

British Academics



Certificate In English Language Advance Part 1



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WORKBOOK

past participles

MODULE 3 LESSON 1

VOCABULARY:

relocate (to)	active (to be)	twice	bore (to)
advantage	disadvantage	gas	opportunity
commute (to)	whether	unhappy [not happy]	village
depart (to)	manage (to)	kid (slang for a young person)	drama

ACTIVITY 1:

Listen to your teacher read each paragraph. Then take turns reading the sentences orally.

AN OPPORTUNITY, OR A PROBLEM

Alex is unhappy because his work in an insurance office is boring. He has an offer of a better job as manager of a small office in a village fifty kilometers away. He will be paid more, but his family must decide whether they want to relocate.

His teenage children are in high school. They are athletic and enjoy playing on many teams. His wife, Martha, has job a teaching pre-teen students in a middle school. She enjoys it and she is also very active with a music group in their church. Her music group meets twice a week.



ACTIVITY 2:

Divide into small groups. Ask and answer the questions orally, then check your answers with those supplied in the box.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. What kind of office does Alex work in? 2. Why is Alex unhappy? 3. What will he do in the small village? 4. How far away is the village? 5. Why is the small office job better? 6. What must his family decide? 7. What kind of school do his teenage children attend? 8. What do his children enjoy doing? 9. What does Martha do at work? 10. How old are pre-teen students? 11. Is Martha musical? 12. How often does Martha's music group meet? 13. Martha is "very active" with a music group. What does that mean? | <ol style="list-style-type: none"> 1. He works in an insurance office. 2. He is unhappy because his office work is boring. 3. He will manage a small office. 4. The village is fifty kilometers away. 5. It's better because he will be paid more money. It will be more interesting. 6. They must decide whether they want to relocate. 7. They attend high school. 8. They enjoy playing on many sports teams. 9. She teaches pre-teen students. 10. They are ten, eleven or twelve years old. 11. Yes, she is musical. 12. It meets twice a week. 13. It means that she does a lot of work with them. |
|--|---|

EXERCISES 1 AND 2 – WORKBOOK PAGE 1

EXERCISE 3 – WORKBOOK PAGE 2

LESSON 1 CONTINUED

ACTIVITY 3:

WHOLE CLASS ACTIVITY BRAINSTORM WHAT SHOULD ALEX DO?

List everyone's ideas on the board.

The students then move about the room asking: What do you think Alex should do?

When they find others who agree with them, they are to sit down together
and decide why they made that decision.

They are then ready to tell the class what they decided and why.

ORAL QUESTIONS

TEACHER'S GUIDE

ACTIVITY 4 – WORKBOOK PAGE 2

EXERCISE 4 – WORKBOOK PAGE 2

ACTIVITY 5: Listen to your teacher read the dialogue. Role-play it for the whole class.
Then divide into small groups and role-play it several times, changing roles each time.

NARRATOR: Alex and Martha are talking about moving to the small village.

ALEX: My job here is really boring. I need a change.

MARTHA: I understand how you feel but I like my job and my music group.

ALEX: It would be expensive for me to commute because the price of gas is so high.

MARTHA: Can you ask for another job here in the city?

ALEX: Yes, but it would be the same as the one I have. In the village I'll be the manager.

MARTHA: I worry about moving our family. Our kids would miss their friends and the sports.

ALEX: That's true, but I don't know what to do.

MARTHA: Perhaps you should commute. The price of gas may go down.

ALEX: The company would pay me more, so I'd have more money for transportation.

MARTHA: I think that's the best plan. Let's tell the kids that we aren't going to move.

ALEX: They'll be happy about that and I feel okay about it too.

NARRATOR: Alex goes to tell his kids about his decision.

ALEX: Hi, everyone. We've decided to stay here. We aren't going to move. I'll commute.

KIDS: That's cool, Dad. Thanks!

ACTIVITY 6 – WORKBOOK PAGE 3

ACTIVITY 7 – WORKBOOK PAGES 3 AND 4

MODULE 3 LESSON 2

VOCABULARY:	that suits me = I like that	might as well = why don't we?	full-time
volleyball	shoot (to)	hunter	farmer
nothing	pond	reply (to)	bargain (to)
duck	look forward to (to)	how much	spare time
part-time	expenses	literature	wonder (to)

LIVING IN A NEW PLACE

ACTIVITY 1: **Listen to your teacher read the paragraphs.**
Then take turns reading the sentences aloud.

