

*The* **Cambridge**  
**English**  
**Course**

3  
*Student's Book*

Michael Swan and Catherine Walter

F  
H319  
13 = 3.

# The Cambridge English Course



## 3 Student's Book

Michael Swan and Catherine Walter

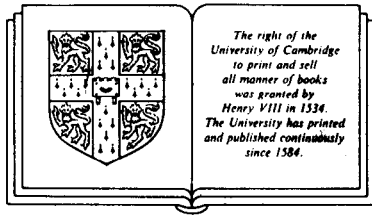
Cambridge University Press  
Cambridge

New York New Rochelle Melbourne Sydney



013050





Published by the Press Syndicate of the University of Cambridge  
The Pitt Building, Trumpington Street, Cambridge CB2 1RP  
32 East 57th Street, New York, NY 10022, USA  
10 Stanford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1987

First published 1987

Third printing 1988

Designed by Banks and Miles, London  
Typeset by Text Filmsetters Ltd, London  
Origination by C.S. Colour Ltd, London  
Printed in Great Britain by W.S. Cowell Ltd, Ipswich

ISBN 0 521 27879 1 Student's Book 3

Split edition: ISBN 0 521 35737 3 Part A  
ISBN 0 521 35738 1 Part B  
ISBN 0 521 35739 X Part C

ISBN 0 521 27877 5 Teacher's Book 3  
ISBN 0 521 27878 3 Practice Book 3  
ISBN 0 521 31627 8 Test Book 3  
ISBN 0 521 26245 3 Cassette Set 3  
ISBN 0 521 30325 7 Student's Cassette 3

#### Copyright

The law allows a reader to make a single copy of part of a book for purposes of private study. It does not allow the copying of entire books or the making of multiple copies of extracts. Written permission for any such copying must always be obtained from the publisher in advance.

#### Authors' acknowledgements

We are grateful to all the people who have helped us with this book. Our thanks to:

- The many people whose ideas have influenced our work, including all the colleagues and students from whom we have learnt.
- Those institutions and teachers who were kind enough to work with the Pilot Edition of this course, and whose comments have done so much to shape the final version.
- Diann Gruber, Stuart Redman and Martin Dodman for their very useful reports on the Pilot Edition.
- The various organisations who kindly arranged for us to interview members of their staff.
- The people who agreed to talk within range of our microphones: Alwyn Anchors, Philip Berczuk, Barbara Berry, Len Berry, James Bethell, Claire Booker, Penny Buller, Liz Bullock, Kevin Butler, Jeanette Cabeldu, the children of Class 1 at Chilton County Primary School, Frances Crook, Jean-Claude Desbuisson, Roger Elbourne, Debra Freechild, Barbara Gatehouse, Nick Gregor, Susanna Harsanyi, Joanne Haycox, Trevor Hebbard, Vera Hibbert, Michael Hirst, Robert Jackson, Richard Lawson, Louise Lester, Antonio Lopez, Peter Manser, George Melly, Basil Mulford, Marilyn Norvell, Liz Parkin, John Peake, Alan Pearson, Claudia Phillips, Mary Phillips, Nighat Qureshi, Sarah Robbins, Tony Robinson, Fran Searson, Clare Short, Liz Smith, Michael Smith, H.A. Swan, Ian Thompson, Helen Walter, Mark Walter Swan, Tom White, Alison Whyte, Tim Williamson, Jane Woods, Keith Woods, Sumiko Yamagoto, Annemarie Young, and Lindsay Zonderhicks.
- Peter Roach, for his expert and sensible help with the phonetic transcriptions.
- Steve Hall, for doing a wonderful job on the songs.
- Peter Thompson, Dennis Gardner, Andy Taylor, Peter Taylor and the staff at Studio AVP, for making recording sessions seem easy and for creating such a high-quality end product.
- Sue Sheppard, our designer, and her colleagues at Banks and Miles, for their skill, hard work and unfailing perfectionism.
- Linda Radley and her colleagues at Text Filmsetters for their meticulous typesetting.
- Gill Clack, the world's sharpest-eyed proofreader.
- Mark, for all his help and support.
- Adrian du Plessis, Peter Donovan and Peter Ducker of Cambridge University Press; once again we realise how lucky we are in our choice of publishers.
- And finally Desmond O'Sullivan, our editor at CUP, without whose skill, patience and stamina there would simply be no book.

