Introductory course English
-Students’ bundle-

Welcome to the English introductory course.

Enjoy the ride!
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INTRODUCTION

Welcome to the United Kingdom of Britain

1. Look at the Powerpoint

a) Write down what you see on the first slide of the Powerpoint.

b) Write down what you see on the second slide of the Powerpoint. What do you notice? What can you say about the English Language?

Getting acquainted

1. Interview your neighbour in English. Write down 5 lines about this person.

Who is sitting next to you?

Name:...........................................................................................................................................................................
...........................................................................................................................................................................
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1. Solve the riddle. Which city will we be visiting first?

................................................................................................................................................

2. Listen to the teacher for instructions. Note the words of each category.

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3. Follow the slide of the powerpoint and write down the important characteristics.

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4. Exercise: Listen to three different anthems.

Guess which one is of ....................... F.C., West Ham United, Chelsea F.C.
Write down the correct answers in the box underneath.

| A. You will never walk alone. | Chelsea F.C. |
| B. Bubbles. | West Ham United |
| C. Blue is the colour | ..................... F.C. |

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
</table>
Life as a student -preparation-

1. Let’s take a look at a student who has just graduated from secondary education and who is dreaming about what he will be doing as a student. What do you see? Will you do the same things as a future student?

2. Read these four sentences. Discuss them with your neighbour and write your own answers down.

   a) Your plans for this evening
   b) Your arrangements for this year as a student
   c) Your predictions for the planet for 2020
   d) Intentions you have of your future life as a student at the Arteveldehogeschool
3. Look at the blackboard. Teacher will be writing the answers in different columns. Copy the answers in this grid.

| ................................................................................................ | ................................................................................................ |
| ................................................................................................ | ................................................................................................ |
| ................................................................................................ | ................................................................................................ |

4. What can you fill in in the grey boxes? What do the tenses of a certain box have in common?
| Going to future | I’m going to take a lot of pictures.  
Look at those dark clouds. It’s going to rain.  
+ AM, ARE, IS + GOING TO + VERB  
- AM, ARE, IS + NOT + GOING TO + VERB  
? AM, ARE, IS + SUBJECT + GOING TO + VERB | Intentions  
Predictions based on  
___________________________________  
___________________________________  
___________________________________  
___________________________________  
**Future**  
In 2025 my mother will be eighty.  
There was an accident on the motorway. We won’t get there in time.  
I’ll have a pizza.  
I hope they won’t be late.  
I’ll call you back tomorrow.  
**Will** you close the window, please?  
+ WILL + VERB  
- WILL + NOT (WON’T) + VERB  
WILL + YOU, HE, SHE, IT, THEY + VERB | Something that is sure to happen in the future.  
Predictions based on what we think.  
Decisions taken at the moment of speaking.  
To express an opinion in the future.  
promises  
requests  
__________________________________  
__________________________________  
__________________________________  
__________________________________  
**Future**  
This time next week, we’ll be lying on the beach.  
**Will** you be using the car tomorrow?  
+ WILL + BE + VERB+ING  
- WILL + NOT + BE + VERB+ING  
? WILL + SUBJECT + BE + VERB+ING | Actions that will happen at some point in the future.  
Asking someone  
__________________________________  
__________________________________  
__________________________________  
__________________________________  
**Future perfect**  
The painters will have finished the job before the end of the week.  
+ WILL + HAVE + PAST PARTICIPLE  
- WILL + NOT + HAVE + PAST PARTICIPLE  
? WILL + SUBJECT + HAVE + PAST PARTICIPLE  | Something that will have happened _________ a certain time in the future.  
**Future perfect continuous**  
By the end of the month he will have been training horses for ten years.  
+ WILL + HAVE + BEEN + VERB+ING  
- WILL + NOT + HAVE + BEEN + VERB+ING  
? WILL + SUBJECT + HAVE + BEEN + VERB+ING  | To emphasize ________________________ an activity to a certain point in the future will take.  

5. Fill in the correct form of ‘going to’ or ‘future simple’. ‘Living in Liverpool.’

a) – In the mean while, at The Grapes pub[pub where the Beatles used to drink a pint] “It’s rather hot in this pub, isn’t it? -Yes, you’re right? ..........................................” (to open a window)

b) - Are you going to watch TV tonight? Yes, I ........................................... (to watch) Brookside at 9 o’clock. The Liverpool soap you can’t miss.

c) – What .............................................you/to eat] tonight? What food have you bought?
- I haven’t bought any food.
- Well, why don’t you come to my house? I .............................................to cook] us something some scouse with lamb meat and vegetables.

6. Put and write the sentences in the correct order using the future continuous. ‘Cavern Club’

a) when / in / to visit/ the / because / he / he/ is / big /Liverpool/ cavern club / he/ is /a / will / Beatles’ fan.

b) home / his / on / his / to play /when / electric guitar / back /comes / mothers /from /Max.

c) gig / the / to/ on / the/ Cavern Club/ Peggy / to come /Saturday / in/ at.

d) Liverpool / about / in / they /just / to arrive /now.

7. Complete the sentences using the present perfect or present perfect continuous: ‘the port of Liverpool.’

In a few years time Liverpool ........................................... (to import) more grain and animal feed than any other UK port, exports more scrap metal for recycling and includes among the traffic crossing its quays –, steel, metals, coal, cocoa, crude oil, edible oils, liquid chemicals and much more. By that time Liverpool ........................................... (to grow) bigger as a major British port for trade with Ireland.
By 2018, Liverpool ........................................... [to plan] a second container terminal to be built in the River Mersey at a cost of £100 million.
**1. True or false?**

<table>
<thead>
<tr>
<th>Statement</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>This inscription dates back from the days from the Black Death. The doctor prescribed eating these peels but the students got tired of it and they made this inscription in the door. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hitler was intending to use Oxford as his capital if he conquered England. This is one of the reasons that it was not bombed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The stairs of the Christ Church at Oxford were used in several scenes of the Harry Potter movies. They are the famous stairs to the dining hall. (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The first college of Oxford was built in the 13th century, it was a school for men and women.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The residents of Oxford University are called Oxfordians.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now it is your turn. Make a presentation with a computer programme. Listen to the teacher for which programme, which topic and which exercise.
1. Watch the excerpt from ‘Men in tights’

a) Do you know what/who it is based on?

b) How is the “gang” of Robin Hood called?

c) Where did Robin Hood live?

d) Was Robin Hood in love? With whom?

2. Read how Robin Hood met his Maid Marian.

Long before Robin came to live in Sherwood Forest he used often to go there to hunt. There were many wild animals in the woods which people were allowed to shoot. Only the deer belonged to the king, and no one was allowed to hunt or kill them.

One day while Robin was hunting in the forest he met a most beautiful lady. She was dressed in green velvet, the colour of the grass in spring. Robin thought she looked like a queen. He had never seen anyone so lovely. Robin watched this beautiful lady shooting, and thought he had never seen anything so fine in all his life. He loved her from the very first moment he saw her. “Oh, how sweet it would be if this dear lady would be my bride,” he sighed to himself, though he did not even know her name.

