

SOLUTIONS INTERMEDIATE 5
UNIT 9: JOURNEYS
MOVIE

PEGAH BAHOJB GHASEMI

9H

Writing

A formal letter

I can write a formal letter of enquiry.

Preparation

Writing Strategy 1

- If you know the name of the person you are writing to, start with *Dear Miss / Mrs / Ms / Mr ...*, and finish with *Yours sincerely*, followed by your signature and your full name.
- If you don't know the name of the person, start with *Dear Sir or Madam*, and finish with *Yours faithfully*, followed by your signature and your full name.

- 1 Read Writing Strategy 1. Then write the two missing words at the start and end of the letter.

2 Underline in the letter more formal ways of saying:

- | | |
|-----------------------|-----------------------|
| 1 to ask about | 5 tell me about |
| 2 mum and dad | 6 make clear |
| 3 we don't want to | 7 getting your answer |
| 4 it would be good if | 8 soon |

Dear Sir or ¹ _____ ,

I am writing to enquire about the possibility of renting Hillside Cottage for three weeks in the summer.

I will be travelling to the Lake District with my parents and brother. We plan to arrive in London on 14 July, but do not wish to hire a car. I would be grateful if you could inform me of the best way to reach the cottage by public transport.

Although the advertisement states that the cottage has two bedrooms, it is not clear whether the second room is large enough for two people to share. I wonder if you could clarify this point.

Finally, I would like to know what leisure activities are available in the area surrounding the cottage. We are particularly interested in horse riding.

I look forward to receiving your reply in due course.

Yours ² _____ ,

Tom Baker

Writing Strategy 2

- 1 Divide your letter into paragraphs.
- 2 In the first paragraph, which can be a single sentence, say why you are writing.
- 3 Each paragraph should have its own topic. It is usually best to deal with the four points in the task in four separate paragraphs.
- 4 In the final paragraph, which can be a single sentence, say that you expect a reply.
- 5 Avoid colloquial language and short forms.

3 Read Writing Strategy 2. Then read the task and answer the questions below.

You are planning to visit the Lake District this summer with your family and have seen an advertisement for a cottage. Write a letter to the owner in which you:

- give information about the people travelling.
- ask about travelling to the cottage.
- request information about the bedrooms.
- ask about leisure facilities in the area.

- 1 How many paragraphs are in the model letter?
- 2 Which two points in the task are covered in one paragraph in the model letter? and

Writing Guide

You are planning to visit the New Forest this summer with some friends and have seen an advertisement for a campsite.

Write a letter to the campsite manager in which you:

- give information about who will be travelling and when.
- ask about prices and availability.
- give information about leisure activities you would like to do.
- enquire about a specific facility at the campsite.

4 You are going to do the task above. Plan your letter. Make notes using the prompts below to help you.

People travelling: _____

Dates of holiday: _____

Polite request to ask about prices: _____

Polite request to ask about availability: _____

Leisure activities: _____

Campsite facility to ask about: _____

5 Write the letter, using your notes from exercise 4.

CHECK YOUR WORK



Have you ...

- avoided contractions and informal language?
- divided the letter into paragraphs?
- checked your spelling and grammar?

Unit 9

9A Travel problems

1 Add the words below to the table.

choppy congestion diverted dirty roadworks

The flight was	cancelled. delayed. 1 _____ (to another airport). bumpy.
The train / bus was	overcrowded. 2 _____. slow.
The car journey was slow because of	3 _____. slow-moving traffic. 4 _____ / traffic jams. a diversion. an accident.
The sea crossing was	5 _____. rough.

2 Write a paragraph describing the worst journey you can remember. Include phrases from exercise 1.

9F Size and dimensions

- 3 Read the **Learn this!** box. Then complete the information with the correct adjectives.

LEARN THIS!



Noun	width	length	depth	height
Adjective	1 _____	2 _____	3 _____	4 _____ and 5 _____

- a We usually use *high* for mountains and waterfalls, and 6 _____ for people, buildings and trees.
- b We can ask about size with *How* + adjective: *How wide / long / far / big / deep* etc. *is ... ?* or *What's the* + noun: *What's the length / width / size* etc. *of ... ?*

4 Make seven pairs of opposites from the words below.

deep high long low narrow shallow
short small tall thick thin wide

5 Complete the sentences with the correct adjectives.

- 1 Mount Everest is 8,848 m _____.
- 2 The Mariana Trench in the Pacific Ocean is 10,911 m _____.
- 3 The Empire State Building is 443 m _____.
- 4 The Amazon River is 6,992 km _____.
- 5 The country Chile is 4,300 km _____ but less than 350 km _____.

