to come.
 B: That's miles away. No, I think I'd rather ⁽³⁾..... and have an ⁽⁴⁾..... night.
 A: But it's Friday. You can have a ⁽⁵⁾..... tomorrow if we have a late night.
 B: Yes I know but I'm tired. Look, why don't you ask Karen and Mike to ⁽⁶⁾..... for a meal. I can order some pizzas from the takeaway and we'll have a nice evening here.
 A: Sorry, but if you don't want to come to the restaurant with me, I'll go ⁽⁷⁾.....

- 48.4** Here are some common sentences in English. Translate them into your own language and then decide which of these sentences you often use in your own language.

- 1 Did you go out last night?
- 2 I think I'm going to stay in this evening.
- 3 I overslept this morning.
- 4 I couldn't get to sleep last night.
- 5 Do you want to come round this evening?
- 6 I forgot to do the shopping.
- 7 What time did you get home?
- 8 I nearly fell asleep in the lesson today.

- 48.5** Can you find three facts from the opposite page which are exactly the same in your routine, three which are similar, and three which are completely different? Complete the table below.

same	similar	completely different
1 I go to bed around 11.30 p.m.	I leave home at 8.40 a.m.	I never do any ironing.
2
3
4

52 Everyday problems

A There's something wrong with ...

If there is a problem with a machine or a thing that you use e.g. TV, light, washing machine, computer, food mixer, pen, etc., we often use these expressions:

There's **something wrong with** the TV. (= there is a problem with it)

The light's **not working**. (= not functioning / there is no light)

The shower's **not working properly**. (= it is functioning but not very well)

The telephone is **out of order**. (= not in use / not functioning)

Note: The phrase **out of order** is often used when a public machine or piece of equipment isn't working, e.g. public telephone, public toilet, drinks machine at a station, etc.

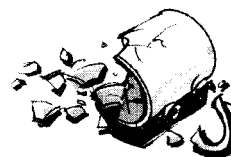
B In the home

Yesterday morning Paul had a lot of problems.

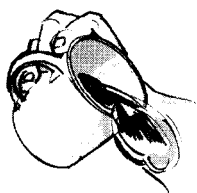
He dropped a cup



and it broke



He got another cup, made a coffee, and then spilt it.



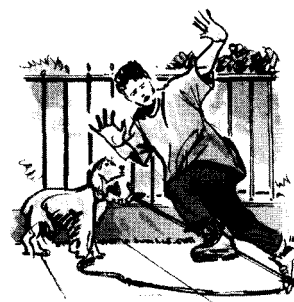
It **ruined** (= destroyed) his T-shirt because there was a large **stain** on it.



He decided to make some toast, but he **burnt** the first piece (if you **burn** something, you damage it with fire), then realised he'd **run out** of bread (= the bread was finished / there was no more bread). He did not leave home **in a good mood** (= feeling very happy).

C Out and about

After Paul went out, things got worse. He left home with a ten-pound note in his pocket, and walked to the bus stop. Unfortunately he was a bit late and the bus was a bit early, so he **missed the bus**. While he waited for the next one, he got out his walkman, but the **batteries had run out** (= the batteries were finished). When the bus arrived, he got on and put his hand in his pocket – no ten-pound note (he had **lost his money**). The driver told him to get off. He didn't want to be late for school, so he started running. Moments later, he saw a dog, but not its lead – and **tripped over the lead**.



He got to his feet, carried on to school, then he realised he had **left** his bag on the bus.

Note: Students often say 'he forgot his bag on the bus' in this situation. In English, we must use the verb **leave** if we say where something is. For example:

I've **forgotten** my bag; *but* I **left** my bag on the bus.

Exercises

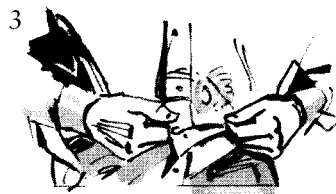
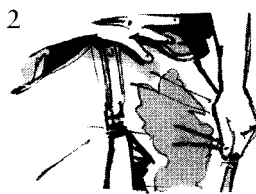
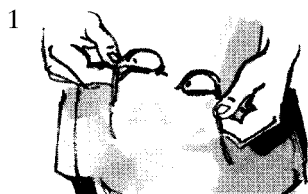
52.1 Complete the past tense and past participle of these verbs.

<i>Infinitive</i>	<i>Past tense</i>	<i>Past participle</i>
burn break drop spill trip lose leave		

52.2 Match the sentence beginnings on the left with the correct ending on the right.

- | | |
|------------------------------------|-------------------------------------|
| 1 I dropped the radio on the floor | a when I lit that cigarette. |
| 2 The batteries have run out | b and had to wait ages for another. |
| 3 I'm afraid I left | c and it made a mess on the carpet. |
| 4 I spilt the drink | d to bring my money. |
| 5 I missed the bus | e my money at home. |
| 6 I burnt myself | f and now I can't get it to work. |
| 7 I forgot | g so I can't listen to my walkman. |

52.3 This is what happened when Paul had a party at his house. Write a description of the damage.



52.4 Write logical answers for each of these questions, using vocabulary from the opposite page.

- How did you break that glass?
- Why can't we watch TV?
- How did you cut your knee like that?
- I'm cold. What's wrong with the central heating?
- What happened to the money I gave you?
- Where's your homework?
- What's wrong with this radio?
- Why can't you use the public phone in the station?

