



The New
CAMBRIDGE
English Course

STUDENT



新剑桥英语教程

第三册

(学生用书)

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INTERMEDIATE

MICHAEL SWAN
CATHERINE WALTER

CAMBRIDGE
UNIVERSITY PRESS



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Map of Book 3

Grammar

Phonology

	Students learn or revise these grammar points	Students work on these aspects of pronunciation
Block A	Present and past tenses: terminology, formation and use; non-progressive verbs; infinitives and <i>-ing</i> forms after verbs; <i>-ing</i> forms after prepositions; <i>-ing</i> forms as subjects; verb + object + infinitive; modal auxiliaries; distancing use of past tenses; reported statements and questions.	Problems with sound/spelling relationships; perception and pronunciation of unstressed syllables; stress and rhythm; decoding rapid speech; /əʊ/ and /ɒ/.
Block B	Present Perfect for reporting 'news'; <i>can</i> with verbs of sensation; tenses of <i>there is</i> ; use of <i>-ing</i> forms for activities; imperatives; comparative structures: <i>worse</i> and <i>worst</i> ; question tags; position of prepositions in questions and relative structures; leaving out object relative pronouns; building sentences with conjunctions and <i>-ing</i> forms; adverbials of degree; <i>so do I</i> , <i>neither do I</i> etc.	Stress and rhythm; /ə/ in unstressed syllables; vowel and consonant linking; intonation of question tags: /ð/ and /θ/.
Block C	Simple Past and Past Progressive; Simple Past tenses with <i>as</i> ; Present Perfect Progressive; passives; hypothetical <i>if</i> -clauses with Simple Past and <i>would</i> ; modal verbs, including <i>will have to</i> ; <i>should(n't)</i> and <i>must(n't)</i> ; <i>won't</i> for refusals; infinitive of purpose; <i>how to ...</i> ; imperative; <i>by ...ing</i> ; two-word verbs.	Stress and rhythm; perception and pronunciation of unstressed syllables; stress for emphasis and contrast; weak and strong forms; initial consonant groups; final consonant groups; difficult pronunciation/spelling relationships.
Block D	Present Perfect Simple and Progressive; <i>have to</i> and modal verbs; modal verbs with perfect infinitives; past conditionals; reporting with infinitives; <i>would you rather ...?</i> ; frequency adverbs; connecting adverbs and conjunctions; prepositions of movement.	Stress and rhythm; word stress; perception and pronunciation of unstressed syllables; assimilation of consonants and linking; vowel linking with /r/, /j/ and /w/; /ɪ/ and /i:/; /ɜ:/ and /eə/; pronunciations of the letter <i>o</i> .
Block E	Past Progressive: use and pronunciation; <i>will</i> -future; <i>it'll</i> and <i>there'll</i> ; passive infinitives after modal verbs; contractions; reported speech with <i>would</i> and <i>had</i> ; position of frequency adverbs; use of noun, verb or adjective to express the same idea; word order: verb, object and adverb; verbs with two objects; punctuation.	Stress and rhythm; pronunciation of contractions; /h/; typical pronunciations of vowel letters; weak forms.

Functions and specific skills

Students learn or revise ways of doing these things

Requesting and giving personal information; making and replying to requests and offers; making corrections; reporting; asking to be reminded; asking about English; expressing degrees of formality; seeing a text as a whole; skimming; reading and listening for specific information; guessing unknown words; using dictionaries; managing discussion; predicting.

Giving advice and instructions; giving news; asking for personal information; asking for confirmation and agreement; expressing opinions; indicating shared and divergent opinions; evaluating; agreeing and disagreeing; asking for things without knowing the exact words; defining, describing and identifying; comparing; greeting and welcoming; operating mealtime conventions; leave-taking; reporting; building up and shaping narratives; dividing text into paragraphs; listening for gist and for specific information.

Discussing problems and giving advice; giving instructions; dealing with misunderstandings; making and accepting formal and emphatic apologies; expressing opinions; making complaints; studying text structure; constructing narrative; guessing unknown words; using dictionaries; listening and note-taking.

Speculating about the past; criticising past behaviour; reporting instructions and advice; asking for and giving directions; asking about and expressing preferences; persuading; discussing illness; extracting the main ideas from a text; reading and listening for detail; guessing meaning from context; writing simple reports; writing personal letters.

Making and replying to requests and offers; predicting; reporting; asking for things without knowing the exact words; inviting and replying to invitations; expressing degrees of formality; scanning; listening for detail.

Topics and notions

Students learn to talk about

Physical appearance; food and drink; weather; animals; wishes, hopes and ambitions; language and language learning; sports, games and leisure; proportion (e.g. *three out of twelve*); various time relations.

Likes and dislikes; news; emergencies; parts of a car; honesty; manipulations of objects and materials; processes; condition; obligation; purpose; method; degree; time relations: simultaneous and successive events.

Work and time-structuring; electrical appliances; household tips; families; boy- and girlfriends; problems with relationships; politics and authority; rules and regulations; driving and traffic regulations; obligation; purpose; method; processes; changes; various time relations.

Places and landscape; buildings and rooms; families; family relationships; games-playing; illness; crime; rules and regulations; obligation; frequency; spatial relations; movement; various time relations; driving.

Weather; everyday objects; uses of objects; horoscopes; clothes and accessories; parts of the body; wildlife and conservation; the future; simultaneous past actions.

Vocabulary

In addition to revising vocabulary taught at earlier levels, students will learn 900 or more new words and expressions during their work on Level 3 of the course.

Grammar Revision


A *Grammar Revision Section* on pages 116–129 gives further practice on elementary grammar points which were covered at earlier levels.

A1 Something in common

Requesting and giving personal information; asking for help; correcting misunderstandings; writing skills: description; listening skills: listening for gist; spelling and pronunciation.

