

EXPANDING THE SENTENCE

A Co-ordinate clauses.

A COMPOUND SENTENCE has two or more clauses which are linked by co-ordination in the same way as the separate parts of a single clause can be. Thus:

- 1 /Everyone was in the hall/ and /the doors had been closed.*
1a /Most of us were in the hall/, the doors had been closed/ and
/late-comers had to wait outside/.
2 /He did not like us/ and everyone knew/, but /no one admitted it.
3 (Either) /he did not like the way he dressed/, or /we had
offended in some other way/.

The oblique stroke, /, marks the beginning and end of each clause. All of the clauses are CO-ORDINATE, ie of equal rank.

In (1) above, the two clauses are linked by the CO-ORDINATING CONJUNCTION, and: in that sentence either clause could come first, but and must come between the two. In (1a), the first and second clauses are linked by a comma, and the second and third by and: in that example, the third clause could not change place with the second, if the meaning is that late-comers had to wait after the doors had been closed.

In (2), the second and third clauses are linked by the co-ordinating conjunction but: the order of the clauses could not be changed, since knew in the second clause refers to what has been said in the first, and our understanding of the third clause depends on our having heard or read the two previous ones.

In (3), the two clauses are linked by the co-ordinating conjunction or; and the first clause is introduced, optionally, by either.

Co-ordinate clauses, therefore, tend to follow either a logical or chronological order. REFERENCE words such as personal pronouns must come after the words to which they refer.

In examples (1), (1a) and (2), we could replace commas and conjunctions by full stops, so as to have a sequence of simple sentences. We could convert (3) into simple sentences by replacing both either and or by perhaps. However, all the examples are effective as compound sentences, since there is a close logical connection between the separate clauses in each sentence.

When the subject of two or more co-ordinate clauses refers to the same person or thing, it need not be re-stated.

Conjunctions and conjuncts.

SO and YET are commonly used as co-ordinating conjunctions, as in

5. *George was good at arithmetic, SO he was put straight into the second class.*

6. *George was very good at arithmetic, YET he was never given full marks.*

After SO and YET the same subject is less likely to be omitted than it is in an example like The headmaster did not like us and seldom gave us any praise.

AND and BUT can also be used as conjuncts, especially in informal style, as in

Cars are very dangerous machines. And they are expensive.

Thousands of accidents happen every day. But we all imagine that nothing will happen to us.

Neither, nor; not only.

The negative co-ordinators, NEITHER and NOR can be used to join co-ordinating clauses:

He neither liked the way we spoke, nor approved of the way we dressed.

If the subject in the second clause is stated, the clause can begin with NEITHER or NOR with the inversion of subject+operator, thus:

He did not like the way he spoke, neither/nor did he approve the way he dressed.

Co-ordinate clauses are often linked by NOT ONLY and BUT ALSO:

He not only disliked the way he spoke, but also disapproved of the way he dressed.

NOT ONLY can begin the sentence with inversion:

Not only did he dislike the way we spoke, but he also disapproved of the way we dressed.

SUBORDINATE CLAUSES

A COMPLEX SENTENCE has two or more clauses, at least one of which is subordinate to a main clause. A main clause is one that can stand alone, ie is not dependent on another clause. A clause can be subordinate by being able to replace a NP in the other clause, or by modifying a NP in the other clause, or by being able to replace an adverbial in it.

NOUN CLAUSES

We can subdivide noun clauses into THAT-CLAUSES and WH-CLAUSES.

That-clauses.

A that-clause can have four of the functions of a NP:

- a. The subject of a verb in another clause, as in

That the driver could not control his car was obvious.

The conjunction that is obligatory when the clause is subject. However, in informal style it would be replaced by

It was obvious (that) the driver could not control his car.

- b. The object of a verb in another clause. When the clause is object and comes after its verb, THAT is optional, and is usually omitted in a short sentence. In longer sentences, especially when the THAT-CLAUSE is separated from the verb of which it is the object and when there is more than one subordinate clause, THAT is usually obligatory as in

Everyone could see, I believe, that he was terrified.