He soon found that she was called Marian, and that her father was the noble Earl of Fitzwalter, who had come to live at a castle not far from his own home.

After this, Marian and Robin met each other very often. They used to hunt together in the forest, and came to love one another very much indeed. They loved each other so much that Robin asked Marian to marry him, so that they might never be parted any more. Marian said ‘yes,’ and Robin thought he was the happiest man in all the world. She went back to her own home with her father, to prepare for the wedding, which was to be in a few days. But just then a terrible misfortune happened to Robin. He lost his home, and everything that he had.

When Robin lost all his money and lands, and had no house but only the Green Wood to live in, he said: ‘I cannot ask a gentle lady to come and live this rough life with me. I must say good-bye to my dear Marian forever.’ So he wrote a sad letter, telling her of all the terrible misfortune that had befallen him. ‘I shall love you always,’ he said, ‘but this life is too hard for a sweet and gentle lady, so I will never see you more. Good-bye.’ Marian was very, very sorrowful when she had read Robin’s letter. She cried all day long as if her heart would break. She was very sad and lonely now, and all the world seemed dark and dreary. It seemed as if the sun had forgotten to shine and the birds to
singing. At last she became so miserable that she could bear it no longer. "I must go into the Green Wood and look for Robin," she said. "Perhaps if I see him again the pain will go out of my heart and the weariness from my feet."

It was a long way to Sherwood Forest. Marian knew that it was not safe for a beautiful lady to travel so far by herself. She feared the robbers and the wild, wicked men she might meet. So she dressed herself like a knight all in shining armour. She wore a steel helmet, with a white feather as a crest. Over her lovely face she drew a steel chain cover, called a visor, which knights used to wear. It kept the face from being hurt by arrows and swords in battle, and also, if a knight wished not to be known, it prevented people from seeing his face altogether. Robin was very fond of disguising himself. He was very clever at it too. Often his dearest friends could not recognise him when they met him dressed like someone else. One day he dressed himself as a Norman knight, pulled his visor over his face, and went out into the forest in search of an adventure.

He had not gone far before he met another knight in shining armour and a white crest. He put on a deep and terrible voice and called out in Norman French, "Stop, Sir knight of the white feather. No one passes through the forest without leave from me. I give leave only to those whose errand is good and whose name is fair. What is your name and where are you going?"

Marian (for of course it was she) was very frightened. Robin's voice sounded so gruff and terrible that she did not know it, and she could not see his face. She thought he was some wicked Norman knight. Without saying a word she drew her sword and prepared to fight. "Ah," said Robin, "you refuse to answer. Your errand must be evil if you cannot tell what it is. Fight then, false knight."

He too drew his sword, and the fight began. Though Robin was taller and stronger than Marian, she used her sword so cleverly, that he found it hard to get the better of her. He could not but admire the skill and grace with which she defended herself. "It is wonderful that a knight so young and so slender should have such strength and quickness," he said to himself. "I would he were one of my men."

They fought for more than an hour. Marian was wounded in the arm. Robin had a cut in his cheek, where the point of her sword had pierced his visor. Marian was growing tired. Robin began to feel sorry for the young knight who fought so skilfully and well. Robin had forgotten that he had been pretending to be a haughty Norman knight, and spoke in his own voice. When Marian heard it she dropped her sword with a cry of delight. "Robin, Robin," was all she could say. "Marian," he replied full of wonder, "Marian can it be you? Oh, why did you not speak before? I have hurt you," he added in great distress. Marian took off her helmet so that he might see it was indeed his own true love. Her face was pale, but there was a smile on her lips, and her eyes were full of happy tears.

How they laughed and cried, and kissed each other. It was a long, long time since they had met. They went to the brook, which gurgled and sang through the wood not far off. Very tenderly Robin bathed and bound up Marian's wound, and she as gently cared for his. All the time they laughed and talked, and Marian found that the pain had gone from her heart and the weariness from her feet.
She told Robin how sad and sorrowful she had been, and how she had put on a knight’s armour, and come to look for him.

"Sweetheart," he said when she had finished her story, "I do not know how I shall live in the Green Wood when you go away again."

"But I never mean to go away again. I am going to stay with you always," she said.

"Dearest, you must not. It is a rough, uncomfortable life, not fit for a gentle lady like you."

"Oh Robin, do not be so unkind. The sun does not shine and the birds forget to sing when I am away from you. Let me stay."

So Robin let her stay. He wanted to have her with him so much that he could not say "no" when she begged so hard.


3. Answer the following questions about the text.

1. How can you know that the king was very privileged during these times?

2. Why did Robin decide that Marian couldn’t live with him?

3. How does the author describe that Marian is feeling very sad?

4. Why did Marian disguise herself to go into the woods? What could happen if she didn’t wear a disguise?

5. Why does Robin call Marian a “false knight”?

6. How did Marian recognise Robin?

4. Split up in groups of five. Scatter yourself to one of the three corners. Every corner deals with some tenses. Make the exercise but the clock is ticking...
<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple</strong></td>
<td><strong>Past</strong></td>
</tr>
<tr>
<td><strong>Structure:</strong></td>
<td><strong>Structure:</strong></td>
</tr>
<tr>
<td>Simple present: changes after she/he/it: +s</td>
<td>Simple past: add <strong>-ed</strong> to base form</td>
</tr>
<tr>
<td><strong>Communicative function:</strong></td>
<td><strong>Communicative function:</strong></td>
</tr>
<tr>
<td>-To state truths, facts or permanent situations</td>
<td>-To describe single completed actions in the past</td>
</tr>
<tr>
<td><strong>Exponent:</strong></td>
<td><strong>Exponent:</strong></td>
</tr>
<tr>
<td>British people drink a lot of tea.</td>
<td>Yesterday, I <strong>watched</strong> the television.</td>
</tr>
<tr>
<td>! –es after o,e,sh,ch,x; -ies when the base form ends in –y</td>
<td>! irregular verbs, negative/questions</td>
</tr>
<tr>
<td><strong>Continuous</strong></td>
<td><strong>Past continuous:</strong> was/were + present participle</td>
</tr>
<tr>
<td><strong>Structure:</strong></td>
<td><strong>Communicative function:</strong></td>
</tr>
<tr>
<td>Present continuous: present of be+ present participle</td>
<td>-Action in progress in the past</td>
</tr>
<tr>
<td><strong>Communicative function:</strong></td>
<td>-Contrast an ongoing action with an action that interrupts it</td>
</tr>
<tr>
<td>-Action in progress at the moment of speaking</td>
<td><strong>Exponent:</strong></td>
</tr>
<tr>
<td><strong>Exponent:</strong></td>
<td>Yesterday, I was watching the television when he walked in.</td>
</tr>
<tr>
<td>I’m reading a book at the moment.</td>
<td>! Here comes, there goes (never continuous)</td>
</tr>
<tr>
<td>! Here comes, there goes (never continuous)</td>
<td></td>
</tr>
<tr>
<td><strong>Perfect</strong></td>
<td><strong>Past perfect simple:</strong> had + past participle</td>
</tr>
<tr>
<td><strong>Structure:</strong></td>
<td><strong>Communicative function:</strong></td>
</tr>
<tr>
<td>Present perfect simple: has/have + past participle</td>
<td>-An action which is completed before a time in the past</td>
</tr>
<tr>
<td><strong>Communicative function:</strong></td>
<td><strong>Exponent:</strong></td>
</tr>
<tr>
<td>-States that started in the past and are still continuing in the present</td>
<td>By the time they arrived, the dog had eaten all the meat.</td>
</tr>
<tr>
<td><strong>Exponent:</strong></td>
<td><strong>Structure:</strong></td>
</tr>
<tr>
<td>My family has lived here since 2000.</td>
<td>Past perfect continuous: had been + present participle</td>
</tr>
<tr>
<td>! <strong>Structure:</strong></td>
<td><strong>Communicative function:</strong></td>
</tr>
<tr>
<td>Present perfect continuous: has/have + been + present participle</td>
<td>-An ongoing situation or action which continued up to, or stopped just before, a time in the past</td>
</tr>
<tr>
<td><strong>Communicative function:</strong></td>
<td><strong>Exponent:</strong></td>
</tr>
<tr>
<td>-Ongoing state or action which began in the past and is still continuing or has just finished.</td>
<td>He had been sleeping for hours when we arrived.</td>
</tr>
<tr>
<td><strong>Exponent:</strong></td>
<td></td>
</tr>
<tr>
<td>I’ve been learning how to play chess.</td>
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<tr>
<td></td>
<td>Present</td>
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<tr>
<td>--------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Simple</strong></td>
<td>Present simple</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Continuous</strong></td>
<td>Present continuous</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perfect</strong></td>
<td>Present perfect simple</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Past perfect continuous</td>
</tr>
</tbody>
</table>
Listen to *The prepositionsong* and write down as many prepositions as you can hear. Try to beat your neighbour.

