

The Cambridge English Course

We have not provided space for you to write in this Practice Book, except in the crosswords. Instead, we have used the space to put in more exercises.

3 Practice Book

Michael Swan and Catherine Walter

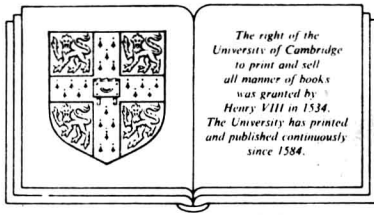
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Michael Swan and Catherine Walter

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Contents

Unit 1	Jobs	4
Unit 2	Wildlife	9
Unit 3	Interests	14
Unit 4	Getting what you want	18
Unit 5	Crime and punishment	25
Unit 6	Stories	31
Unit 7	Travel	36
Unit 8	Believing and imagining	42
Unit 9	Music	48
Unit 11	Language	52
Unit 12	News	55
Unit 13	Fears	61
Unit 14	Politics	66
Unit 15	Schooldays	70
Unit 16	Places	76
Unit 17	Getting things done	81
Unit 18	Needs	85
Unit 19	Relationships	92
Unit 21	Somewhere to live	96
Unit 22	Describing people	102
Unit 23	Keeping healthy	106
Unit 24	Describing things	111
Unit 25	Telling the truth	115
Unit 26	Sport	120
Unit 27	Plans	124
Unit 28	Family and roots	129
Unit 29	Looking forward; looking back	133
Answers to Exercises		137
Acknowledgements		140

Jobs

A I like being on my own

1 Vocabulary. Look at the box and find the word for a person who ...

1. builds houses.
a builder
2. designs houses.
an architect
3. grows food in his or her fields.
4. repairs cars.
5. repairs water pipes.
6. sells meat.
7. makes or sells bread.
8. sells vegetables.
9. works in an office and deals with correspondence, filing, etc.
10. cures sick animals.
11. looks after sick people.
12. repairs household machinery.
13. cooks in a hotel or restaurant.
14. looks after people's teeth.
15. flies aeroplanes.

an architect	a baker	a builder	a butcher
a chef	a dentist	a farmer	a greengrocer
a mechanic	a nurse	a pilot	a plumber
a secretary	a service engineer	a vet	

2 Vocabulary. Write descriptions for these jobs.

1. a pianist
a person who plays the piano
2. a barmaid or barman
a person who works in a bar
3. a violinist
4. a bus driver
5. a forester
6. a broadcaster
7. an actor or actress
8. a journalist
9. an (air) steward or stewardess
10. a housewife
11. a policeman or policewoman
12. an electrician
13. a carpenter
14. a writer
15. a gardener



3 Grammar revision. Make questions.

1. Tony Robinson's two sisters work in a bank.
Where do Tony Robinson's two sisters work?
2. Basil Mulford lives in a small village.
(Where ... ?)
3. John Peake likes working outdoors.
(Where ... ?)
4. Tony does the ironing before breakfast.
(When ... ?)
5. Vera Hibbert usually has her lunch in the kitchen. (Where ... ?)
6. The director of the car factory goes to work by Rolls-Royce. (How ... ?)
7. Tom White looks like his mother's father. (Who ... ?)
8. Mrs Cabeldu teaches the smallest children. (Who ... ?)

4 Grammar revision. Make negative sentences.

1. Our cat likes fish. (*Our dog*)
Our dog doesn't like fish.
2. Alice looks like her mother. (*Polly*)
3. People here usually work on Saturdays. (*Sundays*)
4. Wood floats. (*Iron*)
5. It rains a lot in Scotland. (*Tunisia*)
6. Eric can speak Spanish. (*Susan*)
7. There was a phone call for you. (*me*)
8. Most people of sixty look old. (*My father*)
9. The kitchen needs cleaning. (*The living room*)
10. The woman in the red coat comes to every meeting. (*blue*)