Sarah and Peter moved to Vancouver a few months ago. They work part-time to pay for their expenses at college. They don't have much spare time or money for other activities. They are both interested in sports, music and literature and would like to meet others with the same interests.

Although Sarah is meeting new friends from her history class tonight, Peter is joining some people from work for a volleyball game. As they talk about their evening, he is wondering where they can meet new friends.

THE FUTURE PROGRESSIVE TENSE

This tense is used to talk about something that will be in progress sometime in the future.

In Module One you studied the present progressive tense.

The present progressive tense uses the verb "to be" plus the present participle:

The present participle ends in "ing".

I am visiting my aunt.

The future progressive tense, uses the verb "to be" + the present participle in the future tense.

I will be visiting my aunt tomorrow.

They will be having lunch at 12 o'clock tomorrow.

ACTIVITY 2: **Listen to your teacher read the dialogue.**
The underlined words show the use of the future progressive tense.

- Sarah:** What will you be doing after work tomorrow, Peter?
- Peter:** I am hoping to play volleyball instead of studying. Are you planning something?
- Sarah:** There's a concert at the theater. I talked to Marie and Anne in history class yesterday.
They will be going and I thought I might go too.
- Peter:** Good idea. I guess I ll be getting home around nine o'clock.
- Sarah:** Okay. The concert will be finishing at about that time.
- Peter:** Will you need the car?
- Sarah:** I ll be meeting Marie and Anne on the bus so I won't need the car.
- Peter:** Well, I might as well take the car to work. Then we can start playing earlier.
- Sarah:** Let's plan to have supper after we get home.
- Peter:** That suits me – I ll be looking forward to it!

ACTIVITY 3:
Divide into small groups and role-play the dialogue, changing roles several times.
EXERCISE 1 – WORKBOOK PAGE 5

LESSON 2 CONTINUED

ACTIVITY 4: Ask and answer these questions. Then check your answers.

1. What will Peter be doing after work tomorrow?
2. What will Sarah be doing?
3. Will Sarah be going to the concert with Peter?
4. Who will Sarah be meeting?
5. Who will be taking the car?
6. When will they eat supper?
7. What will Peter be looking forward to?
8. What is Peter wondering about as they talk about their evening?

1. He will be playing volleyball.
2. She will be going to a concert.
3. No, she won't be going to the concert with Peter.
4. She'll be meeting Marie and Anne.
5. Peter will be taking the car.
6. They'll eat supper after they get home.
7. He'll be looking forward to his supper.
8. He's wondering where they can meet

EXERCISE 2 – WORKBOOK PAGE 5

ACTIVITY 5: Divide into groups of two or three. Ask each other these questions and answer in sentences using the future progressive tense. (will be + the present participle)

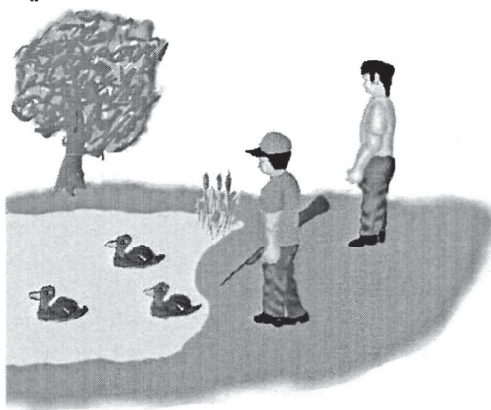
1. Do you know what you will be doing tomorrow?
2. Will you be playing volleyball tomorrow?
3. Will you be taking the bus to work in the morning?
4. Will you be going to a concert tonight?
5. Will you be getting married next week?
6. Will you be going to the movies tonight?
7. Will your friend be visiting you this weekend?
8. Will you be going to town tomorrow?
9. Will you be buying a dog next week?
10. Will you be eating dinner at home tonight?

ORAL QUESTIONS

TEACHER'S GUIDE

ACTIVITY 6: Listen to your teacher read this joke.