6 Write as many questions as you can that you could ask about the size and dimensions of:

1 a lake. **2** a box. **3** a person. **4** a building.

1 *How deep is it? How ...*

Unit 9

9.1 Third conditional

We form the third conditional with *if* + past perfect, *would have* + past participle.

If you'd gone to bed earlier, you wouldn't have fallen asleep in class.

We use the third conditional to talk about imaginary situations and to say how things could have been different in the past.

If we'd left earlier, we wouldn't have missed the train.

We often use *if* to express regret or criticism.

If you'd been more careful, you wouldn't have dropped those plates.

You would have passed your exams if you'd worked a bit harder.

We can also put the *if* clause at the end of the sentence.

I'd have invited you if I'd known you liked fancy-dress parties.

Notice the short forms used in third conditional sentences. The short form of both *had* and *would* is *'d*.

If I'd had more money, I'd have paid for you.

In spoken English, we often shorten both *would* and *have* in the main clause. However, in written English, we don't usually shorten both forms.

Spoken:

If I hadn't run out of petrol, I'd've come by car.

Written:

If I hadn't run out of petrol, I'd have come by car.

1 Write third conditional sentences. Use the verbs in brackets.

- 1 If I _____ (drive) faster, we
_____ (arrive) before six.
- 2 If Mary _____ (get) to the cinema earlier,
she _____ (see) the start of the film.
- 3 You _____ (know) what to do if you
_____ (listen) to the instructions.
- 4 You _____ (not cut) yourself if you
_____ (not be) so careless with the knife.
- 5 If I _____ (have) the time, I
_____ (call) you.
- 6 I _____ (not get) angry if you
_____ (not be) so rude!
- 7 Do you think you _____ (pass) your exams
if you _____ (work) harder?

2 Rewrite the two sentences as one. Use the third conditional.

1 You didn't go to bed early. You were tired the following morning.

If you'd gone to bed early, you wouldn't have been tired the following morning.

2 Emma didn't catch the bus. She had to walk to school.

3 The tickets were expensive. I didn't travel by plane.

4 I ate too much. I felt ill.

5 I spent all my money. I was broke.

6 I took a painkiller. My headache went away.

7 We didn't save a lot of money. We weren't able to buy a new car.

9.2 Participle clauses

We use participle clauses to give more information about a noun. They can be described as shortened relative clauses (defining or non-defining).

Defining:

A woman wearing a yellow T-shirt ran out of the shop. (= who was wearing a yellow T-shirt)

Non-defining:

Her uncle, looking anxious, was standing on the pavement. (= who was looking anxious)

Participle clauses can begin with either a present participle (*-ing* form) or past participle. Clauses with a present participle (*-ing* form) replace an active verb. The verb they replace can be in any tense.

Outside the café, there was a man selling postcards. (= who was selling postcards)

She gave me a box containing some old letters. (= which contained some old letters)

Clauses with a past participle replace a passive verb. The verb they replace can be in any tense.

A Roman vase found in France last year is being sold. (= which was found in France last year)

1 Rewrite the sentences using participle clauses to replace the relative clauses.

1 I saw three men who were arguing about a taxi.

I saw three men arguing about a taxi.

2 We talked to a young man who wanted to study in England.

3 A suspected burglar, who had been arrested by the police, has escaped.

4 My uncle bought a pen that was made of gold.

5 She was wearing a necklace that belonged to her grandmother.

6 Three men, who were coming out of the restaurant late at night, saw the robbery.

9.3 Reply questions

We use a reply question to respond to a statement. They express interest or surprise.

'I've bought a new bike.'

'Have you? How could you afford it?'

We use the verb *be*, auxiliary verbs (*do, have*), or modal verbs (*will, would*, etc.), depending on the tense and verb form in the statement.

'He hasn't seen that film.'

'Hasn't he? Well, let's rent it, then.'

'I hate cats.'