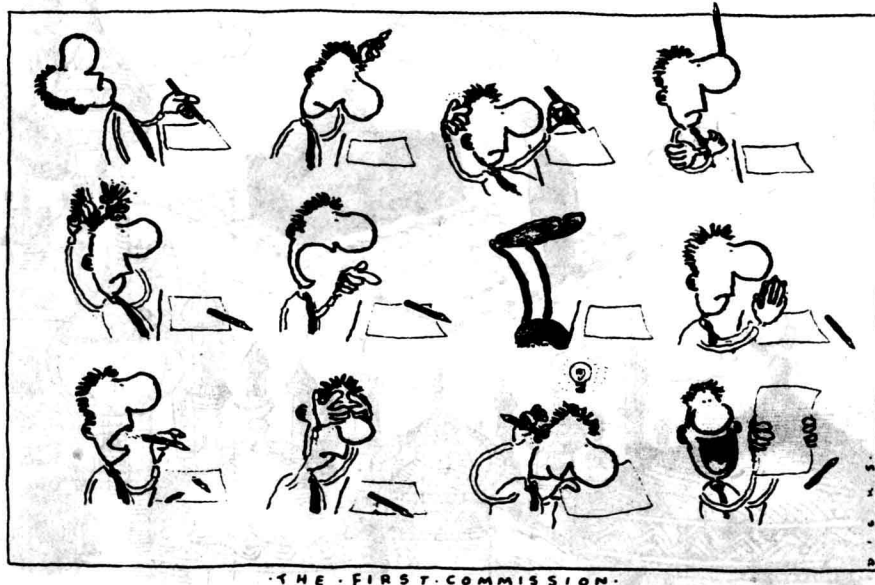
5 Read the following text, and then write two or three paragraphs about how you spend your day. Try to use all of the words and expressions in the box.

I am a commercial artist. Many people imagine that artists live a lazy life. Perhaps some do. However, my family get very bad-tempered if there is no food, and I find I have to work quite hard to pay the bills. So I do not simply sleep all morning, stagger out of bed at midday, and go off to the pub for a liquid breakfast. Here is how I spend my day.

I get up at about eight o'clock. I wash, dress, and have breakfast. I look through the mail, hoping to find cheques and commissions. There are never enough of either. When breakfast is over I drive to my studio and spend the

morning working. Working, for me, means trying to think of new design ideas, and then working the ideas out in detail when I have found them. This goes on till about twelve-thirty or one o'clock; then I have a quick sandwich lunch, and after that it's back to work. During the afternoon I often have meetings with clients. These tend to be difficult, because many of my clients have strong views about art (although very few of them know what they are talking about). By the time five-thirty comes round I'm more than ready to stop. I close up the studio, drive home, and begin to relax.

after that	although	because	by the time	during	however
if	not simply	so	then	till	when



6 Read one or both of these texts. You can use your dictionary if you wish.

WHAT IS HE?

What is he?

– A man, of course.

Yes, but what does he do?

– He lives and is a man.

Oh quite! but he must work. He must have a job of some sort.

– Why?

Because obviously he's not one of the leisured classes.

– I don't know. He has lots of leisure. And he makes quite beautiful chairs.

There you are then! He's a cabinet maker.

– No no!

Anyhow a carpenter and joiner.

– Not at all.

But you said so.

– What did I say?

That he made chairs, and was a joiner and carpenter.

– I said he made chairs, but I did not say he was a carpenter.

All right then, he's just an amateur.

– Perhaps! Would you say a thrush was a professional flautist, or just an amateur?

I'd say it was just a bird.

– And I say he is just a man.

All right! You always did quibble.

(D.H. Lawrence)

A TWELVE-YEAR-OLD SERVANT

I left school when I was twelve and I had to go into service. I went to a young couple who were farmers, and I had to live in. It was about fifteen miles from home and it seemed to me the back of beyond. It was a big rambling place, and I was the only help they had. I got one and threepence a week. They weren't bad to me, but they used to go out a lot and I'd be in the place on my own. I'd go and look in all the cupboards, under beds, I was literally terrified. I helped the mistress make butter, and sometimes I used to milk the cows as well. Anyway, I didn't last long. I got so lonely. I went to a butcher's wife near Wellingborough. She was a terror. There was another maid there, and fortunately we got on well together. We could laugh and cover up for each other if we did anything wrong. We slept in an attic, and we had to be up at six o'clock in the morning. If we were a minute or two late, she'd be there and want to know why. I reckon she laid awake all night long, just for the pleasure of catching us out in the morning.

I had fifteen places in twelve years, and only at one of them was I treated like a human being. They didn't think of us as people like themselves. We were different. Occasionally my father and brother used to come and see me, and I felt really unhappy when they left. I wanted to say 'Take me with you', but of course they couldn't. You had to work; your parents couldn't afford to keep you. Sometimes, if I'd been home, when the time came for me to go back I used to pray that the train wouldn't come or that it would crash. But it always came.

