# Unit 02 The force of nature

1 Reorder the letters to find natural disasters. Then write Polish equivalents.	5 Read the dialogue and complete it with the phrases given.
1 RODANOT	far-fetched quite reasonable can never know depends on more likely made in the field
2 Complete the text with the correct words. The first letters are given.  Last night at about 11.30 pm, an earthquake (1) s a small island in the Pacific Ocean. This is the second (2) n disaster to hit the island in two years. Last March the north of the island had serious floods when the main river (3) b its banks, destroying farmland and causing landslides. Last night, a few (4) s we spoke to described how the earth shook (5) v,	<ul> <li>Do you really think that one day we'll stop using cars that need petrol completely?</li> <li>Well, it (1) science really, and the progress (2) of car production. It's certainly possible.</li> <li>But surely it's a bit (3) to thin that we'll all be driving electric cars! They're so small and expensive.</li> <li>No, you (4) what's going to happen in ten years' time. You should know that. Things change so fast. It's (5) to think that scientists and car manufacturers will</li> </ul>
and reduced the centre of the island's main town to  (6) r within minutes. Many (7) v are still trapped under the fallen buildings. Foreign (8) a has already been promised by many countries and organisations should start to arrive shortly.	produce an electric car we can all afford.  - But it's (6) that we'll just have a choice, isn't it? Electric or petrol?  Let's wait and see.
<b>3</b> Correct the words that are wrongly spelled. There is one word which is correct. Then use	6 In your notebook, write sentences speculating on statements 1–3. Use some of the phrases from activity 5.
them to replace the words in italics in the sentences (1–5).	<ol> <li>One day, everyone will be able to travel to other planets.</li> </ol>
catastrophie –	2 In the future, no one will buy books anymore.
occurrence –	3 Sometime soon, cars will be banned from all city centres.
fullproof –  1 There is unfortunately no to predict	<b>7</b> Choose the correct alternatives to complete the sentences.
natural disasters.  2 If the volcano erupts again, it will be a for the whole community.	1 Last night, I heard someone climb/climbing through the kitchen window. I ran into the kitcher and Ken was stuck half in and half out! He'd forgotten his keys!
3 Earthquakes in this country are an unusual	2 I watched the decorators paint/painting the room for a while and then I got bored and went out to the shops.
phenomenon  4 Buildings in earthquake zones are usually  to stand up to the shaking.	<ul> <li>3 I noticed an old man drop/dropping his wallet on the pavement, so I picked it up and ran after him.</li> <li>4 When I got home, I could smell something burn/</li> </ul>
5 In Scandinavia, the lights in the night skies are a wonderful natural experience	<ul> <li>burning, and then I saw Tom throw/throwing a lot of old papers and magazines onto a small fire in the garden.</li> <li>5 We all watched my brother win/winning the</li> </ul>
4 Use words from tasks 1–3 to write a short report of a natural disaster for a news column in a newspaper.	100 metres race at school on Saturday. 6 I heard the teacher <i>call/calling</i> my name in the corridor and Llooked round immediately.

corridor and I looked round immediately.

Last night, the people in ... had a big shock ...

8	Complete the sentences with your own words.	1:	2 Listen again and answer the questions
1	When I got to school this morning, I heard		your own words.
2	When I went for lunch today, I saw	1	Why have people come to this meeting?
_	When I went for funding today, I saw		
3	When I got home after school today, I noticed	2	How can people help the organisation in this country?
4	When I was getting ready for school today, I smelled		How will volunteers be prepared for the work they
5	When I went shopping at the weekend, I saw		will have to do abroad?
6	At break time at school today, I watched	4	What qualities are the organisation looking for in volunteers?
	Imagine there was a big fire at a house on		Voidingerori
the	ur street last night. Write a witness report for e police about what you did/saw/heard/noticed/	5	How will the volunteers benefit from working with disaster victims?
_			
		6	What is the next step for people wanting to volunteer?
		4	3 Imagine you have been to the meeting
		de	escribed in activity 11. Email a friend to tell him/ er about the talk. Summarise what you learned.
			sten again if you need to.
	You are going to listen to a presentation given a member of a charity organisation that helps	≣▼	Subject:
pe	ople after natural disasters. Check the meaning	Н	i Bernie.
	d pronunciation of the words below in your		nis evening, I went to
aic	ctionary or go to www.macmillandictionary.com.	_	8
	and the state of t	_	
	assign detect compassion dedication commitment	_	
	acarcano, estimation	_	
		-	
aid	Write down four things you think foreign workers do when they go to a disaster area.		
	sten to the presentation and check if your ideas		
are	e mentioned.		4 Complete one of the sentences with your words. Choose starter A or B.
2	$\rightarrow$	_	I would like to volunteer to work with disaster
3^			victims because
4		В	I wouldn't like to volunteer to work with disaster victims because
	<u> </u>		