Everyone could see what was happening and that poor George was really scared.

Sometimes the THAT-CLAUSE, as object, can come before the clause it depends on, and in such a case THAT is obligatory:

That George was really afraid, I can't believe.

- c. The complement of subject+be, as in

The truth is (that) he was very shy.

Again, THAT is optional in a short sentence of such a kind, but usually obligatory in a more complicated one.

- d. In APPPOSITION to a noun like fact, truth, explanation:

We must face the fact that we have spent all our money.

The hard truth, that they had spent all their money, was a great shock to her.

A THAT-CLAUSE, unlike a NP, cannot be governed by a preposition. This has two consequences:

1. Certain adjectives, which refer to personal feelings or states of mind, eg afraid, certain, delighted, glad, interested, pleased, positive, satisfied, surprised, and which can be followed by preposition+NP, can also be followed by a THAT-CLAUSE, but then the preposition is deleted. This also happens after certain nouns (take care):

I'm afraid (that) the house will catch fire.

Take care (that) nothing happens to the baby.

2. When the THAT- clause refers to a statement of fact, the words THE FACT are inserted between the preposition and the clause

The fire was due to the fact that someone had dropped a lighted cigarette.

Wh-clauses.

A WH-clause can have four of the functions of a NP. It can be:

- a. The SUBJECT of another clause:

What caused the accident is a complete mystery.

This can be converted into a sentence beginning with IT:

It is a complete mystery what caused the accident,

though a WH-clause is more likely than a THAT-clause to occur at the beginning of the sentence.

- b. The OBJECT of a verb in another clause, as in

No one knows what caused the accident.

- c. The COMPLEMENT of subject+BE:

The question is what caused the accident.

- d. The OBJECT of a preposition, as in

It depends on what you really mean

ADVERBIAL CLAUSES: TIME, PLACE AND MANNER.

There are various types of adverbial clause. Three of them can clearly be related to the adverbials of time, place and manner. Thus:

I met George Lamb when I was at school. (time)

You may park your car where there is a parking sign. (place)

George writes as his father did. (manner)

- a. When a complex sentence containing a time (or temporal) clause has a future reference, future is normally indicated in the main clause by will ('ll) but not in the subordinate clause:

Mr X will telephone you when/as soon as he returns.

- b. The rules stated above will apply to temporal clauses with future reference introduced by after, before, till, until, whenever, and by other expressions that could replace when or as soon as (eg once, immediately, the moment, the day, etc:

He will telephone you immediately/the moment he comes back.

- c. The main clause in (a) and (b) could be an imperative:

*Come and see me as soon as you get back.
when you have finished.*

TILL and UNTIL mark the end-point of a period of time. They are associated with a verb denoting an action or lack of action which can continue during the period ending at that point.

Wait till I come back.

Don't leave till I return

You mustn't go

SINCE can mark the beginning of a period of time continuing until NOW or until THEN. In a temporal clause, a verb in the past tense can mark the beginning of the period, while the verb in the main clause is present perfect if the period continues until NOW, or past perfect if it continued until THEN:

Since I left school I have only seen him once.

I met George last week. Since we left school, we had often written to each other.

SINCE followed by a verb in the present or past perfect referring to activity having duration and still continuing, means "during the period when":

Since we have lived here, we have made many friends.

WHILE can mean "during the period that":

*George arrived while I was having a bath.
He was playing while I was doing my homework.*

Comparison clauses. Clauses introduced by than.

THAN, AS...AS, THE SAME...AS.

- a. A gradable adjective or adverb in the comparative degree is often followed by a clause beginning with the conjunction THAN:

*John is quicker than I am
a quicker worker than I am.*

- b. A gradable adjective or adverb can also fit into the constructions:

*George is as quick as John is.
as quick a worker as John is
Jack is not so quick as John is.
Jack is not such a quick worker as John is
George writes as neatly as John does.
Jack does not write so neatly as John does.*

- c. A comparison of manner can be made thus:

George wrote (in the same way) as his father did.

and a comparison of quantity can be made thus:

George has as much money as I have

- d. Note that, in subordinate clauses of this type, the operator is used as a pro-form. The operator is often omitted after THAN and AS.