1. Are the following statements true or false?

<table>
<thead>
<tr>
<th>STATEMENTS</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manchester has been the world’s leading manufacturer of textiles (cotton, wool, linen) from the Industrial Revolution onwards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. This was because of French weavers who moved into Manchester...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ...and because Manchester has a high humidity level which makes cotton stronger.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In the Great Depression the market collapsed again.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ghent was called ‘the Manchester of Eurasia’ because of its own big textile market.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. In Australia, New-Zealand and India ‘a manchester’ means a pillow, bedsheets, towels, ...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. These two bands come from Manchester:

   __ __ __ __ & __ __ __ __ __ __

3. Read the text. Answer the questions underneath.

*Fantastic* says Dalglish after Liverpool beat Man Utd 2-1

FA Cup victory rounds off wonderful week for Liverpool manager after Carling Cup win midweek
BY Bill Mann LAST UPDATED AT 10:56 ON Sun 29 Jan 2012

A GOAL by Dirk Kuyt two minutes from time dumped Manchester United out of the FA Cup yesterday as Liverpool emerged 2-1 victors from a game of few chances.

Daniel Agger gave the home side the lead on 21 minutes, only for Park Ji-Sung to level for United shortly before the interval. Spending time in the dressing-room didn’t bring a lot of enthusiasm. The second half provided little in the way of drama until Kuyt was put into space by Andy Carroll and the Dutchman’s rasping drive beat David De Gea in the United goal. Leaving a 2-1 on the scoreboard.

Coming just four days after Liverpool defeated Manchester City to reach the Carling Cup final, the result rounded off a wonderful week for Kenny Dalglish. “It was a fantastic effort from our players after what they had to get through on Wednesday night,” said the Reds boss. [...] 

Despite allegations of a racist gesture by one Liverpool fan, now being investigated by police, the day was incident-free and Dalglish praised the behaviour of supporters. “I thought they were fantastic,” he said parading at the entrance of Old Trafford. “The players were a great credit for that as well - none of them tried to do anything other than play football.” [...]

a) “It was a fantastic effort from our players after what they had to get through on Wednesday night” – Kenny Dalglish – What had happened on Wednesday night?

b) Who is the keeper who let in two goals?

c) What did Manchester lose by losing the match?

d) Who’s the Dutchman and what was his role in the match?

e) What’s the source of the article?

---

Prepositions

### At, on and in as preposition of time.

- **AT** 10:56, ON Sunday 29th January, IN 2012

### At, on and in as preposition of place.

- **AT** 10:56, ON Sunday 29th January, IN 2012

#### Usual meaning of at, on and in as prepositions of place

- **At** can also mean: a specific place
  - *e.g.* At a party, at the Burger King’s
- **On** can also mean: on a vertical or horizontal surface
  - *e.g.* On the screen, on the floor
- **In** can also mean: surrounded by walls, enclosed
  - *e.g.* In the classroom, in the chocolate box

---

1. Complete the sentences with at, on or in.

   a) .......... breakfast-time we do not eat salad.
   b) I like to put make-up .......... when I dress up.
   c) Do you live .......... Los Angeles?
   d) I swim .......... the school pool.
   e) By eleven o’clock .......... the evening, I am in bed.
   f) Diamond’s birthday will be .......... a week or two.
   g) We eat cereal .......... breakfast-time.
   h) Diamond was born .......... a Monday.
   i) We will stop .......... the mall on the way to my house.
   j) Is the water .......... your big toe warm or cold?

2. The classroom is divided into three areas (at, on, in). Listen to the teacher’s text, fill in the omitted prepositions and run to the right area. You only have 7 seconds...

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-16-
3. Form groups of three, sit in a row and give every member 15 cards with the sentence down. Turn all three cards around simultaneously and read them all. If you see two cards missing the same preposition, shout SNAP as fast as possible. The first one wins the 3 cards.

4. Play connect 4 with your neighbour. Read him a sentence, give him 10 seconds to find the preposition. He then takes a preposition and puts it somewhere on the grid.

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### Pronunciation

<table>
<thead>
<tr>
<th>Guy Verhofstadt – Belgium</th>
<th>David Cameron – UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job:</td>
<td>Job:</td>
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<tr>
<td>1st language:</td>
<td>1st language:</td>
</tr>
<tr>
<td>Accent:</td>
<td>Accent:</td>
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</tbody>
</table>

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1. Underneath is the result of a poet complaining about the English spelling and pronunciation. He made sure the lines are rhyming. Bring the poem in front of the class without pronunciation mistakes.

---

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccup, thorough, laugh and through?
Well done! And now you wish perhaps
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird;
And dead: it’s said like bed, not bead -
For goodness sake don’t call it ‘deed’.
Watch out for meat and great and threat.
They rhyme with suite and straight and debt.

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there
Nor dear and fear for bear and pear,
And then there’s dose and rose and lose -
Just look them up - and goose and choose.

And card and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart -
Come come, I’ve hardly made a start!
A dreadful language? Man alive,
I’d mastered it when I was five!

And yet to write it, the more I tried,
I hadn’t learned it at fifty-five!
2. Tonguetwisting time! Try to find out the meaning of the sentences as well!

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

How can a clam cram in a clean cream can?

The thirty-three thieves thought that they thrilled the throne throughout Thursday.

Sheila is selling her shop at the seashore
For shops at the seashore are so sure to lose
And she's not so sure of what she should be selling
Should Sheila sell seashells or should she sell shoes.