52.5 Answer these questions using *often* / *occasionally* / *hardly ever* / *never*.

How often do you:

- | | | |
|-------------------|----------------------|--------------------|
| drop things? | break things? | burn things? |
| spill things? | lose things? | forget things? |
| trip over things? | leave things behind? | run out of things? |

What sort of things do you drop, burn, run out of, etc.?



An Hour Ahead

Today is the last Saturday in October. Tonight the clocks go back one hour, but David and his family have forgotten.

This is David's plan for tomorrow.



Sunday

8 a.m. take the dog for a walk

9 a.m. have breakfast

10 a.m. go to my friend's house

11 a.m. play football

12 a.m. wash Mum's car

1 p.m. have lunch

2 p.m. tidy my bedroom

3 p.m. do my homework

4 p.m. ride my bike

5 p.m. play computer games

6 p.m. have dinner

7 p.m. read a magazine

8 p.m. watch TV

10 p.m. go to bed

Read the sentences about what David will do tomorrow. Which sentences are true and which are false? If the sentence is false, write a true sentence. (Don't forget that David is one hour ahead of his plan.)

For example:

At eight o'clock David will take the dog for a walk.

False. At eight o'clock David will have breakfast.

1. At six o'clock David will read a magazine.

2. At five o'clock David will ride his bike.

3. At twelve o'clock David will wash his Mum's car.

4. At two o'clock David will do his homework.

5. At ten o'clock in the morning David will go to his friend's house.

6. At four o'clock David will do his homework.

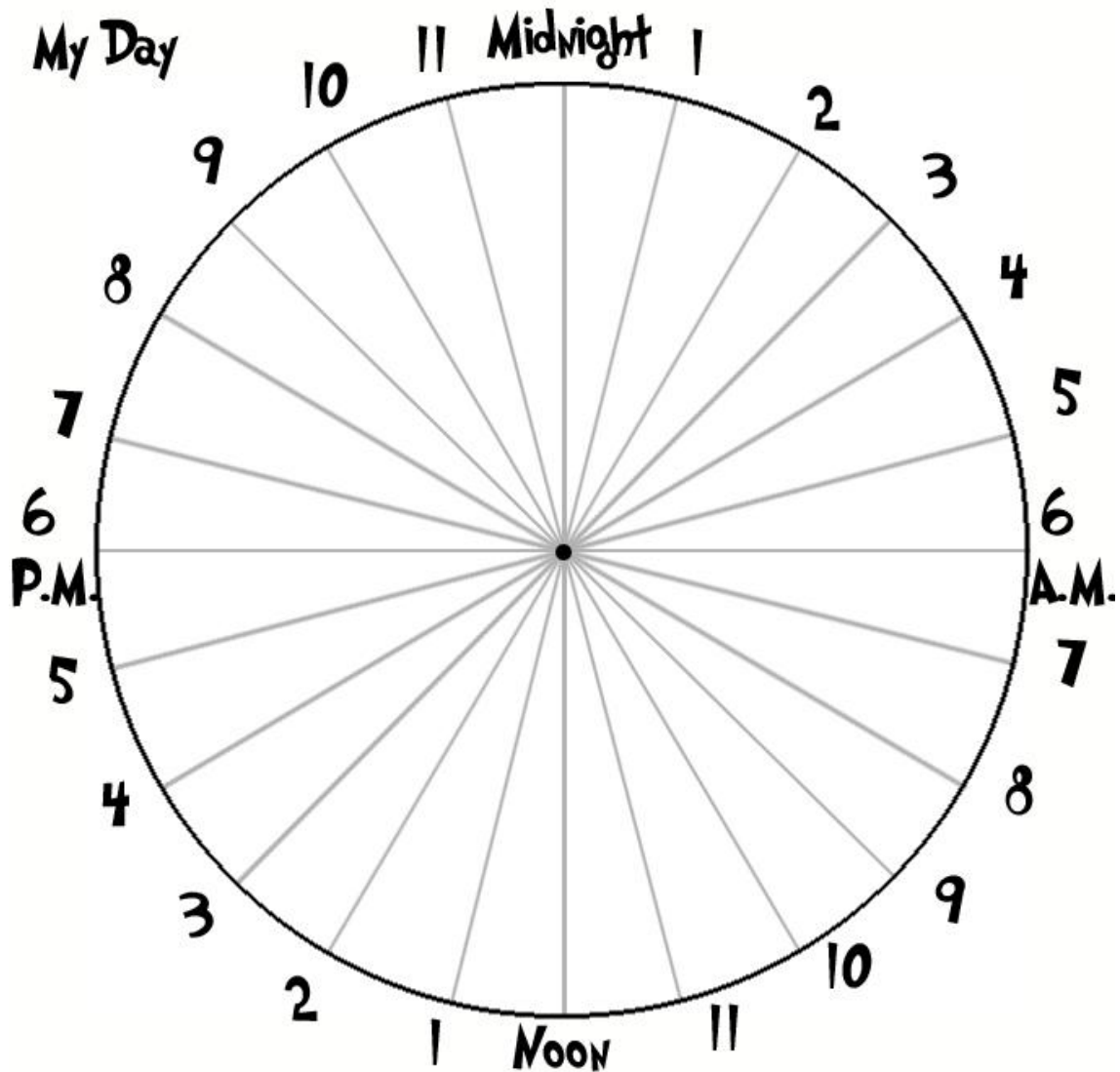
7. At seven o'clock David will read a magazine.