*George is quicker than I/me.
John is not so/as quick as I/me.*

Reason clauses. Clauses introduced by because.

- a. A clause of reason or cause may begin with BECAUSE, SINCE, SEEING (THAT), or AS, and may precede or follow the main clause. BECAUSE is normally used in answer to WHY? especially when the reason clause is given as a short answer.

*Why don't you open the door?
Because I've brought the wrong key.*

- b. SINCE, besides being used as a preposition of time, can mean "in consequence of the fact that", as in

Since I was in the same class as George, I know him very well.

- c. SEEING (THAT) could replace SINCE, but it would be reasonable to restrict the meaning to "in view of the fact that", as in

Seeing (that) the hall is already full, I think the meeting should now begin.

- d. NOW (THAT) could replace SEEING (THAT) in the example above but could not replace SINCE also above. However we could say

Now that I was in the same class as George, I used to be with him all day long.

in which case NOW THAT would mean "at the time in the past that".

- e. All the complex sentences in this section could be reworded, in informal style, so that the subordinate clause became a main clause followed by a co-ordinate clause beginning with SO

I've brought the wrong key, so I can't open the door.

- f. A clause of reason or cause introduced by FOR will only follow the main one

Too much money makes a country poor, for it sets a dearer price on everything (proverb)

Also a BECAUSE-clause cannot precede when it expresses the speaker's reason for

making the statement contained in the main clause

He went home early, because I saw him leave.

Contrast (concession) clauses. Clauses introduced by **THOUGH.**

- a. The complex sentences could be re-worded by two co-ordinate clauses joined with **BUT**.

Though/although I was in the same class as John for four years, I never knew him very well.

THOUGH and **ALTHOUGH**, as conjunctions, are interchangeable.

- b. **EVEN THOUGH** emphasises the idea of contrast between the two clauses, and also implies "in that as well as every other circumstance":

Even though he sat next to me, we never said a word to each other.

THOUGH is not normally replaceable by **ALTHOUGH** after **EVEN**; and **THOUGH** not **ALTHOUGH**, can be used as a conjunct coming at the end of the sentence:

We were in the same class four. I never knew him very well, though.

- c. **EVEN IF** adds the idea of contrast to an **IF**-clause and implies "under that as well as every other condition":

*Even if an icy wind blew from the north, we always slept with our windows wide open.
Even if you lock your car, they will still tow it away.*

- d. **WHILE**, besides being used as an adverb of time, can express contrast and be replaced by **WHEREAS**, as in

I prefer the country to the town. The air in the country is pure, while/whereas the atmosphere in the town is stale and polluted.

- e. All the subordinate clauses in this section may precede or follow the main.

Purpose clauses.

- a. Purpose is commonly expressed by an infinitive. It can also be expressed by finite clauses beginning with **SO THAT**, **IN ORDER THAT**, **LEST**, **FOR FEAR (THAT)**. **SO THAT**

meaning purpose must be distinguished from SO THAT meaning result:

*They shut the window, so (that) the neighbours wouldn't/shouldn't/couldn't hear the radio.
(purpose)*

He spoke so clearly so that everyone could understand (purpose).

IN ORDER THAT is more formal and suggests a more deliberate purpose:

In order that there should be no misunderstanding, we propose to issue these instructions to every employee, in writing.

FOR FEAR THAT combines the idea of purpose with that of "afraid that":

We issued these instructions in writing, for fear that a spoken message might be misunderstood.

The formal LEST could replace FOR FEAR THAT in the example above; but FOR FEAR THAT would not replace LEST in

We erected this memorial, lest our children (should) forget.

A purpose clause may precede or follow the main.

Result clauses.

