

When I was young, I used to ...

- 3 **T 10.2** Listen to James talking about his childhood and his life now. Complete the chart. Write one sentence with *used to* for each question.

	Life as a child
1 What/do at the weekend?	
2 What/do in the evening?	
3 Where/go on holiday?	
4 What sports/play?	
5 What TV programmes/like?	
6 What food/like?	

Ask and answer the questions above with a partner about your life now and your life as a child.

What do you do at the weekend?

I usually go shopping and ...

What did you do when you were a child?

I used to play with my friends and ...

Infinitives

- 4 Why do you go to these places?

Why do you go to the hairdresser's?

To have a haircut.

- the post office • a petrol station • a bookshop
- the pharmacy • the library • the market

With your partner, ask and answer questions about more places.

- 5 Make sentences with a line in **A**, a word in **B**, and an infinitive in **C**.

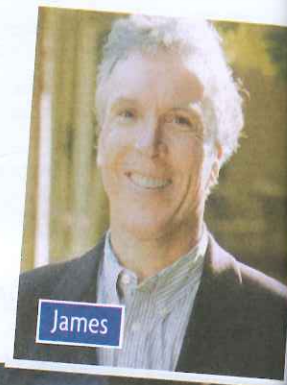
A	B	C
1 I'm hungry. I need	how	to say to you.
2 I'm going to a formal dinner, but I don't know	anything	to talk to.
3 My CD player's broken. Can you show me	where	to eat.
4 Don't talk to me. I have	somewhere	to wear.
5 Do I turn left or right? I don't know	how much	to repair it?
6 I'm bored. I haven't got	nothing	to do.
7 'Can you get some meat?' 'Sure. Tell me	something	to go.
8 I feel lonely. I need	what	to buy.

- T 10.3** Think of some replies. Then listen and compare your answers.

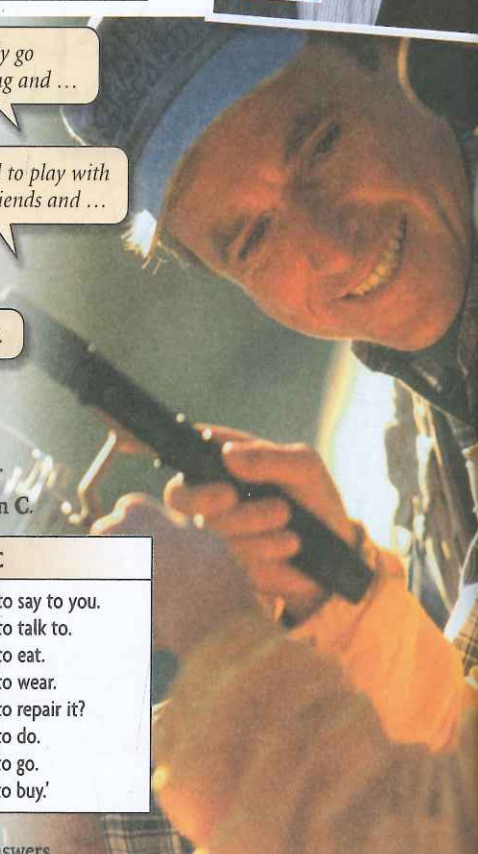
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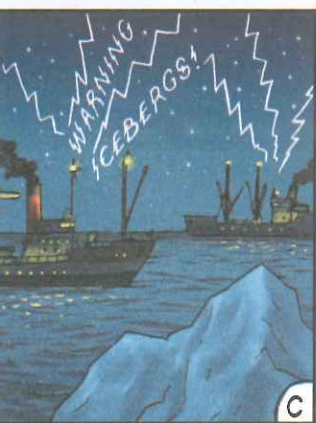
- 6 Choose the correct form.

- 1 I went to the shops *for to buy / for buy / to buy* some shoes.
- 2 Do you enjoy *read / reading / to read*?
- 3 When I was young, I used *to go / go / going* ice-skating.
- 4 He told me he is moving to Canada. I didn't know what *say / to say / saying*.
- 5 When we were on holiday, we went *swim / to swim / swimming* every day.



James





numbers refer to?

four days and nineteen hours
1,500 706

dialogue to a picture.

'You enjoy living in America!' Picture a
'Iceberg ahead! Slow down!'
'Children first! Let the women and
first!'

icebergs in your area. Look out for

'As fast as she can go!'

'We don't want
playing until the end. We don't want
cry.'

'It's huge! We're going to hit it.'

'Take a dessert, sir?'

'It's so horrible! I thought the
unkable.'

Roleplay

Student A You are a journalist
in New York.

Student B You are one of the
passengers who
survived the disaster.

A When did you know
something was wrong?

B ...

A How was the voyage
before that?

B ...

EVERYDAY ENGLISH

Exclamations with *so* and *such*

1 T 10.7 Read and listen to the sentences.

Tom was scared. He was very scared. He was so scared!

Do you think this use of *so* is more written or spoken? What effect does it have?

2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all so worried!

The Titanic was such a luxurious ship!

It was such an awful accident!

They saw such huge icebergs!

It was such terrible weather!

There are so many places I want to go to!

I've got so much work!

3 Complete the sentences in A with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in B.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at my birthday party!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Noor and Nabeel are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	We had to order more food.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever child!	I don't know how they live in it.

T 10.8 Listen and check. Practise the exclamations.

4 What can you say ... ?

- at the end of a long journey



- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your best friend
- at the end of a great English lesson