# Unit 02 Disaster movies

### 1 Complete the grids with the correct forms of the words in the columns.

	ADJECTIVE(S)
stun (v)	
disappoint (v)	
repeat (v)	

	NOUN
combine (v)	
destroy (v)	
win (v)	

### **2** Use words from the grids in activity 1 to complete the exchanges.

- 1 It's a pity. I expected a lot more from that director.
  - You're right. It was so
- 2 Did you hear? The film has been put forward for a top award.
  - I know. It'll definitely be a \_
- 3 I loved the film. One moment, I was laughing, and the next I was crying.
  - Yes. It's a very clever \_\_\_\_ of comedy and tragedy.
- 4 Did you like the special effects in the film?
  - I did. I thought they were \_

## 3 Match words from both columns. Then use the phrases in the correct forms to complete the film review.

<b>A</b>	/ B</th
mixed	the top
get caught	effects
box-office	the case
cutting-edge	out
let it	reviews
over	hit
come	up in
this will be	down
special	technology



Liam Sander's new film 'White Rainbow' received

(1) \_\_\_\_\_\_\_ from the critics when it

(2) \_\_\_\_\_\_\_ last year, and I fear

(3) \_\_\_\_\_\_\_ with his most recent film

Breakers' Sander hasn't had a (4) \_\_\_\_\_\_\_
for over five years despite his use of (5) \_\_\_\_\_\_\_
in unusual filming techniques. 'Breakers' comes across as being a bit (6) \_\_\_\_\_\_\_ with the
special effects (they're everywhere!), and I also feel the
performances of the main actors (7) \_\_\_\_\_\_

a little – these actors have done much better in past films. The storyline about a scientist who (8) \_\_\_\_\_\_ a plot to murder the President is never very believable. Not one to watch in my opinion!

4 Write a short review of a disaster film you have recently seen for your school magazine, using some words and expressions from activities 1–3.

Are you thinking of going to see ... ? Well, ...

**5** Choose the correct words to complete the sentences. Then match opinions and examples from A and B.

	WIC	look instance	for	tare
A				
A	2	I think is the can really know when a consist is going to happen.  There's nothing	quake	e n driving
	Ψ/	an electric car.	vviu	ranving
	3	prefer city (	centres	
		to be traffic free.		
	4	I climate ch	nange	
		is getting a lot worse.		

В		
	a)	You've only look at the amount of flooding today.
	b)	For, people could get special buses into town.
	c)	the new Toshiba for example. It's really cool!
	d)	at the disaster that happened in Haiti, example.
/		

**6** Use two phrases from A and two from B in activity 5 to give your opinion and an example in answers to these questions.

1	Should TV news reports show people suffering after a disaster?
2	Should charity organisations have special campaigns to raise money for disaster victims?

### **7** Complete the sentences with the correct present forms of the verbs given.

		look	think	have	see	
1	I about my			octor late	er this mor	ning
2				you mea	ın, but is it	really
3				ou) abo	out the new	reality
4			_ about		ggestion. I	'II give
5 6 7	That new Why	jacket <sub>-</sub>	(y	ou) at m	_ lovely on le like that? ere, I don't	?
	Use the v				rect forms	3
1	At the beg	ginning	of the f	ilm Jack		
	` '	, and hi			(	
2					to his frien o a night c	
3					the car pa	
	asking hir	n to bri	ng the l	bag they	found.	
yo the	u have jus	st seen	. In you the sto	ır noteb	iend abou ook, desc the correc	ribe
It's On	u must see mainly ab e of the be so loved the	out a est poin	. who ts is ŵt	nen		
a c		ary call e inter	ed 'Life ested i	After An watch	eview abou Armagedd ing	
l w	ould/would	dn't be	interest	ed beca	use	
		<u> </u>				
† dic					rds below ictionary.co	
	escapis	t out	oreak	pandem	ic burn o	ut