Result clauses will usually follow the main:

So that everyone could/should/would hear the announcement, we turned the radio up to the maximum volume. (purpose)

We turned the radio up, so that everyone heard the announcement. (result)

We turned the radio up so that everyone could hear the announcement. (purpose or result)

SO+ADJECTIVE/SO+ADVERB + THAT... will only follow the clause on which it is dependent, and it refers only to result:

His speech was so clear that we could understand every word.

He spoke so clearly

SUCH (A) (+ADJECTIVE)+NOUN+THAT... will produce a similar sentence:

He made such a (good) speech

He advanced such convincing arguments that he was elected unanimously.

He showed such (great) courage.

A result clause could precede the main in informal style, as in We could see Mont Blanc clearly, the visibility was so good.

OTHER ACTIVITIES

Complete these sentences using *although*, *though*, *in spite of* or *despite*.

1. _____ a lot of people have worked to alleviate the problems in Ethiopia, people are still dying of starvation there every day.
2. _____ the efforts of organisations like the WWF to stop it, whaling continues in some countries.
3. China is doing a lot to ensure the survival of the panda, _____ it is still in danger of extinction.
4. _____ being warned about the potential danger of sunbathing, people continue to spend hours lying in the sun in the middle of the day.
5. Some people are not convinced that there is a serious risk to their health from smoking, _____ tobacco firms put a health warning on every packet of cigarettes.
6. The students understood the risk involved in going out to the war zones but _____ this they were determined to do what they could to help.
7. _____ his failing health he continued to work in the Third World.
8. They are often disheartened. They are now beginning to see some positive results _____.
9. _____ she thinks the Government should do more to help developing countries, she gives what she can to the different charities working in the field.
10. People are suspicious of some charities, _____ most people gave willingly to Band Aid.

Rewrite these sentences using the conjunction in the brackets.

1. She speaks English very well although she's never been to England. (despite) _____
2. In spite of being tired, they stayed until they found out exactly what had happened. (although) _____
3. She eventually returned home. For a long time they had been afraid they'd never see her again though. (although). _____
4. Despite the fact that she was afraid of going out alone at night, she decided she had to find out _____

where he'd gone. (in spite of). _____

Combine these sentences using contrast conjunctions.

1. They had a lovely holiday. It rained every day. _____

2. It was really difficult. They managed to get to the top of the mountain. _____

3. They got to the top of the mountain. They couldn't see very much. _____

4. They were very tired. They started the journey down almost immediately. _____

5. They continued walking. The weather got very bad. _____

6. They finally got down. It had been dark for over an hour. _____

Complete the sentences with finite or non-finite adverbial clauses of the type indicated.

1. (Comparison) He speaks English much better _____

2. (Time) They decided to climb the mountain _____

3. (Place) We left the car _____

4. (Purpose) The United Nations Organization was formed _____

5. (Result) The book was so boring _____

6. (Concession) We went swimming _____

7. (Condition) I should be delighted _____

8. (Reason) _____, I didn't have time to come.

9. (Purpose) He arranged to come early _____

10. (Reason) As _____
they won't be necessary.

11. (Time) As _____
I met someone I hadn't seen for years.

12. (Comparison) He did his job as _____

13. (Time) I wrote to you _____

14. (Result) He was so angry _____
15. (Place) You should meet me _____
16. (Concession) _____,
they live very simply.
17. (Purpose) We arranged to hire a coach _____
18. (Purpose) We booked the rooms at the hotel lest _____
19. (Condition) The men were told that they would be dismissed _____
-
20. (Purpose) Examination candidates are known by number, and not by name _____
-
21. (Time) _____
I shall expect to see you more often.
22. (Concession) _____
I have now changed my mind.
23. (Comparison) _____
the more I like him.
24. (Condition) Provided that _____,
you will be allowed to join the Society.
25. (Time/Condition) As long as _____
we were safe.
26. (Time) I decided to invite some friends to my house while _____
27. (Result) Such was his anxiety _____
28. (Concession) Whatever _____
it's best to take his advice.
29. (Time/Purpose/Time) We lit a fire before _____
so that _____
when _____.
30. (Concession) However _____
he shouldn't have been so rude to his host.
31. The English have to pay taxes to the Government, whether _____
-
32. (Time) Patrons arriving late at the opera house will not be admitted _____
-
33. (Result) The meeting became disorderly _____
34. (Purpose/Time) I am learning English _____
when _____
35. (Concession/Reason) Much as _____
I couldn't lend him the money because _____
36. (Comparison) _____
the sooner you will be able to relax.
37. (Concession) No matter _____
I couldn't persuade him to change his mind.