A hunter was returning home with nothing in his bag when he saw some ducks swimming in a little pond. An old Scottish farmer was watching them. "How much do you want to let me shoot those ducks?" asked the hunter. "Half a dollar," was the reply. The hunter shot, killing fourteen ducks. "Well," said the hunter, smiling as he paid the farmer, "I guess I got the best of that bargain." "Ah, I don't know," replied the Scotchman. "They're not my ducks – and it's not my pond."



EXERCISES 3 AND 4 – WORKBOOK PAGE 6

Did you get it?

MODULE 3 LESSON 3

VOCABULARY:

college	own	same as	semester	information
row (to)	kayak (to)	what about	disco	awful
limerick	rather	offer (to)		

ACTIVITY 1: FINDING INTERESTING GROUPS

Listen to your teacher read this paragraph. Then take turns reading the sentences orally.

When Peter and Sarah talked to some of the students at the college, they found that many of them came from another city or country. They, too, wanted to find other friends. They wanted to belong to groups of people with interests the same as their own.

THE FUTURE PROGRESSIVE TENSE ALSO USES:

TO BE + GOING TO + BE + THE PRESENT PARTICIPLE

NOTE: “be going to” is used to talk about something that will happen in the future.

It is making a prediction.

Sarah and Peter are talking about what they are going to be doing next semester.

ACTIVITY 2;

Listen to your teacher read the dialogue. Divide into small groups and practice role-playing.
Then role-play it for the whole class.

- Narrator:** Sarah and Peter are talking about what they are going to be doing next semester.
- Sarah:** I'd like to find out about where we can meet new people – do new things.
- Peter:** How are we going to get some information?
- Sarah:** Where can we look?
- Peter:** I'd sure like to join a group interested in water sports.
- Sarah:** I'd like to try rowing.
- Peter:** So would I or perhaps kayaking.
- Sarah:** We could look in the phone book, or what about the YM-YWCA?
- Peter:** Let's phone the Y and see what they are going to be offering during the next semester.
- Sarah:** It would be great if we could go on a Saturday for a few hours.
- Narrator:** Peter phones the Y.
The girl who answers tells him that soon they are going to be printing their brochure for the next semester. He gives them his address.
- Peter:** They are going to be printing their brochure for next semester. They'll sent it to us in a couple of weeks.
- Sarah:** Did you ask if they're going to be including water sports?
- Peter:** She said they'd have a number of groups for swimming, rowing and kayaking.



EXERCISES 1 AND 2– WORKBOOK PAGE 7

LESSON 3 CONTINUED

ACTIVITY 3: Divide into small groups. Ask and answer the questions.
Then check the answers supplied in the box.

1. How many semesters does your school have each year?
2. Are you going to be moving soon?
3. What are you going to be studying next semester?
4. Is your school going to be having a rowing team?
5. What group would you be interested in joining?
6. Are you going to be joining the YM-YWCA?
7. Are you going to be including English in your studies next semester?
8. What interesting activity are you going to be doing next semester?
9. Would you look in the phone book if you wanted to join a group?
10. Would you need to find friends if you moved to a different city?

- | | |
|--|--|
| 1. My (Our) school has ____ semesters each year. | 6. Yes, I'm going to be joining the YM-YWCA. |
| 2. Yes, I'm going to be moving soon.
No, I'm not going to be moving soon. | No, I'm not going to be joining the YM-YWCA. |
| 3. I'm going to be studying ____ next semester. | 7. Yes, I'm going to be including English in my studies next year. |
| 4. Yes, my (our) school is going to be having a rowing team.
No, my (our) school isn't going to be having | 8. I'm going to be ... |
| 5. I'd be interested in joining _____. | 9. Yes, I'd look in a phone book if I swanted to join a group. |
| | 10. Yes, I'd need to find friends if I moved to a different city. |

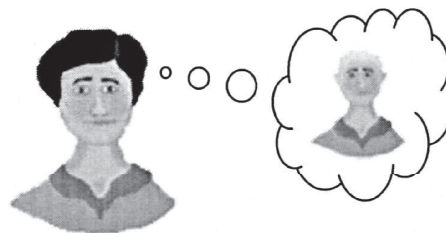
ORAL QUESTIONS

TEACHER'S GUIDE

ACTIVITY 4: Listen to your teacher read this limerick.