*Nicholas Swan      Catherine Walter*

(31149) A902/8\*

# Contents

Map of Book 3 .....	4
Unit 1 Jobs .....	6
Unit 2 Wildlife .....	10
Unit 3 Interests .....	14
Unit 4 Getting what you want .....	18
Unit 5 Crime and punishment .....	22
Unit 6 Stories .....	26
Unit 7 Travel .....	30
Unit 8 Believing and imagining .....	34
Unit 9 Music .....	38
Unit 10 Revision and fluency practice .....	42
Unit 11 Language .....	46
Unit 12 News .....	50
Unit 13 Fears .....	54
Unit 14 Politics .....	58
Unit 15 Schooldays .....	62
Unit 16 Places .....	66
Unit 17 Getting things done .....	70
Unit 18 Needs .....	74
Unit 19 Relationships .....	78
Unit 20 Revision and fluency practice .....	82
Unit 21 Somewhere to live .....	86
Unit 22 Describing people .....	90
Unit 23 Keeping healthy .....	94
Unit 24 Describing things .....	98
Unit 25 Telling the truth .....	102
Unit 26 Sport .....	106
Unit 27 Plans .....	110
Unit 28 Family and roots .....	114
Unit 29 Looking forward; looking back .....	118
Unit 30 Revision and fluency practice .....	122
Summaries .....	126
Additional material .....	153
Acknowledgements .....	158
Phonetic symbols; Irregular verbs .....	160

# Map of Book 3

	GRAMMAR	PHONOLOGY
In Unit	Students will learn or revise these grammar points	Students will work on these aspects of pronunciation
<b>1</b>	-ing forms; emphatic structures; <i>should</i> ; adverbs of degree.	Stress, rhythm.
<b>2</b>	Quantifiers; relatives.	/ɜ:/, /əə/ and /ɪə/.
<b>3</b>	So, nor with auxiliaries; conditionals; -ing form after prepositions and conjunctions.	Word stress.
<b>4</b>	Modals; verbs with two objects.	
<b>5</b>	Past modals; past conditionals.	Going to, want to, got to.
<b>6</b>	Past progressive; reported speech; <i>say</i> and <i>tell</i> .	Unstressed words; <i>said, any, many, asked</i> .
<b>7</b>	Past simple, progressive and perfect; tags.	/ɒ/, /ɔ:/ and /əʊ/.
<b>8</b>	Complex sentences; verbs not used in progressive forms; <i>will-future</i> .	'Dark' l.
<b>9</b>	<i>Which</i> and <i>that</i> ; position of adverbs.	Intonation in relative clauses.
REVISION <b>10</b>	Revision of tenses; prepositions of place and direction.	Spelling and vowel length.
<b>11</b>	Same word used as noun, verb etc.	Intonation and meaning.
<b>12</b>	Present perfect and simple past.	Contrastive stress; linking words together.
<b>13</b>	Infinitives and -ing forms.	Hearing unstressed words.
<b>14</b>	<i>Will</i> used for promising; <i>they, them, their</i> with singular reference.	Linking with /r/, /l/ and /w/.
<b>15</b>	Simple past and present perfect progressive; structures with <i>let</i> and <i>make</i> ; negative prefixes.	Stressed and unstressed <i>e</i> .
<b>16</b>	Simple past and past perfect.	Hearing unstressed auxiliaries.
<b>17</b>	Passive forms; difficult passive structures; position of adverbs of manner.	Final -ed.
<b>18</b>	Complex sentences with <i>before</i> .	/i:/ and /ɪ/; /eɪ/ and /ə/.
<b>19</b>	Frequency adverbs; <i>have</i> and <i>have got</i> .	Hearing unstressed words.
REVISION <b>20</b>	Reported speech; revision of tenses.	Final clusters; /h/.
<b>21</b>	<i>Need</i> ... ing; <i>have something done</i> ; <i>should, ought</i> + passive infinitive.	/eɪ/ and /ə/; /w/, /v/ and /b/.
<b>22</b>	Use of <i>ever</i> ; singular with <i>anybody, everybody</i> ; structures used in description.	Word stress.
<b>23</b>	Passive structures with modal verbs; negative imperatives.	/ə/ and /b/.
<b>24</b>	Adverbs of degree; structures used in comparisons.	Contrastive stress; linking.
<b>25</b>	'Unreal' past tenses; conditional structures with <i>would</i> and <i>might</i> .	Stress-timed rhythm.
<b>26</b>	Prepositions in relative clauses; <i>keep</i> + object + adjective; reported speech.	Hearing unstressed syllables; spellings of /o:/ and /ɜ:/.
<b>27</b>	Future progressive; future perfect.	Weak forms of <i>have</i> and <i>for</i> ; pronunciations of <i>a</i> and <i>o</i> .
<b>28</b>	Position of prepositions in questions and relative clauses.	
<b>29</b>	<i>Shall</i> and <i>will</i> ; tenses in subordinate clauses; tenses after <i>I wish</i> and <i>if only</i> ; <i>should, ought to have</i> ...	Weak forms of <i>have</i> and <i>had</i> .
REVISION <b>30</b>	<i>Should have</i> ...	Spelling and pronunciation; /ə/.