1 Labels:

1. Write three words on a piece of paper that say something about you. Add a drawing if you want. Example:
2. Put the paper on yourself and look round you, reading labels and trying to find someone whose label has something in common with yours (if you can't, just find someone who looks nice!).
3. Interview the person, asking as many questions as you can – at least five questions about each word on the label. Make notes to help you remember the answers.

engineer
skiing
cooking 

- ## 2
- Find another pair of students, or report to a group. You and your partner should say everything you have learnt about each other from Exercise 1. You can ask your partner for help if you want. You can stop your partner if some of the information he or she gives is not correct. Useful expressions:

Asking for help:

I can't remember – what did you ...?

Can you remind me: why did you leave ...?

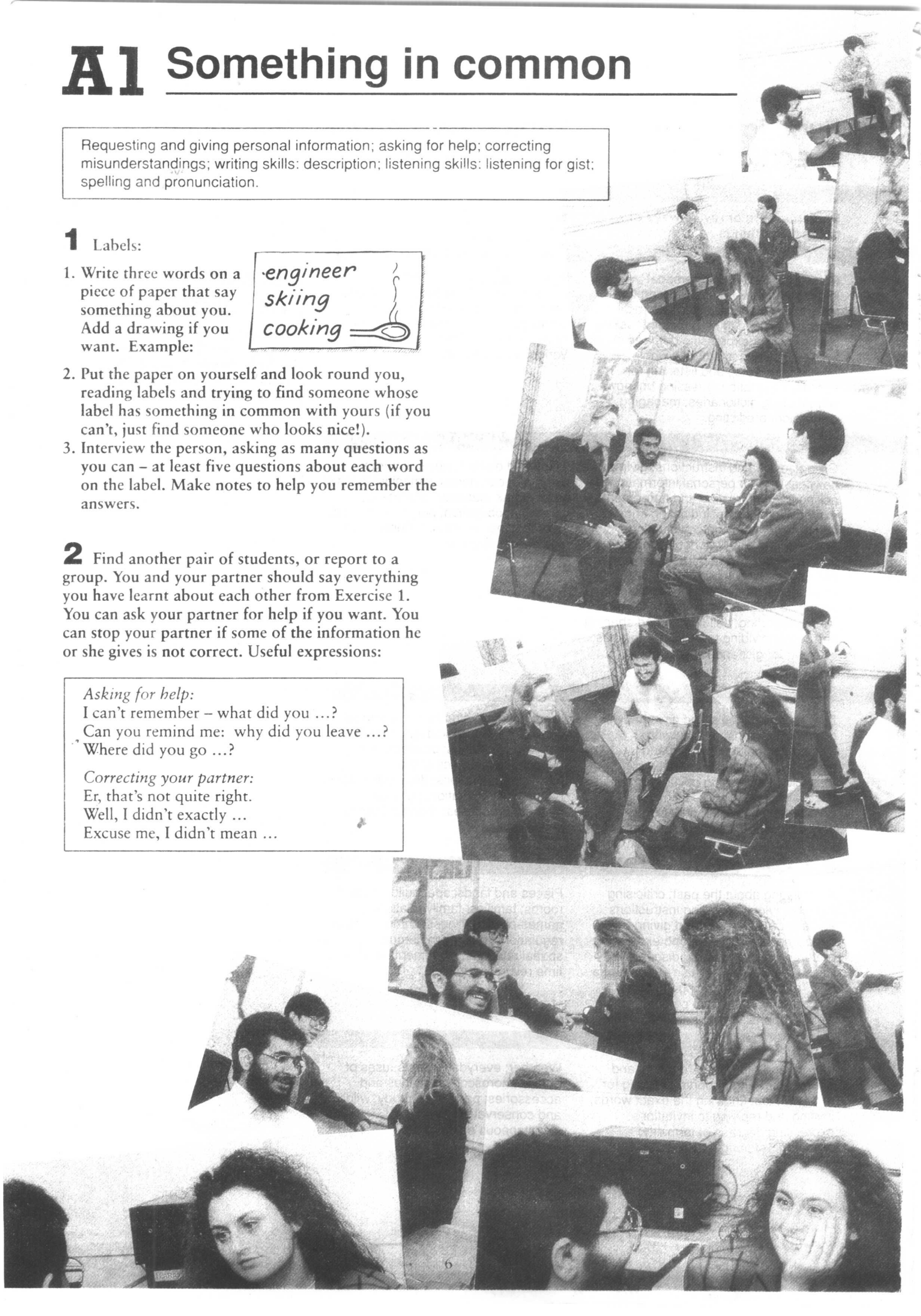
Where did you go ...?

Correcting your partner:

Er, that's not quite right.


Well, I didn't exactly ...

Excuse me, I didn't mean ...



3 Vocabulary: people's appearance. Add as many words to each category as you can.

1. *Weight*: thin, ...
2. *Height*: tall, ...
3. *Eyes*: big, brown, ...
4. *Hair*: short, red, curly, ...
5. *Other*: pretty, ...

4  Look at these words. Many of them come in this lesson. In each group, do all four words have the same vowel sound or is one word different? Decide, check your answers with the recording, and practise saying the words.

- | | | | | | | | |
|----------|--------|--------|--------|---------|--------|-------|-------|
| 1. hair | wear | learnt | where | 5. said | weight | paper | say |
| 2. curly | word | learnt | heard | 6. big | pretty | thin | teach |
| 3. eyes | height | right | weight | 7. red | ate | went | said |
| 4. tall | short | draw | talk | | | | |

5 Write a short report about the person you interviewed in Exercise 1. Start with a physical description. Then give the information you learnt about the person. Pass your description to another student or let your teacher put it up for students to read.

6  Song. Look at the picture. Which people are being described in the song?



Learn/review: hair; eyes; height; weight; remember; remind; (hair:) grey, fair, red, black, brown, curly, wavy, straight, long, short; (eyes:) big, small, brown, blue, green, grey; short; tall; of medium height; thin; slim; overweight; pretty; plain; handsome; attractive; good-looking; general; I can't remember – what ...?; Can you remind me: why ...?; Er, that's not quite right; Well, I didn't exactly ...; Excuse me, I didn't mean ...