(‘Mrs Webb’, from *Loneliness* by Jeremy Seabrook)



"I warn you, Smedley, these blasted daydreams have to stop!"

B I wander round the kitchen



1 Invent one or more completions for each of the following sentences. Use an *-ing* form in each sentence.

1. When I was a child, what I liked most about summer was ...
going barefoot.
visiting my grandmother's farm.
2. ... always reminds me of when we rode old Mr Fistner's horse, without a saddle.
Seeing a white horse
Talking about childhood summers.
3. I was always a little afraid of ...
4. It was ... that my sister was afraid of.
5. But ... made me feel brave and adventurous.
6. What my sister really loved was ...
7. We were never satisfied with ...
8. I always insisted on ...
9. ... was against my parents' rules, but we did it anyway when we thought they wouldn't find out.

Now look at the rules below, and try to say which of the nine sentences follows which rule.

- A: *-ing* forms are used as subjects of sentences.
B: *-ing* forms are used after the verb *to be*.
C: *-ing* forms are used after prepositions.

2 Write down four things you like doing and four things you don't like doing. Then write a sentence about each one, saying what you like or dislike about it. Use the two forms you learnt in Lesson 1A. Examples:

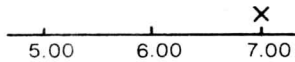
What I like is being outdoors.
It's being too busy that I don't like.

3 Infinitive or *-ing* form? Choose the correct forms. If you are unsure, look at the rules on page 137, and write another sentence using the same verb followed by the correct form.

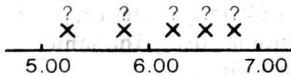
1. I try to avoid *working/to work* overtime.
2. Would you agree *working/to work* at the weekend once a month if you could have days off during the week?
3. My brother has asked *having/to have* a year's unpaid leave to work on a personal project.
4. Shelagh dislikes *having/to have* to train new secretaries so often, because as soon as they are trained they leave for better-paid jobs.
5. I don't know anybody who enjoys *filling in/to fill in* Value Added Tax forms.
6. I have just begun *understanding/to understand* how this organisation really works.
7. Some days I feel like *walking/to walk* out of my office and never *coming/to come* back.
8. Have you decided *accepting/to accept* the new job?
9. Excuse me a minute – I think I've forgotten *turning off/to turn off* my microcomputer.
10. Bill, my policeman friend, says he never has enough time to finish *doing/to do* his paperwork.
11. I can't imagine *working/to work* freelance – I don't think I'd have the discipline.
12. I happened *overhearing/to overhear* you – I think you'll work faster if you assemble the parts this way.
13. Do you mind *being/to be* away from your family on business trips so much?
14. Have you ever learnt *operating/to operate* a telex machine?
15. Mr Levin won't be in this week – I suggest *getting/to get* a temp to cover his workload.
16. I can't help *wondering/to wonder* who hired that man.
17. Did you manage *finding out/to find out* who was behind the decision?
18. She seems *liking/to like* the added responsibility her new job gives her.

Unit 1B

4 Read the sentences and look at the diagrams.



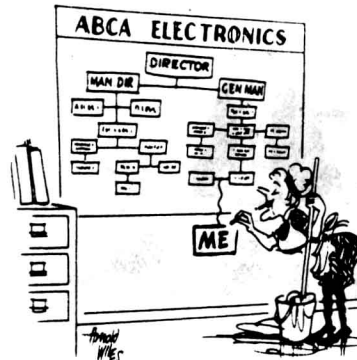
I'll arrive at 7.00.



I'll arrive by 7.00.

Now put *at* or *by* in each sentence.

1. This train is always exactly on time; it arrives 12.43 precisely.
2. I can't tell you exactly when I'll get there, but I promise I'll be there 6.00.
3. the time I've prepared breakfast, he's got the kids dressed.
4. I met Susan Sontag in Paris; the time I was working in an art gallery.
5. Why don't you phone me at 8.30 – I'll be home then.
6. Be sure and phone me 8.30 – that's when I have to leave for the station.
7. Veronica left the house 7.45 and walked directly to the shop.
8. The baby will probably be walking and talking the next time you come.