**VOCABULARY:** Students will learn about 1,000 common words and expressions during the course.  
**SKILLS:** All units give practice in speaking, understanding speech, reading and writing.

FUNCTIONS, SUB-SKILLS AND SITUATIONS	NOTIONS AND TOPICS
Students will learn to	Students will learn to talk about
Express opinions.	Work: daily routine; aptitudes; preferences.
Describe; define.	The natural world; wildlife.
Compare and contrast.	Interests; activities.
Ask and offer; ask for things without knowing the exact words; describe; define; distinguish formal and informal language; scan text for information.	Advertising; characteristics of objects.
Express opinions; speculate about the past.	Crime and prison.
Narrate; express opinions; evaluate and criticise.	Things happening in sequence; things happening at the same time.
Narrate; structure conversation.	Travel and exploration; things happening in sequence; things happening at the same time.
Warn; announce decisions; persuade.	Beliefs; evidence; knowledge.
Express opinions.	Music; preferences.
Give directions; telephone; use the language of various other situations.	Places; directions; spatial relations.
Take notes; summarise; structure conversation; use formal and informal language.	Aspects of language; attitudes to language.
Link ideas.	News.
Narrate.	Fears.
Promise; predict; summarise; give reasons; give opinions.	Politics and government; personal qualities.
Discuss; evaluate; recommend; use dictionaries efficiently.	Education and upbringing; school subjects; usefulness.
Describe places.	Places; spatial relations; landscape; climate.
Suggest; recommend; explain; give instructions.	Processes: making, repairing etc.; recipes.
Request and offer; borrow.	Need, lack, deprivation; things happening in sequence; international relations and finance.
Advise; suggest; express opinions.	Relationships; love; marriage.
Structure conversation; describe; criticise; use the language of various situations.	Humour.
Express opinions; take notes.	Dealing with materials; physical changes; houses; housing and the homeless; house purchase.
Describe.	People's appearance; personality; proportion.
Scan text for information; take notes; deal with interviews.	Health and illness; medical care.
Describe; scan text for information.	Physical characteristics of things; cars.
Write letters; read for detail; express opinions.	Honesty; truth and falsehood; freedom of information.
Take notes; scan text for information.	Sport; advantages and disadvantages.
Make appointments; make, accept and refuse invitations; make excuses.	Plans; future achievements.
Summarise; express opinions.	Family and roots; living in exile; national culture.
Predict, warn and promise; express regret; express wishes; criticise and evaluate; guess unknown words.	The past and future.
Evaluate; describe and define.	Travel and places; duty and obligation.

# Jobs

Listening comprehension; grammar  
(gerunds; emphatic structures); discussion.

## A I like being on my own



**1** You are going to hear twenty children say what they want to be when they grow up. Altogether, they give fourteen different answers. Can you guess what some of the answers will be?

**2** Listen to the recording twice. Then work in groups and see if you can remember all the fourteen different answers.

**3** Seven people were asked, 'What do you like about your work?' Here are parts of their answers. What do you think the missing words are? Listen to the recording and see if you were right.

1. (Tony Robinson, writer) 'I like .....ing on my own; I like organising my own world.'
2. (John Peake, gardener) 'What I ..... about it is .....ing outdoors.'
3. (Basil Mulford, pest control officer) '.....ing a lot of different people.'  
(Interviewer) 'Is there anything about your job that you don't like?'  
(Basil Mulford) '.....s!'
4. (Vera Hibbert, retired teacher) 'the relationships with the .....'
5. (Jeanette Cabeldu, teacher) '.....ing with ..... all day.'
6. (Liz Parkin, member of women's working collective) 'being with women, .....ing together with women.'
7. (Tom White, worker in car factory and trade union officer) 'No worker goes to work because he ..... it.'

**4** Look at the three sentences. They mean the same, but in the second and third sentences 'being outdoors' is emphasised.

I like being outdoors.  
What I like is being outdoors.  
It's being outdoors that I like.

Now change these sentences so as to express the ideas in the other two ways.

1. I like working with other people.
2. What I like is organising my own world.
3. It's being alone that I like.
4. I like meeting people.
5. What I like is being able to travel on business.
6. It's having my own office that I like.
7. I like having responsibility.
8. What I like is working in a small personal organisation.

**5** What job do you do, or what jobs have you done in your life (including part-time or holiday jobs)? Tell other students, and ask what jobs they do or have done. Ask the teacher for help with vocabulary if necessary.