38 (Time/Result) So enthusiastic were the audience that not until _____
would they _____

LIFELONG FRIENDSHIPS.

This year thousands of students will participate in foreign exchange programs. For most, the time spent living abroad will be one of the most enriching experiences of their lives.

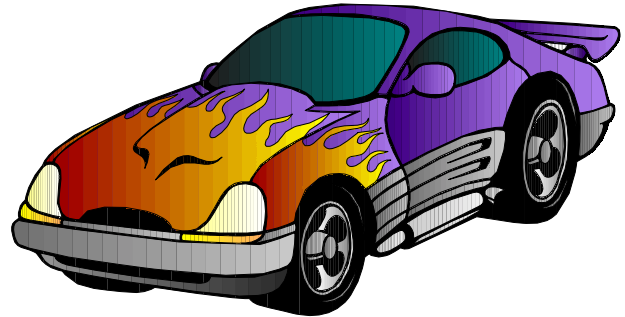
The growing attraction of students exchange programs for parents and young people alike lies in their unique opportunities for personal development.

There are many reasons for this. When students live abroad, their horizons and ideas expand. Their perceptions of the world become richer and their outlook on life matures.

Inherent in this growing knowledge is the need to compare the new culture with one's own. Individuals are forced to reflect on themselves and their own societies, its strengths and weaknesses.

And it's fun, too. That's another reason why foreign exchange programs are popular. While it isn't always easy, most people enjoy the small challenges of daily living abroad, like discovering local dishes. Or learning how the buses work. Or how to shop for food. Or where the laundry is.

Certain exchange programs provide lodging with families. In many respects, these become the student's real family away from home. Deep bonds which last a lifetime may develop. In later years, many recall his experience as being the most important part of their stay.



QUESTIONS.

1. Write a brief summary of the text (80/90/ words=6-7 lines)

Answer the following questions trying not to quote from the text:

2. What does living abroad imply for students?
3. What do exchange programs provide?
4. Why are exchange programs attractive for students?
5. Give synonyms, antonyms or explain the following:
 - lodging:
 - abroad:
 - knowledge:
 - to enjoy:
 - challenge:

BRITAIN'S CONSERVATIVES: A PARTY IN CRISIS.

The Conservative Party has in recent times changed its nature completely. Now a totally new kind of Conservative politician has emerged.

In the Sixties, the Tory party accelerated the steady break away from its roots that had been taken place over many years.

It seemed sensible enough at the time that if the party was to continue to attract a mass vote then it must be seen to move away from the label its opponents had always given it -the party of privilege. That meant losing the Members of Parliament with aristocratic connections.

After six years of war and six years of Attlee's reforming Labour Government, Britain was believed in the Fifties to be less class-conscious. There could surely be no place now for a Conservative Party as Britain had known it since the turn of the century.

Conservatism is a philosophy based on tradition and social stability, stressing established institutions; many such institutions had disappeared.

Till the Thirties, Conservative Members of Parliament were largely from rich families, many of them people whose fathers, grand-fathers and great-grandfathers before had been Members of Parliament.

It all comes from the days when Members of Parliament were not paid. In such circumstances they could hardly come from any other background. When they began to be paid, the amount was so small the party still mainly comprised people of independent means.

QUESTIONS.