'Do you? I thought you liked them.'

Tense	Statement	Reply question
Present simple	I like dogs.	Do you?
Present continuous	He's eating.	Is he?
Past simple	She broke her arm.	Did she?
Present perfect	It's finished.	Has it?
Past perfect	They hadn't met.	Hadn't they?

<i>can</i>	She can't swim.	Can't she?
<i>will</i>	She won't forget.	Won't she?
<i>would</i>	He'd enjoy skiing.	Would he?

Notice these special cases:

'I'm not hungry.' 'Aren't you?' NOT ~~Amn't you?~~ X

'You never invite me to your house.' 'Don't I?'

'Nothing bad happened.' 'Didn't it?'

'Nobody wants to sit next to me.' 'Don't they?'

1 Match the reply questions (a–e) with the statements (1–5).

- | | |
|---|--------------|
| 1 Yesterday was Monday. | a Didn't it? |
| 2 Nothing exciting happened on holiday. | b Did it? |
| 3 Our dog had never run away before. | c Was it? |
| 4 The train had to stop suddenly. | d Has it? |
| 5 My laptop has broken again. | e Hadn't it? |

2 Write reply questions for these statements.

- 1 I want to go somewhere different for my holiday this year.
- 2 Nobody told me about your accident.
- 3 I'm not ready to go out yet.
- 4 Our friends hardly ever go out during the week.
- 5 It costs a lot to send texts abroad.
- 6 Gorillas can't swim.
- 7 I'd rather spend this weekend at home.
- 8 My parents wouldn't enjoy skiing.

9.4 Question tags

We use question tags when we want somebody to confirm something that we are saying. A statement with a question tag often sounds more polite than a direct question or a plain statement.

You live in Madrid, don't you?

When the main verb is affirmative, the question tag is negative, and vice versa.

She was late, wasn't she?

She wasn't late, was she?

We use the verb *be*, auxiliary verbs (*do*, *have*), or modal verbs (*will*, *would*, etc.), depending on the tense of the verb in the statement.

Tense	Statement	Question tag
Present simple	She likes dogs,	doesn't she?
Present continuous	He's eating,	isn't he?
Past simple	She broke her arm,	didn't she?
Present perfect	It's finished,	hasn't it?
Past perfect	They hadn't met,	had they?
<i>can</i>	She can't swim,	can she?
<i>will</i>	She won't forget,	will she?
<i>would</i>	He'd enjoy skiing,	wouldn't he?
<i>let's</i>	Let's go to the park,	shall we?



Notice these special cases:

I'm the winner, aren't I?

It hardly ever rains here, does it?

Let's go to the park, shall we?

Nothing's wrong, is it?

Nobody minds if I eat the last piece, do they?

1 Match the question tags below with statements 1–8.

aren't I? didn't you? had you? shall we? were they?
weren't they? will we? wouldn't you?

- 1 You hadn't seen your friends for years, _____
- 2 Let's go away for a few days, _____
- 3 You'd rather be alone this evening, _____
- 4 Nobody was surprised at his decision, _____
- 5 We won't arrive on time, _____
- 6 Your parents were teachers, _____
- 7 I'm the best chess player in the school, _____
- 8 You had double maths this morning, _____

2 Add a question tag to these statements.

- 1 Is isn't too late to change my mind, _____?
- 2 Nobody wants to go home, _____?
- 3 We hadn't finished that pizza, _____?
- 4 You can't see my phone, _____?
- 5 That shop is never open, _____?
- 6 Your dad wouldn't give us a lift, _____?
- 7 You're hardly ever at home, _____?
- 8 Let's buy some popcorn, _____?
- 9 I'm your best friend, _____?
- 10 They aren't listening, _____?
- 11 Calls from abroad cost a lot, _____?
- 12 I'll see you soon, _____?

9.5 *so* and *such*

We can use *so* and *such* to intensify the meaning of an adjective or an adverb.

- *be* + *so* + adjective

I'm *so* tired!

- *so* + adverb

You write *so* quickly!

- *such* + *a* / *an* + adjective + singular noun

He's *such* a rude man.

- *such* + adjective + plural noun / uncountable noun

They serve *such* delicious chips / pizza.