A2 Focus on systems

A choice of exercises: rules for the use of tenses; pronunciation of unstressed syllables; word-families.

GRAMMAR: USE OF TENSES

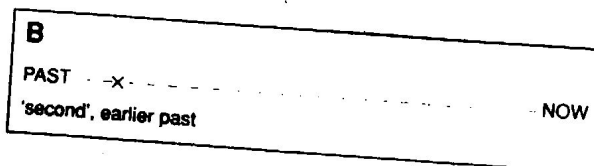
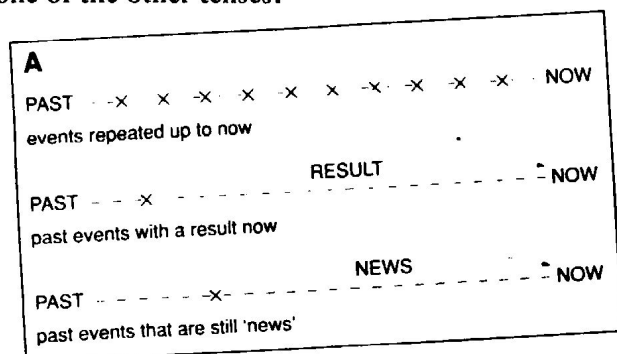
1 Do you know the names of the English present and past verb tenses? Try to match the examples with the names (there is more than one example of some tenses).

1. It *rains* nearly every day in winter.
2. When we were children, we usually *went* to the seaside for our summer holidays.
3. I *have* often *thought* of changing my job.
4. She was tired, because she *had been travelling* all day.
5. I *asked* her to come out for a drink, but she *was working*, so she couldn't.
6. Do you know that Phil *has written* a novel?
7. 'You look hot.' 'I've *been playing* tennis.'
8. It's *raining* again.
9. I *live* in Manchester, but I'm *staying* with my sister in Glasgow at the moment.
10. When he *spoke* to me, I realised that I *had seen* him before.
11. He's *been* to East Africa several times, so he speaks quite good Swahili.
12. Who *were* you *talking* to when I came in?
13. I'm *seeing* a lot of Mary these days.

- A Simple Present
B Present Progressive
C Simple Past
D Past Progressive
E (Simple) Present Perfect
F Present Perfect Progressive
G (Simple) Past Perfect
H Past Perfect Progressive

... every day in winter.

2 Look at diagram A. It shows three different uses of the Simple Present Perfect tense. Which sentences from Exercise 1 are illustrated in the three parts of the diagram? Look at diagram B. Which tense does it illustrate? Can you make a similar diagram for one of the other tenses?



3 Which tenses would you choose for the following situations?

1. to talk about one of your habits
2. to talk about one of your childhood habits
3. to give news of a success in an examination
4. to answer a question about your movements at midday yesterday
5. to explain that you are tired because of a game of football
6. to explain that you were tired yesterday evening because of a game of football
7. to say that you can't go dancing because of an accident

4 Can you explain these two exceptions?

1. I want to go home.
(~~I'm wanting to go home.~~)
2. How long have you known Debbie?
(~~How long have you been knowing Debbie?~~)

5 Test yourself. Choose the right tenses for the following sentences. If you have problems, you may need to do some of the grammar revision exercises from pages 116–129.

1. 'Cigarette?' 'No, thanks. I *don't smoke* / I'm *not smoking*.'
2. What *do you do* / *are you doing* in my room?
3. I've had a postcard from Ann. She says they *have* / *are having* a great time in Canada.
4. He told me *he gets married* / *he's getting married* next year, but I *don't think* / I'm *not thinking* it's true.
5. 'Have you *been* / *Were you* here before?' 'No, it's my first visit.'
6. I *am waiting* / *have been waiting* for Jill to phone since six o'clock.
7. 'Why is your hair all wet?' 'I *swam* / *have swum* / *have been swimming*.'
8. *Did you hear?* / *Have you heard?* John *had* / *has* had an accident yesterday.
9. He *drove* / *was driving* down High Street when the car in front of him *suddenly stopped* / *was suddenly stopping*.
10. When she came in I asked her where she *was* / *has been* / *had been*, but she wouldn't tell me.

PRONUNCIATION: HEARING UNSTRESSED SYLLABLES

6 Listen to the recording. How many words do you hear in each sentence? (Contractions like *don't* count as two words.)

VOCABULARY: WORD-FAMILIES

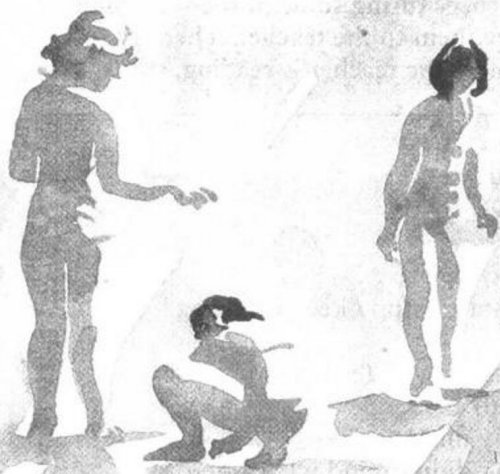
7 Can you divide these words into four groups, and give each group a name?

bear	butter	camel	carrot	cheek
chin	chop	cloud	elephant	flour
fog	hail	hip	horse	lemon
lettuce	lightning	mouse	moustache	
orange juice	pineapple	rabbit	rat	
snow	squirrel	stomach	sunshine	
thumb	thunder	toe	tongue	wind

8 Choose one of the groups. Work with other students, and see how many words you can add. (Time limit five minutes.)

Learn/revise: the vocabulary in Exercise 7.


When we were children ...