gridlock

zeal

### 12 Read the review. Then answer the questions (1-6).

#### Would YOU survive?

Α

If you fancy getting scared to death, then you can't miss the documentary 'Life After Armageddon' tonight at 8.30 on Channel 7. The title speaks for itself, but if you think this is just another of those 'what might, happen if ...' movies, you would be wrong. This is very powerful television indeed. There have been a large number of films made about what life could be like after a global catastrophe has killed billions of people, and destroyed society as we know it today, However, these are most often over-the-top violent action thrillers that are quite unrealistic, and because of that, they are safe, escapist entertainment. 'Life After Armageddon, on the other hand, is quite frighteningly real, and I imagine that tomorrow morning there will be a fair number of people down at the supermarket, stocking up on bottled water and tinned food!

The documentary tells the story of what happens to a normal family from Los Angeles in the weeks and months following the outbreak of an imagined flu pandemic.

The disease runs out of control and kills millions and millions of people worldwide. Apparently,

a pandemic like this would probably burn itself out within about ninety days, but it's what could happen to society in the meantime that is terrifying. The family start by trying to wait out the pandemic, but eventually give in to the instinct to run and leave the city. The documentary follows their journey from terrorised city streets, along gridlocked roads, through the desert on foot and finally to the forming of a simple community based on fear and religious zeal. This teaches to survive in the way people did two hundred or so years ago. It leaves us with some questions though. Is this new, simple life better than what we have now? And how close are we to it?

C

What this documentary shows is not a fictional adventurous description of life after a global catastrophe, but something that could very easily really happen. When Hurricane Katrina devastated New Orleans, there were reports of events similar to those shown in this documentary. Perhaps the most frightening thing of all is to see how quickly we return to our animal instincts once the thin surface of civilisation has been torn away.

Which paragraphs (A–C) mention the following:

1	the probable length of a typical pandemic	
2	movies about life after a disaster	
3	details about when to see the programme	
4	the journey of an American family	
5	a real natural disaster	
6	what viewers might do after watching the	
	documentary	

**13** Imagine you are a member of the family in the documentary. What do you need to take with you to survive your journey? You can only take what you can carry. Give reasons for your choices.

I would take ..., because ...

# Unit 02 Skills builder

### READING

1 You are going to read part of a young
travellers' blog about visits to some of the Natural
Wonders of the World. Write down four Natural
Wonders you would like to see.

1	
2	
3	
4	

### **2** Check the meanings of the following words in your dictionary and translate them into Polish.

oxygen nitrogen layer ancient platform swirl swoop merge

**3** Read the blog quickly, ignoring the gaps, to check if any of your natural wonders from activity 1 are mentioned. Then read the blog again and complete gaps (1–5) with sentences (A–F). There is one extra sentence.

#### **Young Travellers**

We've all heard of the *Modern Wonders of the World* – like the Eiffel Tower, Taj Mahal, the Statue of Liberty and so on, but how many of us know about the top *natural* wonders of the world? This week on Young Travellers Blog, we are asking those of you lucky enough to have seen any of these magnificent sights, to send in reports on them.

#### BAILEY, ENGLAND

Last summer I was lucky enough to be taken to the USA with my parents for a few months while my dad was doing some work out there. It was my first time in the States and, of course, I wanted to see as much as I could – but it's such an enormous country with a spectacular variety of many different types of scenery and natural beauty! We really didn't



know where to start. (1) We weren't disappointed. It's without doubt the most incredible place I've ever seen. The enormous canyon stretches 446 km and at its widest point it's about 29 kilometres. Can you imagine that? (2) \_\_\_\_\_\_

Right at the bottom runs the Colorado River and it is believed that this river slowly cut through the rocks over six million years to form the canyon. What really impressed me were the colours – the sides of the canyon reveal layers and layers of ancient rocks of different colours. It's impossible to describe how beautiful it is. Many people fly over the Canyon to get a good view but I went on the Canyon Skywalk which is a platform that extends out over the Canyon with – can you believe this! – a glass floor! You can see straight down.