*How do you say  
... in English?*

*What's the  
English for...?*

*What do you call  
a person who...?*

*How do you  
pronounce...?*

Now try to guess what other students like(d) about their work, and what they don't/didn't like. Say what you like(d) about your work, and what you don't/didn't like. Use structures from Exercise 4. Examples:

*'I imagine what you like is being with other people.'*  
*'I suppose it was the long hours that you didn't like.'*  
*'What I liked best was working with animals.'*  
*'I don't like being in a big organisation.'*

**7** Work with another student. Ask him or her the questions on the questionnaire. Note his or her answers ('Yes' = ✓ 'No' = X 'Don't know' = ?). Useful expressions:

*'Sorry, what did you say?'*  
*'What do you mean?'*  
*'Could you speak more slowly?'*

**8** Try to suggest a suitable job for your partner.

*I think Mario  
would make a  
good bus driver.*

*Louise has the  
right personality to  
be a lawyer.*

*Yoshi would do  
well as a waiter.*

*Rosa could do  
anything.*

Study the Lesson Summary at the back of the book. Do some of the Practice Book Exercises.

**6** Look at the 'Job Suitability Questionnaire'. Can you add some more questions in each section?

## JOB SUITABILITY QUESTIONNAIRE

### PERSONALITY

Are you: interested in people?  
energetic?  
ambitious?  
patient?

### ABILITIES AND SKILLS

Have you got: a good memory?  
a sense of humour?

Are you: artistic?  
practical?  
logical?  
good at organising?

Can you: drive?  
speak any foreign languages?

### PREFERENCES

Do you like: working on your own?  
taking responsibility?

Do you mind: working long hours?  
getting up early?  
noise?

Would you rather:  
work indoors or outdoors?  
work in a big organisation or a small one?

How important are these things to you? (extremely/very/quite/not very/not at all)

a good salary  
comfortable working conditions  
a chance of promotion



# B I wander round the kitchen

Listening comprehension; vocabulary;  
grammar (*should* + infinitive);  
pronunciation (stress); discussion.

**1** Close your books and listen to the recording. What are Tony's two jobs? Can you remember anything about how he spends his day?

**2** Read the transcript of Tony's interview, and then see if you can put the pictures in the right order.

INTERVIEWER: How do you organise your work?

TONY: Well, I'm married, so to be alone in the mornings, the first thing is to get rid of my wife, who fortunately has a job, so she gets up in the morning, makes a cup of tea, rouses me, I come downstairs, wander round the kitchen, have my cup of tea, iron her clothes for her that she's put out for me on the first floor landing on top of the ironing board, so do her ironing – by that stage she's in the bath, so I'm – by that stage it's half past eight, quarter to nine, I'm only half an hour from being on my own – come down and make sure she's got all her lunch in a bag, by that stage I've finished my tea, I've finished the ironing, she's out of the bath, I'm in the bath, she goes upstairs and gets dressed; by the time – if this is all synchronised properly – by the time I get out of the bath and go upstairs she's fully dressed; and then by the time I'm dressed and come

downstairs she's just about to hop on her bicycle and go off to work, which makes it about nine o'clock or nine fifteen.

And then I'm on my own. And I fluff around for half an hour, putting off sitting down, make myself another cup of tea; but I'm usually working by ten o'clock. Then I work till twelve o'clock, half past twelve, then reward myself with some lunch, have a cup of tea, waste another ten minutes, starting working about one o'clock again, and work till two o'clock, half past two.

Thereafter I become a househusband, and get the house organised for the evening when my wife comes home, at anywhere between six and seven o'clock, and the house has got to be tidy or I get into trouble. And doing it all myself involves doing most of the housework, most of the ironing, all the washing, a good part of the cooking ...



**3** Tony is a writer and 'househusband'. He works alone all day. Would you like his kind of life? Why (not)?

**4** Complete the text with the words and expressions in the box. You may need to make small changes. You can use a dictionary or ask somebody for help if you like.

able all day anywhere between careful  
 chance cooking extremely get rid of  
 grow up housework ironing job  
 on business on one's own organise  
 outdoors put off relationships salary  
 shopping trade union washing  
 waste (time or money)

Bill Radford has a ..... in a small factory. He doesn't much like the work, but he enjoys the ..... with the other workers, and he gets on well with the boss. He belongs to a ....., and helps to ..... the work of the local branch. Sometimes he has a ..... to travel ....., which he enjoys very much.

His wife, Ann, has been unemployed for the last two years. She stays at home and looks after the house. After getting their six-year-old daughter Sally ready and driving her to school, she starts on the housework. Although she likes being ....., she finds ..... boring, and doesn't like to stay at home ....., So she tries to get through the washing up, the ....., the ....., and so on as quickly as possible. This takes her ..... two and three hours; after that she usually has lunch. She doesn't like to ..... time, so after lunch she goes off to the public library and reads books on politics or history until it's time to fetch Sally from school. In the evenings Bill and Ann share the .....