A LIMERICK

I'd rather have fingers than toes;
I'd rather have ears than a nose;
And as for my hair,
I'm glad it's all there.
I'll be awfully sad when it goes.



EXERCISES 3 AND 4 – WORKBOOK PAGES 8 AND 9
ACTIVITY 5 – GUIDE PAGES 13 AND 14

MODULE 3**LESSON 4****REVIEW**

VOCABULARY:	knife	fork	foreign	
solve (to)	get used to (to)	manners	lonely	either

ACTIVITY 1: SOLVING PROBLEMS

Alex, Martha, Sarah and Peter all had problems to solve. Alex had a good job offer but he had to think about his family, too. Sarah and Peter were new to the city. They wanted to make new friends and to meet people with interests that were the same as their own.

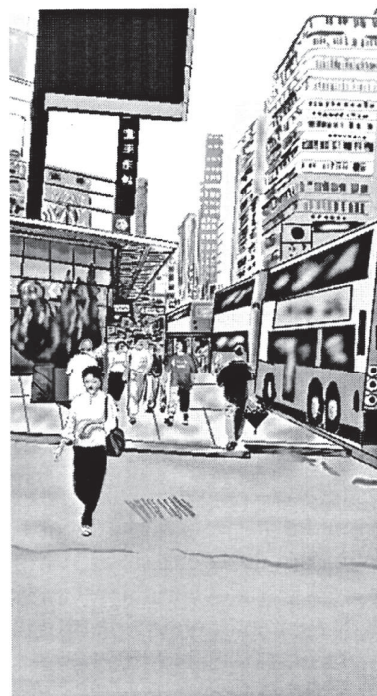
What did they do to solve their problems?

Brainstorm with your whole class your understanding of what they did to solve their problems. Write your ideas on the board and match each solution to a problem that it might solve.

ACTIVITY 2: Divide into groups of two or three. Ask and answer these questions. Then check your answers with those in the box.

1. Are you going to be joining a new group next semester?
2. Are you going to be getting your hair cut tomorrow?
3. Where are you going to be going tonight?
4. Are you going to be eating at noon tomorrow?
5. Are you going to be looking for a better job soon?
6. Are you going to be talking to your family next week?
7. Are you going to be sleeping in tomorrow?
8. Are you going to be solving a problem tonight?

1. Yes, I'm going to be joining a new group next semester.
No, I'm not going to be joining a new group next semester.
2. Yes, I'm going to be getting my hair cut tomorrow.
No, I'm not going to be getting my hair cut tomorrow.
3. I'm going to be going ...
4. Yes, I'm going to be eating at noon tomorrow.
No, I'm not going to be eating at noon tomorrow.
5. Yes, I'm going to be looking for a better job soon.
No, I'm not going to be looking for a better job soon.
6. Yes, I'm going to be talking to my family next week.
No, I'm not going to be talking to my family next week.
7. Yes, I'm going to be sleeping in tomorrow.
No, I'm not going to be sleeping in tomorrow.
8. Yes, I'm going to be solving a problem tonight.
No, I'm not going to be solving a problem tonight.

**ORAL QUESTIONS****TEACHER'S GUIDE****EXERCISES 1 AND 2 – WORKBOOK PAGE 10**

LESSON 4 CONTINUED

ACTIVITY 3: Divide into small groups and role-play this dialogue several times.

Narrator: Carmen and Ming have both arrived in a foreign country.
They have left their home countries to study English.

Carmen: I just arrived here two months ago.

Ming: I came during the summer.

Carmen: Did your family come with you?

Ming: No, I'm alone.

Carmen: My family isn't going to be coming either.
I want to learn English and then return to my country.

Ming: I'll be able to get a good job back home if I know English.

Carmen: It's the same for me. I'm lonely.
I sure miss my friends.

Ming: Me too, and the place where I live is so different to home.

Carmen: What about the food? It'd be wonderful to have some of Mom's home cooking!