1 Complete the sentences with *so* or *such*.

- 1 The guard on the train was _____ impolite to me!
- 2 This is _____ a dirty seat!
- 3 The tickets were _____ expensive!
- 4 We waited _____ a long time for the train.
- 5 They serve _____ horrible food in buffet cars!
- 6 The clerk in the ticket office spoke _____ quickly that I couldn't understand her.
- 7 Why did the tram travel _____ slowly?
- 8 There are usually _____ long queues at the ticket machines that I buy my tickets online.



ARCTIC OCEAN

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ATLANTIC OCEAN

CARIBBEAN

PACIFIC OCEAN

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PACIFIC OCEAN

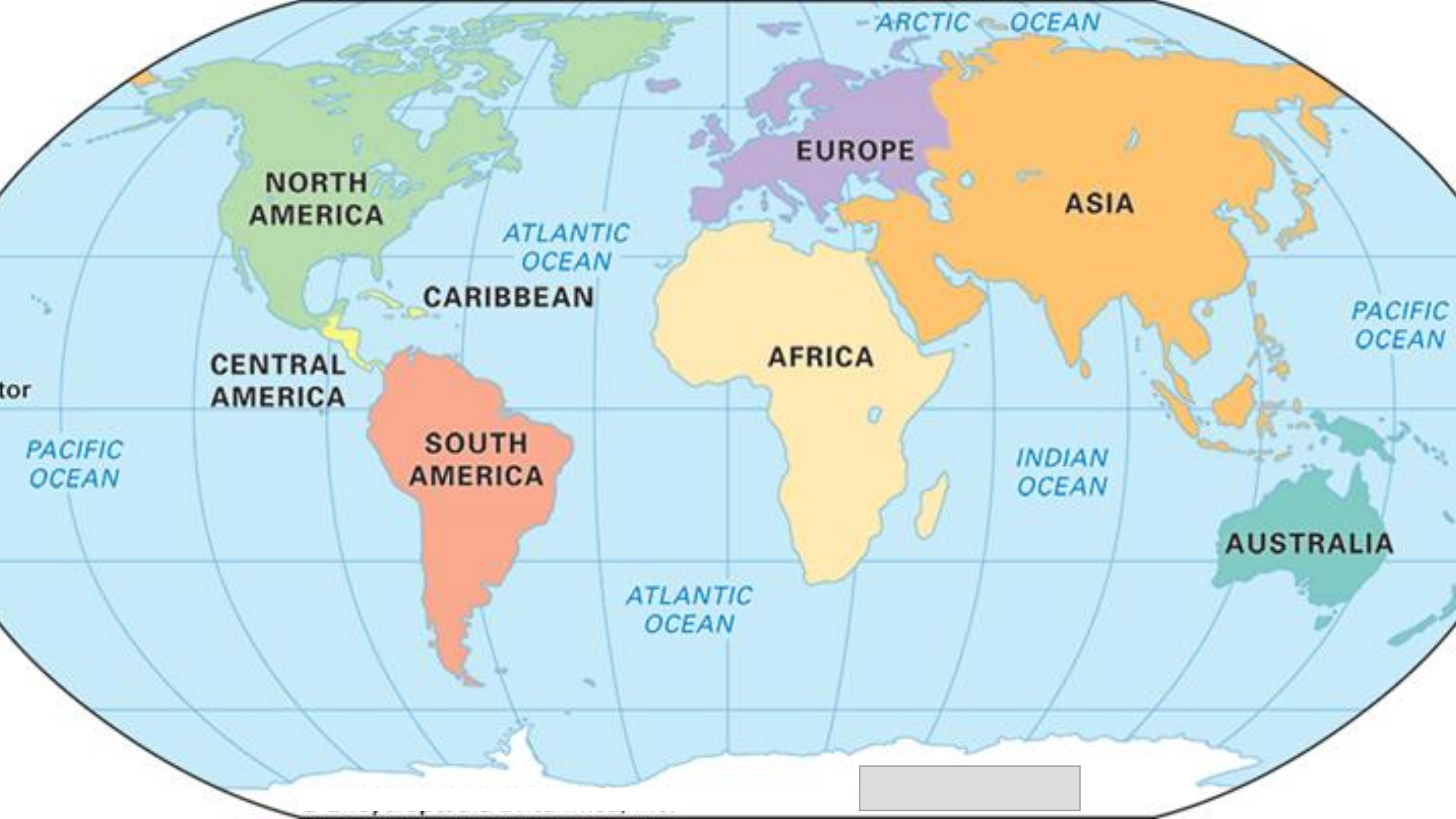
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ARCTIC OCEAN