8. At three o'clock David will tidy his room.

9. At seven o'clock in the evening David will watch TV.

10. At eleven o'clock David will play football.

My Daily Plan



What do you do during the day? Write down 6 things you do and when you do them. Fill in the day circle above:



What do you do?	From	To

Early to Bed...

Lead-in

- 1
 - a. The title is from a well-known proverb. Can you complete it? What does it mean?
 - b. Describe the pictures on this page. What do you think their daily routines are?
 - c. What time do you usually wake up?
Do you wake up on your own, or do you need an alarm clock?
Do you often have late nights, or do you always go to bed early?
Do you have a strict daily routine? What do you usually do every day?

- 2
 - a. Tick (✓) the points below which you feel describe you, then talk about yourself using adverbs of frequency.

clumsy, often have accidents
 often feel tired
 get ill more often than other people
 suffer from indigestion/headaches etc
 have health problems (e.g. heart problem, muscular pains etc)
 have a regular sleep pattern
 have meals at the same times every day

*I am not usually clumsy.
 I don't often have accidents.*

- b. How do you feel about your lifestyle? What would you like to change? Why?
 Compare answers with your partner.



3 a.

b.

c.

1 Wh

A

B

C

D

2 Wh

A

B

C

D

3 In w

conc

A T

B H

t

C T

D V

4 If we

A w

B w

C w

D g

Can you feel the rhythm?

'Routine' is usually seen as a negative term nowadays, largely because we no longer belong to a society of nine-to-fivers. We live in what is fast becoming a 24-hour society, where everything is open all hours. You can buy your groceries at midnight, book your holiday on the Internet at 3 am, and do business online at the crack of dawn. Before you join the 24-hour **revolution**, however, take a minute to listen to what your body is trying to tell you – that a round-the-clock lifestyle is not what nature intended.

In an area of our brains called the hypothalamus, we have a 'body clock' that controls our body's natural rhythms. It tells us when it's the right time to eat, sleep, work and play. It plays an important part in our **physical** and **psychological** well-being. It is, in fact, what makes us tick and it controls many things including our **hormones**, temperature, immune functions and **alertness**. It **synchronises** all these like a conductor with an orchestra; it regulates tempo and brings in all the different instruments on time to make music rather than **random** noise. If we try to ignore our body clocks, or even to switch them off for a while, we not only **deprive** ourselves of much needed rest but we also run the risk of seriously damaging our health.

Ignoring your body clock and changing your body's natural rhythms can not only make you **depressed**, **anxious** and **accident prone**, it can lead to much more serious health problems. For example, **heart disease**, **fatigue**, **ulcers**, **muscular pain**, and **frequent viral infections** can all result from trying to **outsmart** our body clocks. Altering our patterns of sleeping and waking dramatically affects our **immune system**. While we sleep the body's **repair mechanisms** are at work; when we are awake natural killer cells **circulate** around our bodies and cause more damage. Our **digestive system** is affected, too – high levels of **glucose** and fat remain in our **bloodstream** for longer periods of time and this can lead to heart disease.

Unfortunately, we were not designed to be members of a 24-hour society. We can't ignore millions of years of **evolution** and stay up all night and sleep all day. We function best with a regular pattern of sleep and wakefulness that is **in tune with** our natural environment. Nature's cues are what keep our body clocks ticking rhythmically and everything working in **harmony**. So, next time you think a daily routine is boring and **predictable**, remember that routine may well save your life in the long run.

Reading

- 3 a. What is the man below looking at?
How do you think he feels? Why?
 - b. Is it important to have a standard daily routine?
Why/Why not?
Read the text to find out.
 - c. Read the text again and choose the correct answer, A, B, C or D, for questions 1-6.
- 1 What does **it** in line 12 refer to?
A our body's natural rhythms
B the hypothalamus
C our body's biological clock
D our brain
 - 2 What does the word **tick** in line 14 mean?
A check
B motivate
C select
D function
 - 3 In what way is our body clock like the conductor of an orchestra?
A The hypothalamus controls our actions.
B It makes all the body's functions work together at the right time.
C The body clock is very precise.
D We have a special programme.
 - 4 If we change our sleep patterns, we
A will get an infection.
B will disturb our immune system.
C will get heart disease.
D get high levels of dangerous cells.
 - 5 According to the text, we should
A do things when our body tells us to.
B organise our body clock according to a strict schedule.
C use the natural environment to work out a regular routine.
D have a boring, slow-paced lifestyle.
 - 6 According to the text, our body clock
A can be changed without harm.
B determines when we should do things.
C helps us to fight sleep.
D is a boring routine.
 - d. Explain the words/phrases in bold. Which words in the text do you think come from another language? Are there any words in the text that are the same in your language?