At weekends they try to spend some time .....: they often go walking in the country, or take Sally on trips to places like the zoo or the seaside.

Money is a big problem. Bill doesn't earn a very good ....., and their income is hardly enough for three people to live on, so they have to be very ..... about what they spend. They can't really afford to keep the car, and will have to ..... it soon, but they have decided to ..... selling it until Sally is old enough to go to school by bus. They are just not ..... to save money, and they're ..... worried about their old age. Sally wants to be a teacher or a nurse when she ....., but Ann and Bill hope she will do something where she can earn enough money to live a better life than her parents.

**5** Choose words and expressions to learn from Exercises 2 and 4. Compare notes with other students. Do you choose words because they are common, because they are important, because they are useful, because you are interested in the subject, because you like the sound of them, because they are easy to learn ...?

**6** Pronunciation. The first five stressed syllables are marked. Which other syllables do you think are stressed? Listen to the recording and see if you were right.

Well, I'm married, so to be alone in the mornings, the first thing is to get rid of my wife, who fortunately has a job, so she gets up in the morning, makes a cup of tea, rouses me, I come downstairs, wander round the kitchen, have my cup of tea, iron her clothes for her that she's put out for me on the first floor landing on top of the ironing board ...

**7** Complete some of these sentences about work. Then see if other students agree with you.

1. I think people should be able to start work at the age of .....
2. I don't think people should start work before the age of .....
3. I think people should be able to retire when they are .....
4. I (don't) think ..... should be paid more.
5. I (don't) think ..... should be paid less.
6. I (don't) think ..... should earn more than .....
7. I (don't) think housewives should be paid .....
8. I (don't) think men and women who do the same jobs should .....
9. I (don't) think trade unions should .....
10. I (don't) think ..... should .....

**8** Report to the class.

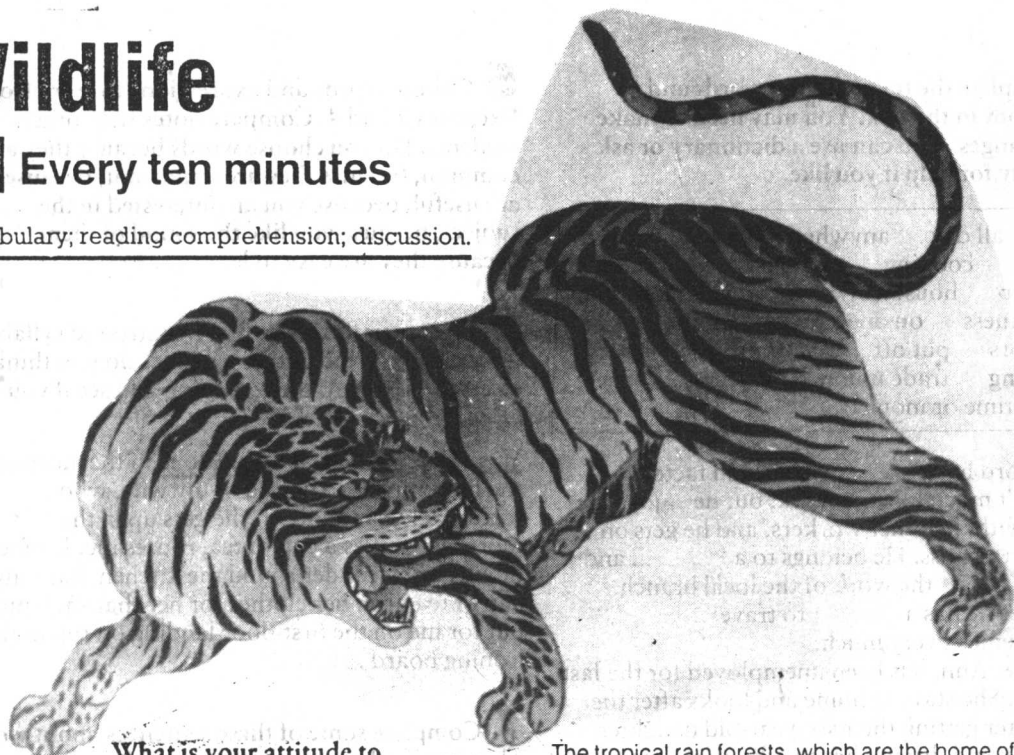
*'We all agreed that nurses should be paid more.'*  
*'Two of us thought that housewives should be paid a salary, but the other two disagreed.'*  
*'Most of us think people should be able to start work at the age of thirteen.'*

Study the Lesson Summary at the back of the book. Do some of the Practice Book exercises.