NORTH AMERICA

EUROPE

ASIA

ATLANTIC OCEAN

CARIBBEAN

PACIFIC OCEAN

CENTRAL AMERICA

AFRICA

INDIAN OCEAN

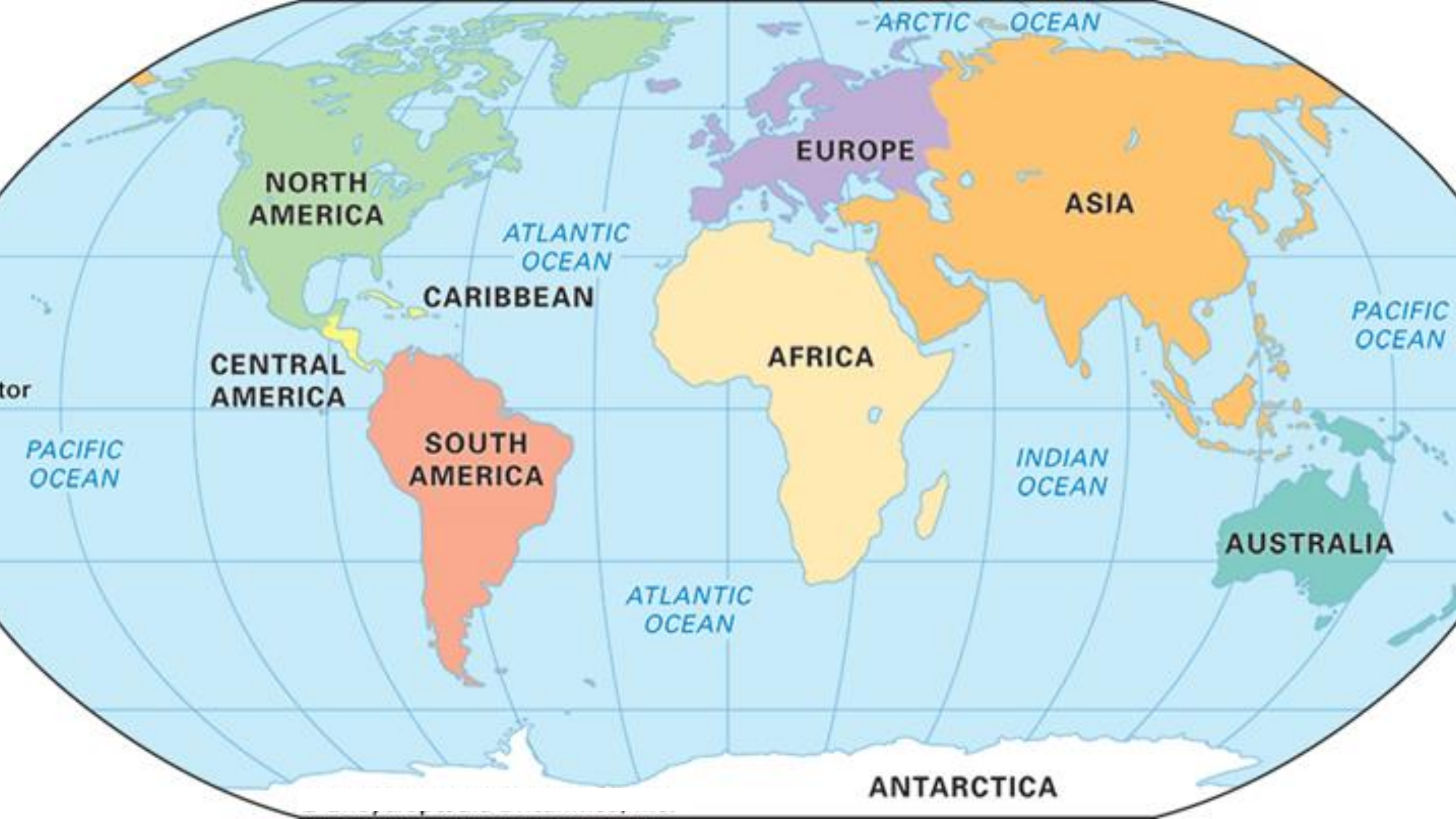
PACIFIC OCEAN

SOUTH AMERICA

AUSTRALIA

ATLANTIC OCEAN





ARCTIC OCEAN

NORTH AMERICA

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CENTRAL AMERICA

AFRICA

INDIAN OCEAN

PACIFIC OCEAN

SOUTH AMERICA

AUSTRALIA

ATLANTIC OCEAN

ANTARCTICA



EXPEDITION





NAVAL OFFICERS








9

Captain Scott and Antarctica

Before you watch

- 1 **SPEAKING** Work in pairs. Answer the questions.
 - 1 Which famous explorers do you know?
 - 2 Where were they from and where did they go?
 - 3 How did they travel?

Comprehension check

2  Watch the DVD clip. Are the sentences true or false?

- 1 Robert Falcon Scott had been an explorer for many years when he became captain of the *Discovery*. **true / false**
- 2 It took over a year to travel to the Antarctic. **true / false**
- 3 When they arrived in Antarctica, they built a hut. **true / false**
- 4 They lived on the ship for many months. **true / false**
- 5 Captain Scott was the first man to reach the South Pole. **true / false**

3  **Watch again. Choose the correct words.**

- 1** Scott's ship, the *RSS Discovery*, was made of **metal / wood**.
- 2** The ship sailed south and **east / west** to get to the Antarctic.
- 3** They built their hut on **the shore / a hillside**.
- 4** The crew played **games / music** on the ship when they were bored.
- 5** In 1910, Scott died **going to / returning from** the South Pole.

4  **Watch again. Number the events (A–H) in the order that they happened.**

- A ___ The *Discovery* set off from the UK.
- B ___ Two ships arrived to help free the *Discovery*.
- C ___ The *Discovery* arrived on the Antarctic coast.
- D ___ Scott was working in the navy.
- E ___ Scott and two others decided to try and walk to the South Pole.
- F ___ Scott joined the expedition to the Antarctic.
- G ___ The *Discovery* stopped in New Zealand.
- H ___ The ice froze around the ship.

Round up

5 **SPEAKING** Work in groups. Answer the questions.

Would you like to be an explorer? Why? / Why not? If so, which part of the world would you most like to visit? Why?