5 Spelling revision. Single or double letters? Examples:

di(f)erent different

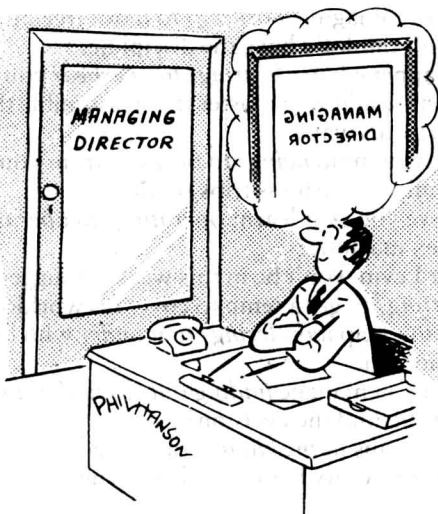
a(l)one alone

a(f)ord be(t)er bo(r)ing co(f)ee
coo(k)ing co(m)unist dre(s)ed fi(n)ish
fortunate(l)y iro(n)ing le(t)er ma(r)ied
mea(n)ing pa(r)ents po(s)ible pu(t)ing
si(t)ing usua(l)y wo(r)ied wri(t)er

6 Read the texts.

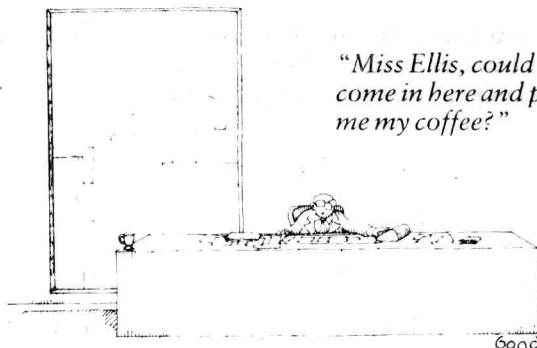
This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that, because it was Everybody's job. Everybody thought Anybody could do it but Nobody realised that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

How much is the average British housewife worth? The answer is £370 a week. An insurance company has carried out a survey to find out the value of a housewife's work. It seems that she is on call for 92 hours in a seven-day week, working as a shopper, waitress, nurse, driver, cook, cleaner and child-minder. Taking employment agencies' standard fees for these jobs, the insurance company has calculated that a housewife's work is worth £19,753 a year – more than the salary of a bishop, a divisional fire service chief or a second division footballer.



7 Write about one of the following subjects. Use some words and expressions from Unit 1 of the Student's Book.

1. How do you spend your working day (now, in the past, or in your imagination)?
2. Would you work if you didn't need the money? If not, what would you do?
3. Would you like to live in the same way as Tony (Student's Book Lesson 1B, Exercise 2)? Why (not)?



Unit 2

Wildlife

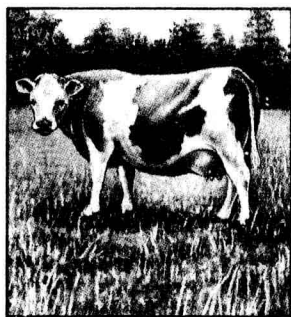
A Every ten minutes

1 Vocabulary revision. Can you put the words with the right pictures? (Some words can be used more than once.)

bacon beef calf cheese chicken ccw cream egg fur ham lamb leather
milk mutton pig pork rabbit sheep sheepskin veal wool yoghurt



1



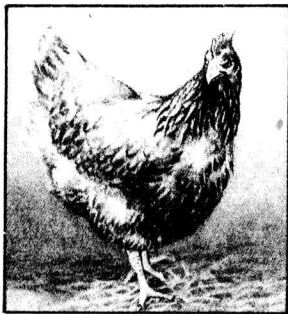
2



3



4



5



6



7



8

2 Grammar revision. These irregular verbs come in Student's Book Lesson 2A. Can you copy and complete the table?

INFINITIVE	PAST	PARTICIPLE
beat	became	beaten
choose	did	built
get	gave	found
make	said	known
wake up		sent

3 Pronunciation: stress. Practise saying these words. They are all stressed on the second part, like this: beLIEVE (/br'li:v/).

believe create destroy effect
extinct provide remain
surprised survive

4 How do you feel about these statements? Write a few words giving your opinion about some of them. For example:

I agree strongly. I have no view.
I agree. I disagree.
It depends. I disagree strongly.

