

**SOLUTIONS INTERMEDIATE 5**  
**UNIT 9: JOURNEYS**  
**9F**

PEGAH BAHOJB GHASEMI

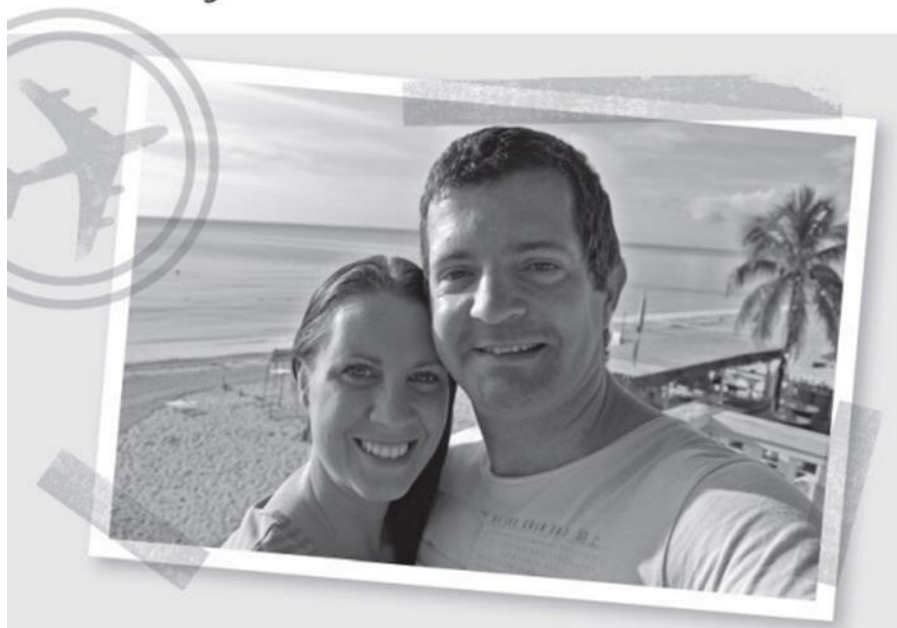
## 9E

## Word Skills

## Verb patterns

*I can identify and use verb patterns.*

- 1 Complete the text with the infinitive (with or without *to*) or *-ing* form of the verbs in brackets.



Three years ago, an Australian couple from Perth decided  
 1 \_\_\_\_\_ (go) on holiday –  
 permanently. In other words, they hoped  
 2 \_\_\_\_\_ (stay) on holiday for years  
 rather than days. So far, their trip has lasted for three years  
 and they're enjoying 3 \_\_\_\_\_ (travel)  
 so much that they will keep 4 \_\_\_\_\_  
 (do) it for as long as possible.

Before the trip, Nicole Connolly ran a successful business.  
 But the death of a family member made her  
 5 \_\_\_\_\_ (think) about her life  
 in a different way. She spent some time  
 6 \_\_\_\_\_ (discuss) her ideas  
 with Michael, her husband, and they ended up  
 7 \_\_\_\_\_ (make) a decision: they  
 agreed 8 \_\_\_\_\_ (give up) their home  
 and their jobs in return for freedom and adventure. But they  
 couldn't put their plan into action immediately. They went  
 on 9 \_\_\_\_\_ (work) for a year and  
 managed 10 \_\_\_\_\_ (save) some  
 money. They then sold their house and their possessions.  
 Finally, they could afford 11 \_\_\_\_\_  
 (begin) their journey.

They started 12 \_\_\_\_\_ (travel) and  
 they've been on the road ever since. They've continued  
 13 \_\_\_\_\_ (earn) some money by  
 managing an online business, including a successful blog  
 about their lifestyle. And although they miss their friends and  
 family, they don't miss their old life; they definitely prefer  
 14 \_\_\_\_\_ (be) on holiday all the time.

2 Complete the sentences with the infinitive or *-ing* form of the verbs in brackets. Your answers will depend on the meaning.

- 1 She tried \_\_\_\_\_ (open) her suitcase, but it was impossible without the key.
- 2 I'm not surprised you found the film confusing – you didn't stop \_\_\_\_\_ (talk) all the way through!
- 3 I keep waking up at 3 a.m. I've tried \_\_\_\_\_ (go) to bed earlier, but it doesn't help.
- 4 I'll never forget \_\_\_\_\_ (visit) India when I was a child.
- 5 I don't remember \_\_\_\_\_ (buy) this T-shirt. Maybe somebody gave it to me.
- 6 We often forget \_\_\_\_\_ (turn) the computer off at night.
- 7 Before you go to bed, please remember \_\_\_\_\_ (lock) the front door.
- 8 There was an icy wind, so she stopped \_\_\_\_\_ (do) up her coat.