1. Write a brief summary of the text (80/90 words = 6-7 lines)

Answer the following questions trying not to quote exactly from the text:

2. What happened to the Tory party in the Sixties?
3. Did the Tory party change its policy? Why?
4. What happened when Members of Parliament were paid?
5. Give synonyms, antonyms or explain the following:
 - recent times
 - roots
 - turn of the century
 - background
 - independent

TOXIC SHOCK SYNDROME

My tampon could have killed me

Alison Worsley thought she had food poisoning... then she slipped into coma

I returned home from a wedding late one Saturday night, and went to bed feeling fine. But at 4am I was being sick with diarrhoea. I hadn't had anything to drink, so I assumed it was food poisoning.

The next morning I was light-headed and dizzy, and still had diarrhoea. But the sickness had gone so I didn't bother

**Doctors
expected me
to die**

calling the doctor.

For the next three days diarrhoea continued, but I didn't feel too bad so I kept going to work as a teacher, and looking after my kids, Alex, five, and Edward, two. By Thursday I could hardly walk. I had flu symptoms but no runny nose. I ached all over and had no strength in my limbs. I went to work, but had a severe headache and

became confused.

I made an appointment to see the doctor that evening. I was using tampons at the time because it was my period, but toxic shock syndrome (TSS) never crossed my mind. Everything I'd read about it said it came quickly, and I'd been ill for five days. And I'd never had problems before.

I told the doctor I thought I had food poisoning. He examined me and decided I could be right, so he recommended rest.

I stayed in bed on Friday, feeling very tired and achy with a severe headache, sickness and diarrhoea. By the next morning, I was drifting in and out of consciousness. I was aware of my husband Stephen coming in and out but I had no idea what was going on. He seemed to be in the distance. When he spoke to me and got no response, he

knew something was wrong, so he phoned my sister Gillian. When she arrived, she took one look at me and called the doctor. My temperature was 104°F and rising, I was dehydrated and the GP (General Practitioner) couldn't find any blood pressure. I was rushed to hospital.

Being that close to death is hard to describe. I wasn't in pain and I knew what was said to me. But nothing worried me, I just felt calm.

Stephen mentioned food poisoning so I was put on an intravenous drip in an isolation ward. The doctors didn't expect me to survive the night.

The next morning, they discovered I was still wearing a tampon. That's when they realised it could be TSS. People think you get TSS because you've left a tampon in too long. But I

didn't - apart from the last one because I'd been unconscious and couldn't take it out. I came out in a rash, another symptom of TSS, and they gave me antibiotics.

They still expected me to die, but by Monday I was semi-conscious. After that, everything happened quickly. TSS was confirmed by Wednesday, and I was well enough to go home that weekend.

But I was still weak, I had a light temperature and couldn't talk properly. The skin of my hands and feet peeled, and my hair started falling out.

Doctors said I'd be well in six weeks, but over the past two years I've suffered exhaustion, recurrent viruses, and chest and bacterial infections. I've tried inhalers and antibiotics, but I'm still losing hair and suffer pain in my muscles and joints.

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Luckily, I didn't lose any toes or, as far as I know, have internal organ damage, which is common among TSS sufferers. But my immune system has been ruined so I'm vulnerable to all sorts of illnesses.

I wasn't in the TSS high risk category... I never left

tampons in for over four hours and, at 28, I was older than the most susceptible age group, 15-25. Plus I'd used tampons for 10 years without any problems.

You never get over coming that close to death. I'll never use a tampon again. It's a big shock to discover that

something designed to make your life easier nearly robbed me of mine.

Information about TSS is sparse and I want health workers and women to know more about it.

Symptoms to watch for are those which don't usually go together, like a sore throat and vomiting,

or flu symptoms and diarrhoea but no runny nose. If you suspect TSS, remove your tampon immediately and call a doctor. And don't feel foolish -it could be a matter of life and death.®

*Woman's own.
Sept. 1996*

QUESTIONS

1. What does TSS stand for?
2. Where had Alison been when the first symptoms started?
3. What kind of symptoms did she have?
4. What was her job?
5. Why was she taken to hospital?
6. Who did her husband call when he saw Alison so ill?
7. Why was Alison lucky?
8. After two years what kind of problems does she still have?
9. Vocabulary: Sparse, Dizzy, Severe, Isolation ward.
10. Rewrite the story again in about 90 words.