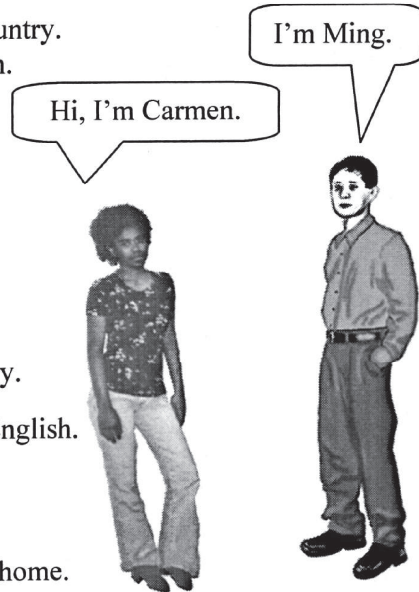
Ming: I can't get used to their manners – saying please and thank you all the time.

Carmen: Yes, and I can't get used to the way everyone uses their knife and fork.

Ming: I hope to make some good friends here, but I need friends who speak English, too.

Carmen: We'd better get back to class. They'll be starting soon.

Ming: Let's go.



ACTIVITY 4: Return to the large group - brainstorm the difficulties that you are having as you study English and list them on the board. Your difficulties might be like Ming's and Carmen's or they might be about learning English. Study your list and identify the most common problems.



**ACTIVITY 5 -
WORKBOOK
PAGE 11
GUIDE
PAGES 16 TO 19**

MODULE 3 LESSON 5

VOCABULARY:

farm	veterinarian	choose (to)	recording	ancient
civilization	tour	mind	body	connect (to)
Celt	Ireland	album	land	season
		life		

ACTIVITY 1: Listen to your teacher read the paragraphs, then take turns reading the sentences.

LOREENA McKENNITT – A SINGER WITH A MESSAGE

Loreena McKennitt was born on a farm in Manitoba, Canada. As a girl, she wanted to be a veterinarian. Later in life she found that she was so interested in music that she didn't have time to think of working with animals. "Music chose me" she said.



Loreena became interested in Celtic music, and has made many recordings. Celtic music comes from the ancient civilization of Celts, who lived in Ireland. Even though she has had many concert tours, and has sold 13 million albums of her recorded music, Loreena still likes to grow her own vegetables. She says she wants to remember the food, the land, and the seasons.

Loreena believes that our minds, our bodies, and our music are all connected.

ACTIVITY 2: Divide into small groups. Ask and answer the questions. Then check your answers.

- | | |
|---|--|
| <ol style="list-style-type: none">1. Was Loreena McKennitt a farmer's daughter?2. Was she interested in working with animals?3. Why did she say "Music chose me"?4. Where does Celtic music come from?5. Why does she like to work in her garden?6. What does she believe about our minds, bodies and our music? | <ol style="list-style-type: none">1. Yes, she was a farmer's daughter.2. Yes, she was interested in working with animals.3. Music became very important to her.4. Celtic music comes from Ireland.5. She wants to remember the food, the land and the seasons.6. She believes our minds, bodies, and our music are all connected. |
|---|--|

EXERCISES 1 and 2 – WORKBOOK PAGE 12

ORAL QUESTIONS TEACHER'S GUIDE

ACTIVITY 3 – WORKBOOK PAGE 12

ACTIVITY 4 – WORKBOOK PAGE 13

ACTIVITY 5 – WORKBOOK PAGE 12, GUIDE PAGES 25, 26



MODULE 3 LESSON 6

VOCABULARY:

life	spiritual	celebrity	life saving	society
promote (to)	safety	hometown	organization	area
hold (to)	fortunate	compassionate	forget (to)	love (to)
guess (to)	famous	spirit	reach out (to)	provide (to)

ACTIVITY 1: Listen to the teacher read the paragraphs.
Then take turns reading the sentences.

LOREENA McKENNITT'S JOURNEY

Loreena McKennitt talks about her life as a journey. As she played her music, she found that her music changed how her body felt. She also found that there is a connection between her music and her spiritual life. Making beautiful music helped her to be a better person.

She went on concert tours, and people loved her. She sold many albums and made a lot of money. But she did not want to be famous. She did not want to be a celebrity.

With her money she formed a life saving society to promote safety in the water. She bought an old building in her hometown of Stratford Ontario. The building is used by many organizations to help to build a better life for families in the area. It provides a space for many children's activities. She says we should "look after the less fortunate in society".