1. Animals should not be kept in zoos.
2. It is wrong to hunt animals for sport.
3. People shouldn't buy clothes made of animal fur.
4. It is wrong to kill animals for food.
5. Hunting and fishing are good, natural sports.
6. Governments should spend more money to save rare animals that are in danger of becoming extinct.
7. Millions of people starve to death every year.
Governments should spend less money on animals and more money on people.

5 Choose one of the statements from Exercise 4 and write more about what you think. Try to use some of these words.

alive almost chemical create death destroy
earth except forest hunt in danger
international left less natural nuclear plant
rare remain save successful survive





"My third husband was delicious."

6 Read this with a dictionary.

DID YOU KNOW?

A giraffe's heart weighs 22 kilos.

A grizzly bear can run as fast as a horse.

In a lion family, the females do more than 90% of the hunting.

The first camels lived in North America.

A new-born baby blue whale weighs as much as an adult African elephant.

In 1865, there were about 13 million bison (buffalo) in North America. In 1883 there were only a few hundred left.

A new-born panda is smaller than a mouse, and weighs about 100 grams.

Wolves never normally attack people. For years, a Canadian newspaper has offered a reward to anyone who could prove that a wolf had attacked a person; nobody has claimed the reward.

Wolves are monogamous, and they are devoted parents.

Wolves do not normally hunt in packs (though they may do so in winter).

B Bird, mammal, insect or tree?

1 Vocabulary. Use the numbered categories to classify the words and expressions in the box.

animal	chase	chemical	continent
destroy	disappearing	fur	gentle
hunt	in danger	Mediterranean	neck
nuclear	plant	rare	save
stomach			skin

1. Kinds of poisons that go into the sea
chemical, nuclear
2. Kinds of living things
3. Parts of animals
4. Geographical words
5. Words that could describe the oryx
6. Things you can do to an animal



"I'm sorry, sir - we don't do part exchange."

Unit 2B

2 Do you know the difference? Fill the blanks; use a dictionary if you are not sure of your answers.

average/normal	chasing/hunting	damaged/hurt	expensive/valuable	neck/throat
poem/poetry	rare/valuable			

1. The Indian elephant is a animal, and its tusks (its two long teeth) are very
2. The National Park wardens were some men who had been elephants for their tusks.
3. One of the elephants was, and when the wardens tried to get close to it, it their van.
4. I enjoy reading some kinds of, but I have never written a in my life.
5. I have an old book by the poet Blake; it was not very when my mother bought it, but it seems that it is extremely now.
6. If you have a cough and a sore, you shouldn't go out without covering your up well.
7. The person living in a big city gets far more coughs than if he or she lived in the country; so it's not to have as many coughs as most city-dwellers do.

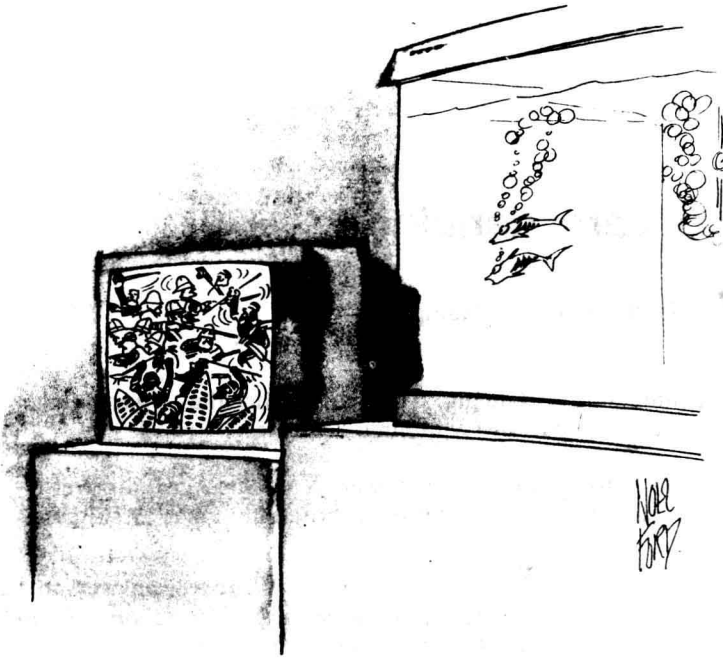
3 Grammar revision. *Be or have?*

1. you hungry?
2. Phone for an ambulance – there been an accident.
3. My father nearly two metres tall.
4. What your new car like?
5. I thirsty – you got a drink?
6. you afraid of spiders?
7. I think I'm ill – I cold, but I a temperature.