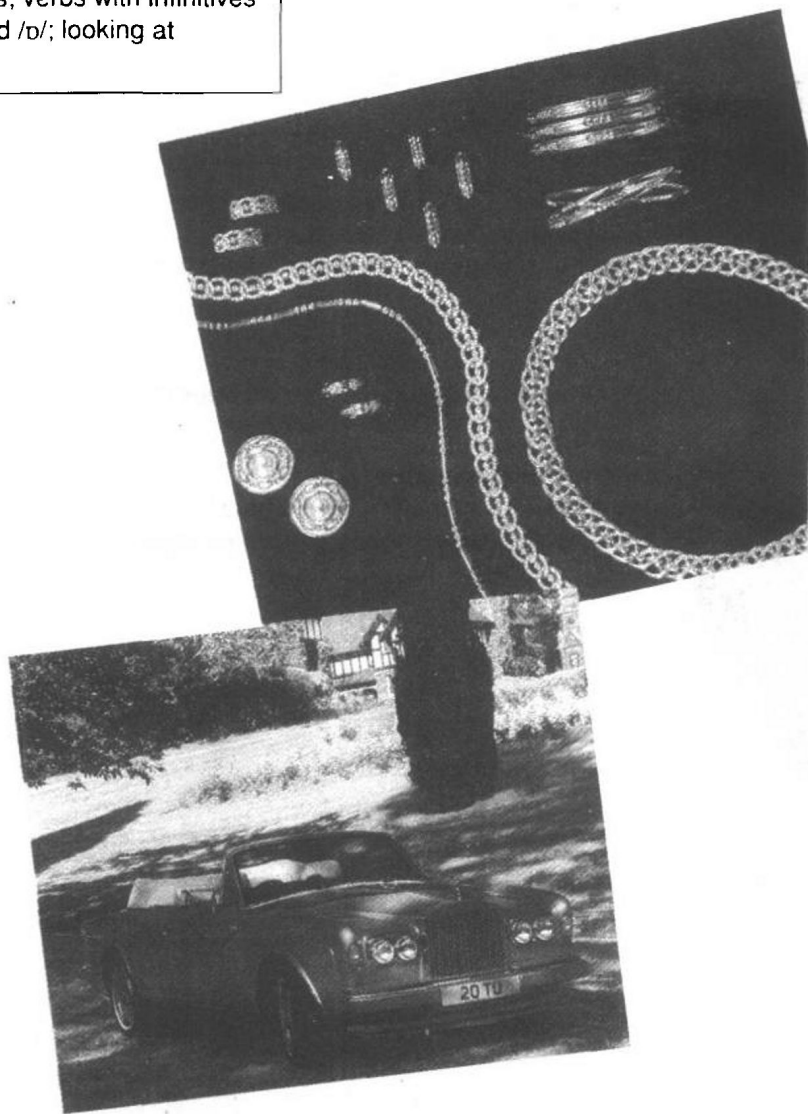
A3 Would you like to have ...?

Expressing wishes and hopes; spoken and written reports; verbs with infinitives and *-ing* forms; reported speech; pronunciation of /əʊ/ and /ɒ/; looking at vocabulary learning.

1 Work in small groups. Without using a dictionary, see how many names of jobs you can think of in English. Use a dictionary to add ten more useful words to your list. Exchange lists with another group. Do you know all their words?


2  Read the text and try to guess what words might go in the blanks. Then listen to the recording and see if you were right.

Twenty five-year-old children from a British primary school class were asked what they wanted to be when they grew up. The answers were varied and interesting. Seven of the children had medical ambitions – there were four future1....., one2....., one3..... and one 'air force doctor'. Two children wanted to be4..... – not very surprising, as the school is in a small country village. Two of the children obviously liked school: they wanted to be5..... One child said he would like to be an6....., one hoped to be a7..... driver and one had decided to become a fisherman. Of the rest, two did not know what they wanted to be, and four gave rather unexpected answers.



3 What do/did you want to be or do in life? Write three or more sentences (using some of the following structures) and give them to the teacher. Then try to guess whose sentences the teacher is reading.

I want(ed) to be ...
I want(ed) to study ...
I want(ed) to ...
I hope to ...
I would like/love/hate to ...
I would like to start / stop / keep on ...ing
I expect to ...
My parents/teachers want(ed) me to ...
and I still want to
but I changed my mind
My parents don't/didn't mind what I do/did.
I think I have a good chance (of ...ing)
I don't think I have much chance.
When I leave school, I'll ...
I think/hope I'll ...
When I retire, I'm going to ...

4  Put the words into the two groups and practise pronouncing them. One word does not belong in either of the groups.

GROUP 1 /əʊ/

GROUP 2 /ɒ/

no
open
...

not
often
...

don't	go	gone	got	grow	hope
job	know	lost	most	on	one
over	road	stop	want	what	won't

6 Write a short report giving the results of your survey. Use some words and expressions from Exercise 2. Other useful structures:

Three people out of six want ...
One person would like ...
Everybody/Nobody would like / wants ...
(Almost) everybody
Hardly anybody
The only exception was ..., who would like ...
Most people said they would like / wanted ...
Nobody said they wanted ...
One person said he/she would like ...

When you have finished your report, show it to other people in the class.

7 Learning vocabulary. How do you usually like to a) note and b) learn new words? Work with two or three other students and see how many ways you can think of.

5 Survey. Choose three of the things in the box (or think of three other things) and ask some other students if they would like them. Examples:

'Would you like to have a silver Rolls-Royce?'
'Yes, I would.'

'Would you like to be famous?'
'No, I certainly wouldn't.'

'Would you like to stay in bed all day?'
'I'd love/hate to.'

to have: more money a different job
more free time a better love-life
(more) children more patience
your picture in a magazine
political power a different house/flat
more friends a private plane
a silver Rolls-Royce a big motorbike
two wives/husbands

to be: famous an artist three years old
more sensible

to: stay in bed all day live to be 100
speak a lot of languages travel a lot
own a museum

Reported speech. Compare:

- Three people **want** to be doctors.
Three people **said they wanted** to be doctors.
(... ~~said they want to be doctors.~~)
- I **hope** to go to university.
Annette **said she hoped** to go to university.
- What **do you want** to be?
Twenty children **were asked what they wanted** to be. (... ~~what did they want to be.~~)
- Phil **would like** to be a painter.
Phil **said he would like** to be a painter.