Follow-up

- 4 Why has the writer written this article? Are there any points in the article you disagree with? Is there any information you did not know before reading the article? Compare answers with your partner.

Stress and Relaxation

- 8 Look at the list below and rank the stressful situations from 1 to 9, where 1 is the least stressful and 9 the most stressful. Compare your list to your partner's and talk about the situations.

- ☐ a being stuck in a traffic jam
- ☐ b doing the housework
- ☐ c waiting in a queue for a long time
- ☐ d being late for school/work
- ☐ e missing the bus/train to school/work
- ☐ f walking home alone at night
- ☐ g going to the dentist
- ☐ h taking an exam
- ☐ i not being able to sleep at night

A: To me, going to the dentist is the most stressful situation. I can't stand drills! What about you?

B: Well, I just hate being stuck in traffic jams. I really get stressed when I have to sit and wait for ages.

- 9 a. Look at the pictures. Which would you do to help you relax when you are stressed? You can add your own ideas.



I prefer playing tennis to going to the gym.

I'd rather watch TV than play computer games.

- b. In pairs, discuss what you prefer doing to relax. Use the table below.

POSITIVE

I (really) enjoy/like/love/
prefer ...
I'm fond of/interested in/
keen on
I find ... quite exciting/
relaxing/fascinating etc

NEGATIVE

I don't like ...
I hate/detest/can't stand ...
I'm not very fond of/
interested in/keen on ...
I find ... a bit/rather boring/
tiring etc

A: I find painting quite relaxing.

B: Really? I'm not very fond of drawing, but I enjoy playing squash.

Describing Feelings

- 10 a. Study the table, then choose words from the list and make up pairs of sentences, as in the examples in the table.

Present/Past Participles

We use **-ed** participles to describe how we feel/felt:

I felt satisfied when I passed the test.

We use **-ing** participles to say what an experience is/was like: *Passing the test was satisfying.*

- satisfied • disappointed • thrilled • tired
- embarrassed • frightened • excited
- annoyed • fascinated • confused • worried
- relaxed • bored • pleased • relieved

- b. Listen and say how each speaker sounds, using words from the list above.

A B C

- 11 Talk about two things – one pleasant and one unpleasant – that happened to you. Say what happened and how you felt about it, as in the examples.

When my dog went missing I felt very worried.

When my dog came home again I felt relieved.

Character Adjectives

- 12 a. Match the character adjectives to the definitions.

- | | |
|--|-----------------------------------|
| <input type="checkbox"/> 1 sociable | a want things to be perfect |
| <input type="checkbox"/> 2 sentimental | b like going to parties |
| <input type="checkbox"/> 3 conservative | c show pity/love |
| <input type="checkbox"/> 4 perfectionist | d can be trusted |
| <input type="checkbox"/> 5 arrogant | e hate change/new ideas |
| <input type="checkbox"/> 6 confident | f can't wait for long |
| <input type="checkbox"/> 7 moody | g make sensible decisions |
| <input type="checkbox"/> 8 reliable | h be sure of your abilities |
| <input type="checkbox"/> 9 practical | i change feelings frequently |
| <input type="checkbox"/> 10 impatient | j think you're better than others |

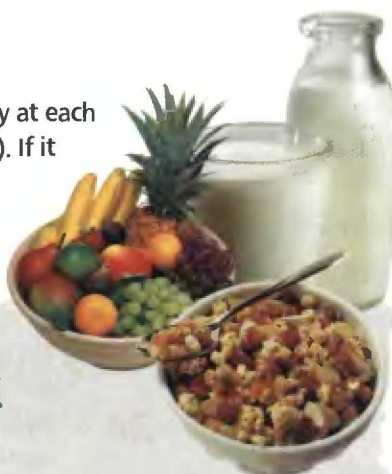
- b. Which of the adjectives above best describe you/your friends? Give reasons. Use adjectives of your own as well.

I think I'm quite sociable, because I like going to parties and being with friends.

I wouldn't say I'm shy, because I don't feel uncomfortable with people I've just met.

Error Correction

- 27 Read the text below and look carefully at each line. If the line is correct, put a tick (✓). If it has a word that should not be there, write this word on the line, as in the examples.