(3) \_\_\_\_\_\_\_ But a magnificent place to visit.

#### Nori, Japan

It's definitely my greatest wish to visit as many of the top natural wonders of the world as I can before I die! And earlier this year, I started with the magnificent Aurora

Borealis, or as many people refer to it, the Northern Lights. I went with a school group to Norway to see them and I really had no idea what to expect. I think in the back of my mind I probably pictured a lot of lights shooting around like fireworks. (4) \_\_\_\_\_ The Aurora is like a light show at night! Green, red and white lights swirl together, sometimes merging and then separating and swooping around the sky. At times, it's like



a vast curtain of lights, and at others, it's like a ball of flame. Apparently, this amazing phenomenon is caused by storms on the sun. (5) \_\_\_\_\_\_ Oxygen makes green and white light and nitrogen produces red and purple. This same phenomenon can also be seen in the Southern hemisphere, where it's known as the Southern Lights, but it's easier to see them in the north in late autumn or winter when the days are very short. Sometimes, you have to be patient to wait for them to put on their show, but the wait is worth every second. It's the most breathtaking sight you'll ever see!

- A It's very, very deep too and the deepest part is a mind-boggling 1.83 kilometres!
- B But nothing could have prepared me for the reality which was truly spectacular.
- C I would like to have seen it from the sky.
- D In the end, we went for the Grand Canyon because it's really up there with the best in terms of being a true natural wonder.
- E Plasma shoots out and blows towards the earth, and when it hits the earth's atmosphere, the gases in the air glow.
- F Not a good idea for anyone with a fear of heights!

4 Check out Natural Wonders of the World

online and choose one. Imagine you have seen it and write a short entry for the travellers' blog.	

### USE OF ENGLISH

**5** Read the text about an adventurer. Decide what parts of speech the missing words are. Then complete the text.



Volcanoes are an amazing sight when they erupt. Huge volumes of ash shoot upwards darkening the sky (1) hours or even days. Lava flows down the mountain slopes, destroying everything in its path, and the mountain glows red and gold in the night sky. Even when an active volcano is (2) \_

erupting, it is still (3)	dange	erous place and you
can look down into t	he volcano from	above, and see
the hot golden lava a	and feel the inte	nse temperatures.
So what makes som	eone want (4) _	descend
as close as he possi	bly (5)	to the heart of the
volcano? Geoff Macl	kley, an extreme	adventurer from
New Zealand, decide	ed he wanted to	do it and spent
ten years planning th	ne adventure. H	e achieved his goal
when (6) C	ctober 2010 he	used ropes to climb
down into the Marun	n Volacno on the	e island of Vanuatu,
and his video on You	utube shows (7)	happened.
He and his team clin	nbed to an incre	dible 100 yards from
the swirling lava. Ob	viously, they wo	re special clothing to
(8) themse	lves against the	extreme heat and
poisonous gases, (9	) Geof	f said later that
the main worry had	(10) fa	lling rocks as they
climbed down. What	a way to get up	close to nature!
	, ,	V /

6 Go online and watch the video described in activity 5 on YouTube. Some people have said the video might be a fake, but Mackley denies this. What's your opinion?

### GET READY FOR SPEAKING

		xpressions,	often used	when
speculating	about a	picture.		

-				
	all imagine would	that a	s looks	have
	must	feeling l	be	
1	say the pe	eople are	having a g	reat
/	time, because			
2/	// it's some so	ort of walk	ing tour, be	ecause
3	/ They feel q	uite chilly	because	
4	They might	been wa	lking for a	long
_	time so they're proba	bly	pretty	tired
5	/t's not clea	ar, but it lo	ooks	if

6	They could	on a school trip of some
	sort	
7	It	like a very beautiful area
8	In	probability, they're going to

8 In your notebook, write a description of the picture. Then answer the questions below. Use some of the expressions from activity 7.



- 1 How do you think the man is feeling at the moment?
- 2 How important do you think it is for people to spend time close to nature? Why do you say that?
- 3 Describe the last time you had a holiday or break in the countryside.

### WRITING

**9** Read the exam task below. Then search online for some examples of different walking tours you can go on.

Niedawno wróciłeś/wróciłaś z pieszej wycieczki klasowej śladami polskich cudów natury. **Opisz** miejsce, które najbardziej utkwiło ci w pamięci.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymagania typowe dla formy wskazanej w poleceniu.