As I was in Arkansas I saw a saw that could out saw any saw I ever saw saw. If you happen to be in Arkansas and see a saw that can out saw the saw I saw saw I'd like to see the saw you saw saw.

Mary Mac's mother's making Mary Mac marry me.
My mother's making me marry Mary Mac.
Will I always be so Merry when Mary's taking care of me?
Will I always be so merry when I marry Mary Mac?

How many berries could a bare berry carry, if a bare berry could carry berries?
Well they can't carry berries (which could make you very wary) but a bare berry carried is more scary!

3. What's the difference in meaning between these sentences when you put the stress on the bold words?

I never said she stole my money.
I never said she stole my money.
I never said she stole my money.
I never said she stole my money.
I never said she stole my money.
I never said she stole my money.
4. Listen to the teacher. If you hear an /s/, go to the left. If you hear a /z/, go to the right. At the house of which famous Mancunian do we end up?

5. Roll the dice. Your outcome stands for a past simple form (look at the legend). Search for a word with that word ending and put a pawn on it. Try to get four in line before your neighbour.
1. Work in groups of three and go to [www.theoriginaltour.com/virtual-tour.htm](http://www.theoriginaltour.com/virtual-tour.htm). Choose one London monument / attraction and present it briefly. Talk about why we should it, what you can see there and what you are prohibited to do in that attraction.

<table>
<thead>
<tr>
<th>Name of the attraction:</th>
<th>..........................................................................................................................</th>
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</thead>
<tbody>
<tr>
<td>Why should we visit?</td>
<td>..........................................................................................................................</td>
</tr>
<tr>
<td>What can we see there?</td>
<td>..........................................................................................................................</td>
</tr>
<tr>
<td>What is prohibited to do?</td>
<td>..........................................................................................................................</td>
</tr>
</tbody>
</table>

**Modal auxiliaries**

1. Listen to the text. Answer the questions.

   a) Who is most likely listening to the message?
   
   ..........................................................................................................................

   b) Where is the speaker now?
   
   ..........................................................................................................................

   c) What does the speaker ask the listener to do?
   
   ..........................................................................................................................

   d) What happens to the 12:30 meeting at the steak house?
   
   ..........................................................................................................................

2. Answer the following questions with exact sentences from the text.

   a) How does Jonathan think about visiting his ill mother?
   
   ..........................................................................................................................

   b) What should Chris tell Gregg?
   
   ..........................................................................................................................

   c) What is Jonathan suggesting to do the next week?
   
   ..........................................................................................................................

   d) Where is Jonathan going now?
   
   ..........................................................................................................................

   e) Is it the first time Jonathan talks about Chris’ private life suffering under his work?
   
   ..........................................................................................................................
3. Put the modal verbs in the right column. What do they express?

<table>
<thead>
<tr>
<th>ability</th>
<th>permission</th>
<th>prohibition</th>
<th>Obligation</th>
<th>Advice</th>
<th>deduction</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

⚠️ These are not ALL categories nor ALL modal verbs. For all modal verbs, you will get a scheme.

4. Paraphrase the following modal verbs. What do they mean? Illustrate with an example.

Can: ........................................................................................................................................

e.g.: ........................................................................................................................................

Should: ....................................................................................................................................

e.g.: ........................................................................................................................................

Have to: ...................................................................................................................................

e.g.: ........................................................................................................................................

Can’t: ........................................................................................................................................

e.g.: ........................................................................................................................................

Must: ........................................................................................................................................

e.g.: ........................................................................................................................................
Ought to: ........................................................................................................................................................................
e.g.: ........................................................................................................................................................................
May not: ......................................................................................................................................................................
e.g.: ........................................................................................................................................................................
Could: ........................................................................................................................................................................
e.g.: ........................................................................................................................................................................

5. Choose the correct description.

1. The doctor could see you at eleven.  
A. I’m not sure if she’s free at eleven.  
B. I’m suggesting a time for an appointment.

2. Well, we could always go on the bus.  
A. I don’t really mind how we get there  
B. I really want to go on the bus.

3. We can have a look at the shops.  
A. I’m making a suggestion.  
B. I’m describing a future ability.

4. You may not bring drinks into the auditorium during the performance.  
A. It’s up to you to decide.  
B. It’s forbidden.

5. We might as well go straight home.  
A. There’s nothing better to do.  
B. I really want to go home.

6. They allowed me to bring my dog.  
A. They usually allow dogs.  
B. They don’t usually allow dogs.

7. I might see you after the show.  
A. I probably will see you.  
B. I’m not sure if I’ll see you.

8. Might I borrow your calculator for a moment?  
A. Talking to your best friend.  
B. Talking to a clerk in a bank.

9. I could wear anything I liked  
A. when I worked as a secretary.  
B. on the day I took my secretarial exam.

6. Match the situations with the sentences.

a)  
Samantha is going to work at a ticket agency next year.  
She was able to get free tickets.

He could do it.  
He had plenty of opportunity.

b)  
Judy went to the theatre yesterday and told the box office clerk that she was a theatre critic.  
She will be able to get free tickets.

He couldn’t do it  
He wasn’t even in the country.

Liz went to the theatre yesterday to buy some tickets. They didn’t tell her about the special ‘free ticket’ offer.  
She can get free tickets.

He might have done it.  
He seems a very capable person.

Carol works at a ticket agency.  
She could have got free tickets.

He can’t have done it.  
He doesn’t look old enough.
7. Have a quick look in the handbooks you will be working with in your teaching career. And while you’re there, make the exercises as well.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. squash?</td>
<td>1. No, I can’t, but I can play badminton.</td>
</tr>
<tr>
<td>2. French?</td>
<td>2. Yes, I can, and I can speak some German too.</td>
</tr>
<tr>
<td>4. ski?</td>
<td>4. In the mountains in winter.</td>
</tr>
<tr>
<td>5. do with a camera?</td>
<td>5. You can take pictures with it.</td>
</tr>
<tr>
<td>6. work on the computer?</td>
<td>6. In a computer room.</td>
</tr>
<tr>
<td>7. ?</td>
<td>7. I can’t, but my friend can.</td>
</tr>
<tr>
<td>8. languages</td>
<td>8. Three: Dutch, French and some English.</td>
</tr>
<tr>
<td>9. in a sports hall?</td>
<td>9. You can practise several sports there.</td>
</tr>
<tr>
<td>10. run in one hour?</td>
<td>10. I can run 10 km, but an athlete can run 20 km in one hour.</td>
</tr>
</tbody>
</table>


D Use a modal verb to express ability, prohibition, permission or advice.

**Doctor:** So, tell me. What seems to be the problem, Sir?

**Patient:** Well, it is very simple! I feel heavy and I … (1) do the things I used to anymore! I feel really bad!

**Doctor:** Okay, … (2) you still walk up the stairs without being out of breath?

**Patient:** No, I … (3) it is sometimes killing me! I … (4) do it a few months ago. I also … (5) cycle well, but nowadays I … (6) even get as far as the baker’s.