Eat to Relax

We all know that eating of healthy foods helps us to live longer and to ward off the danger of strokes or heart disease. A healthy lifestyle, which includes and regular exercise and a diet with lots of fruit and vegetables, not only keeps the doctor away but also makes us to feel good. Being in good health is an important way for to reduce stress, but this is not the only benefit of eating properly. In particular, the types of food that we eat influence on our moods. Eating carbohydrate-rich foods like breads, cereals, rice and pasta it causes the production of serotonin, which makes us feel calm. Fruit and vegetables also set off the production of this chemical, but in too smaller doses. Milk, cheese and the yoghurt can also help, especially when they eaten together with carbohydrates. The next time you feel stressed, try a little piece bread and a glass of milk and you'll feel relaxed in no time.

0 of
00 ✓
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

- 6 You mustn't reveal the secret to anybody.

away You aren't allowed to
..... to anybody.

Idioms & Fixed Phrases

- 29 Fill in the words from the list then explain the phrases in bold.

• mouth • finger • stomach
• tooth • chest • bones

- Martin loves chocolate and biscuits – he's really got a **sweet**
- Thanks for listening. I needed to **get that off my**
- There's something wrong with the car, but I just can't **put my** on what it is.
- Surgeons need to have a **strong**, because they can't let the sight of blood and injuries upset them.
- I'm sure something is going to go wrong today. I can **feel it in my**
- I didn't say that. Please don't **put words into my**

Key-word Transformations

- 28 Complete the second sentence using the word in bold. You can use two to five words, including the word given.

- It was wrong of him not to tell us as soon as he found out.
should He as soon as he found out.
- Anna didn't go to hospital; it was only a minor injury.
have Anna to hospital; it was only a minor injury.
- It isn't necessary to make an appointment – come in any time tomorrow morning.
need You an appointment – come in any time tomorrow morning.
- His speech had an effect on everyone who was there.
impression His speech everyone who was there.
- Patients must be accompanied by a nurse when they leave the ward.
allowed Patients the ward unless accompanied by a nurse.

- 30 Underline the correct word then explain the phrases.

- At the start of the meeting the boss told a few jokes **to break the ice/pace**.
- She's really funny, she can **do/make** impressions of all sorts of famous people.
- He said that he would think about it, but in fact he **had no plan/intention** of going.
- Debbie **has itchy feet/boots** – she never stays in one place for more than a year or two before she goes travelling again.
- I think the professor has really **knocked/hit** the jackpot with his latest invention.

- 31** You are going to listen to four people talking about how they have improved their quality of life. Match the statements which best summarise their ideas (A-E) to the speakers (1-4). There is one statement which you do not need to use.

- | | | |
|---------------------------|-----------|--------------------------|
| A Be with friends. | Speaker 1 | <input type="checkbox"/> |
| B Get back to nature. | Speaker 2 | <input type="checkbox"/> |
| C Be satisfied with less. | Speaker 3 | <input type="checkbox"/> |
| D Focus on the family | Speaker 4 | <input type="checkbox"/> |
| E Help those in need. | | |

- 32** Look at the table and the pictures, then, in pairs, talk about:

- different ways to relax;
- pros & cons of active and passive relaxation

HOW PEOPLE RELAX



Survey results for 500 teenagers

- 27% watch TV
- 24% spend time with friends
- 12% read a book
- 10% listen to music
- 8% play sports
- 6% play a musical instrument
- 5% go shopping
- 3% go to cinema
- 3% go out for a meal
- 2% play computer games

Tip

Read the instructions to find out what the listening text is about. Read the question stems and underline any key words. Read the options (A, B, C) for each question. Do not predict the answers. Listen and mark your answers. Listen again and check. Do not leave any questions unanswered.

- 33** You will hear five short dialogues about people's health. Listen and circle the correct item: A, B or C.

- What happened to the girl?
 - A She crashed her bicycle.
 - B She crashed her car.
 - C She crashed her mother's car.
- What is wrong with the man?
 - A He has got food poisoning.
 - B He is allergic to seafood.
 - C He ate too much.
- What has the man been doing?
 - A fighting
 - B dressing his children
 - C jogging

- What is the doctor's advice?
 - A To exercise more.
 - B To exercise less.
 - C To do some weightlifting.
- How did the woman hurt her hand?
 - A She burnt it.
 - B She trapped it in the kitchen door.
 - C The man hurt it.

Speculating

- 34** a. Look at the pictures. Who: is in a hurry? has a splitting headache? has had an accident?



Jack

Jean

- b. What do you think caused each problem?

Jack might have been playing football. He could have tripped and fallen down. He must be in pain. etc

Giving Advice

- c. What advice would you give each person? Use the phrases below, as well as your own ideas.

If I were you, I ... / You should(n't) ... / Why don't you ...

Jack - You should be more careful.

- 35** a. You are going to hear someone giving advice on how to reduce stress. Listen and say where you might hear this dialogue. How do the speakers sound? Why?

- b. Listen again and write **Yes** or **No** for each statement (1-7).

- The woman is suffering from stress.
- She often goes out with her friends.
- She thinks her work is causing her stress.
- The man suggests that she find another job.
- The woman can work fewer hours.
- The man suggests she take some medicine.