Walking tour 1:	
Walking tour 2:	
Walking tour 3:	



10 Decide which types of scenery you want to write about. Check in your dictionary for two or three new words you can use to describe the aspects below.

Colours: golden, azure blue,
Sounds: whisper of leaves, bird song,
Smells: scent of flowers, fresh grass,
Air: clean, pure, fresh,

**11** Write your description for the exam task in activity 9.

# Unit 12 Real Life English

- Interrupting
- Dealing with interruptions
- Getting back to the topic

ca	Read the dialogues and decide whether the trases in bold are formal (F) or informal (I). Which in we use in both formal and informal situations +I)?
1	- Sorry to butt in, but I think there's something
	you should know.
	OK, go ahead.
2	- I'm sorry to interrupt, but I'd like to point out
	that
	Let me finish, please!
3	- I'd like to jump in here if that's OK?
	Sure. What do you want to say?
4	<ul> <li>I don't mean to be rude, but I'm afraid I have</li> </ul>
	to point out that time is short.
	<ul> <li>Thank you for reminding me. Let's get to the point.</li> </ul>
5	Excuse me, but I have to stop you there.
	There's no way we can
	- If you could wait just one moment, please.
6	- Can I come in here please? I
	<ul> <li>Just hang on a second. I'd like to finish this first.</li> </ul>
ab ph	Read the dialogue where someone is telling a story rout an earthquake. Ignore the gaps and underline prases where a speaker is trying to return to his/her pory.
-	It was a terrible experience! It happened late at night, and we were all in bed
_	(interrupt)
-	(don't accept interruption)
_	(say why you're interrupting)
	(say why you're interrupting)
_	OK, maybe you weren't in bed, but the rest of us were.
	Now to get back to what I was saying, it must have been
_	about 11.15 when (interrupt/correct)
	(merupi/correct)
-	
	All right. 11.30 then. Now, where were we? OK, yes we heard an enormous noise. It was the wardrobe falling
_	
-	heard an enomous noise. It was the wardrobe falling (interrupt/add information) !
_	heard an enormous noise. It was the wardrobe falling

3 Read the dialogue in activity 2 again and use

phrases from activities 1 and 2 and your own words to complete the gaps according to the clues in brackets.

	You are trying to tell a friend the story of a disaster film you have recently seen, but another friend keeps interrupting to correct your add something.	0
(	name the film and the stars)	
(	nterrupt to add information about the stars/correct)	
_		
(	return to clescribing story)	
_		_
-		
-	nterrupt to ask a question)	
/ <del>\</del>	Imagine you are teachers at a teachers' meeti You are trying to tell the other teachers about	6
/ <del>{</del>	Imagine you are teachers at a teachers' meeti	6
/ <del>{</del>	Imagine you are teachers at a teachers' meeti You are trying to tell the other teachers about event that happened while you were supervis a mountain walk with the students. Another teacher who was also there keeps trying to	6
/ <u>{</u>	Imagine you are teachers at a teachers' meeti You are trying to tell the other teachers about event that happened while you were supervis a mountain walk with the students. Another teacher who was also there keeps trying to	

Read the quiz questions and choose the correct options.

- 1 When did Hurricane Katrina hit New Orleans? a) 2003 b) 2005
- c) 2008
- 2 Which volcano destroyed Pompeii?
  - a) Vesuvius b) Etna
- c) St.Helen's
- 3 Which city in the USA had a terrible earthquake in 1906? a) Los Angeles b) New Orleans c) San Francisco
- 4 Which country was hit by a terrible tsunami in 2004?
  - a) Japan
- b) Indonesia
- c) Thailand
- 5 Volcanic dust from a volcano in which country prevented planes flying in 2010?
  - a) Russia
- b) Finland
- c) Iceland
- What is the name of the scale that measures earthquakes?
  - a) Faraday
- b) Richter
- c) Beaufort