**Doctor:** I think you … (7) go on a diet. You … (8) eat all that fatty food anymore! You really … (9) think about the health risks you are taking if you would stick to your current diet! I think you … (10) contact a dietician. She … (11) really help you better!

1 4 7 10
2 5 8 11
3 6 9

Read the information coming from both Sherlock Holmes and his friend Dr Watson.
What deductions and conclusions about the past can you derive from them? Are you sure or not sure about your deductions? Adopt the auxiliary verb.

**Sherlock Holmes:**

1. A horse normally looks for the company of other horses. Since it did not return to King's Pyland, it ... to go to the other stable.

2. The gypsies ... (not to steal) the horse. They knew too well that everybody would recognize it when they tried to sell it.

3. Since it rained so much last Monday night, the ground ... to be / still) wet the next morning.

4. If the horse tracks we found there fit the horseshoe I have in my pocket they ... (to be made) by Silver Blaze.

**Dr Watson:**

5. We found horse tracks on the way. And they fitted Silver Blaze's horseshoe, so the horse ... (to pass) there.

6. We suddenly saw a man's traces alongside the horse's. So before that the horse ... (to walk) alone.

7. The double track first went in the direction of King's Pyland, but further on I saw them return to Mapleton. So the man ... (to change) his mind all of a sudden.

8. At Mapleton we met Silas Brown. Sherlock Holmes whispered something in his ear and they both went inside. When they appeared again, Silas Brown was as docile as a dog with his master. So Holmes ... (to impress) Silas with something he knew.

---

**B Match the Modals to their use.**

<table>
<thead>
<tr>
<th>can</th>
<th>can't</th>
<th>could</th>
<th>couldn't</th>
<th>should / shouldn't</th>
</tr>
</thead>
<tbody>
<tr>
<td>ability</td>
<td>ability in the past</td>
<td>prohibition</td>
<td>permission</td>
<td>permission in the past advice</td>
</tr>
</tbody>
</table>

**C Use a Modal Verb to express ability, prohibition, permission or advice.**

- My baby brother is ten months old, so he ... (to walk) yet.
- You ... (to park) your car here. This is a pavement.
- You ... (to stay) up late, because you will feel exhausted the next day.
- When I was 16, I ... (to go out) by myself.
- I wasn't allowed to do that until I was 17.
- I ... (to ride) a bike now.
- but I ... when I was 2 years old.
- My brother wanted to work in a restaurant.
- when he was 16 but he ... (to cook) at all.

---

8. Pretend to be neighbours with the person next to you. Write a dialogue in which you try to solve your quarrels by advising, prohibiting, offering possibilities, referring to the law, requesting,...

**Situation 1**
Person A has a dog that’s always in the garden. It often sneaks under the hedge and does number two in person B’s garden. It also barks a lot at night.

**Situation 2**
The son-in-law of person A brings back the daughter in the middle of the night with his car playing loud dubstep music. Usually the son-in-law stands smoking for fifteen minutes afterwards with his car door wide open, allowing the music to penetrate every sleeping room in the street. Person B can’t sleep because of this.

**Situation 3**
Person A is building a pool house next to his pool without a permit to build. Person B is not happy with this change because it blocks his sunlight every noon. It is, though, the loud and daily marital disputes on person B’s side that annoys person A.

**Situation 4**
Person A installed a brand new floodlight at his front door. Its motion detector alights the lamp, shining like a small sun through person B’s bedroom window. Even curtains cannot dim the bright light.

**Situation 5**
Person A uses a garden sprinkler that sprinkles large quantities of water over the hedge onto the kitchen window of person B. On top of that, it makes an annoying voice that scares off the trained carrier pigeons of Person B’s.

**Situation 6**
Person A and his fiancé are a young couple, often having loud house parties at Friday night. Person B and his wife are retired and prefer to spend their Friday night calmly. They also don’t appreciate the drunk garden visitors at night.
### York -culture-

1. Look at the three visuals shown by the teacher. **What do you see on the visuals?**

   1. .................................................................
   2. .................................................................
   3. .................................................................

2. **What do they have in common?**

   .............................................................................................................................
   .............................................................................................................................

3. **Listening activity.** Listen to the text and answer the following questions:

   1: Give a synonym for York
   2: What advantage had the river Ouse?
   3: What influence had the Roman invasion?

   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
4. Listen to the text again. Fill in the gaps.

The story of Roman York...

York's history truly begins with the Romans.

It was the place where the Romans invaded England and before this York was a Viking ............... The city was founded in about 71 AD when 5000 men of the Ninth Legion marched in from Lincoln and set ..................

Eboracum, as York was called by the Romans, was born.

Being the place where the river Foss ............ into the river Ouse gives York the obvious .................. appeal. Men and supplies could be transported from the North Sea to the settlement via the Ouse. The Romans chose to build their ................ not on the higher land but between the two rivers. (see image previous page) What they lost in height they gained by the defensive advantage of having rivers on both sides.

In 376 AD there was an barbarian .......... on Roman Britain which Roman forces were unable to repel. The ............... at that time had to send a high ranking official to restore Britain’s .................. It’s clear that the 4th century also saw a decline in York’s economy – the population shrunk, trade .................. , buildings were abandoned and streets were .................... By the end of the century the Roman Empire got to the point of ............... and soon after 400 AD the Roman Army was forced to abandon Britain: York was deserted as ......................... .

The Roman invasion of Britain was arguably the most ................ event ever to happen to the British Isles (maybe excluding William the conqueror). It affected our language, our culture, our geography, our architecture and even the way we think. Our ................ has a Roman name, its capital is a Roman city and for ................ the language of our religion and administration was a Roman one.

During the Roman occupation, every “Briton”, was aware of their “Britishness.” For 400 years Rome brought a ...................... to Britain that it never had before. The Scots and Irish were proud of the fact that they have never been conquered by the Romans.

The Romans left Eboracum sometime around 410AD, and the city, like much of Roman Britain, fell into a period of ...................... . Until a new ...................... fell upon the city, the Anglo-Saxons.
5. Read this love letter from Mark, living in York.

A love letter from a boy living in York.

Dear Miss X,

I was sent down to earth for an important mission, a mission to find someone beautiful, honest and joyful that will complete me. I never thought that my task would be fulfilled till the very moment I met you. I had finally found the perfection that I had been seeking for all my life. At the very moment, I didn’t believe my eyes as the amazing girl that I thought only existed in a fairytale now stood facing me. Staring at the startling moon each night, I saw your gentle smile, the smile that gave me the strength to make the impossible possible.

My affection for you grows each and every day. I am totally addicted to you, and you're the only drug that kept me from dying. When I looked into those pretty eyes of yours, I saw the real me, a young person that lives for a goal and a purpose. I pray hard each day, just to hope that you and I can be in a relationship that is more than just friends someday. For now, I've written this letter to declare my love for you and I will be right here waiting for you.

Love,
Mark

A boy in love.

6. The underlined words can be divided into two categories. Which ones?

…………………………………………………………………………………………

7. Write the underlined words in the correct column.

|…………………………………………………………………………………………|…………………………………………………………………………………………|
8. Fill in the grid.