4 Grammar: quantifiers. Put in words from the box, with or without *of*. (More than one answer may be possible.)

all	nearly all	most	many	some	several	a few	not many	hardly any
no/none	any							

1. the grain farmers grow today is descended from wild species.
2. the farmers in this country care about plant and wild animal conservation.
3. kinds of wild mammals in France originally came from other countries.
4. Britain has very strict laws about bringing animals into the country, but every year people try to import animals illegally.
5. the medicines used today are derived from plants found in the tropical rain forest.
6. the world's fishing countries should agree to stop hunting whales.
7. Whale, rat, horse, cat, spider, sheep, crocodile, cow, snake, elephant, oryx, tiger, lizard: these animals are mammals and the others are reptiles.
8. hunters are interested in keeping wildlife alive and healthy.



"Well, at least we've got more room than the poor sods in the other tank."

5 Read one or both of these stories. Try to understand the story in each case by guessing the meanings of words you don't know. Then use your dictionary to see if you were right.

Tree talk about a plot to kill caterpillars

If the National Science Foundation and two scientists it supports with research money are to be believed, trees talk to each other.

At least they do in the woods near Seattle, where Drs Gordon Orians and David Rhoades of the University of Washington have found that the willows and the alders warn each other when they are being attacked by leaf-eating insects.

'I know it sounds like some-

thing right out of a comic strip, but it is definitely a form of communication we've witnessed in dozens and dozens of trees,' Dr Orians said.

'We cannot explain what happened without assuming that trees being damaged by insects release a chemical in the air that warns nearby undamaged trees to prepare a defence against these insects.'

About four years ago, Dr Orians and Dr Rhoades set out to

find how trees survive mass attacks by insects such as tent caterpillars and webworms.

The two ecologists placed swarms of as many as 700 tent caterpillars and webworms in the branches of willows and alders.

The trees being attacked began producing chemicals such as alkaloids and terpenoids.

'The insects began to lose all their vitality,' Dr Orians said.

(from an article by Thomas O'Toole in *The Guardian*)

A new branch of ant learning

Seeing ants gather around the early broad beans is not a sight to gladden the amateur gardener. For the ants are there because tiny aphids have arrived earlier. Aphids feed on the plant sap, and they produce a kind of nectar which the ants collect and carry off to their underground nests. Everybody wins - except the plants.

But scientists at Cornell University in New York have been investigating another case of

ant-plant behaviour where both sides come out winning. It is described as 'mutualism', a state in which both plant and insect derive benefit from the other. The plant, a tropical shrub, has the ability to produce globular food bodies - comfortable ant-sized meals - on the interior of hollow stems. The stems make a cosy home for the ants, while the ants defend the plant against the hordes of other insects which would otherwise consume it. This

seems a sensible and beneficial relationship.

But there is a twist to the tale or at least to its biochemistry. In some way, as yet not defined, the plant knows when the ants arrive to colonise its attractive apartments. When the ants are not there, it produces no food for them. When they are there it produces food in abundance. How does the plant know when the ants are there?

(from an article by Anthony Tucker in *The Guardian*)

Interests

A Art, bird-watching, cars, dancing, . . .

1 Vocabulary. Can you match words from the two lists? Example:

cooking – saucepan

art bird-watching cooking the countryside dancing drawing driving gardening
history jazz opera reading shooting sport swimming theatre travel

aria canvas crawl cup final eagle footpath lawnmower Middle Ages novel
partner pencil petrol consumption saucepan saxophone shotgun stage suitcase

2 Grammar revision. Put in *a(n)* or *the* if necessary.

1. She wants to be an architect.
2. What's the time?
3. I like music.
4. 'What's your husband interested in?' '..... cars and money.'
5. I went to get photos, but they weren't ready.
6. 'Who broke the window?' 'I don't know. Somebody threw stone at it.'
7. 'Do you know people in house next door?' 'Not very well.'
8. food is really expensive these days.
9. My daughter wants to study engineering at university.
10. Would you like drink?
11. I can remember faces, but I can never remember names.
12. 'Can I borrow your car?' 'Yes, sure. Here are keys.'

3 Grammar revision. Write true answers to each sentence, as in the example. Use *So am I*, *So do I*, *So can I* etc., and *I'm not*, *I don't* etc.