# Wildlife

## **A** Every ten minutes

Vocabulary; reading comprehension; discussion.



**1** What is your attitude to hunting animals 1) for sport 2) for their fur 3) for food?

**2** Read the text and answer the questions.

Every ten minutes, one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today will have become extinct twenty years from now.

QUESTION: What is your reaction to this information?

- a. You already knew.
- b. You're surprised and shocked.
- c. You don't believe it.
- d. You're not very interested.
- e. Other.

The seas are in danger. They are being filled with poison: industrial and nuclear waste, chemical fertilisers and pesticides, sewage. The Mediterranean is already nearly dead; the North Sea is following. If nothing is done about it, one day soon nothing will be able to live in the seas.

QUESTION: Which of these sources of poison is *not* mentioned in the text?

- a. factories
- b. lavatories
- c. atomic power stations
- d. oil tankers
- e. farms

The tropical rain forests, which are the home of half the earth's living things (including many rare animals and plants), are being destroyed. If nothing is done about it, they will have nearly disappeared in twenty years. The effect on the world's climate – and on our agriculture and food supplies – will be disastrous.

QUESTIONS:

- 1. Do you know any places where rain forests are being destroyed?
- 2. Do you know why the world's climate will be affected?

Fortunately, somebody is trying to do something about it. In 1961, the World Wildlife Fund was founded – a small group of people who wanted to raise money to save animals and plants from extinction. Today, the World Wildlife Fund is a large international organisation. It has raised over £35 million for conservation projects, and has created or given support to National Parks in five continents. It has helped 30 mammals and birds – including the tiger – to survive. Perhaps this is not much, but it is a start. If more people give more money – and if more governments wake up to what is happening – perhaps the World Wildlife Fund will be able to help us to avoid the disaster that threatens the natural world, and all of us with it.

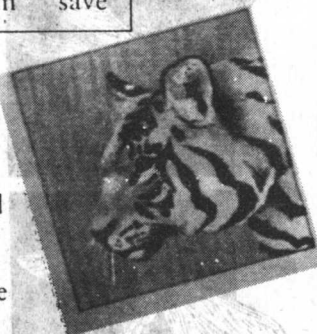
QUESTION: Does the text say where the WWF gets its money from?

**3** Read the texts and put in the words from the boxes. You may have to make some small changes.

### OPERATION TIGER

create left remain save

Fifty years ago there were 100,000 tigers in the wild. Today there are not more than 5,000. In 1972 the World Wildlife Fund launched 'Operation Tiger' to ..... the tigers that ..... Nine tiger reserves have been ..... in India and three in Nepal.



### THE LAST THIRTY ORYX

almost hunter rare survive zoo



By the 1970s, ..... had killed ..... all of the Arabian oryx. The WWF helped to capture the last 30 ..... oryx and send them to Phoenix ..... in Arizona, where a herd of these ..... animals has been built up.

### THE LAST FIFTY NÉNÉ GEESE

alive less live natural successfully

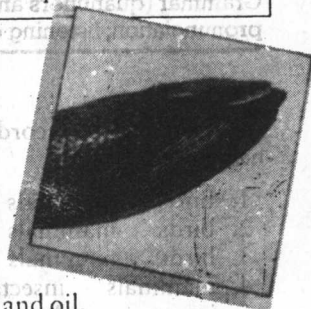
A few years ago ..... than 50 Néné geese were left ..... in the wild. The British Wildfowl Trust raised 700, and the WWF transported 200 to Hawaii, where they are ..... and breeding again in their ..... surroundings.



### THE SEAS MUST LIVE

chemical death fur hunt in danger international nuclear poison whale

In 1976 the WWF launched its biggest ..... campaign, 'The Seas Must Live'. The seas are polluted by ..... pesticides, ..... waste and other ..... are being hunted to extinction. Turtles are killed for their meat, shell and oil, crocodiles to make handbags and shoes, walrus for their ivory. Seals are beaten to ..... to provide ..... coats. Many species of these animals are ..... of dying out. The WWF is working to provide sea sanctuaries where whales, dolphins and seals cannot be .....



(Information taken from a WWF advertisement)

**4** The texts in Exercise 3 are about four different things that the WWF has done. Which do you think is the most important? Can you arrange them in order of importance? Find out if other students agree with you.

**5** Choose some vocabulary to learn from the texts in Exercises 2 and 3. Compare notes with other students, and talk about the reasons for your choices.