CAN IT BE WORTH , 4000 TO PINCH A GIRL'S BOTTOM?

A HOTEL guest who pinched a chambermaid's bottom and groped a receptionist has paid the price -, 4000.

A court fined Tony Brewer , 2000 for each offence of indecent assault.

Brewer, 32, a carpet firm boss, said yesterday: "I'm not complaining about the fine but I'd rather not say any more."

Receptionist Jacqueline Davies, 24, said: "The money won't bother him. But the embarrassment will."

Brewer, married with two children, pounced on the women after drinking at the hotel, where he was staying for a conference.

He tweaked the 22-year-old chambermaid's bottom as she tied up his room at 10am. "She fled to another room but Brewer followed and began

chasing her around the bed," prosecutor Paul Latner said at Blackwood, South Wales.

"She was very distressed."

Ten minutes earlier Brewer, from Bromsgrove, Worcs, had asked Jacqueline to wake a friend of his in another room at Blackwood's Maes Manor hotel.

She said yesterday after the hearing: "I didn't know if he was genuine or if he wanted to get me into a bedroom.

"He was very persistent and harassing me. So I decided to get the house keeper, a lady in her fifties.

"He told me, 'It's got to be you.' I said,

'Forget it.' With that he made a grab for me, groping my bottom and trying to kiss me.

"I was in tears. He was doing his utmost to

"I went back to my desk, but even then he didn't stop. He was leaning over me and making lurid remarks about my breasts."

Brewer's lawyer Peter Mallia told the court: "It was more like a bedroom farce than a serious assault.

"He had been up since 3am with his colleagues and was in high spirits.

"There was a jovial atmosphere and he completely misread the situation.

Mr Brewer admits he put his arm around the receptionist's flank and touched the chambermaid's bottom. But it was horseplay.

"The incident could easily have involved someone younger and more naive."

make me feel cheap."

Afford

She added: "The man was obviously well-to-do. But no one should be allowed to get away with that sort of behaviour."

The magistrates ruled that Brewer could afford to pay the maximum , 100 for each of the forty units he was fined -making a total of , 4000.

A spokeswoman for the Fawcett Society, which promotes equality between the sexes, said last night:

"In general women do not like having their bottoms pinched. It is about time men realised this."

QUESTIONS

1. Where did the event happen?
2. Where was the guest from?
3. Was he married?
4. Was he drunk?
5. What time was it?
6. Why was the guest at the hotel?
7. How many girls did the guest offend?
8. Tell the story again in about 60 words.
9. Vocabulary: grab, grope, chambermaid, harass.

**ROD'S EX TO SUE
SURGEON WHO BOOBED.
My breast op went wrong claims Alana**

**By MARK DOWDNEY,
Foreign Editor.**

POP star Rod Stewart's ex-wife Alana has launched a multi-million dollar legal battle - claiming her breast-

boosting op went wrong.

The 48-year-old former Hollywood actress had her boobs enlarged 11 years ago months before Rod left her and moved in with model Kelly Emberg.

Now she is suing the surgeon, claiming negligence, deceit and intentional infliction of emotional distress. Her court

case in Los Angeles also alleges breach of warranty against two medical companies.

Alana's action comes as 12,000 women in the US are suing over breast implants that have gone awry.

Many say that their health has been devastated.

Painful

EXPANDING THE SENTENCE

MMLLDC

She has not revealed what went wrong with her implants but common complaints include leaking silicone and hardened, painful lumps.

Some women claim they Alana wed Rod in April 1979 but filed for divorce five years later, just four months after her breast op.

She was among many Hollywood stars to have implants, including Melanie Griffith, Mariel Hemingway, Jane Fonda, Cher, Loni Anderson and Heather Locklear.