Learn/revise: actor; artist; dentist; driver; farmer; husband; job; nurse; chance; country; exception; free time; magazine; motorbike; parents; patience; power; primary school; village; wife (wives); change one's mind; expect; grow up (grew, grown); keep on ...ing (kept, kept); leave school (left, left); (don't) mind; own; retire; famous; unexpected; varied; rather.

A4 Who should be paid most?

Reading and guessing unknown words: discussion.

1 Read the following text carefully, and try to get a general idea of what it says. Think about the meaning of the words and expressions that you don't know, but **DO NOT** use a dictionary or ask questions.

had a thought-provoking dream last night. In it, I was living in Fantasia – a place where people are paid according to their real value to society. There are some striking mismatches with what happens in other countries.

In Fantasia, doctors are paid for keeping people alive. A doctor is well rewarded as long as his or her patients stay healthy. But when a patient falls ill, the doctor's pay is reduced by half; and if a patient dies, the doctor has to pay massive compensation to the surviving spouse or relatives. Average life expectancy in Fantasia is 132, although doctors tend to die young.

Soldiers are paid on the same lines as doctors. In peacetime they get a reasonable wage, but as soon as war breaks out the government stops paying them. Officers

earn far less than ordinary soldiers, and generals get least of all. This is because of the Fantasian principle that power is its own reward: people can have either money or power, but Fantasians avoid giving them both. Members of the House of Long Sentences (the Fantasian Parliament) get expenses payments, but no salary; the Prime Minister gets the least generous expenses.

Teachers' pay is worked out according to their teaching ability (pupils vote), their pupils' test results and the level at which they teach. On average, primary school teachers get double the pay of secondary school teachers, who in turn are wealthy by comparison with university teachers.

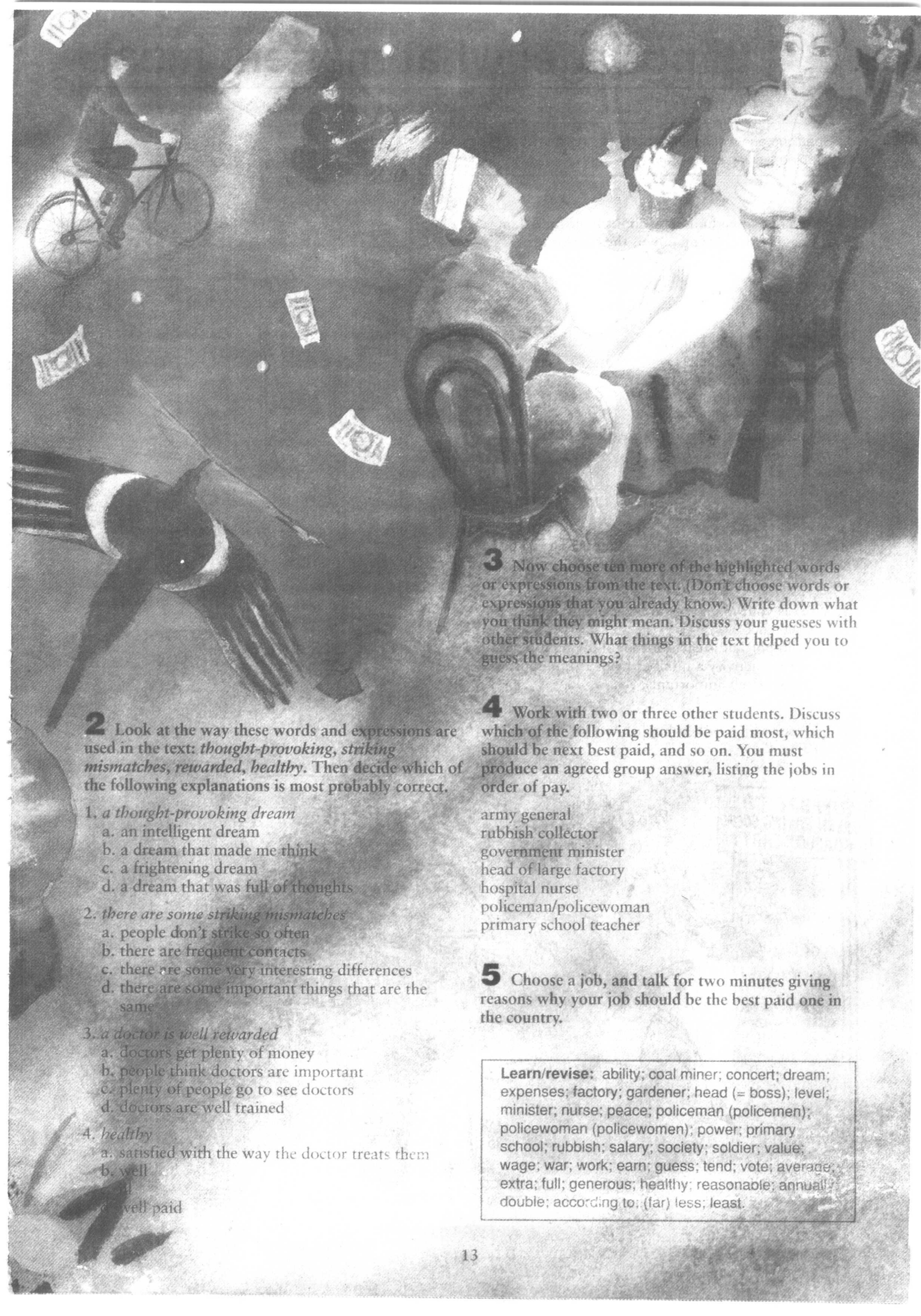
Housewives or househusbands receive a basic salary from the state, plus an extra

16,500 Fantasian Grotniks (about \$4,500 US) annually for each small child in the family.