**3 Complete the sentences so they are true for you. Use an infinitive in sentences 1 and 3 and an *-ing* form in 2 and 4.**

1 I often forget \_\_\_\_\_  
\_\_\_\_\_.

2 I don't remember \_\_\_\_\_  
\_\_\_\_\_.

3 I stopped \_\_\_\_\_  
\_\_\_\_\_.

4 I stopped \_\_\_\_\_  
\_\_\_\_\_.

### VOCAB BOOST!



When you learn verb patterns, you can write them like this:

*fancy doing something*

*let sb do something*

Alternatively, write them in sentences which may be useful and underline the verb pattern:

Do you fancy going out this evening?

Could you let me see that photo?

**4 Read the *Vocab boost!* box. Then write sentences which include these verbs. Underline the verb patterns.**

1 (avoid doing sth) \_\_\_\_\_

\_\_\_\_\_

2 (choose to do sth) \_\_\_\_\_

\_\_\_\_\_

3 (not mind doing sth) \_\_\_\_\_

\_\_\_\_\_

4 (expect to do sth) \_\_\_\_\_

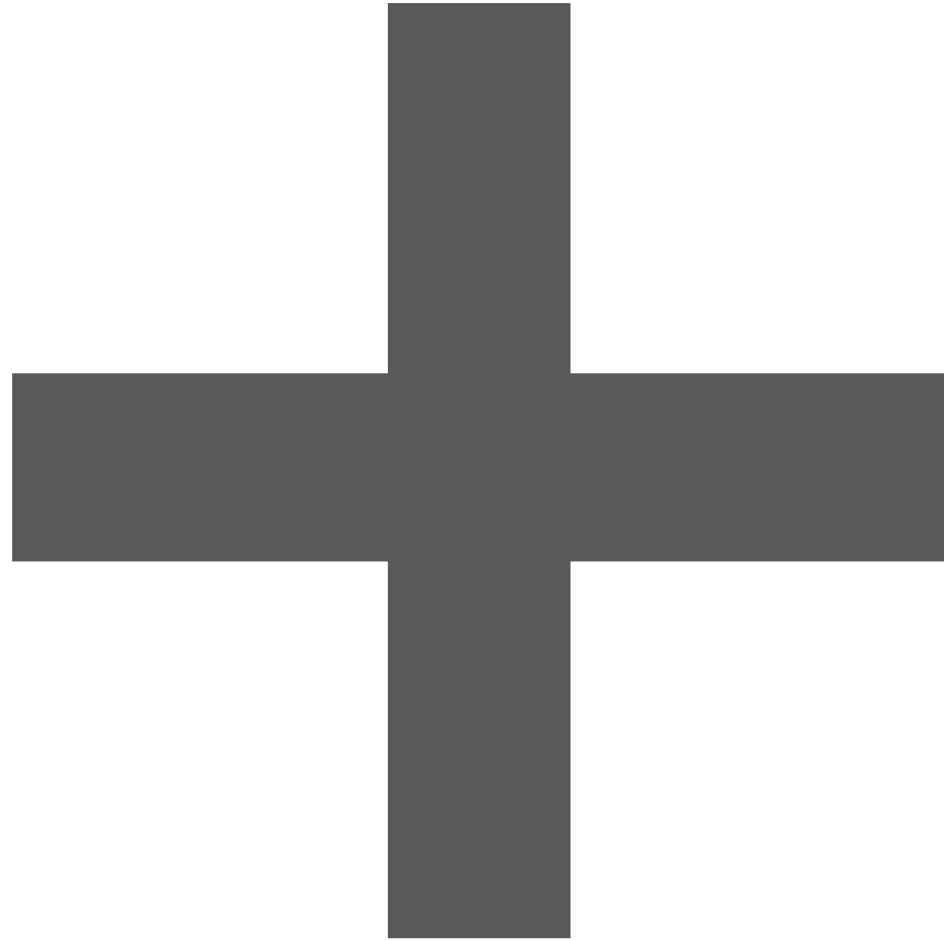
\_\_\_\_\_







**PLUS**

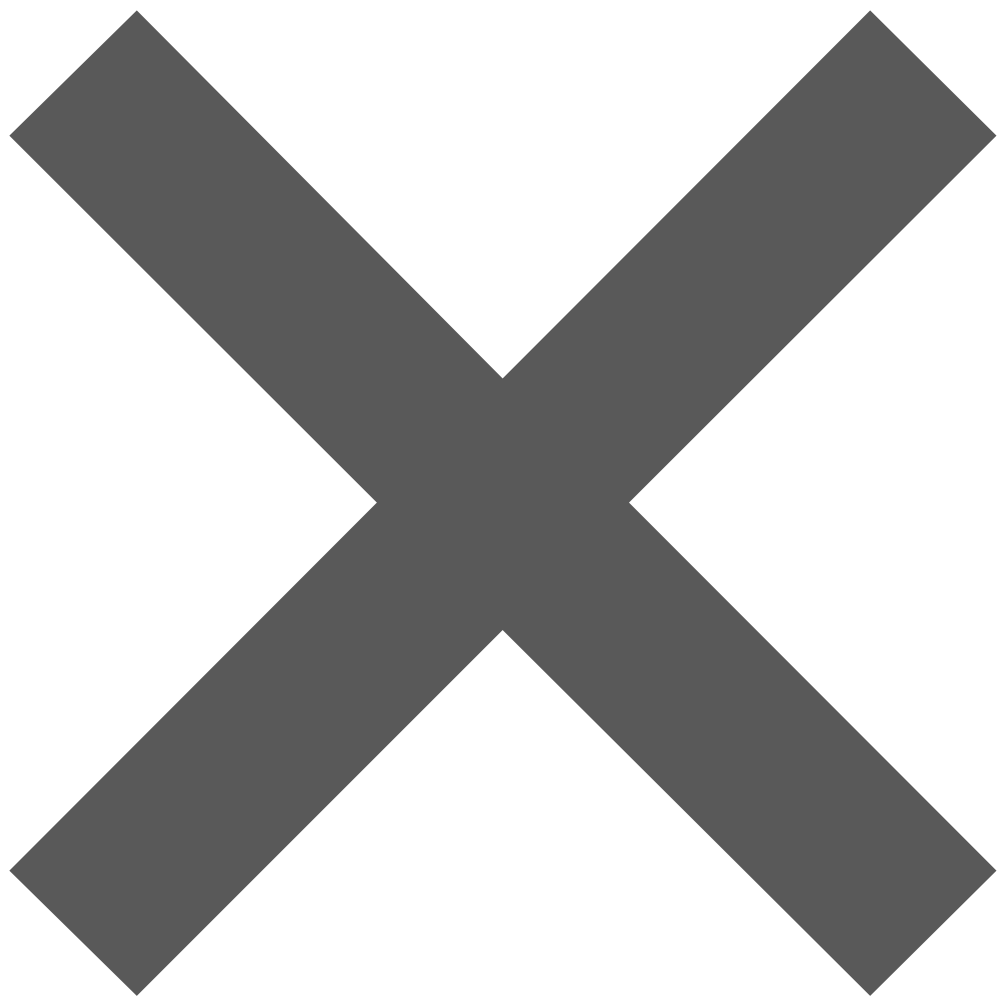




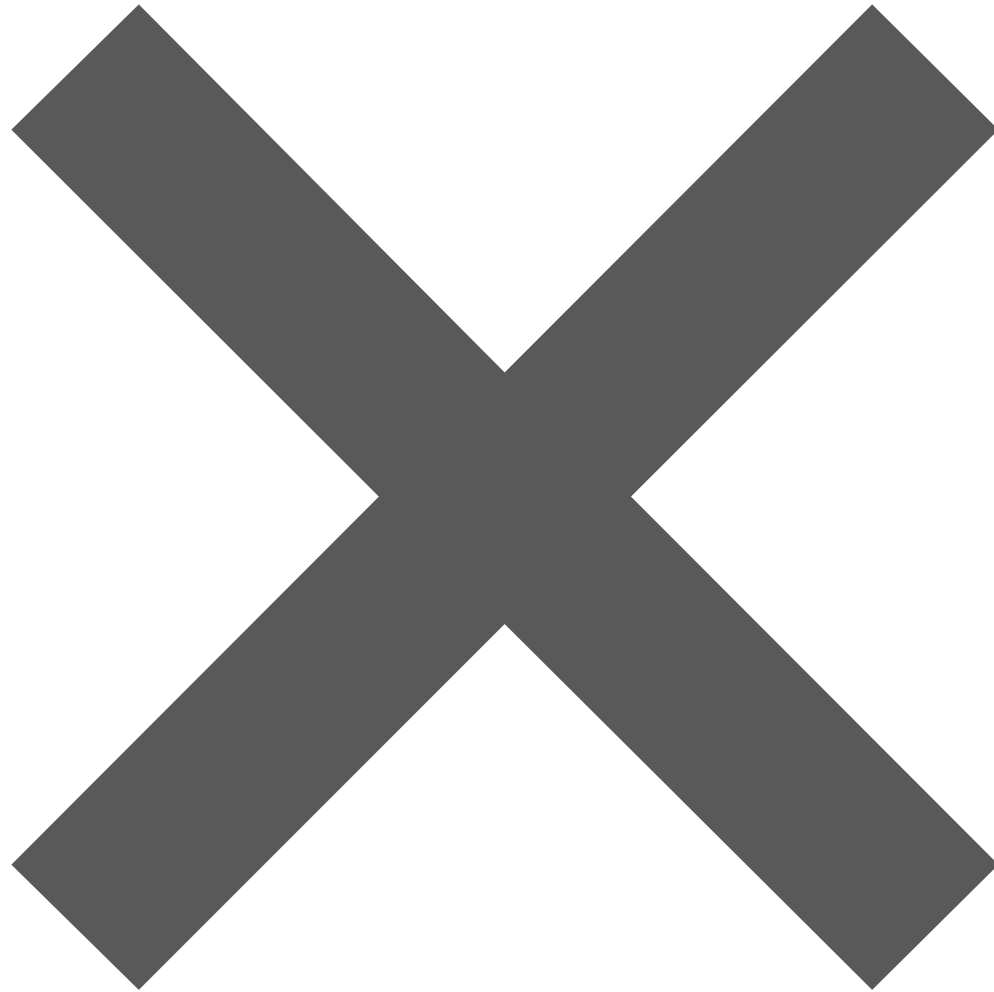


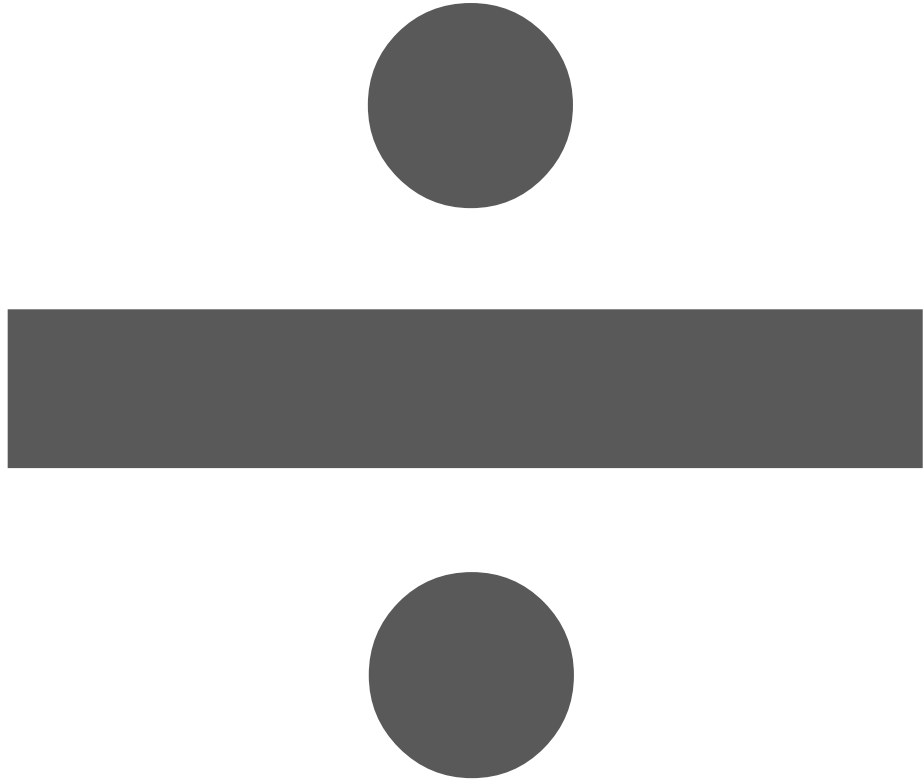
# MINUS





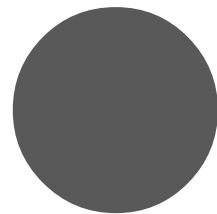
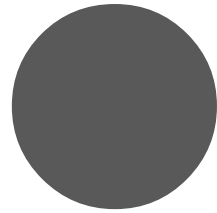
**MULTIPLIED BY**