Extension

### **Revision**

•	Complete the sentences with the correct words.		fragments in italics.
1	There have been terrible w in some regions	notebook, replace the	riaginents in italics.
	of California recently, and extensive areas of forest have	too silly	time again
	burnt down.	counter	standard
2	A 'twister' is what the Americans call the natural	time and	other people's opinions
	p that we know as a tornado.		the danger of
3	The p of the film was quite complicated and	be not up to	
	I couldn't follow it. There were far too many characters.	go on	for words
4	An old lady was robbed in the High Street last night.		back, because it had a lot of faults.
_	The v is still in shock.		s Spiderman and she looked
5	In times of d, thousands of people can die	ridiculous.	<b>/</b>
	from lack of water.		ng flu vaccines to fight against
	5	possible pandemics	5.4 / / /
2	Complete the mini-dialogues with the correct	4 I've told her repeate	dly not to touch my computer.
	ords. The first parts are given.		our own ideas and not just rely on
	The film about the tsunami was terrifying. Imagine	what other people ti	
, ,	being somewhere there, watching the wave reduce		/ 5
	the costal cities to <i>ru</i>	2 Complete the colle	ocations with the correct
	- I know - I think it was a real <i>nail</i> - ending	adjectives. Use the cl	
	too. I was on the edge of my seat!	1 The	waterfall showered us
В	- Some people thought it was a bit too sen,	with icy water. (quic	
	a bit over-the-top, but I thought it was actually quite	2 We followed the	
	believable!		the sea. (not flowing in a straight
	<ul> <li>And I learned a lot. For example, I didn't know there</li> </ul>	line)	the boat (not nowing in a straight
	were so many ac volcanoes in the world	3 It would be easy to	get lost in a
	and that the gases coming from them can be	forest. (very thick)	got 100t III u
	poi		of the coast with its rough seas and
	,	i i i i ove i i e vii a i ee e	
2		5 We staved for sever	al days by a peaceful,
	Complete the sentences with the correct forms		lagoon. (isolated)
OI	verbs.		5
	touch wait call laugh practise		combine the following sentences. s, followed by verbs of senses.
Δ		Start with the subject	combine the following sentences. s, followed by verbs of senses.
A	- Is Pete at school today?	Start with the subject  1 Something bit me o	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it.
A	- Is Pete at school today? - Well, I saw him at the bus stop on the way	Start with the subject  Something bit me of the played his guital	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it. r and sang. I listened to him.
	- Is Pete at school today? - Well, I saw him at the bus stop on the way to school.	Start with the subject  Something bit me o  He played his guitar  The boys argued fo	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it. r and sang. I listened to him. r a long time. I watched them for
	<ul> <li>Is Pete at school today?</li> <li>Well, I saw him at the bus stop on the way to school.</li> <li>What's the matter?</li> </ul>	Start with the subject  Something bit me o  He played his guitar  The boys argued fo a while, and then was	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it. r and sang. I listened to him. r a long time. I watched them for alked away.
	<ul> <li>Is Pete at school today?</li> <li>Well, I saw him at the bus stop on the way to school.</li> <li>What's the matter?</li> <li>Ugh! I felt something my foot. I think it was</li> </ul>	Start with the subject  Something bit me of He played his guitar The boys argued for a while, and then with	combine the following sentences. s, followed by verbs of senses.  In the arm. I felt it.  I and sang. I listened to him.  I a long time. I watched them for alked away.  I saw him.
В	<ul> <li>Is Pete at school today?</li> <li>Well, I saw him at the bus stop on the way to school.</li> <li>What's the matter?</li> <li>Ugh! I felt something my foot. I think it was a spider!</li> </ul>	Start with the subject  Something bit me of He played his guitar The boys argued for a while, and then with	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it. r and sang. I listened to him. r a long time. I watched them for alked away.
В	<ul> <li>Is Pete at school today?</li> <li>Well, I saw him at the bus stop on the way to school.</li> <li>What's the matter?</li> <li>Ugh! I felt something my foot. I think it was a spider!</li> <li>Did I hear someone my name?</li> </ul>	<ol> <li>Start with the subject</li> <li>Something bit me of</li> <li>He played his guitar</li> <li>The boys argued for a while, and then with the subject</li> <li>Jim broke the windown</li> <li>The children played</li> </ol>	combine the following sentences. s, followed by verbs of senses. n the arm. I felt it. r and sang. I listened to him. r a long time. I watched them for alked away. ow. I saw him. in the garden at lunchtime.
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