- 36** Your friend is feeling stressed out and wants to make some changes to his/her lifestyle.

- suggest ways to change his/her lifestyle in order to help reduce stress
- reject his/her reasons for not being able to follow your advice, and suggest alternatives
- express your hope that everything will work out well

The Passive

Grammar Reference

13 Read the sentences a-h and underline the passive forms, then answer questions 1-6.

- Customers are requested to refrain from smoking inside the store.
- The motorist was fined £80 for illegal parking.
- Breakfast is now being served in the Garden Room.
- "Guernica" was painted by Picasso.
- The theft was committed with high-tech equipment.
- Rentals should be returned to the main garage.
- The telephone was invented by Alexander Graham Bell.
- This is clearly a case of arson, because the fire was started with rags soaked in petrol.

- Where might you see/read the sentences above? Are they formal or informal in style?
- How do we form the passive?
- Which sentence(s) contain(s) the agent? Why? How is the agent introduced?
- Why is there no agent in the other sentences?
- How do we form the passive of modal verbs?
- When do we use *with* to introduce the agent?

14 Use the prompts to make complete passive sentences, as in the example.

- A: my office / break into / last night
My office was broken into last night.
B: Oh no! Did they take anything?
- A: you / invite / to Bill's birthday party?
B: No, I wasn't.
- A: Can I have my bill, please?
B: Of course, sir. Your bill / prepare / now.
- A: the new CCTV camera / install / yet?
B: No, not yet.
- A: Is their website information up to date?
B: Maybe ... but I visited the website last week, and / it / not / update / for months.
- A: Why is everyone lined up?
B: Our ID cards / check / the security guards.

15 Study the examples. How do the two passive sentences differ?

Active • People say that he escaped to Brazil.

Passive • He is said to have escaped to Brazil.
• It is said that he escaped to Brazil.

16 Use the patterns in Ex. 15 to make sentences, as in the example.

- People believe he has stolen £1m.
It is believed that he has stolen £1m.
He is believed to have stolen £1m.
- They say he is working on a new software package.
- We expect the company will set up a computer network this year.
- The police think he was involved in the theft.
- Everyone thinks she is the creator of the robot-pet.

17 Expand the newspaper headlines into full sentences using the passive, as in the example.

Schools Try Out
Laptops
in the Classroom

Hackers
Stole Credit Card
Numbers

HOSPITALS
TEST ROBOT
SURGEONS

Police to Install
CCTV Cameras
in City Parks

Laptops are being tried out in the classroom by schools.

18 Complete the text by putting the verbs into the correct tense/form of the active or passive voice.

STUDENT HACKERS Arrested

Four high school computer hackers 0) **were arrested** (arrest) yesterday and face charges of theft and fraud. It 1) (believe) the four boys, aged between 16 and 18, 2) (use) a complex Internet scheme to steal computer equipment. The boys, whose names 3) (not/release) yet, 4) (say) to 5) (break) into a local Internet server and 6) (steal) credit card numbers, which they used to go on a giant online shopping trip. Altogether, they 7) (order) £20,000 worth of computer equipment before they 8) (catch). The equipment 9) (deliver) to vacant homes in the area, where it could 10) (pick up) after school. When the boys 11) (ask) why they carried out such an elaborate scheme, they said they 12) (surprise) at how easy it was

2. a) Listen to the recording of the dialogue. Mark the stresses and tunes. b) Practise the dialogue for test reading. Listen to the recording very carefully until you can say it in exactly the same way. c) Memorize the dialogue and dramatize it.

IV. Transcribe the following sentences, mark the stresses and tunes and picture them on the staves:

1. Hello, Mary! 2. Look here, Mary, there is a concert this evening at our club. 3. Well, we haven't been there for ages. 4. Let me have a look at it. 5. We're going to be late, I'm afraid.

V. Answer the following questions:

1. (At) what time do you get up? 2. Is it light when you get up? 3. You do your morning exercises to music, don't you? 4. What do you do in the bathroom? 5. What do you do with a tooth-brush (a towel, a comb)? 6. Do you take a shower in the morning or before you go to bed? 7. What do you clean your teeth with? 8. What do you dry yourself on? 9. You do your hair before a looking-glass, don't you? 10. At what time do you usually have breakfast? 11. What must you do with the dishes after having a meal? 12. What do you usually do before you leave the University? 13. What do you clean your flat with? 14. (At) what time do you leave for the University? 15. It takes you long to get to the University, doesn't it? 16. How long does it take you to get to the University? 17. Do you go to the University by bus? 18. (At) what time do your classes begin? 19. What do you do when the classes are over? 20. Where do you usually have dinner? 21. Do you prepare for your English lessons at home or do you prefer to work in the University reading-room? 22. How long does it take you to do your homework? 23. Do you work at the laboratory every day? 24. When do you usually come home? 25. What do you usually do when you come home? 26. In what way do you help your mother about the house? 27. What do you do with an iron (a vacuum-cleaner, a broom)? 28. What do you usually do in the evening? 29. Do you often go to the theatre or to the cinema? 30. You are fond of skating, aren't you? 31. What do you do when you stay at home in the evening? 32. Do your friends often come to see you? 33. How do you spend the time when your friends come to see you? 34. You listen to the news every day, don't you? 35. What do you do when you are going to listen to the latest news? 36. (At) what time do you usually go to bed? 37. Who does the shopping in your family?