Most of all, she says, we should "be compassionate and never forget how to love."

ACTIVITY 2: Role-play the dialogue below.

- Narrator:** Bill, Francis and Nancy have just read about Loreena McKennitt. They have a lot to talk about.
- Francis:** I think that if I made a lot of money singing I would want to be a celebrity. She sang well and made people happy, she should enjoy being famous!
- Nancy:** Perhaps, Francis, but she is thinking of other things.
- Bill:** That's right! She is thinking about other things, like helping other people.
- Nancy:** There are lots and lots of musicians who have become very famous, but have not been happy.
- Bill:** She is looking at the important things that make people really happy, like love and compassion.
- Francis:** Yes, I guess you're right. But it would be fun to be rich and famous!



LESSON 6 CONTINUED

COUNT AND NON-COUNT NOUNS

A COUNT NOUN is one that can be made plural. The items can be counted.

EXAMPLES:

desks
women

books
men

chairs
girls

lights
boys

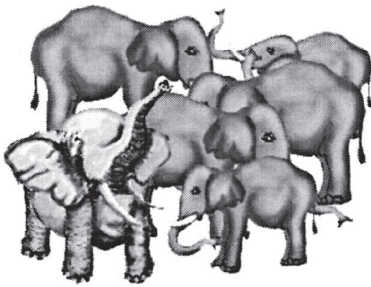
pencils
offices

"Many" with count nouns.

I saw many elephants.

I didn't see many elephants.

I saw an elephant.



NON-COUNT NOUNS cannot be counted. They have no plural form.

music
progress

coffee
knowledge

sunlight
advice

furniture
homework

slang
information

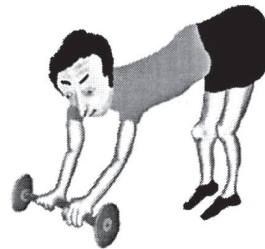
Much with non-count nouns.

Does he have much energy?

Yes, he has a lot of energy.

Does he have much energy?

He doesn't have much energy.



LESSON 6 CONTINUED

USING MUCH WITH NON-COUNT NOUNS

Much is often used in negative sentences and questions.

QUESTION:

Do the students have much homework?

NEGATIVE ANSWER:

No, the students don't have much homework.

MUCH IS NOT USED IN A POSITIVE SENTENCE.

USE: A LOT / A LOT OF

POSITIVE ANSWER:

Yes, the students have a lot of homework.

USING A LOT OF WITH NON-COUNT NOUNS

A lot / a lot of can be used with any question or answer, positive or negative.

It is always correct to use a lot or a lot of with count or non-count nouns.

EXAMPLES:

Do you like to listen to **a lot of music**?

Yes, I like to listen to **a lot of music**.

No, I don't like to listen to **a lot of music**.

Yes, I like music **a lot**.



NOTE EXCEPTIONS:

Much can be used in a positive sentence with an adjective, adverb, or preposition.

EXAMPLE:



Much of the furniture is new.

I did **so much** homework last night that I was tired.

I liked the music **very much**.

I ate **too much** dinner. I ate **much more than** you did.

ORAL QUESTIONS TEACHER'S GUIDE

ACTIVITY 3:

Divide into small groups and read the text below.

Then answer the questions orally.

A group of English students are practicing their English outside the classroom. They won't have much time, because the class starts in fifteen minutes. Bill and Nancy had to work, so they came later than the others. They didn't have much time to practice their English. They hardly had time for supper, and Bill said that he would need much more supper after class.

1. Will the students have much time before class?
2. Why did Bill and Nancy come later than the others?
3. Did Bill and Nancy have much time for supper?
4. What was Bill going to do after class.
5. Do you have much time to practice English?

EXERCISE 1, 2, and 3 – WORKBOOK PAGE 14

ACTIVITY 4 – WORKBOOK PAGE 15

EXERCISE 4 – WORKBOOK PAGE 16

1. No, they won't have much time.
2. They had to work.
3. No, they didn't have much time for supper.
4. Bill was going to have more supper after class.
5. Yes, I have a lot of time to practice English.
No, I don't have much time.