1. Look at the following sentences

   a. I had **finally** found the perfection that I had been seeking for **all** my life

   b. When I looked into those **pretty** eyes of yours, I saw the real me, a **young** person that lives for a goal and a purpose.

   c. Staring at the startling moon **each** night, I saw your **gentle** smile, the smile that gave me the strength to make the impossible possible.

   Look at the words underlined in stipple line. What do they say something about?
   ……………………………………………………………………………………………………………………………

   Look at the words underlined in full line. What information do they give us?
   ……………………………………………………………………………………………………………………………

   Cross out the wrong answer.

   ➔ The words underlined in stipple line are adjectives/adverbs, they say something more about **people, animals, things**.

   ➔ The words underlined in full line are adjectives/ adverbs, they say something more about **how, and how often** we do things and **how certain** something is.

9. Underline the adjectives and circle the adverbs.

a) He has bought this really fast car but he can only drive fast on the motorway.
b) I try very hard but I find it really hard to work late at night.
c) The meeting started late because of the manager’s late arrival.
d) Her long speech opened the conference, which lasted longer than usual.
e) Beckham is playing very well today; he’s been very good in the last few games.

10. Match the adverb with their meaning.

| He had hardly any money. | a. During the last few weeks/days, recently |
| He works very hard.      | b. Almost no/ not                           |
| She arrived late.        | c. After the agreed time                    |
| She hasn’t visited us lately. | d. With a lot of effort                  |

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<th>3</th>
<th>4</th>
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</table>
11. Rewrite the sentences putting the adverbs in brackets in the right place.

I get up early. (often)

She will ask me for help soon. (probably)

Mobile phones have become very popular. (recently)

They’ll finish the work today. (certainly)

I look before I cross the road. (always, carefully)

---

The absolute true diary of a part-time Indian

1. Read the extract from the book ‘The absolutely true diary of a part-time Indian’ by Sherman Alexie.
There is another world, but it is in this one.
W.B. Yeats

The Black-Eye-of-the-Month Club

I was born with water on the brain.

Okay, so that's not exactly true. I was actually born with too much cerebral spinal fluid inside my skull. But cerebral spinal fluid is just the doctors' fancy way of saying brain grease. And brain grease works inside the lobes like car grease works inside an engine. It keeps things running smooth and fast. But weirdo me, I was born with too much grease inside my skull, and it got all thick and muddy and disgusting, and it only mucked up the works. My thinking and breathing and living engine slowed down and flooded.
My brain was drowning in grease. But that makes the whole thing sound weird and funny, like my brain was a giant French fry, so it seems more serious and poetic and accurate to say, “I was born with water on the brain.”

Okay, so maybe that’s not a very serious way to say it, either. Maybe the whole thing is weird and funny.

But jeez, did my mother and father and big sister and grandpa and cousins and aunts and uncles think it was funny when the doctors cut open my little skull and sucked out all that extra water with some tiny vacuum?

I was only six months old and I was supposed to croak during the surgery. And even if I somehow survived the mini-Hoover, I was supposed to suffer serious brain damage during the procedure and live the rest of my life as a vegetable.

Well, I obviously survived the surgery. I wouldn’t be writing this if I didn’t, but I have all sorts of physical problems that are directly the result of my brain damage.

First of all, I ended up having forty-two teeth. The typical human has thirty-two, right? But I had forty-two.

Ten more than usual.
Ten more than normal.
Ten teeth past human.

My teeth got so crowded that I could barely close my mouth. I went to Indian Health Service to get some teeth pulled so I could eat normally, not like some slobbering vulture. But the Indian Health Service funded major dental work only once a year, so I had to have all ten extra teeth pulled in one day.

And what’s more, our white dentist believed that Indians only felt half as much pain as white people did, so he only gave us half the Novocain.

What a bastard, huh?

Indian Health Service also funded eyeglass purchases only once a year and offered one style: those ugly, thick, black plastic ones.

My brain damage left me nearsighted in one eye and farsighted in the other, so my ugly glasses were all lopsided because my eyes were so lopsided.

I get headaches because my eyes are, like, enemies, you know, like they used to be married to each other but now hate each other’s guts.

And I started wearing glasses when I was three, so I ran around the rez looking like a three-year-old Indian grandpa.

And, oh, I was skinny. I’d turn sideways and disappear.

But my hands and feet were huge. My feet were a size eleven in third grade! With my big feet and pencil body, I looked like a capital L walking down the road.

And my skull was enormous.

Epic.

My head was so big that little Indian skulls orbited around it. Some of the kids called me Orbit. And other kids just called me Globe. The bullies would pick me up, spin me in circles, put their finger down on my skull, and say “I want to go there.”

So obviously, I looked goofy on the outside, but it was the inside stuff that was the worst.

First of all, I had seizures. At least two a week. So I was damaging my brain on a regular basis. But the thing is, I was having those seizures because I already had brain damage, so I was reopening wounds each time I seized.

Yep, whenever I had a seizure, I was damaging my damage.

I haven’t had a seizure in seven years, but the doctors tell me that I am “susceptible to seizure activity.”
Susceptible to seizure activity.

Doesn't that just roll off the tongue like poetry?
I also had a stutter and a lisp. Or maybe I should say I had a st-st-st-stutter and a hssssssstheththip.

You wouldn't think there is anything life threatening about speech impediments, but let me tell you, there is nothing more dangerous than being a kid with a stutter and a lisp.

A five-year-old is cute when he lisps and stutters. Heck, most of the big-time kid actors stuttered and lisped their way to stardom.

And jeez, you're still fairly cute when you're a stuttering and liping six-, seven-, and eight-year-old, but it's all over when you turn nine and ten.

After that, your stutter and lisp turn you into a retard.
And if you're fourteen years old, like me, and you're still stuttering and liping, then you become the biggest retard in the world.

Everybody on the rez calls me a retard about twice a day. They call me retard when they are panning me or stuffing my head in the toilet or just slamming me upside the head.

I'm not even writing down this stuff the way I actually talk, because I'd have to fill it with stutters and lisps, and then you'd be wondering why you're reading a story written by such a retard.

Do you know what happens to retards on the rez?
We get beat up.
At least once a month.
Yep, I belong to the Black-Eye-of-the-Month Club.
Sure I want to go outside. Every kid wants to go outside. But it's safer to stay at home. So I mostly hang out alone in my bedroom and read books and draw cartoons.

Here's one of me:

I draw all the time.
I draw cartoons of my mother and father, my sister and grandmother, my best friend, Rowdy; and everybody else on the rez.
I draw because words are too unpredictable.
I draw because words are too limited.
If you speak and write in English, or Spanish, or Chinese, or any other language, then only a certain percentage of human beings will get your meaning.
But when you draw a picture, everybody can understand it.
If I draw a cartoon of a flower, then every man, woman, and child in the world can look at it and say, "That's a flower."
So I draw because I want to talk to the world. And I want the world to pay attention to me.

I feel important with a pen in my hand. I feel like I might grow up to be somebody important. An artist. Maybe a famous artist. Maybe a rich artist.

That's the only way I can become rich and famous.

Just take a look at the world. Almost all of the rich and famous brown people are artists. They're singers and actors and writers and dancers and directors and poets.