VI. a) Write the interrogative and negative forms of the following sentences. b) Ask and answer questions on the following statements as in the model. Use the Present Perfect Tense. Add a sentence or two to develop a situation.

Model: He has already repaired the iron. Has he repaired the cassette-recorder yet? No, he hasn't. But he is sure to do it soon.

1. Mary has already ironed the table-cloth. 2. I have already turned off the light. 3. The girls have already done the room. 4. It takes me long to prepare for my English lesson. 5. It has taken Peter five minutes to shave. 6. We are going to the skating-rink after classes. 7. My sister is very good at sewing. 8. Peter is going to repair our TV-set. 9. We are going for a walk after classes. 10. I must do some knitting today.

VII. a) Write questions to the parts of the sentences in bold type. b) Each sentence describes a situation in a concise way. Find out some more details about it by asking questions. Work in pairs:

1. I have dinner **at two**. 2. I leave for the Institute **at eight o'clock**. 3. I go to the Institute **by bus**. 4. It has taken me **three hours to do my homework**. 5. David has already repaired the **radio**. 6. It has taken me **a fortnight to knit this sweater**. 7. I am going to have some practice in intonation **at the laboratory**. 8. I am going to **the theatre today**. 9. **Robert** is going to press **his coat**. 10. I do my room **with a vacuum-cleaner once a week**. 11. You needn't switch on the light, **it is quite light**. 12. **Mary** has gone to bed. 13. It takes me **a quarter of an hour to have breakfast**. 14. I **take a bath every morning**. 15. I go to the Institute **by Metro**. 16. We are going to **the skating-rink**. 17. I do my hair **with a comb**.

VIII. Rewrite the sentences in the Present Perfect using the adverbs *already, just*.

Model: My brother is going to repair the cassette-recorder.
My brother *has already repaired* the cassette-recorder.

1. I am going to have some practice at the laboratory. 2. I am going to clean the flat. 3. John is going to shave. 4. They are going to have a rest in the country. 5. Ann is going to turn off the gas. 6. The boy is going to brush his clothes, isn't he? 7. I am going to turn on the light. 8. His family are going to listen to the seven o'clock news, aren't they? 9. Who is going to have a bite?

I sew it ~~X~~ for you? 13. Why have you turned ... the radio? — I am going to listen ... the seven o'clock news. 14. Are you going ... bus? 15. Hurry ..., I'm short ... time. 16. Are you through ... your housework?

XII. Fill in the missing words:

A. 1. Something has gone ... with the cassette-recorder. Can you put it ...? 2. She is not up yet; she is still ... 3. The classes are over. I am ... to go home. 4. I am ready to have a hot ..., ... my teeth and go to bed. 5. If you want to have a ..., let's go for a walk. 6. I have ... my hands and now I am going to ... them on the towel. 7. Before putting on my clothes and shoes I always ... them. 8. While the mother serves breakfast Susan and Peter ... the flat and ... the beds. 9. I am going to present my brother with a sweater which I have ... myself. 10. In the evening we usually have some music or ... to the radio or ... the TV programme. Sometimes we ... to see our friends or our friends ... to see us. Once a week we go to the cinema or to the theatre. 11. Do you usually sit up late or do you ... to bed early? 12. Peter is a good sleeper, he ... late and often has no time for breakfast. 13. If the water feels cold on winter mornings you must rub yourself with the ... 14. There is a ... this evening at the club. 15. Something has gone wrong with the ... Will you have a ... at it? 16. Please, turn on (off) the ...! 17. Have you cleaned the ...? 18. I'm ... for time, will you help me?

B. 1. He is forty. His wife is thirty-five. He is ... than his wife. 2. David is ten. Bob is eight. Bob is ... than David. 3. Seventeen is ... than ten. 4. In August the weather is generally ... than in October. 5. In May the days are ... than in March. 6. This book is ... interesting than that one. 7. I think this exercise is the ... difficult. 8. How are you? — Thank you. I'm ... today. 9. I know German ... than English.

C. 1. ... your lessons and be off. 2. You look so smart today. Where have you ... your hair? 3. How could you possibly ... so many mistakes in your dictation? 4. If you want to make a good sportsman you must ... morning exercises every day. 5. On her way home mother usually ... some shopping. 6. I'm pressed for time. Will you ... the room yourself? 7. Skating will ... a lot of good. 8. I'd like you to ... friends with all the students of your group. 9. Isn't it your turn to ... a report today?

b) Continue the exercise suggesting your own verbal context.