**DIVIDED BY**




$$18 \div 3 =$$

$$6 \times 7 =$$

$$9 \times 12 =$$


$$25 - 14 =$$

$$37 + 41 =$$

$$329 - 17 =$$

$$10,000 \div 5 =$$


$$541 + 57 =$$



**WHY ARE  
MEASURING AND  
CALCULATING  
IMPORTANT?**

**1 SPEAKING** Read the saying below. What does it mean?  
Why is it good advice?

Measure twice, cut once.

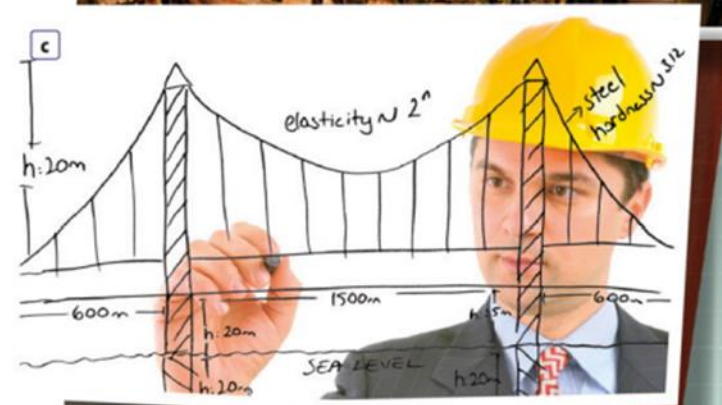
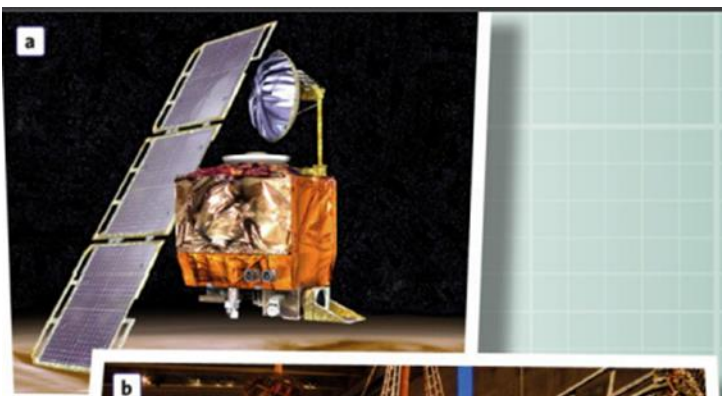


**DO YOU THINK  
THAT  
MISCALCULATION  
CAN CAUSE  
SERIOUS  
PROBLEMS?**



2 Read texts A–D quickly. Match them with photos a–d and titles 1–4 below.

- 1 Can't slow down! \_\_\_\_, \_\_ 3 Meet you in the middle? \_\_\_\_, \_\_  
2 Too fat to fit! \_\_\_\_, \_\_ 4 Top heavy! \_\_\_\_, \_\_



# Disastrous MISTAKES!

3.27

**A** There were red faces at the headquarters of French train company SNCF in 2014 when they discovered that 2,000 new trains they had ordered were three centimetres too wide for many station platforms. The error appears to have happened because RFF, the company that runs the rail network, gave SNCF the wrong measurements. Instead of measuring all the platforms on the rail network, they only measured platforms that were less than thirty years old. They didn't realise that the gap between platforms built more than fifty years ago is narrower, because trains in those days were a bit slimmer. The new trains cost €15 billion, so there is no question of rebuilding them. It will be cheaper to alter the width of the platforms. But that has so far cost €50 million and the job is not yet finished: there are still 1,000 platforms that need adjusting.