**6** Work in groups of three or four. Imagine that each group is a wildlife conservation organisation in the year 2500. You have enough money to save several, but not all, of the following from extinction: the lion, the rabbit, the sheep, the cat, the dog, the horse, the golden eagle, the bee, the cobra, the rose. Draw up a list of priorities: three things that you will certainly save, three more that you will save if you have enough money left over, and four that you will not try to save.

Study the Lesson Summary at the back of the book. Do some of the Practice Book exercises.

## B Bird, mammal, insect or tree?

Grammar (quantifiers and relatives); vocabulary; pronunciation; listening comprehension; writing.

**1** Listen to the recording and decide what is being described.

1. birds mammals insects trees
2. birds mammals insects trees
3. birds mammals insects trees
4. mammals insects fish spiders
5. insects spiders butterflies
6. mammals birds whales butterflies
7. fish flowers pigs chickens
8. cats fish birds flowers
9. plants mammals birds
10. small mammals small birds crocodiles
11. butterflies small mammals fish flowers
12. flowers mammals birds
13. birds plants mammals
14. small mammals whales birds dogs

**2** Make some sentences yourself like the ones on the recording in Exercise 1. See if other students can say what kind of thing you are describing.

**3** 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

1. .... these plants are good to eat.
2. .... birds can fly.
3. .... other animals have necks as long as giraffes.
4. .... insects are useful, but others seem to be completely useless.
5. The WWF can only save ..... the animals that are in danger of extinction.
6. .... my family are afraid of spiders.
7. .... mammals are warm-blooded.
8. Would you like ..... these flowers?
9. .... mammals live in the Antarctic.
10. Most snakes are dangerous, but ..... them have a poisonous bite.
11. .... the British spiders are poisonous.



**4** Make sure you know all the words in the box. Then read the sentences and try to choose the right animals.

camel	cat	cow	crocodile	deer
dog	elephant	frog	owl	parrot
pig	rabbit	tiger	whale	wolf

1. the only animal in the list that lives in holes in the ground
2. a farm animal that will eat anything
3. a farm animal that has four stomachs
4. If you were this bird, you might be able to talk.
5. the only land animal in the list that can't jump
6. a mammal that is hunted for its valuable oil
7. a pet animal whose babies are called kittens
8. If you were this animal, you wouldn't need to drink very often.
9. a beautiful gentle animal which can run very fast
10. an ugly animal with beautiful eyes which is very good at jumping
11. a bird that lives on small animals like mice
12. a large fierce animal which belongs to the cat family
13. an animal which doesn't normally kill people, although everybody thinks it does
14. an animal whose skin is used to make handbags
15. If you were this animal, you would chase cats.



**5 Grammar.** Put in *which/that* or *whose*.

1. a farm animal ..... provides milk
2. an animal ..... meat is called pork
3. a bird ..... eggs people often eat
4. a mammal ..... lives in holes in the ground
5. an animal ..... neck is longer than its legs
6. an animal ..... ears are longer than its tail
7. a bird ..... can talk
8. a fish ..... lives in fresh water
9. a snake ..... bite can kill you

**8** Here are three poems about animals. How do you feel about them? (Like/dislike/no reaction/...?)  
See if you can find somebody else in the class who shares your reactions.

**SOFTLY**

Strong and long  
The tiger crouches down  
Orange and black in  
The green grass.  
Careful little fawn how  
You pass.

(Peter Sandell, aged 8)

**MEDITATIO**

When I carefully consider the curious habits of  
dogs

I am compelled to conclude  
That man is the superior animal.

When I consider the curious habits of man  
I confess, my friend, I am puzzled.

(Ezra Pound)

**CAGED BIRD**

Bars are all she knows.  
But every night in her dreams  
High and free she flies.

(E. Stabetsi)

**9** The last poem in Exercise 8 is a haiku. Haikus have three lines, containing five, seven and five syllables respectively. Can you complete one of these haikus? See if you can write one yourself about a bird, plant or animal.

Outside my window  
Snow lies on the high branches.  
.....

Bears look soft and sweet.  
They can run faster than you.  
.....

Cats live with people.  
They don't say thank you.  
.....

Study the Lesson Summary at the back of the book.  
Do some of the Practice Book exercises.



"His damned wrist watch  
keeps me awake all night."



"But you had £5 only last week."

# Interests

Listening comprehension;  
pronunciation (stress);  
grammar (so and nor);  
discussion.

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

**1** Look at the list in the box. Can you find five things that you are interested in? See if anybody else has noted exactly the same things as you. How many of the things are you not at all interested in?

antiques art babysitting birdwatching  
cars collecting children's books cooking  
the countryside dancing dogs  
drawing driving gardening glass  
Handel harmoniums history  
horticulture houses interior design  
jazz music opera pool reading  
shooting sign language sport  
swimming theatre travel walking  
watching cricket worrying about money

**2** You are going to hear short extracts from interviews with nine people. (Their names, in order, are: Liz Bullock, Vera, Basil, 'H-A', Jeanette, Lindsay, Tony, Liz Parkin and Ian.) They are interested in the activities listed in Exercise 1. Write the people's names, and see if you can note down some of their interests as you listen to the recording.