So I draw because I feel like it might be my only real chance to escape the reservation.

I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats.

---

**Why Chicken Meawns So Much to Me**

Okay, so now you know that I'm a cartoonist. And I think I'm pretty good at it, too. But no matter how good I am, my cartoons will never take the place of food or money. I wish I could draw a peanut butter and jelly sandwich, or a list full of twenty dollar bills, and perform some magic trick and make it real. But I can't do that. Nobody can do that, not even the hungriest magician in the world.

I wish I were magical, but I am really just a poor-ass reservation kid living with his poor-ass family on the poor-ass Spokane Indian Reservation.
2. Answer following questions about ‘the absolute true diary of a part-time indian’.

1. Write down how Arnold describes himself.

2. Write down the adverbs and adjectives he uses to describe himself.
   Adjectives:
   Adverbs:

3. Do you think Arnold likes the way he is? Why?

4. This is the grandmother of Arnold. Write a text about her using 5 adjectives and 5 adverbs.

   Illustration of Grandmother:
   - Grandmother in her dress, always smiling, and happy.
   - Her hair is as grey as the moon.
   - Slowly walking, always kind and gentle.
   - Her eyes are filled with wisdom and kindness.
   - Her stories are full of love and goodness.
3. describe the person whose name you picked out of the box on a separate sheet of paper. you can use this list to find words to pick out of.

### HEIGHT / WEIGHT

<table>
<thead>
<tr>
<th>Is she/he</th>
<th>Is she/ he</th>
</tr>
</thead>
<tbody>
<tr>
<td>fat</td>
<td>tall</td>
</tr>
<tr>
<td>slightly overweight</td>
<td>of medium height</td>
</tr>
<tr>
<td>well-built</td>
<td>shortish</td>
</tr>
<tr>
<td>heavily built</td>
<td>short / tiny</td>
</tr>
<tr>
<td>of average build</td>
<td></td>
</tr>
<tr>
<td>slightly built</td>
<td></td>
</tr>
<tr>
<td>slim</td>
<td></td>
</tr>
<tr>
<td>thin / skinny / bony</td>
<td></td>
</tr>
</tbody>
</table>

### FACE / HAIR

#### Does she/he have

| round / oval / square / heart shaped face | |
| bushy / thick / thin eyebrows | |
| round / almond / narrow / close-set eyes | |
| broad / flat / sharp / nose | |
| full / thin / lips | |
| broad smile / charming smile | |
| healthy / teeth / (tooth) braces | |
| wrinkles / freckles / pimples / smooth skin | |
| moustache / beard | |

#### Does she/he have

| thick / rich / strong / healthy / shiny hair | |
| damaged hair / split ends | |
| thin hair / receding hair | |
| straight / wavy / curly hair | |
| spiky hair | |
| fringe | |
| permed hair | |
| coloured / dyed hair | |
| bleached hair / highlights | |
| pigtails / ponytail / braids / bun / dreads | |
| pull your hair back / put your hair up (with a clip or an elastic band) | |
| long / short / shoulder-length | |
Kent in Ghent

1. Enjoy your walk!

Drawing needs to come here. Not done yet.
1. ‘Wow, we’re going to Ibiza’ clearly refers to Ibiza. You’re going to listen to several songs that we all can link to Belfast in different ways. It’s up to you to find the link. Try to write down the title and singer of the song too.

Track 1, 2 and 3:
Singer and title: ........................................................................................................................
................................................................................................................................................
................................................................................................................................................
Link with Belfast: ........................................................................................................................

Track 4:
Singer and title: ........................................................................................................................
Link with Belfast: ........................................................................................................................

Track 5:
Singer and title: ........................................................................................................................
Link with Belfast: ........................................................................................................................

Track 6:
Singer and title: ........................................................................................................................
Link with Belfast: ........................................................................................................................

2. Form a circle with one chair short. One student stands in the middle and invents a sentence following the structure ‘If you have never been in Oxford, change places.’ Everyone, including the person in the middle, who has never been to Oxford changes places. The remaining student forms a new sentence.

The........................................................................................................................
Structure: ..................................................................................................................
Communicative function: ...........................................................................................
Examples:......................................................................................................................
3. Read the following text and complete the sentences underneath in a correct way.

**The Secret Millionaire: Rob Lloyd in Belfast** (April 19th, 2009 by Lisa McGarry.)

Property developer Rob Lloyd leaves his home in rural Cheshire to go undercover in Belfast, Northern Ireland, a city struggling to recover after three decades of unrest. From his base in the Shankill Road – where one of the Troubles’ most notorious bombings took place in 1993 – Lloyd learns at first hand the personal cost of the conflict which tore apart the community. He sees how the residents are now rebuilding their lives, from a local boxing club to a housing project in Ardoyne.

In the show he meets a woman who accommodates youngsters. One of them is a girl who dreams about her own beauty salon. In the boxing club in the protesters’ area, he meets John. The man tells him that the boxing club is very important as it keeps young people away from the street. They will tend less to vandalism. As Rob visits the man at home, he’s overwhelmed by the poor estate the man’s house. He finds out that the John is struggling with a disease. He’s also a single father and he’s scared he will die in the following years, not be able to let his son study and give him a better future.

If Rob Lloyd sees how people are still struggling, he will donate a lot of money.

If the girl gets money, she will ………………………………………………………………………………….

If the father dies in the near future, his son………………………………………………………………………

If there isn’t a boxing club, …………………………………………………………………………………………..

If the youth clubs ………………………………………………………………………………………………………

If …………………………………………………………………………………………………………………………………

---

The............................................................................................................................................................

Structure: ......................................................................................................................................................

Communicative function: ..............................................................................................................................

Examples: .....................................................................................................................................................
4. Listen to the song ‘Rich Girl’ from Gwen Stefani and fill in the missing gaps.

Na, na, na, na, na, na, na, na, na, na, na, na, na, na, na
[2x]

If I …………… a rich girl (na, na,...)
See, I'd …………… all the money in the world, if I …………… a wealthy girl
No man could …………… me, …………… me, my cash flow …………… never ever ………
Cause I'd …………… all the money in the world, if I …………… a wealthy girl

Think what that money could bring
I would …………… everything
 …………… Vivienne Westwood
In my Galliano gown
No, …………… just …………… one hood
A Hollywood mansion if I could
Please book me first-class to my fancy house in London town

All the riches baby, won't mean anything
All the riches baby, won't bring what your love can bring
All the riches baby, won't mean anything
Don't need no other baby
Your lovin’ is better than gold, and I know

If I …………… a rich girl (na, na,...)
See, I'd …………… all the money in the world, if I …………… a wealthy girl
No man …………… …………… me, …………… me, my cash flow …………… never ever ………
Cause I'd …………… all the money in the world, if I …………… a wealthy girl

I'd …………… me four Harajuku girls to (uh huh)
Inspire me and they …………… to my rescue
I'd …………… them wicked, I'd …………… them names (yeah)
Love, Angel, Music, Baby
Hurry up and come and save me

All the riches baby, won't mean anything
All the riches baby, won't bring what your love can bring
All the riches baby, won't mean anything
Don't need no other baby
Your lovin’ is better than gold, and I know