People who do dirty, strenuous, dull or distasteful work (e.g. rubbish collectors, coal miners, factory workers or sewage workers) are at the top of the Fantasian wages scale. Other highly-paid workers include gardeners (Fantasians like looking at flowers), hospital nurses and librarians. Among the poorest-paid workers are advertising agents, TV weather forecasters, traffic wardens and bank managers. Pop singers, who are all employed by the state, are paid starvation wages and allowed to give one concert a year (Fantasians don't like listening to loud noises).

The best-paid people in Fantasia are writers.

Guess what I do for a living.



2 Look at the way these words and expressions are used in the text: *thought-provoking*, *striking mismatches*, *rewarded*, *healthy*. Then decide which of the following explanations is most probably correct.

1. *a thought-provoking dream*
 - a. an intelligent dream
 - b. a dream that made me think
 - c. a frightening dream
 - d. a dream that was full of thoughts
2. *there are some striking mismatches*
 - a. people don't strike so often
 - b. there are frequent contacts
 - c. there are some very interesting differences
 - d. there are some important things that are the same
3. *a doctor is well rewarded*
 - a. doctors get plenty of money
 - b. people think doctors are important
 - c. plenty of people go to see doctors
 - d. doctors are well trained
4. *healthy*
 - a. satisfied with the way the doctor treats them
 - b. well
 - c. all
 - d. well paid

3 Now choose ten more of the highlighted words or expressions from the text. (Don't choose words or expressions that you already know.) Write down what you think they might mean. Discuss your guesses with other students. What things in the text helped you to guess the meanings?

4 Work with two or three other students. Discuss which of the following should be paid most, which should be next best paid, and so on. You must produce an agreed group answer, listing the jobs in order of pay.

army general
rubbish collector
government minister
head of large factory
hospital nurse
policeman/policewoman
primary school teacher

5 Choose a job, and talk for two minutes giving reasons why your job should be the best paid one in the country.

Learn/revise: ability; coal miner; concert; dream; expenses; factory; gardener; head (= boss); level; minister; nurse; peace; policeman (policemen); policewoman (policewomen); power; primary school; rubbish; salary; society; soldier; value; wage; war; work; earn; guess; tend; vote; average; extra; full; generous; healthy; reasonable; annually; double; according to; (far) less; least.

A5 Language: what matters most

Speaking and writing skills practice; thinking about language and language learning; asking about English.

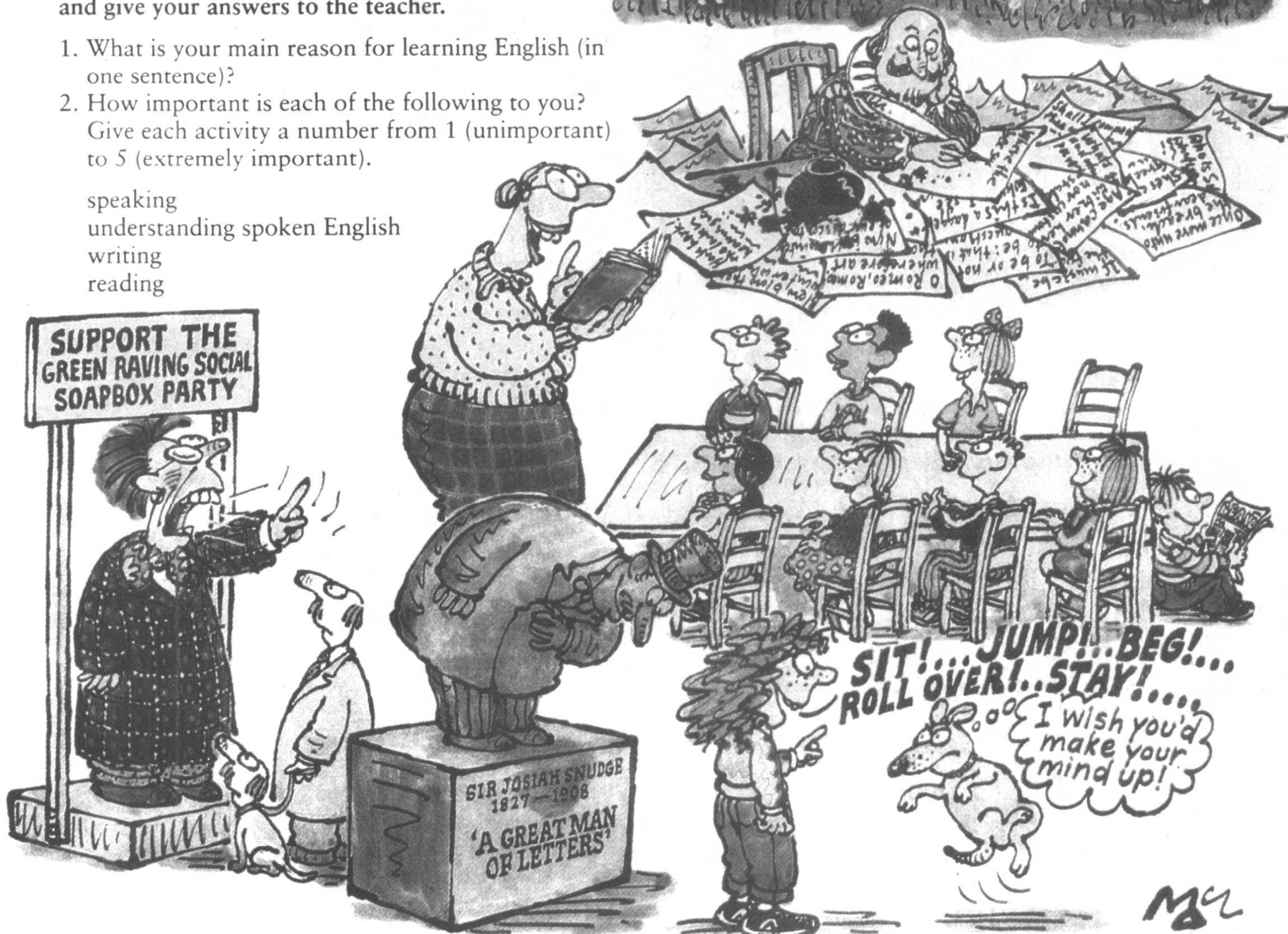
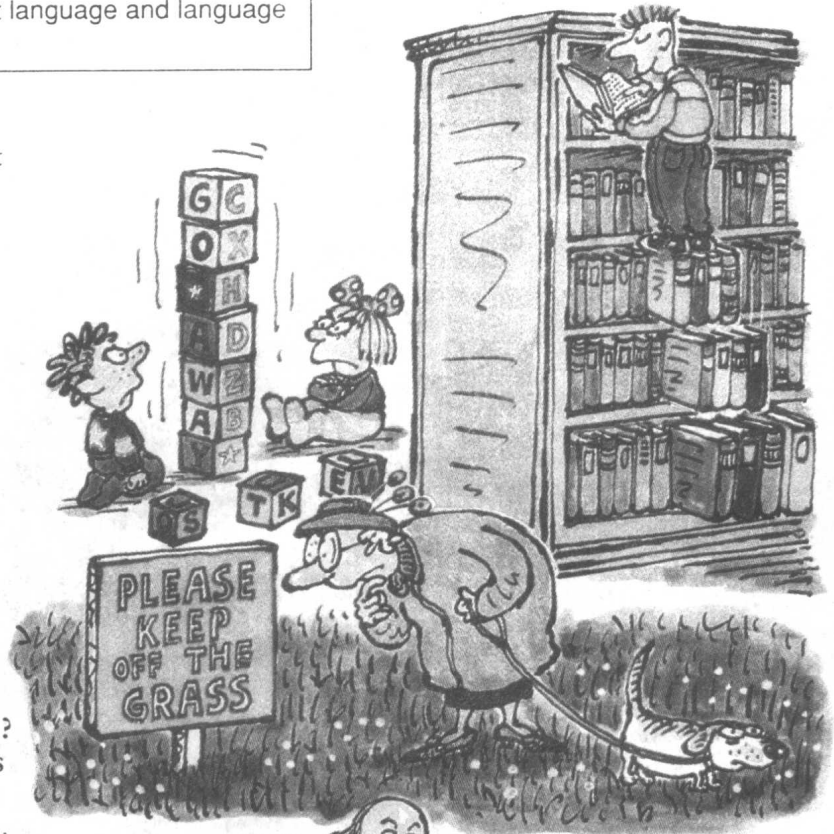
1 Find out something new about English. Ask at least one question, using one of the following structures.