Vocabulary

6 **RECYCLE** Match the two halves of the sentences.

- | | |
|----------------------------|---|
| 1 The rescue ship managed | a to carry out their research while on board. |
| 2 The engines stopped | b leave the ship and look for food. |
| 3 The crew offered | c working when they caught fire. |
| 4 The crew ended up | d to work longer to save the ship. |
| 5 The scientists continued | e to find all the passengers and crew. |
| 6 The captain agreed to | f staying a lot longer than they thought. |

7 Complete the sentences with the correct form of the words below.

expeditions on board on foot sailed trek voyage

Charles Darwin and the HMS *Beagle*

In 1831, Charles Darwin set off on a round-the-world ¹ _____ on the ship the HMS *Beagle*. The ship ² _____ from Portsmouth in England across the Atlantic Ocean to South America. Life ³ _____ the ship was sometimes difficult, but Darwin spent a lot of time reading and researching. When they arrived in South America, Darwin set off ⁴ _____ on a number of small ⁵ _____ to find new plants and animals. Sometimes he and his team would ⁶ _____ for days through rainforests to look for new and interesting species. After five years away, Darwin and the crew sailed home. He had collected thousands of new species and learned a lot about the world, which would help him develop his theory of evolution.

Extension

8 Work in groups. Find out about the life of a modern-day explorer or adventurer and make a poster about them. Draw a map of a journey they took, and find some photos of places that they visited.

Include the following:

- who they are, where they're from and how they got interested in exploring
- where they went and how they travelled
- what they found or how their lives were changed by the journey

9 Present your poster to the class. Use the key phrases for ordering your presentation.

Ordering your presentation

I'd like to start by ...

First of all, ...

Secondly, ...

Let's look now at ...

Now we'll move on to ...

Finally, ...

To finish up, ...

**ASSIGNMENT:
EXAM SKILLS TRAINER 5
VRTC**

DEADLINE: TUESDAY