**B**

10 In September 1999, after a trouble-free 286-day journey from Earth, the *Mars Climate Orbiter* fired its engines in order to slow down and put itself into orbit around Mars. Its mission was to collect information about the Martian climate and try to discover whether there was water on the surface of the red planet. The engines fired successfully, but that was when the problems started. The spacecraft was only sixty kilometres from the planet's surface, instead of 160 kilometres. According  
15 to NASA scientists in Florida, the engine quickly overheated, stopped working and was unable to prevent the spacecraft from continuing straight past the planet. It is now probably orbiting the sun. The accident happened because two sets of engineers, one working in metric (millimetres) and the other working with the imperial system (inches), failed to communicate while they were building the spacecraft. It turned out to be an expensive mistake – the *Mars Climate Orbiter* cost £125 million!

**C**

20 What is sea level? Surely it is the same everywhere on Earth? Well, in fact, it isn't, and that is what led to a problem with a bridge being built across a river between Germany and Switzerland in 2004. In Germany, people measure height in relation to the North Sea, while Switzerland chooses to use the Mediterranean, which is 27 centimetres lower. The engineers were fully aware of this difference between the two versions of sea level. However, as the two  
25 sides of the bridge came closer to each other, it became clear that they would not meet exactly, as there was a height difference of over half a metre: 54 centimetres, to be precise. Instead of subtracting 27 centimetres, the German engineers had added 27 centimetres. The German side therefore had to be lowered before the bridge could be completed.





D

In 1628, the *Vasa* was the most powerfully armed warship in the world, with 64 enormous cannons. Her Swedish makers were justifiably proud of her. But twenty minutes into her first journey, she was hit by strong winds. She tipped over to the side, water rushed into the ship and she quickly sank, only a mile from the port. Thirty people died. Over the centuries, scientists have tried to explain why the ship was unstable. Most agreed that the top of the ship was far too heavy, but that was not enough to explain why the ship sank. Now, however, scientists at the Vasa Museum, where the ship is displayed, believe they have the answer. They measured every piece of wood in the ship and found that the vessel is asymmetrical and one side of the ship is much heavier than the other. How did this happen? The scientists discovered four rulers that the workman had used. But the rulers used different scales. Two used 'Swedish feet', which were divided into twelve inches, while the others used 'Amsterdam feet', which had eleven inches in each foot. So different carpenters were using different systems of measurement and this led to the wood on one side being thicker than on the other.

### **Reading Strategy**

When a statement can match more than one text, you need to make sure you have matched all of the possible texts to each statement. First decide which text matches with a particular statement. Then check that none of the other texts match the statement.



- 3 Read the **Reading Strategy**. Then carefully read text A and the two statements below. Does the text match with one or both of the statements? Find evidence in the text for your answer.
  - 1 The mistake could only be rectified by altering something else.
  - 2 One company failed to pass on all the information that it had to another company.

**4 Match the texts (A–D) with statements 1–6 below. Two texts match with two statements.**

This mishap:

- 1 had two distinct causes.
- 2 was caused because somebody failed to measure something.
- 3 involved engineers from two countries.
- 4 was the result of a mistake made in a country outside Europe.
- 5 resulted in a loss of life.
- 6 will need even more money to rectify.

**5 Complete the third conditional sentences using information from the text.**

- 1 The trains would have been the right width if \_\_\_\_\_  
\_\_\_\_\_.
- 2 If the NASA engineers had all used metric measurements,  
\_\_\_\_\_.
- 3 If the German and Swiss engineers had calculated sea level in the same way, \_\_\_\_\_.
- 4 The *Vasa* would not have sunk if \_\_\_\_\_  
and if \_\_\_\_\_.

**6 VOCABULARY** What units of length do these abbreviations represent? Which are metric? All the units are in the texts.

Units of measurement

1 cm

3 m

5 in

2 mm

4 km

6 ft

**7** In the text, underline the units of length and distance listed in exercise 6, and say what they refer to.

1 – *centimetres*. The French trains were three *centimetres* too wide for the stations.

**8 SPEAKING** Work in pairs. Discuss these questions. In your opinion, which was a) the most serious mistake and b) the least serious mistake? Why?

**9 INTERNET RESEARCH** Research other famous mistakes made by engineers. Use these questions to help you and present your findings to the class.

- 1 What was the mistake?
- 2 Why was it made?
- 3 What were the consequences?

**ASSIGNMENT:  
WORKBOOK 9F  
SUMMARY**

**DEADLINE: SUNDAY**