Divorce

developed rheumatoid arthritis.

It has become such a scandal that two years ago US government watchdogs banned the use of silicone in breast implants.

Friends say she had it done with Rod's approval but it did not help to keep the marriage together.

Alana, mother of their children Kimberly, now 15, and Sean, 14, is said to have won a \$3 million divorce settlement plus \$15,000 a month child support from Rod.

She also has a son

One firm Alana is suing Bristol-Myers Squibb is among three US cosmetic surgery suppliers who have put aside a record \$2.8 billion to settle lawsuits.

Ashley, 19, from her four year marriage to actor George Hamilton.

Alana, now one of Hollywood's fashionable hostesses, has since dated Rambo star Sylvester Stallone, producer Stan Dragosi and Texas oil millionaire Jim Randall.

QUESTIONS

- 1. What company is Alana suing?
2. What are the most common complaints when the operation goes wrong?
3. How old is Alana?
4. How much did she get after her divorce?
5. How many children has she got?
6. What other Hollywood actresses are mentioned in the text?
7. Who has Alana been going out with after her divorce?
8. Who was Alana married to before Rod?
9. Vocabulary: fashionable, hostess, leaking, breast.
10. What is your opinion about breast operations? Explain your ideas.

TENSE REVISION.

Supply with the most suitable tense (PRESENT, PAST, or PRESENT PERFECT).

- 1. Lend me your rubber. I (make) _____ a mistake and (want) _____ to rub it out.
2. I (see) _____ you yesterday. You (drink) _____ ginger beer at a cafe. But you (not see) _____ me.
3. I (go) _____ to Portugal five years ago. Since then I _____ (not speak) _____ Portuguese, and (forget) _____ nearly all I (learn) _____ there.
4. You (read) _____ Pickwick Papers? I (begin) _____ the book last week and just (finish) _____ it.

5. I (go) _____ to the Zoo tomorrow. You ever (be) _____ there? Yes, I (be) _____ there last Sunday. I (go) _____ nearly every weekend.
6. I hear you just (get) _____ married. When the ceremony (take) _____ place?
7. We (go) _____ to the Valley of Rocks last Sunday. While we (eat) _____ our lunch there a man (fall) _____ from the rocks and (hurt) _____ his head. We (take) _____ him to the hospital in our car, and (be) _____ to see him twice since then. He (get) _____ better now.
8. Hello, who you (bring) _____ with you? He (have) _____ supper yet? No, he (not have) _____. We usually (have) _____ supper at eight, but Mary (not finish) _____ yet. She still (eat) _____ in the dining-room. He (not meet) _____ Mary, and she (not know) _____ him, so take him in, introduce him and give him something to eat.
9. What you (look for) _____? I (lose) _____ my purse near here and (want) _____ to find it before it (get) _____ dark. When you (lose) _____ it? I think that I (drop) _____ it when I (go) _____ to school this morning.
10. I (look) _____ at your photographs while you (be) _____ out. You (like) _____ them? They (be) _____ not very good.
11. As he (run) _____ to jump over the ditch, he (fall) _____ and (twist) _____ his ankle. We (have) _____ to carry him home. He now (lie) _____ on the sofa, and he (read) _____ a book until a few minutes ago. The doctor just (leave) _____ and (say) _____ as he (go) _____ out that he must rest for a week.
12. You (like) _____ chess? Yes, but I (not play) _____ for many years. I (live) _____ with a good chess player for the last six months, but he (play) _____ extremely well and I (not wish) _____ to play with him.
13. We (wait) _____ here for half an hour now, so I (not think) _____ she will come. She always (arrive) _____ late, or you _____ (think) something (happen) _____ to her? I (not know) _____, but I (think) _____ we (wait) _____ long enough.
14. You (remember) _____ my name or you (forget) _____ it?
15. Look! My socks already (wear) _____ out at the heels, even though I

(wear) _____ two pairs at once these last few weeks.