**3** Now work in small groups and see how many of the following questions you can answer. When you have answered as many as possible, listen to the recording again and try to complete your answers.

1. Who is interested in sign language?
2. What are Liz Bullock's interests?
3. How many harmoniums has Ian got?
4. Is Vera interested in history?
5. What interest do Basil and Jeanette share?
6. What interest do Vera and H-A share?
7. Is the person who worries about money interested in antiques?
8. How many people say they are interested in reading?
9. Who has the most interests?
10. One of the interests in the list is not mentioned in the interviews. Which?



antique   collecting   countryside  
gardening   harmonium   history  
interested   interior   interview  
language   pronounce   recording  
theatre

1. Sarah is interested in money, and so is Richard.  
Oliver likes animals, and so does Celia.

2. Sarah can't swim, and **nor** can Mark.  
Celia doesn't collect antiques, and **nor does** Richard.
3. Mark has got a home computer, but Sarah **hasn't**.  
Sarah plays golf, but Celia **doesn't**.
4. Oliver **used to** like pop music, and so **did** Mark.  
Sarah **didn't use to** collect stamps, but Richard **did**.

1. I'm very interested indeed in .....
2. I'm quite interested in .....
3. I'm not very interested in .....
4. I'm not at all interested in .....
5. I'm bored by .....
6. I think ..... is/are very interesting.
7. I think ..... is/are quite interesting.
8. I think ..... is/are very boring.
9. I used to be interested in .....
10. At the moment I'm doing a lot of .....

What's the English for....?

How do you spell...?

**8** Report to the class. Examples:

*'Anna's interested in travel, and so am I.'*

'Mary thinks Russian literature is interesting, and so do I.'

'John doesn't like classical music, and nor do I.'

'Alex is interested in economics, but I'm not.'

'Peter used to play a lot of football, and so did I.'

	likes animals	can swim	is interested in money	has got a home computer	collects antiques	plays golf	used to collect stamps	used to like pop music
SARAH	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
RICHARD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
OLIVER	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CELIA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MARK	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Study the Lesson Summary at the back of the book.  
Do some of the Practice Book exercises.

**Study the Lesson Summary at the back of the book.**  
**Do some of the Practice Book exercises.**

## B I told you a bit of a lie

Reading comprehension; vocabulary;  
grammar (conditionals).

**1** Read the text. Don't take more than five minutes. You can use a dictionary or ask the teacher for help (but try to guess the meaning of a word first).

clearing up crimes like petty theft and burglary.

### Parachutist, 81, wins place of honour at jump



They agreed to put him through the course, but only after giving him a series of tests to prove that he was fit enough. Mr Archie Macfarlane completed the course successfully, surprising everyone with his agility and toughness. A few weeks later, when he was ready for his first jump, he confessed to the chief instructor: "I told you a bit of a lie. I'm really 75."

That was six years ago and yesterday Archie Macfarlane made his 18th jump. He was given the place of honour – first out of the plane – at a weekend meeting for parachutists over 40 years old.

Archie's interest in parachuting is just one of the hobbies that his wife has to worry about. He also enjoys motorcycling and mountaineering. Last year he fell while climbing on Snowdon, and had to be rescued by helicopter. His daughter said: "Sometimes I think he ought to give it all up. But as my mother says, so long as he's happy, it's better than being miserable. He tried hang-gliding once and said he thought it was a bit too easy." Now Archie is thinking of taking up water-skiing.

Even experts were a little surprised when a man of 62 turned up at a parachute training school and said he was interested in learning to become a parachutist.

(adapted from a press report)

**2** Here are three summaries of the text. Which do you think is the best?

1. Archie Macfarlane started parachuting when he was 75, and he has done 18 parachute jumps over the last six years. Recently he was given the place of honour at a parachutists' meeting. When he started parachuting, he told a lie about his age. His wife and daughter are worried about him.
2. Archie Macfarlane is an unusual person. Although he is an old man, he is interested in very tough sporting activities like parachuting, mountaineering and water-skiing. His wife and daughter are worried, but think it's best for him to do things that make him happy.
3. When Archie Macfarlane first learnt parachute jumping, he pretended that he was only 62. In fact, he is much older than that, and he is really becoming too old to take part in outdoor sporting activities. His wife and daughter wish that he would stop motorcycling, mountaineering and hang-gliding.