1. I'm tired.
So am I. OR I'm not.
2. I was in France last summer.
3. I used to get more exercise than I do now.
4. I've got a colour television.
5. I believe that you can sometimes communicate your thoughts to another person.
6. When I was a child, I thought people on television could see me.
7. I can speak a few words of Japanese.
8. I'll speak English much better by this time next year.

Now write answers about your family and friends, as in the examples.

9. My mother was very politically active when she was younger.
So was my mother. OR So was mine.
OR So was my aunt.
OR My mother wasn't.
10. My mother was always very tired in the evenings.
11. My father used to tell us bedtime stories almost every night.
12. My husband has got a good sense of humour.
13. My little nephew believes in ghosts.
14. My family lived in a very small village when I was a child.
15. My sister can play the piano beautifully.
16. My brother will be a terrific father.



"Lord! I hope you win after all this practice!"

4 Grammar revision. Write five or more things that you used to do when you were a child.
Example:

I used to go skating in winter.

5 Write about your past and present interests. What were you interested in when you were a child? What did you want to do in life? How much have your interests changed? What are your present ambitions?

6 Look quickly at the three texts. Choose the one that looks most interesting and read it (using a dictionary if you want to). Then write two or three sentences, explaining why you chose the text, whether you found it interesting or not, and why.



"Don't worry, the wife won't be back from her macramé, or origami, or whatever the hell she's studying these days."

Commuter who talks to strangers!

Peter Lloyd does something extraordinary on the Underground each day – he talks to total strangers.

He struck up his first conversation four weeks ago and found that people actually enjoyed talking.

Peter is now London's leading Tube talker, dedicated to converting a silent public to the joys of a nice chat.

He followed up the first experimental chat with a letter published in *The Evening Standard*, announcing the Tube Talker project.

The project is still in the discus-

sion stage, but Peter is considering membership cards on which people would pledge their support for Tube talking and even a newsletter with accounts of interesting chats.

Most of all he wants London Transport to designate some Tube carriages as compartments where talking is encouraged.

Peter, a 24-year-old personnel consultant, is quite serious about his plans and has won some converts.

'People often look so sad and lonely on the Tube,' he said. 'They're usually pleased when I break the ice.'

(*The Evening Standard*)

What are his intentions?

DEAR ABBY: My daughter met a smooth-talking fellow nine months ago and really fell for him. She's 22 and he's 21. He isn't working now and he's not even looking. He keeps saying that the jobs he wants don't pay enough. In the meantime he borrows from my daughter, drives her car, eats every meal at my table, and his clothes are washed in my machine! He never mentions marriage, but my daughter looks at him like he's a god, and she calls this 'love'.

Would I be wrong to ask this guy what his intentions are?

– FED UP

DEAR FED UP: You can ask him, but I think I can tell you. His intentions are to eat at your table, drive your daughter's car, get his clothes washed in your machine, and freeload off you and your daughter as long as you let him.

(*The Houston Post*)

First US city to be bombed from the air

In 1921, during one of the worst race riots in American history, Tulsa, Okla., became the first US city to be bombed from the air. More than 75 persons – mostly blacks – were killed.

Before the riot, Tulsa blacks were so successful that their business district was called 'The Negro's Wall Street'. Envy bred hatred of the blacks, who accounted for a tenth of the segregated city's population of 100,000.

Then on May 30, 1921, a white

female elevator operator accused Dick Rowland, a 19-year-old black who worked at a shoeshine stand, of attacking her. Though he denied the charge, Rowland was jailed. The *Tulsa Tribune* ran a sensational account of the incident the next day, and a white lynch mob soon gathered at the jail. Armed blacks, seeking to protect Rowland, also showed up. Someone fired a gun, and the riot was on.

Whites invaded the black district, burning, looting and killing. To break

up the riot, the police commandeered private planes and dropped dynamite. Eventually, the National Guard was called in and martial law declared.

The police arrested more than 4,000 blacks and interned them in three camps. All blacks were forced to carry green ID cards. And when Tulsa was zoned for a new railroad station, the tracks were routed through the black business district, thus destroying it.

(*Parade Magazine*)

Unit 3

B I told you a bit of a lie

1 Vocabulary revision. Put the words with the right pictures.

cooker dishwasher dryer food processor fridge hairdryer
headphones heater home computer lawnmower
personal stereo power tool toaster TV video washing machine