[EvE]
Come together all over the world
From the hoods of Japan, Harajuku girls
What, it’s all love
What, give it up
What (shouldn’t matter 4x), what
Come together all over the world
From the hoods of Japan, Harajuku girls
What, it’s all love
What, give it up
What (shouldn’t matter 4x)
What happened to my life
Turned upside down
Chicks that blew ya mind, ding, it’s the second round
(Original track and ting, mmm)
You know you can’t buy these things (no)
See Stefani and her L.A.M.B., I rock the Fetish
People, you know who I am

Yes ma’am, we got the style that’s wicked
I hope you can all keep up
We climbed all the way from the bottom to the top
Now we ain’t gettin’ nothin’ but love

If I …………… a rich girl (na, na,...)
See, I'd …………… all the money in the world, if I …………… a wealthy girl
No man could …………… me, …………… me, my cash flow …………… never ever ………
Cause I'd …………… all the money in the world, if I …………… a wealthy girl

Na, na, na, na, na, na, na, na, na, na, na, na
Na, na, na, na, na, na, na, na, na, na, na, na
Na, na, na, na, na, na, na, na, na, na, na, na
[3x]
5. The teacher will give you a slip of paper in which you can find a good excuse for not doing your homework. Listen to the teacher for more information.

6. Fill in the missing gaps in the correct tense.

   a) If you lift the birthday child upside down and give his head a few gentle bumps, it ………………………………………… (to bring) good luck. So says an odd Irish birthday tradition.

   b) If there is a single day of good weather that pops up in a long stretch of bad days, the Irish ………………………………………… (to call) it ‘pet day’.

   c) The world ………………………………………… (to have) any country with an instrument for a national symbol if Ireland hadn’t had the harp for a national symbol.

   d) If I were an actress, I ………………………………………… (to love) to play in a film with the handsome, Irish actor Liam Neeson.
e) Northern Ireland wouldn’t have rising numbers of tourists, if it
…………………………………………………………… (to improve neg.) its international reputation.

f) There ………………………………… (to be neg.) any conflicts if the Protestants hadn’t taken
away properties from the Catholics.

g) Would Northern Ireland be more peaceful if they ………………………………………………………………. (to
become) part of The republic of Ireland?

h) If it’s Siúnt- Patrick’s day, people ………………………………… (to prefer) to wear a sprig of shamrock.

i) 15 railway stations would’ve had a different name if the 15 leaders of the uprising
…………………………………………………………………………………………… (to execute passive, neg.)

j) An old legend says: ‘If Christ …………………………………………… (to judge) all nations on judgment day,
Sínt Patrick will be the judge of the Irish.’

7. Read each short text and the conditional sentences that follow it. Tick (v) the correct
conditional sentences. (One or two may be correct in each case.) Put a cross (x) by the
incorrect ones. Think about the meaning as well as the grammar.

0 Thanks for looking after the house while I’m away. The only difficulty might be the burglar alarm,
which occasionally goes off for no reason. The police always follow up an alarm, but just tell them
that it’s a bit temperamental.

A) If the alarm goes off, the police will come.
B) If the alarm were to go off, the police can come.
C) If the alarm should sound, the police will come.

1 The crash of the Air France Concorde has now been attributed to a piece of metal on the
runway, apparently from a Continental Airlines DC10 which had taken off minutes before. The
metal caused one of Concorde’s tires to burst, which in turn ruptured the fuel tank on the left-hand
side of the plane.

A) If the runway were swept after each take-off, the disaster might have been averted.
B) If the runway had been swept after the DC10 take-off, the disaster could’ve been averted.
C) If the runway hadn’t been swept after the DC10 take-off, the disaster might have been
averted.

2 The government urges that all children and teenagers are vaccinated against meningitis C.

A) If your child had not yet been vaccinated, please make an appointment with the nurse.
B) If your child has not yet been vaccinated, please make an appointment with the nurse.
C) If your child was not yet vaccinated, please make an appointment with the nurse.

3 I haven’t seen the result, but Rusedski must have finished his second round match against Pioline
by now.
A) If he gets through this one, he’ll be delighted.
B) If he’s got through this one, he’ll be delighted.
C) If he got through this one, he’d be delighted.

4 Try to engage the potential client in conversation as soon as possible, to make it more difficult for him to put the phone down.
   A) If the client won’t engage, politely thank him for listening and hang up.
   B) If the client doesn’t engage, politely thank him for listening and hang up.
   C) If the client wouldn’t engage, you should thank him for listening and hang up.

5 Over ninety five per cent of people who successfully complete our course find what that they recover the course fees within a few months through income having their work published.
   A) Should you not recover the fees within a year of completing the course, we will give you a full refund.
   B) Did you not recover the fees within a year of completing the course, we would give you a full refund?
   C) If you hadn’t recovered the fees within a year of completing the course, we would give you a full refund.

6 In last week’s peaceful demonstrations in Burma, one demonstrator was seriously injured when she fell and was trampled by the crowd trying to flee from the water cannons. She is still in hospital in critical condition.
   A) If the demonstrator didn’t fall, she might not be in hospital now.
   B) If the demonstrator hadn’t fallen, she might not be in hospital now.
   C) If the demonstrator hadn’t fallen, she might not have been seriously injured.

8. When you see the following graffiti posters, you will see how the troubles still mark daily life in (West) Belfast. Make your own graffiti poster concerning this topic, using a statement that contains two conditionals.
“Many people think graffiti is an act of vandalism, an expensive nuisance and an irritating eyesore. Others disagree and say that graffiti is creative, artistic and expressive - ‘aerosol art’. Still others say that even if it is not always good art, is an interesting way of getting across a point of view to a large number of people, for the cost of a few cans of paint.” – Tony Taylor

9. We play a conditional Jungle Speed. You will play this game in groups of five people. Listen to the teacher for the rules.
1. Peter Piper picked a pack of pickled peppers

2. The Culture Club

3. Tensed Domino

4. To, in and around Great Britain

5. You shouldn’t mess with the whiteboard

6. Surprisingly silly sing-a-long

7. Connect three

8. TEFL-traffic

9. What the %^@# are you doing

10. Order the chaos
1. Put a circle around the option that best fits your opinion about the statements.

– : I don’t agree at all
- : I do not agree
+ : I agree
++ : I definitely agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>–</th>
<th>-</th>
<th>+</th>
<th>++</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned a lot of <strong>new things</strong> during the introductory course.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>I have a clear vision of what the teacher training will be like.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>I think I have an advantage to start with the teacher training after taking the introductory course.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>I liked the formats that were used during the introductory course.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>The contents were on a good level.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>There was enough <strong>variation in the subjects</strong> that were included in the course.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>There was enough <strong>variation in the formats</strong> during the introductory course.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>The TEFL reflections were useful.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>The teacher was enthusiastic.</td>
<td></td>
<td></td>
<td>+</td>
<td>++</td>
</tr>
</tbody>
</table>

2. What should definitely stay in the introductory course? What would you change? Why?

________________________________________________________________________

________________________________________________________________________

Remarks:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

We thank you for your cooperation.