What does ... mean?
 What's this?
 What are these?
 What's this called in English?
 Is this a pen or a pencil?
 How do you say ... in English?
 What's the English for ...?
 What do you say when ...?
 Can you explain this word/expression/sentence?
 How do you pronounce ...?
 How do you spell ...?
 Is this correct: ...?

2 Language learning – what is important to you?
 Write your answers to the two following questions and give your answers to the teacher.

1. What is your main reason for learning English (in one sentence)?
2. How important is each of the following to you?
 Give each activity a number from 1 (unimportant) to 5 (extremely important).

speaking
 understanding spoken English
 writing
 reading



3 Read quickly through the questionnaire. Then do section A, B, C or D.

LANGUAGE PRIORITIES QUESTIONNAIRE

A SPEAKING

Interview a student for whom speaking is important. Find out:

1. How important (1–5) each of the following is: a) natural speed b) a correct accent c) good grammar d) a wide vocabulary.
2. In which countries he/she expects to speak English, and with what kinds of people.
3. If he/she expects to speak English mostly with native speakers (e.g. British, Australian or American people) or mostly with non-native speakers.
4. If he/she expects to use English mostly for business or professional purposes, for travel, for social contacts, or for other reasons (what?).
5. If he/she expects to use English: a) in ordinary conversation b) on the telephone c) in meetings d) to give lectures or demonstrations.
6. What subjects he/she wants to be able to talk about in English.
7. If he/she needs to know the specialist vocabulary of any subjects (which?).
8. If he/she finds it especially difficult to speak English (and if so, why).
9. If he/she has any other information to give you.

B UNDERSTANDING SPOKEN ENGLISH

Interview a student for whom understanding spoken English is important. Find out:

1. How important (1–5) it is to understand each of the following: a) conversations b) phone calls c) TV/radio d) songs e) lectures f) other things (what?).
2. What accents he/she needs to understand.
3. If he/she needs to know the specialist vocabulary of any subjects (which?).
4. If he/she finds it especially difficult to understand spoken English (and if so, why).
5. If he/she has any other information to give you.

C WRITING

Interview a student for whom writing is important. Find out:

1. How important (1–5) each of the following is: a) correct spelling b) correct grammar c) a wide vocabulary.
2. What he/she wants to be able to write in English (business letters, personal letters, examination answers, academic essays, professional papers/reports, ...?).
3. What subjects he/she wants to be able to write about.
4. If he/she needs to know the specialist vocabulary of any subjects (which?).
5. If he/she finds it especially difficult to write English (and if so, why).
6. If he/she has any other information to give you.

D READING

Interview a student for whom reading is important. Find out:

1. How important (1–5) each of the following is: a) fast reading b) exact understanding of every word c) a wide vocabulary.
2. What kind of things he/she expects to read in English (newspapers, novels, letters, reports, technical manuals, ...?).
3. What subjects he/she expects to read about.
4. If he/she finds it especially difficult to read English (and if so, why).
5. If he/she needs to know the specialist vocabulary of any subjects (which?).
6. If he/she has any other information to give you.



4 Write a short report about the student you interviewed, and give it to the teacher. This will help him/her to plan a suitable English course for the class.

5 Work in groups of three or four. In each group, choose one of the activities (speaking, understanding spoken English, writing or reading). Discuss good ways of learning to do this activity better, and write some suggestions for the teacher. Ask for help if necessary.