XVI. Complete the following sentences and let your fellow-student respond to them:

1. I am (not) going to 2. Are you going to ...? 3. It has taken me 4. Something has gone wrong with 5. David is sure to 6. Are you sure to ...? 7. Look here, Mary 8. I'm afraid 9. I should like to 10. It is so nice to 11. What about ...? 12. It doesn't take me long to 13. Has it taken you long to ...? 14. How long does it take ...? 15. It's a pity to 16. It's a pity you haven't 17. It's a pity he can't 18. How clever of you to 19. I look forward to 20. He can't manage to

XVII. Think of stimulating phrases to which those below could be replies. Work in pairs:

1. Thank you ever so much. 2. No more, thank you. 3. I'm afraid, I can't. 4. Certainly! 5. Here you are. 6. Just a moment. 7. It is out of the question. 8. I'd love to. 9. That's all right.

XVIII. a) Respond to the following sentences. Work in pairs. b) Continue the exercise suggesting your own verbal context of the same type:

1. May I come in? 2. What about going to the country together? 3. Will you help me, Nick? 4. I've read many English books this month. 5. I should like to see that magazine. 6. Shall I air the room? 7. Will you have another cup of tea? 8. Let me have a look at it. 9. Something has gone wrong with my ball-pen.

XIX. Translate the following sentences into English:

A. 1. Петр еще спит? — Нет, он уже проснулся. 2. Когда я прихожу домой, я иду в ванную, открываю кран, мою руки и вытираю их полотенцем. 3. Вы должны проветривать (to air) спальню, прежде чем ложиться спать. 4. Мать просит мальчика взять щетку и подмести пол. 5. Вы ездите в институт на автобусе? 6. Что ты обычно делаешь после занятий? 7. Сними пальто и повесь его на крючок. 8. Давай потанцуем? — С удовольствием. 9. Ты обычно делаешь зарядку под музыку? — Да. 10. Сколько времени у тебя уходит на то, чтобы добраться до института? — Около получаса. 11. На то, чтобы причесаться и одеться, у меня уходит четверть часа. 12. Что-то случилось с телевизором, он не работает. 13. Включи (to plug in), пожалуйста, утюг и отутюжь отцу пиджак. 14. Что ты сейчас делаешь? — Я глажу белье. 15. В восемь часов

отец надевает пальто и шляпу и идет на работу. 16. Что ты собираешься делать? — (Я) собираюсь принять ванну. 17. Пойдем на каток! — Боюсь, что (я) не смогу. 18. Давай, я помогу тебе убрать комнату. 19. Сколько времени ты затратила на подготовку лабораторной работы № 12? 20. Очень жарко. Я бы хотела принять холодный душ. 21. Мальчик уже кончил есть кашу и пьет кофе с бутербродом. 22. Я открыла окно, чтобы проветрить комнату. 23. Ты уже связала свитер? — Нет еще. Я собираюсь кончить его завтра. 24. Скорее, а то (ог) мы опоздаем на первый урок. 25. Где твоя сестра? — Она моет посуду на кухне. 26. Мальчик попросил мать пришить ему на пальто пуговицу. 27. Давай включим магнитофон и слушаем музыку. 28. Что ты делаешь? — (Я) готовлюсь к уроку английского языка. — Что ты собираешься делать потом? — (Я) собираюсь поиграть на рояле. 29. Ты слышала последние известия? — Да. 30. Что ты делаешь? — (Я) постирала белье, а сейчас глажу его. 31. Давайте соберемся после занятий и прогуляемся вместе. 32. Мне нравится платье, которое было на тебе вчера. 33. Почему в комнате темно? — Что-то случилось с лампой. 34. Ты уверена в том, что выключила свет? — Да.

В. 1 Сейчас в деревне почти каждая семья имеет радиоприемник или телевизор. Поэтому люди могут посмотреть телевизор или послушать радио дома. Некоторые из них идут в читальню, чтобы почитать книгу, газету или журнал. Другие идут в клуб, если там концерт или идет новый фильм. 2. Хорошо ли для ребенка просиживать целый вечер перед телевизором? — Конечно, нет. Дети должны проводить больше времени на воздухе (out-of-doors) 3. Что вы обычно делаете по вечерам? — Обычно бываем дома. Раз или два в неделю мы ходим на каток, в театр или кино. Моя сестра очень любит музыку и часто бывает на концертах. Иногда мы смотрим телевизор, если в программе (on the programme) есть что-нибудь интересное. — Вы идете куда-нибудь (to go out) сегодня вечером? — Не думаю. — Тогда пойдемте со мной в наш университетский клуб. Там будет концерт. Вам он наверняка понравится. — Спасибо, с удовольствием. 4. Что-то случилось с приемником. Он не работает. — Дай мне посмотреть. — Ты думаешь, что ты можешь его починить? — Конечно. — Сколько тебе на это потребуется времени? — Совсем немного. Готово. Пожалуйста. — Какой ты молодец! Большое спасибо! — Не стоит.

XX. Make up short dialogues using the given statements:

Model: A: I have done a lot of work about the house.

B: What do you tell me?