6 If you speak a language that the other students don't know, prepare and give a short lesson to the class. Discuss the lesson afterwards: did you find out anything about language learning and teaching?

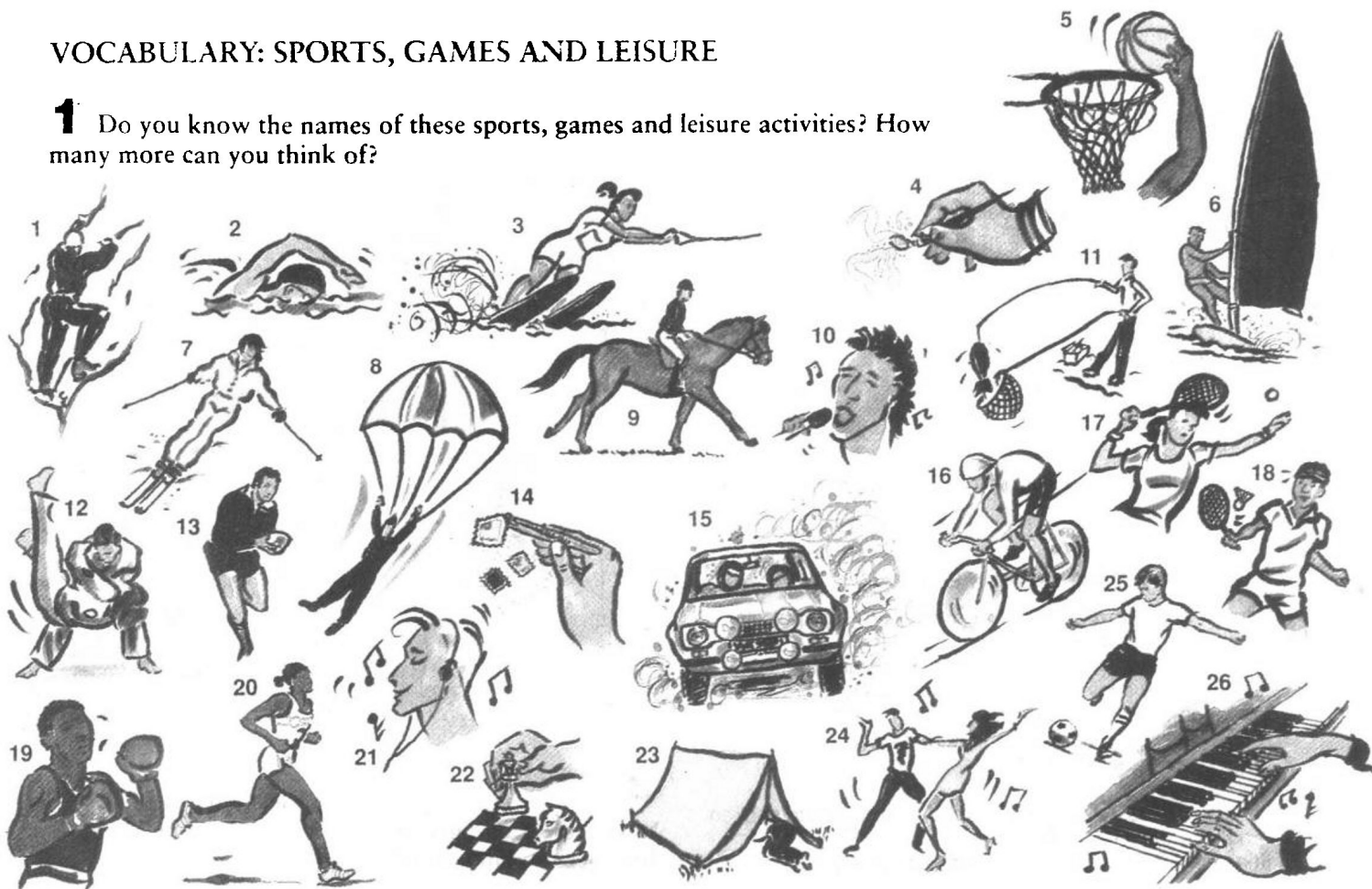
Learn/review: accent; business; contact; conversation; demonstration; essay; examination; grammar; information; lecture; meeting; novel; purpose; reason (for sth); report; sentence; song; speed; spelling; subject; suggestion; technical manual; travel; vocabulary; choose (chose, chosen); discuss; plan; correct; difficult; exact; important; main; natural; professional; social; specialist; suitable; wide; especially; extremely; mostly; for ... reason; the questions in Exercise 1.

A6 Focus on systems

A choice of exercises: word-families; infinitives and -ing forms; pronunciation of /əʊ/.

VOCABULARY: SPORTS, GAMES AND LEISURE

1 Do you know the names of these sports, games and leisure activities? How many more can you think of?



GRAMMAR: INFINITIVES AND -ING FORMS

2 Some of the sentences in the box have infinitives and the others have -ing forms. Look at the rules, and decide which one gives the best explanation.

I would love to learn judo.
We expect to win the basketball championship.
If you want to camp here, you have to register at the office.
I like dancing.
When did you start playing the piano?
I'm going to stop boxing - I'm getting too old.

Rules

1. We use infinitives to say what people do, and -ing forms to say what happens to people.
2. We use -ing forms to talk about the present and past, and infinitives to talk about the future.
3. We use -ing forms after most verbs.
4. We use infinitives after most verbs.
5. We use infinitives after some verbs and -ing forms after others.

3 Do we normally use infinitives or -ing forms after these verbs?

be able enjoy expect hope keep on
learn need would like

4 Do we normally use infinitives or -ing forms as subjects of sentences? Which of the following sentences seem most natural?

1. Skiing is my favourite sport.
To ski is my favourite sport.
2. Learning a language is a lot of work.
To learn a language is a lot of work.
3. Running makes me tired.
To run makes me tired.

Give examples of: your favourite activities; things that are hard work; things that make you happy or tired.